Kingfisher Class Home- Learning- Summer 2- Week 7- Maths

Monday:

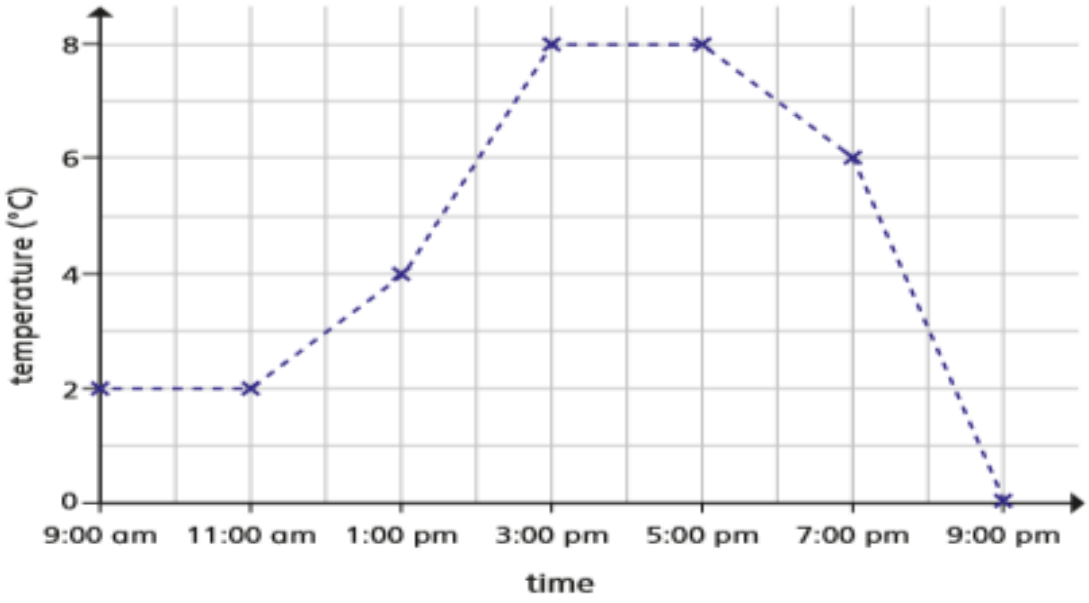
1) Write one quarter as a percentage.

2) Work out 7×0.09

3) Multiply $\frac{1}{4}$ by 3

4) What is the 6 worth in the number 4, 623?

1 The graph shows the temperature in Birmingham on one day.



a) What was the temperature at 1:00 pm? ☐

b) What was the difference in temperature between 11:00 am and 1:00 pm? ☐

c) Between which times was the temperature increasing?

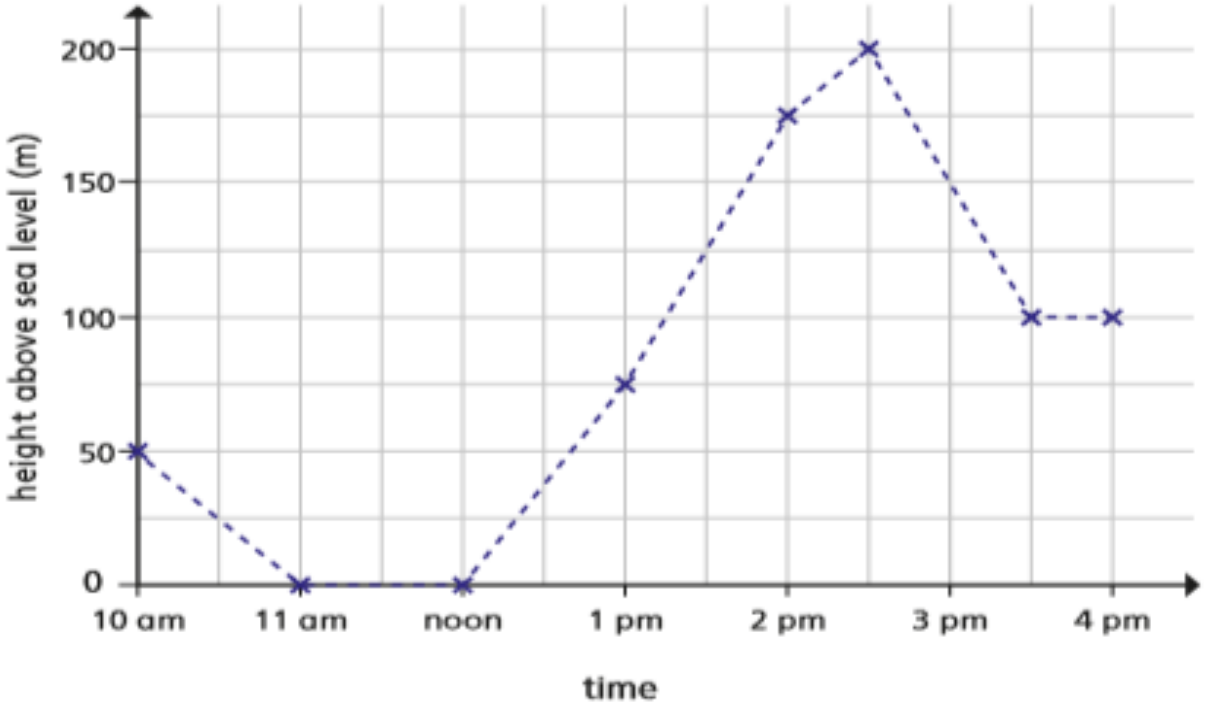
_____

d) How often was the temperature recorded?

_____

2 Aisha goes for a walk.

The graph shows the height above sea level during her walk.



a) What was the height above sea level where Aisha was walking at 2 pm?

b) At what time in Aisha's walk was she standing 200 m above sea level?

c) Part of the walk was along a beach.

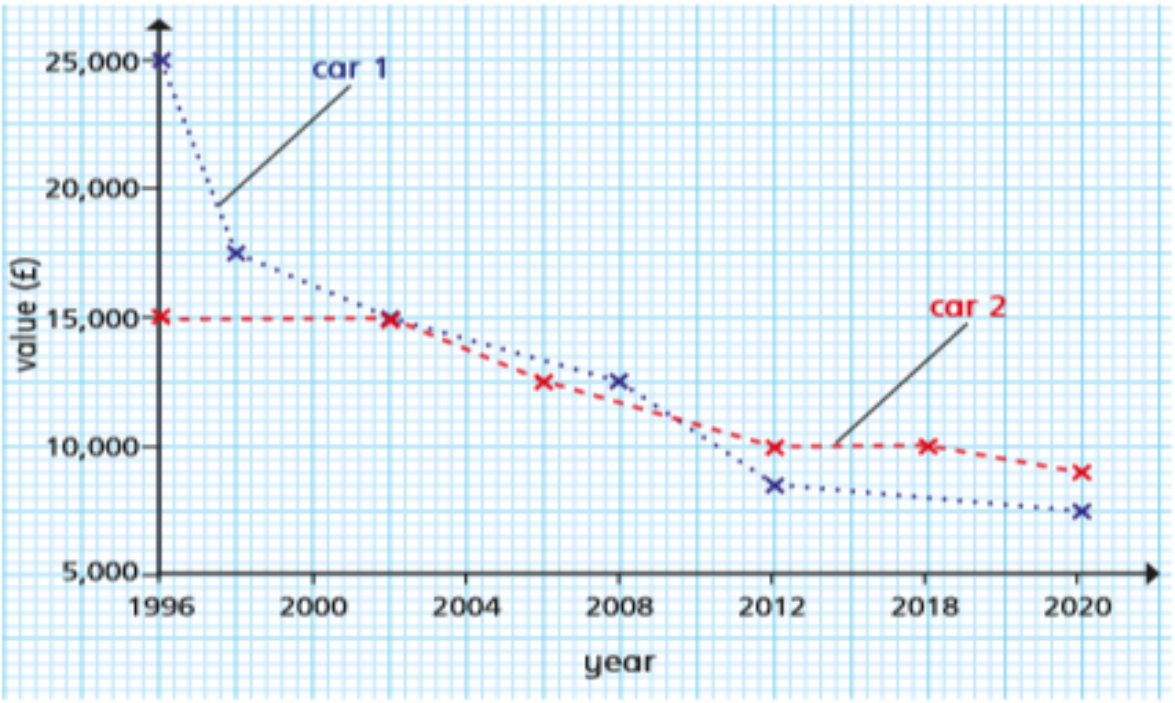
Between which times did Aisha walk along the beach?

How do you know? Talk about it with a partner.

d) Did the walk start and finish in the same place?

Explain how you know.

3 The graph shows the values of two cars over time.



a) In which year was the recorded value of the cars the same? ☐

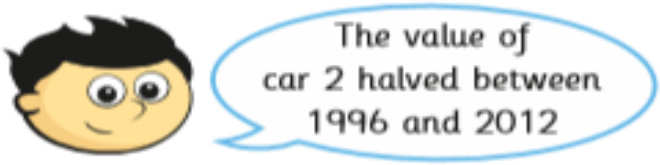
b) In which two years was the difference in the recorded values of the two cars the same? _____

c) Which car's value decreased the most between 1996 and 2020? _____

d) For approximately how many years was the value of car 2 greater than the value of car 1?

approximately ☐ years

e)



Do you agree with Jack? _____

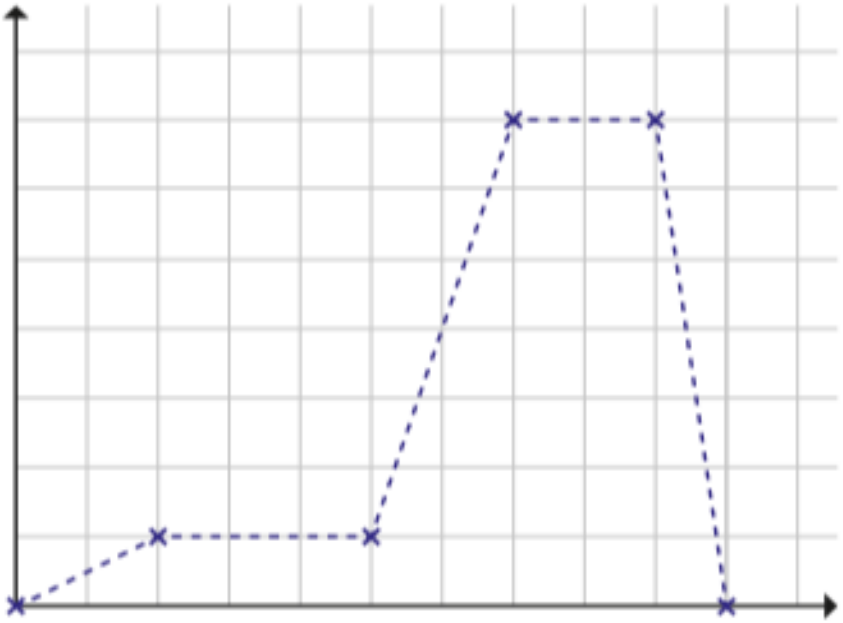
Explain your answer.

_____

_____

Maths Extension (optional):

4 Here is a line graph.



a) What could be happening in the graph?
Write a story to match it.

b) What would the x-axis be labelled for your story?

c) What would the y-axis be labelled for your story?

d) Write two questions that you could ask a partner about your story.

Tuesday

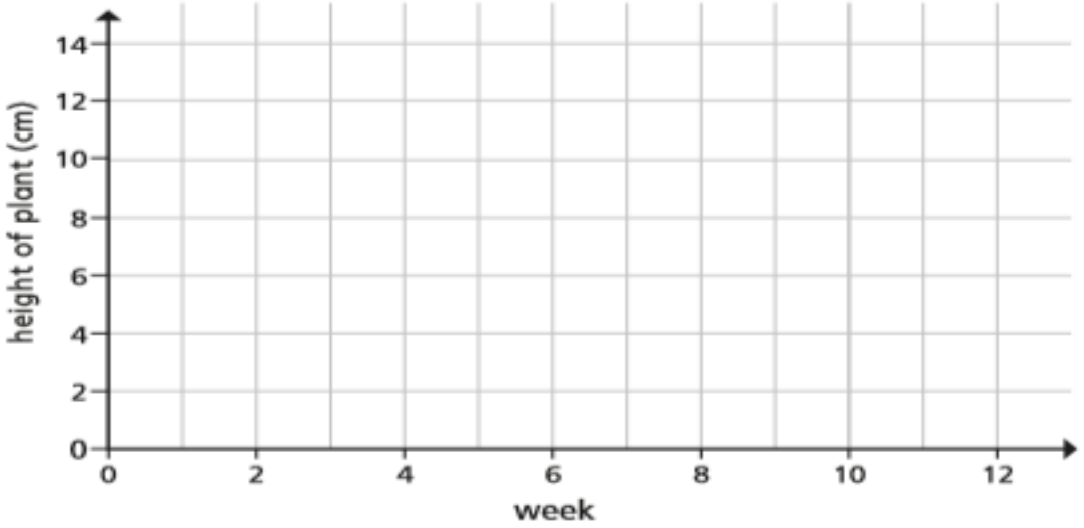
Starter:

Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!

1 The table shows the height of a plant recorded over a number of weeks.

Week	2	4	6	8	10	12
Height of plant (cm)	2	3	4	7	12	14

a) Complete the line graph to show the height of the plant over time.



b)

In week 7, the plant was approximately 5 cm tall.

Do you agree with Whitney? _____

Explain your answer.

_____

_____

2 The table shows the amount of water in 2 tanks during a day.

Time	Water in tank 1 (litres)	Water in tank 2 (litres)
6:00 pm	3,000	2,500
9:00 pm	3,500	3,100
midnight	4,250	4,000
3:00 am	5,500	5,100
6:00 am	6,000	5,800
9:00 am	2,000	3,100
noon	2,250	2,500
3:00 pm	2,750	2,900

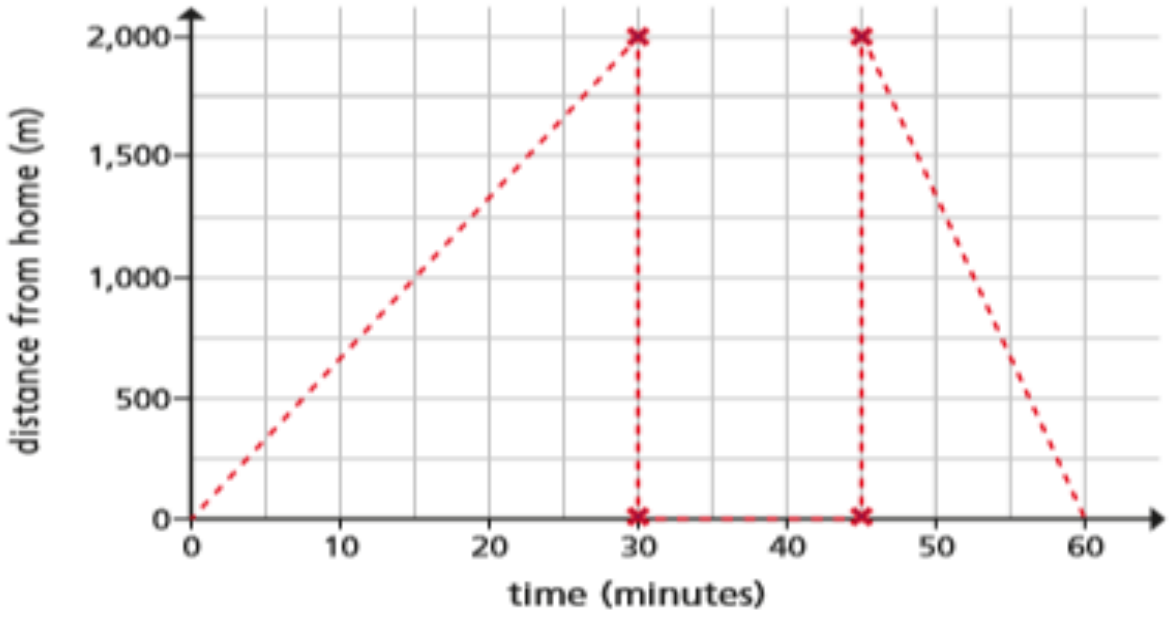
Draw a line graph to represent the information.

3 Amir goes for a walk.

He walks for half an hour before stopping to rest for 15 minutes.

Then he jogs 2 km back to his house.

He draws a line graph showing his journey.



a) Explain one mistake that Amir has made.

b) Draw the correct line graph to represent Amir's journey.

Discuss your line graph with a partner.

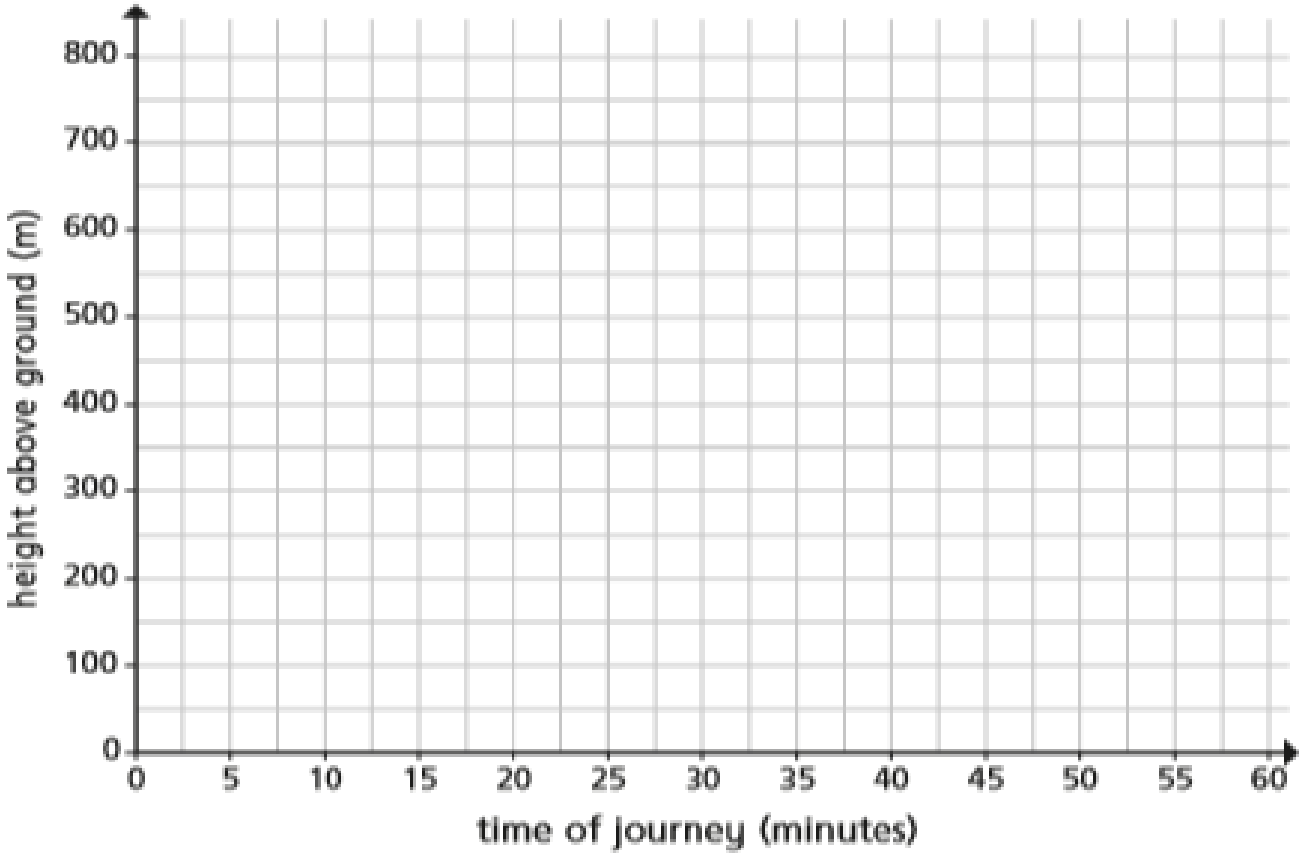
How are they the same? How are they different?

Maths Extension (optional):

4 The height of a hot air balloon is recorded over 60 minutes.

- The hot air balloon starts from the ground at 0 minutes and rises at a steady rate.
- After 15 minutes the hot air balloon is 500 m above the ground.
- It stays at this height for 10 minutes.
- The hot air balloon then gradually rises to 750 m over the next 15 minutes.
- It stays at this height for 10 minutes.
- For the remainder of the time, the hot air balloon gradually returns to the ground.

Draw the graph of the hot air balloon's journey.

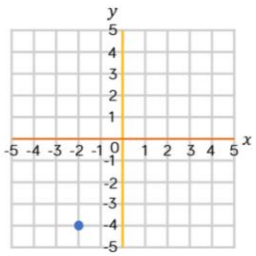


Wednesday:

1) Write 35% as a decimal.

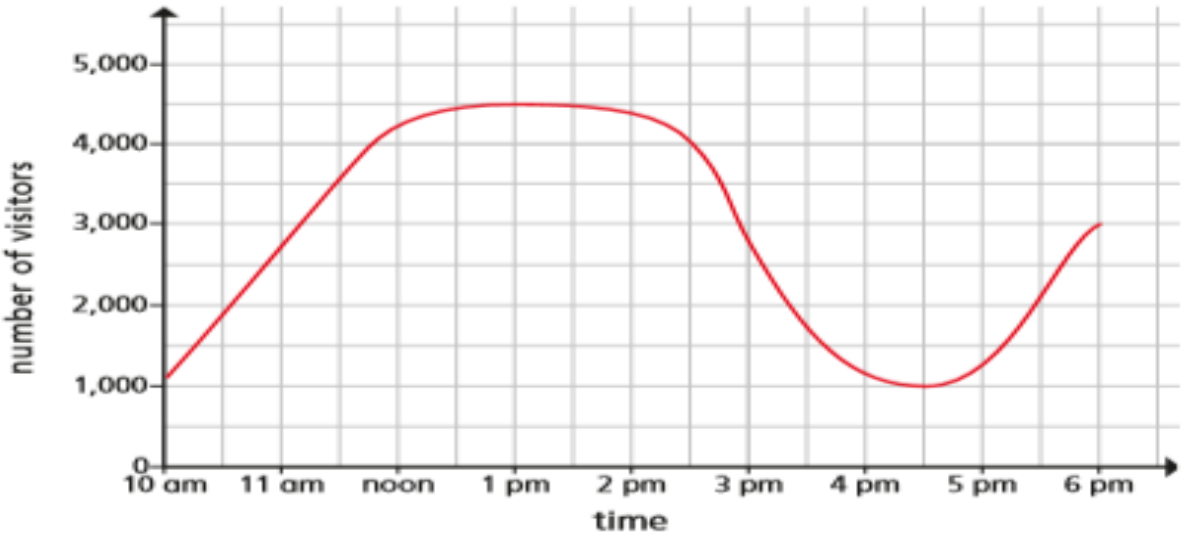
2) What is 2.7×5?

3) What are the coordinates of the point?



4) What is $324 \div 4$?

1 The graph shows the number of visitors to a shopping centre during one day.



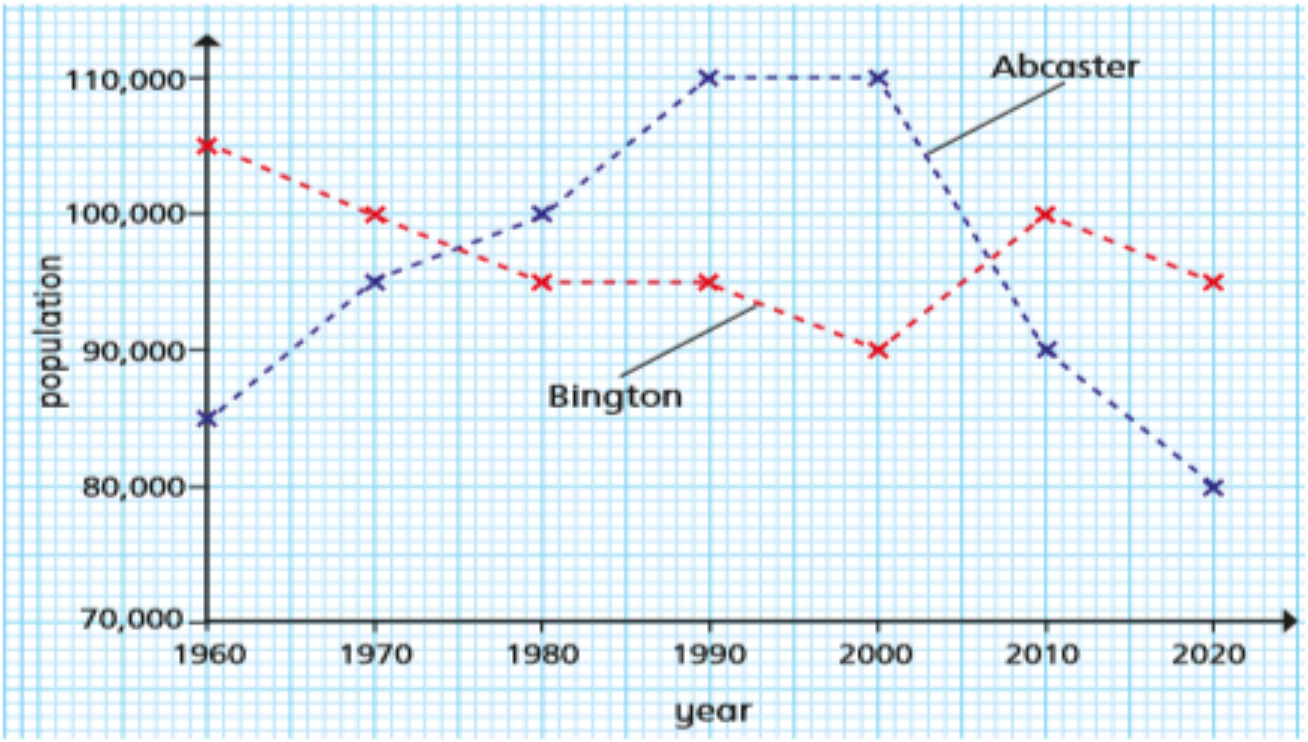
a) At what time was the greatest number of visitors at the shopping centre? _____

b) What was the difference between the number of visitors at noon and 3 pm? ☐

c) For how long were there 4,000 or more visitors at the shopping centre? _____

d) Approximately how many visitors were at the shopping centre at 2 pm? ☐

2 The graph compares the populations of two towns between 1960 and 2020



a) How often was the population recorded?

_____

b) Which town had the greater population in 1974? _____

c) Estimate the two years in which the populations were the same in both towns.

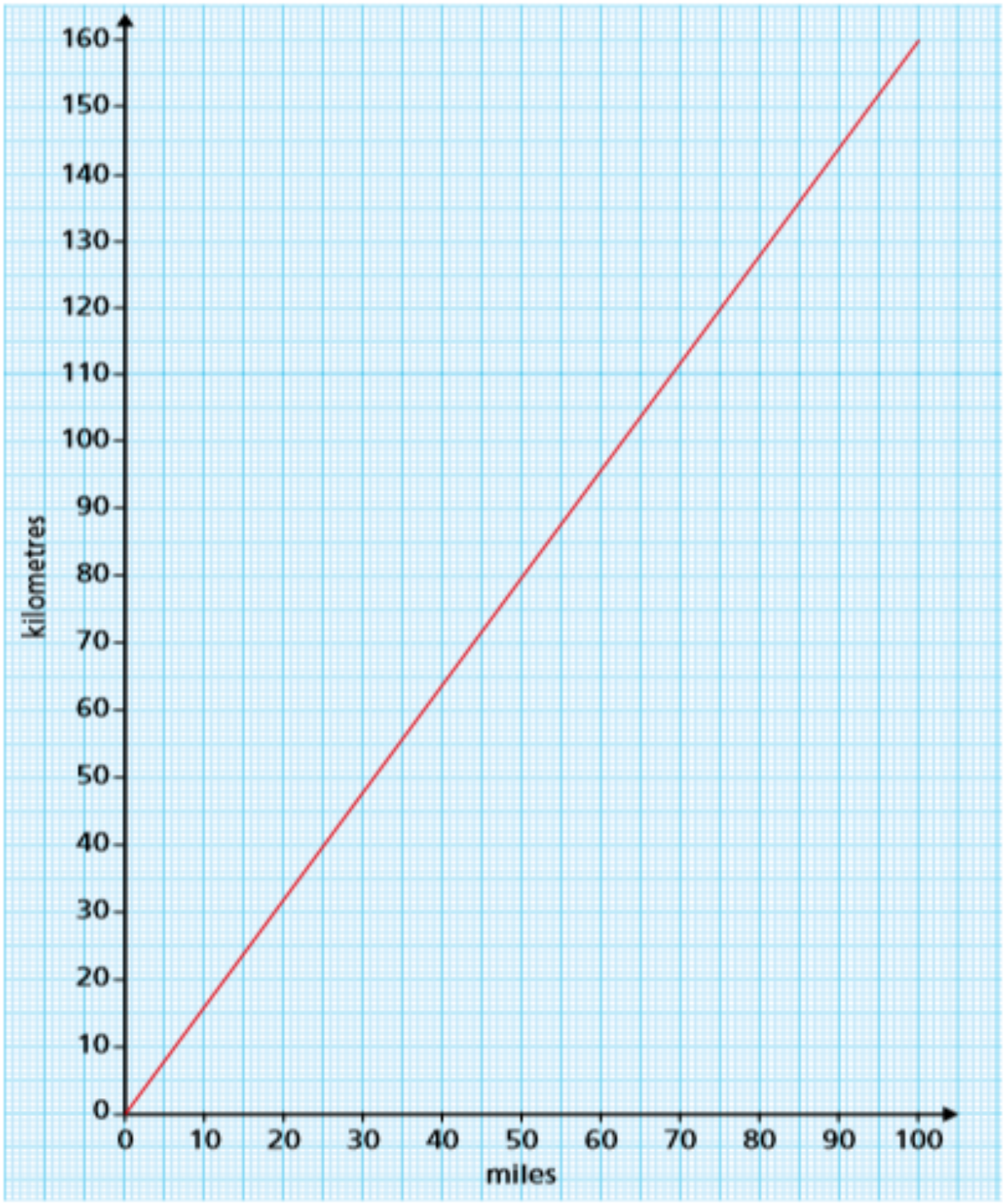
_____

Talk to a partner about the accuracy of your answers.

d) In which years was the difference between the populations greatest?

_____

3 The graph shows the conversion between miles and kilometres.

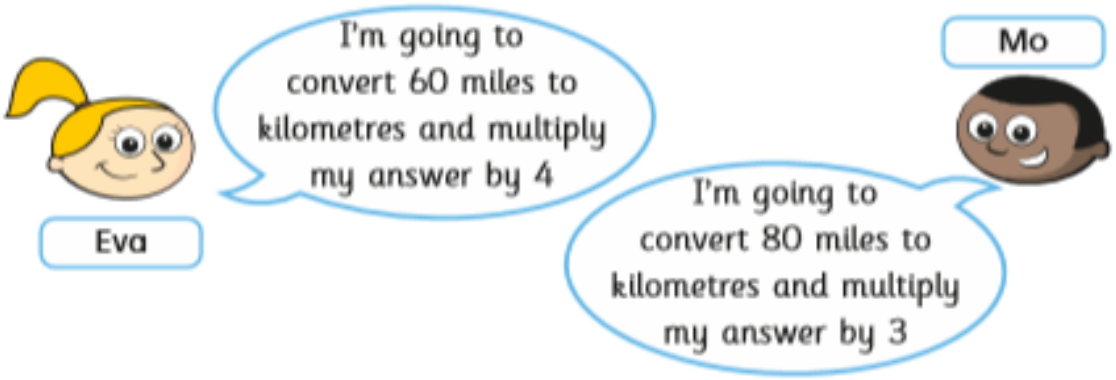


a) How many kilometres are there in 45 miles? ☐ km

b) How many miles are there in 128 kilometres? ☐ miles

Maths Extension (optional):

c) Mo and Eva want to know how far 240 miles is in kilometres.



Who will find the correct answer? _____

Explain why.

Convert 240 miles to kilometres.

☐ km

d) A coach driver can drive a maximum of 400 miles in one day.

A coach driver is driving from Birmingham to Paris.

He gets a ferry from Dover in England to Calais in France.

In Dover he sees a sign.

In Calais he sees a sign.

Is the coach driver allowed to drive from Birmingham to Paris in one day?

_____

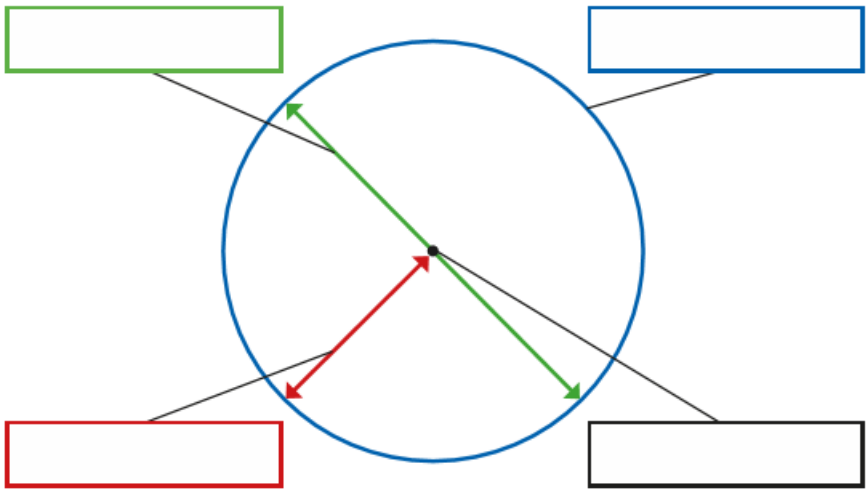
Thursday:

Starter:

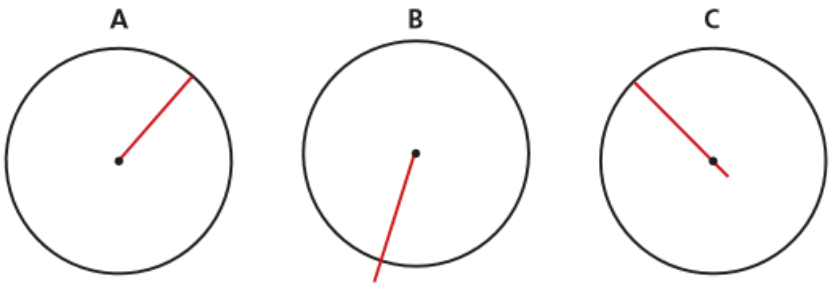
Login to Times Tables Rockstars- I wonder if you can beat your score and get higher on the league table!

1 Use the words to label the parts of the circle.

radius | diameter | circumference | centre



2 The radius has been marked on each circle.

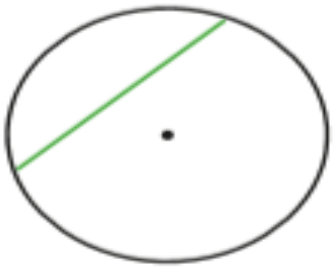


Is the statement true or false? _____

Explain your answer.

3 The diameter has been marked on each circle.

A



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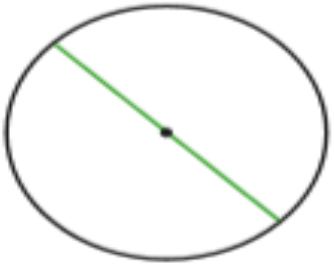
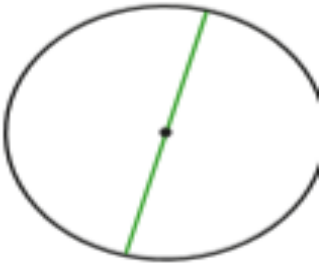


C



Is the statement true or false? _____

Explain your answer.

4

I know the radius of a circle is 12 cm, so the diameter must be 6 cm.

Do you agree with Dexter? _____

Explain your answer.

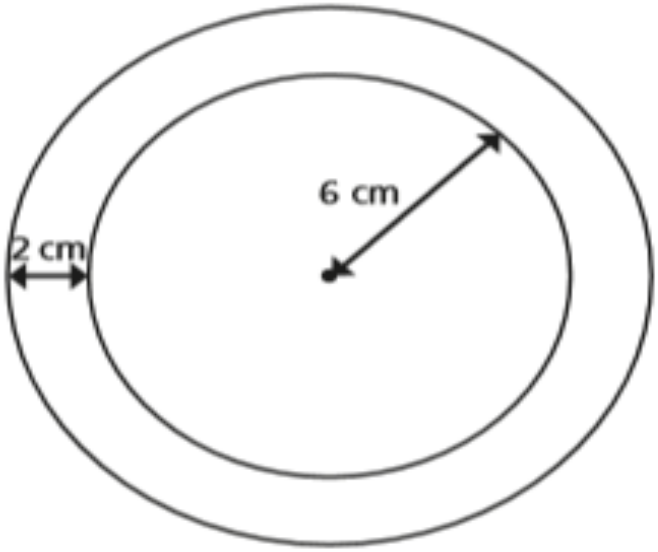
_____

_____

5 Complete the table.

Radius	Diameter
4 cm	
	12 m
	9 mm
3.5 km	
	12.6 cm

6 The two circles have the same centre.



Complete the sentences.

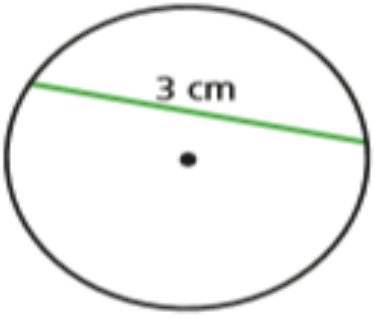
The radius of the inner circle is ☐

The diameter of the inner circle is ☐

The radius of the outer circle is ☐

The diameter of the outer circle is ☐

7 Annie thinks she has accurately measured and labelled the diameter of the circle.



a) Is Annie correct? _____

Explain your answer.

_____

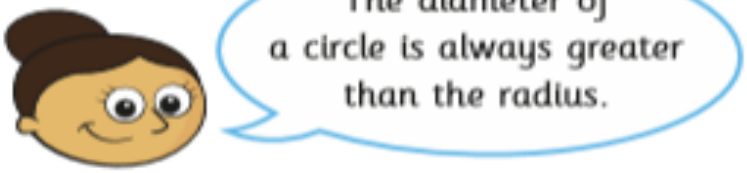
_____

b) Is the diameter greater or less than 3 cm?

Explain how you know to a partner.

Maths Extension (optional)

8



Is Dora correct? _____

Explain your answer.

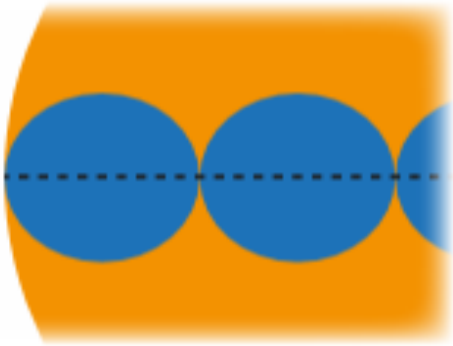
_____

_____

9 Filip has a large circle with a diameter of 20 cm.

He also has several smaller circles with a radius of 2 cm.

He places the small circles along the diameter of the larger circle as shown.



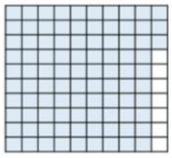
How many small circles will fit across the larger circle?

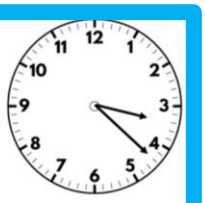
☐ small circles

Friday:

1) Which is bigger, 35% or 0.6?

2) What percentage is shaded?





3) Work out $3\frac{4}{5} - 2\frac{3}{10}$

4) Divide 2,496 by 8

1 Scott has 2 counters.

Dani has 7 counters.

Kim has 3 counters.

Share the counters evenly in order to find the mean number of counters.

The mean number of counters is ☐

2 Find the mean of each set of numbers.

a) 3 2 7 4 4

☐

b) 12 8 15 11 6 2

☐

c) 5 2 2 9 7 5 6 5 3 7

☐

3 Huan collects football cards.

The table shows how many he collected over four years.

Year	Number of cards
2016	56
2017	104
2018	81
2019	103

Work out the mean number of cards collected per year.

4 **a)** The mean of four numbers is 9

What is the total of the four numbers?

b) Write an example of what the four numbers could be if none of them are 9

Compare answers with a partner.

How many different solutions can you find?

5 The table shows how many pets a number of children have.

One value is missing.

Name	Number of pets
Brett	4
Nijah	0
Rosie	1
Teddy	2
Esther	
Tom	7

The mean number of pets is 3

How many pets does Esther have?

6 Six numbers are written on cards.

The mean of the numbers is 12

Fill in the two missing numbers if one is double the other.

Maths Extension (optional):

7 A basketball team played four games.

The mean number of points was 45

a) How many points did they score in total in the four games?

b) After the fifth game, the mean increased to 50

How many points did they score in the fifth game?

8 A group of children have a mean height of 1.4 m.

Another child joins the group.

a) What will happen to the mean if the child is 1.5 m tall?

b) What will happen to the mean if the child is 1.4 m tall?

c) What will happen to the mean if the child is 1.3 m tall?

Kingfisher Class Home- Learning- Summer 2- Week 7- English

Monday: Our last animation of the year!

https://www.literacyshed.com/the-lighthouse.html

The Lighthouse

Before watching the whole animation please follow the instructions below and answer the questions in detail.

Pause the film after 40 seconds when we first see the lighthouse keeper at his desk.
Why is this scene included in the film?
Can we describe the setting in 3 sentences?
When do you think the story is set?

Pause the film after the candle blows out.
Does the lighthouse keeper like his neighbours?
How does the director build the tension in this scene?
What words do you think the lighthouse keeper would use to describe
the people of the village?
What do you think the lighthouse keeper would be saying to himself when the lantern at the
top of the lighthouse goes out?

Pause the film after the lighthouse keeper sees the ship.
How do you think he feels when he sees the ship?
The lighthouse keeper begins to panic – how can we show through his actions or feelings this
sense of panic?

Pause the film when the lighthouse keeper gets to the bottom of the steps.
Where do you think he is going?
Do you think the villagers will help him?
Predict what you think will happen in the rest of the film.
Watch the film until the end.
How does the lighthouse keeper feel at the end?
Do you think he feels differently about his neighbours now?
What do you think will happen next time there is a party in the village?

Keep Yours Eyes Open

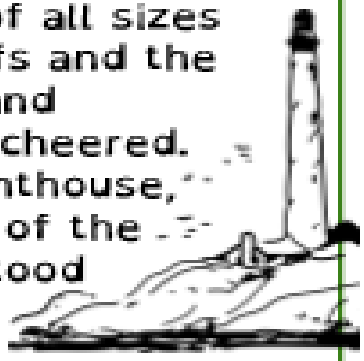
Watch the clip. How many of these things can you spot. Tick them when you see them. You might need to watch the clip more than once.

houses	candle	lighthouse	chair
lantern	glasses	machinery	ship
toolkit	steps	window	rocks
glass	village	handle	hat
scarf	moon	books	waves

Tuesday

Lighthouse Comprehension

High above the village, at the edge of the cliff, sat the Briar's Rock lighthouse. Its bright light danced over the rooftops and out to sea; the darkness was no match for its strength. In the village, the narrow walkways and paths were bathed in the pale light of a milky moon and bare, sinuous trees awaited their springtime leaves. Amber lights shone from friendly windows and inside noisy villagers danced and applauded. Houses of all sizes dotted the grassy clifftop, and beyond the cliffs and the pretty, little village, the restless sea gurgled and churned. Light swept the village. The villagers cheered. Light swept the village. More applause. The lighthouse, which didn't benefit from the same warm glow of the beam, or the same cheeriness of the village, stood stoically watching in the near darkness.



1. What is the name of the lighthouse?

2. Why do you think the moon is described as 'milky'?

3. Why is the word 'swept' used to describe how the light moves?

4. Which word is used to describe the sea?

5. How is the village described so that it seems cheery?

6. Why do you think the villagers cheered?

Wednesday:

The Lighthouse

A diamante poem has 7 lines:

Tiger
Orange, Black
Purring, Pouncing, Growling
Teeth, Tail, Trees, Leaves
Rustling, Creaking, Groaning
Dense, Dark
Jungle

it follows this pattern...

noun 1 (the name of a thing)
adjective, adjective (describing noun 1)
verb, verb, verb, (actions linked to noun 1)
noun, noun (to do with noun 1), noun, noun (to do with noun 2)
verb, verb verb (actions linked to noun 2)
adjective, adjective (describing noun 2)
noun 2 (the name of a thing)

Can you create a diamante poem for the lighthouse and the sea? Use the ideas below to help you and create your poem on the next page.

Lighthouse: tall, bold, bright, magnificent, huge, lonely, solitary, remote, striped, guiding, shining, standing, looming, glowing, illuminating, warning, leading, directing, light, tower, lamp, lens, steps, rocks, coast.

Sea: choppy, angry, deep, dangerous, turbulent, restless, grey, wild, mighty, cold, raging, surging, swaying, crashing, rushing, engulfing, swallowing, rolling, sweeping, wave, crest, boat, water, breaker, surf, foam.

The Lighthouse

Diamante Poem

Now create your diamante poem by using the word on the previous page (or your own) and filling the blank spaces.

Lighthouse

_____, _____

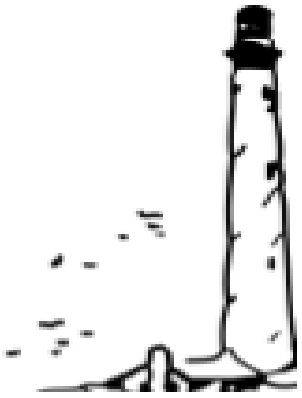
_____, _____, _____

_____, _____, _____, _____

_____, _____, _____

_____, _____

Sea



Now can you write a diamante poem to describe your school year in Kingfisher Class? I would love to see these poems, so please attach on a purple mash email or Google classroom.

Thursday:

The Lighthouse

Watch the clip. Can you write the story from where the lamp smashes and the ship approaches? Remember to make your writing as exciting as possible. Use the next page to write your story.

Some things you might want to include...
A verb to start a sentence.
E.g. Racing down the steps, the lighthouse keeper could only think of one thing: the ship.

An adverb to start a sentence.
E.g. Swiftly, the lighthouse keeper darted down the steps.

Try adding some short, snappy sentences to add excitement.
E.g. He froze.

Tell the reader *when* something happened.
E.g. Moments later, he heard the loud honk of a ship's horn.

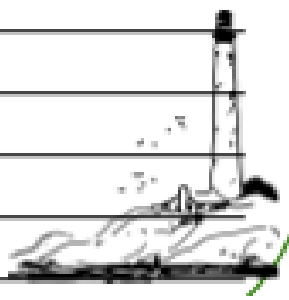
Use adjectives (describing words) to add interest.
E.g. The dark, turbulent sea chewed at the jagged rocks beneath him, and a pale moon barely lit the sky.

Use a simile to compare something in the story to something else.
E.g. He stared at the approaching boat like a wild animal caught in the headlights.

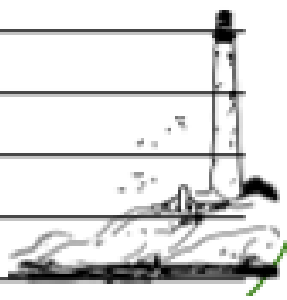
Make vocabulary swaps for smarter words.
E.g. He noticed the ~~boat~~ vessel heading for the rocks and realised the ~~danger~~ peril they faced.

Use repetition to keep the reader's interest.
E.g. The black sky hid the lighthouse. The black sea tossed the boat. The black rocks lay in wait.

The Lighthouse



The Lighthouse



Friday

End of Year 5 Reflection...

1. What was your favourite topic in Year 6? Why?

2. What has been the best thing about being in Year 6?

3. Write about a funny memory from any school year.

4. Which has been your favourite school year and why?

5. What will you miss most about your school?

6. If you could go back in time, what advice would you give to yourself on your very first day of school?

End of Year 6 Reflection...

1. What was your favourite topic in Year 6? Why?

2. What has been the best thing about being in Year 6?

3. Write about a funny memory from any school year.

4. Which has been your favourite school year and why?

5. What will you miss most about your school?

6. If you could go back in time, what advice would you give to yourself on your very first day of school?

Extra writing ideas based on animation (optional):

- Write a newspaper report about the event. Include interviews with lighthouse keeper, villagers, and men from the boat.
- Write some dialogue for the film.
- Write a recount of the events.
- Write a description of the lighthouse on the rocks.

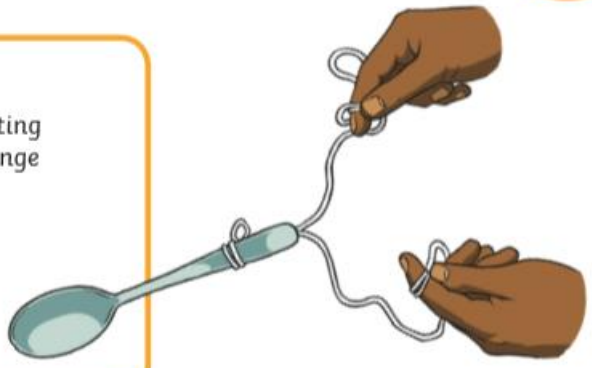
Kingfisher Class Home- Learning- Summer 2- Week 7- Foundation Subjects

Science –

Sound Wave Spoons

You will need:

- a length of wool or string – try cutting a piece about 1 metre long and change the length to get different sounds
- serving spoon
- teaspoon
- wooden ruler or chop stick



Instructions

1. Create a loop in the middle of the string and tie it to the handle of the spoon.
2. Pull tightly so the spoon is secure and you have two even lengths of string.
3. Wrap the string ends around your index fingers, one end on each finger.
4. Hold the string ends against your ears – not in the ear, just outside.
5. Let the spoon hang just below your waist.
6. Ask someone to gently tap the round part of the spoon with the ruler.

What happens if you change...

- the length of the string?
- the size of the spoon?
- the wooden ruler to a plastic one?
- the spoon for a fork?

Hearing Sound Science Experiment

You will Need:

Plastic sandwich wrap

Outside of a springform cake tin

2 bendy straws

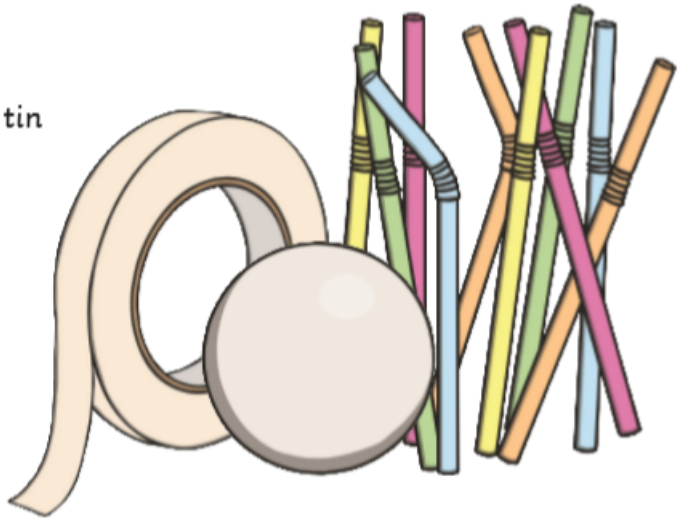
Table tennis ball

Sticky tape

2 glass bowls the same size

Water

Scissors



Instructions

1. Stretch the plastic wrap over the top of the springform cake tin so it looks like a tambourine or drum. Use sticky tape to hold it in place.
2. Squash the top of one straw a little and put it into the top of the other straw. This joins the straws together to make one long straw with the bendy parts in the middle.
3. Bend one of the bendy parts to make a right angle in the long straw. Keep it in place with some tape.
4. Use the scissors to cut into one end of the straw. Cut about 5cm up the side of the straw (vertically) to make a few thin strips.
5. Tape the strips around the table tennis ball so it looks like the straw is an arm and fingers are holding the ball.
6. Tape the straw arm to the top of plastic sandwich-wrapped tin. Place it in the middle with the right angle of the straw about 5cms away from the rim of the tin.
7. Fill one of the bowls almost to the top with water.

8. Place the tin on its side (vertically) in the empty bowl with the right angle of the straw facing at the base but not touching the rim of the bowl.
9. Put the bowl of water in front and rest the table tennis ball in the middle of the water.
10. Clap your hands or make other sounds behind the tin and look at what happens to the table tennis ball and the water.

Explanation:

This experiment is much like a real ear. Soundwaves vibrate against the eardrum and along three tiny bones into the cochlear. The cochlear is full of liquid, just like the bowl of water. It is lined with small hairs that turn the vibrations into nerve signals. Our brain reads these signals as different sounds.

The Sense of Hearing

Watching sound

Materials


a tambourine


a bowl or cake mold


cling film


a rubber band

a spoon of salt/sugar

Instructions

1. Cover the bowl with the cling film. Make sure it is really tense like a drum.
2. Make sure the film is fixed using a rubber band around the bowl.
3. Drop a pinch of sugar/salt or some polystyrene balls over the film.
4. Now hit the tambourine near the bowl and at different distances

What's happening to the polystyrene/sugar/salt?
Why does it do that?

The science behind the experiment:

The sound is transmitted through the air in waves. These waves get to the membrane made of cling film and make it vibrate. The little balls that are on the film hop with the vibration.

The membrane of the bowl is similar to your eardrum but instead of small balls your eardrum moves the small bones inside your ear, called ossicles, to transmit the sound.

I know how much some of you love Science, so I found many more sound and light experiments to keep you busy now and into the Summer follow this link:

https://www.fizzicseducation.com.au/category/150-science-experiments/light-sound-experiments/

Topic- Geography

Disaster Preparation

Imagine you are living in an earthquake zone. You need to be prepared in order to keep safe and survive any disaster. Use your own ideas and any of your own research to think about the following.

Can you think of any safe places to go if an earthquake hits?

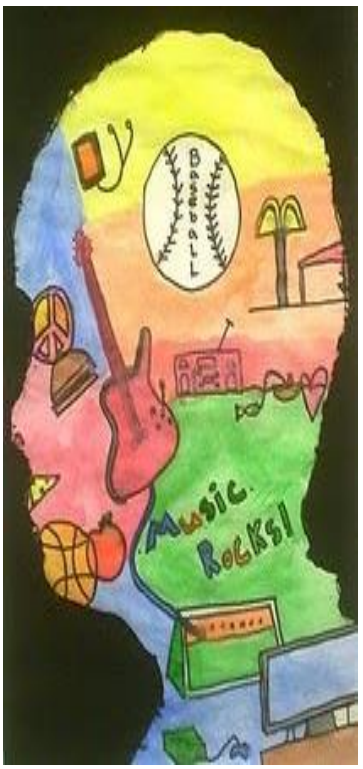
How will you contact your friends and family when the disaster hits?

Where will you store your emergency supplies?

What emergency supplies will you need?

Why do you think earthquake victims are told to drop, cover and hold on?

ART-



Create an outline of yourself, you can do this as small or large, this is up to you.

Draw all your favourite things, from this year in Kingfisher Class, in your silhouette.

You can choose how you add colour.

Use the resources you already have but these could include:

- Colouring pencils
- Colouring pens
- Paint
- Chalk
- Oil pastels

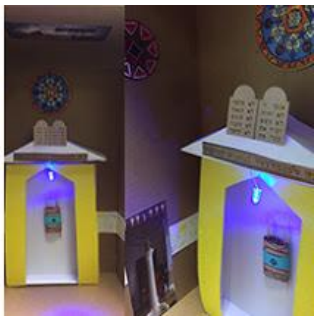
I cannot wait to see your creations, please take a picture and add on to Google classroom or Purple Mash for me to see.

←You could even create a collage of your favourite things from the year by using the techniques you have learnt this term.

RE

After you have finished your creation from last week, I would like you to write up 'why my place is special to me'.





This model can then be used in the future when you are feeling sad, anxious, nervous, etc to help you imagine that you are in your special place and it will make you feel happier again.

Music Lesson:

Please follow this link to your Music lesson for this week-

https://classroom.thenational.academy/lessons/exploring-emotions-in-music-7353de - This lesson is suitable for children in Year 5 and 6.

Computing

Please log on to Purple Mash to see the 2do's set for the week (Please do at least one 2do- Make sure you press the 'hand in' button so that I am able to give you feedback). Also, remember to log onto My Maths weekly and practise times tables on Times tables Rockstars.

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PSHE


SHARE THE
WRITE A POEM, CALL SOMEONE SPECIAL +
READ OUT LOUD TO THEM.
CARE

PE- Rounders- Striking and Fielding

Home Learning Activities

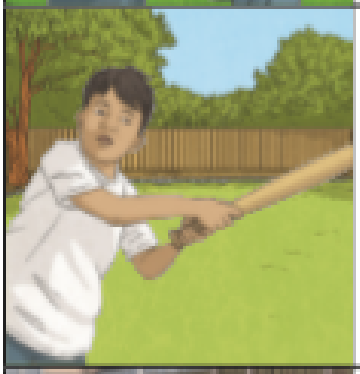
1. Clap and Catch

Practise receiving those high hit balls by playing this activity.

Throw a ball up into the air above your head and catch it.

Next time you throw, clap your hands before you catch. Increase the number of claps by one each time you throw so you have to throw the ball higher and higher in order to fit in the claps.

What is the maximum number of claps you can perform between throwing and catching the ball?



2. Bat and Wall

Play this activity to improve your batting and reaction time.

Use a soft ball, a rounders bat if you have one or, if not, a tennis racquet or other bat.

Hit the ball with the bat against the wall so that it bounces back to you. Hit it back against the wall again as many times as you can.

3. Speed It Up

Complete this activity to improve your speed and stamina.

Decide on a course or distance to run, e.g. around your garden three times or up and down your street, across the park, etc. Time yourself doing the course each day for a week and record your times. Can you improve your time over the week?

4. Target Bowl

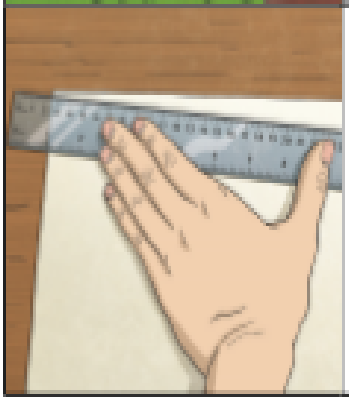
This activity will help you throw accurately towards a target.

Play with a partner. Draw three targets on the wall in chalk: high, medium and low. Practise bowling the ball to hit each target in turn quickly, one after the other, and catch the ball as it bounces back. Score one point if you hit the target and one point if you catch the ball on the rebound, to enable a maximum score of six points per round. Play three rounds each and see who can score the most points.

5. Bounce and Grab

This activity will help you practise your catching skills and reaction times.

Work with a friend. Take turns to bounce a tennis ball for each other to grab before it hits the floor again. Make it challenging by varying the bounces so your partner has to run, dive or catch the ball one-handed.



6. My Own Game

Can you create a game or activity of your own which practises some of the skills required to be good at rounders? You could include throwing, catching, batting, bowling or fielding.

Draw and write about your activity and ask a friend to try it with you to check that it works.

Just to let you know that I have planned a lot of activities but please don't feel pressured to do them all. Do what is right for you and your family.

I would rather you have too much then too little but it doesn't mean you have to complete everything or you can save it for when you feel like doing something to keep you occupied. Please get outside in the fresh air if you can, in a safe way and be helpful to your family. Remember you can use the National Oak Academy lessons if you wish to, using this website: https://www.thenational.academy/online-classroom/schedule From Miss Brown ☺