



Kingfisher Class Home- Learning- Summer 2- Week 6
Kingfisher Class Home- Learning- Summer 2- Week 6- Maths



Monday:

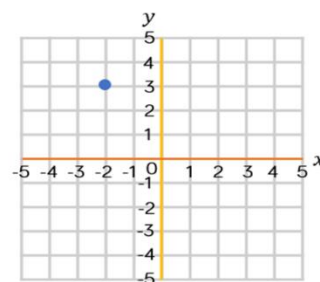
Starter:

1) Write $\frac{3}{10}$ as a decimal.

2) What is $36 \div 10$?

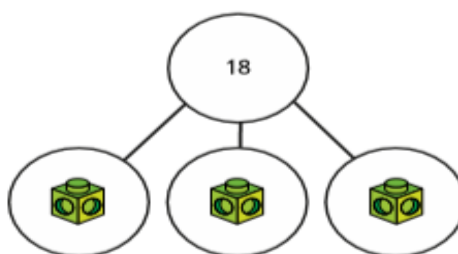
3) What are the coordinates of the point?

4) Multiply 38 by 6

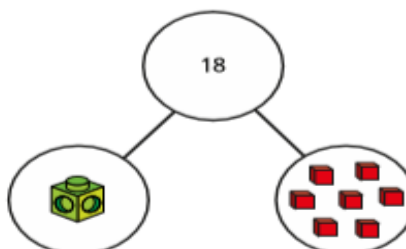


1 Match each equation to the part-whole model it represents.

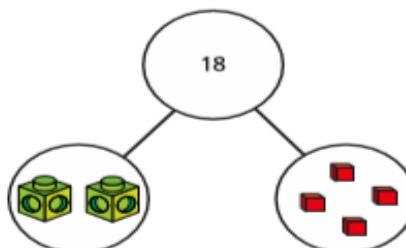
$$y + 7 = 18$$



$$2y + 4 = 18$$



$$3y = 18$$



- 2 A shop sells these items.



- a) The total cost of a scarf and a book is £17

Form an equation to represent this information.

- b) The total cost of 2 packets of balloons and a hat is £11

Form an equation to represent this information.

- c) The total cost of a pair of headphones, a scarf and 2 boxes of marbles is £39

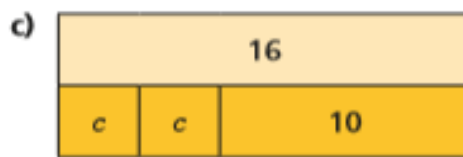
Form an equation to represent this information.

Create your own problem like this for a partner.

- 3 Write equations to represent the bar models.







Is there more than one possible equation for each?

4 Draw a bar model to represent each equation.

a) $3a = 21$

c) $6 + 9 = c$

--

b) $2b + 6 = 10$

d) $\frac{d}{2} = 7$

--

5 Tommy and Rosie are thinking of a number each.
Write an equation to represent each problem.



I subtract 3 from
my number. I get the
answer 10

I have doubled
my number and added 5
My answer is 19



Maths extension (optional):

6

Annie has a number trick.



Whatever number
you choose, I will make
your answer be 5

Here is Annie's trick.

Step 1: think of a number

Step 2: double it

Step 3: add 10

Step 4: divide by 2

Step 5: take away the number
you first thought of

a) Pick a starting number and follow the steps.

Did you get the answer 5?

b) Use multilink cubes and base 10 ones to represent each step of Annie's trick.

What do you notice?

c) Write an expression for each step of Annie's trick.

Tuesday

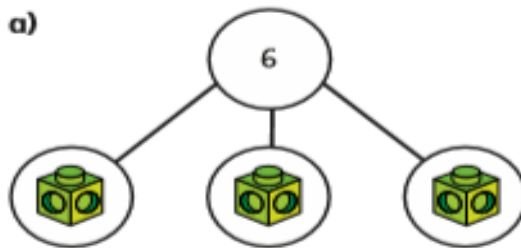
Starter:

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



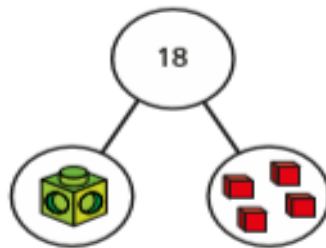
- 1** Write an equation for each part-whole model.
Work out the value of the multilink cube in each equation.

a)



 =

b)



 =

- 2** There are some counters under the cup.



There are 10 counters in total.

- a) If c is the number of counters under the cup, explain why

$$c + 6 = 10$$

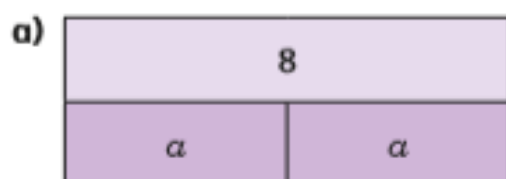
- b) Work out the value of c .

$c =$

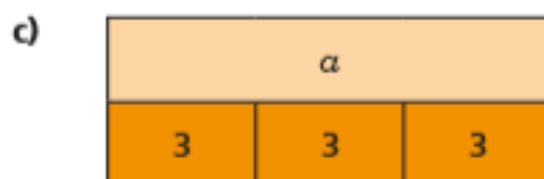
- c) How many counters are under the cup?

3

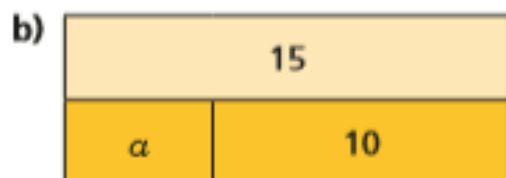
Write algebraic equations to represent the bar models.

Find the value of a in each one.

$$a = \boxed{}$$



$$a = \boxed{}$$



$$a = \boxed{}$$



$$a = \boxed{}$$

4

Nijah is solving the equation $x - 8 = 20$

$x - 8 = 20$ $x = 20 - 8$ $x = 12$

What mistake has Nijah made?

5 Solve the equations.

a) $x + 7 = 20$

$$x = \boxed{}$$

b) $10y = 80$

$$y = \boxed{}$$

c) $4m = 22$

$$m = \boxed{}$$

d) $g - 3 = 15$

$$g = \boxed{}$$

e) $32 = t - 5$

$$t = \boxed{}$$

f) $\frac{u}{6} = 3$

$$u = \boxed{}$$

6 Filip thinks of a number.

He subtracts 5 from his number.

He ends up with 10

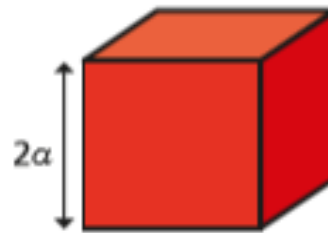
Write an algebraic equation to represent Filip's problem.

Solve the equation to work out his number.

Maths Extension (optional):

7

Dexter builds a tower.
Each block is 2α high.
He uses 7 blocks.



The total height of his tower is 42 cm.

















Write an equation to represent the height of Dexter's tower and find the value of α .

$$\alpha = \boxed{} \text{ cm}$$

8

Work out the value of each shape.

Write the equations that you solved to find the value of each shape.

				
				
				= 40
				= 20
32				

$$\text{red heart} = \boxed{}$$

$$\text{yellow star} = \boxed{}$$

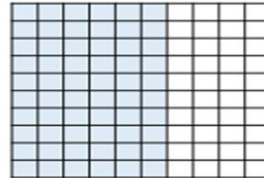
$$\text{green triangle} = \boxed{}$$

Work out the missing total of each row and column.

Wednesday:

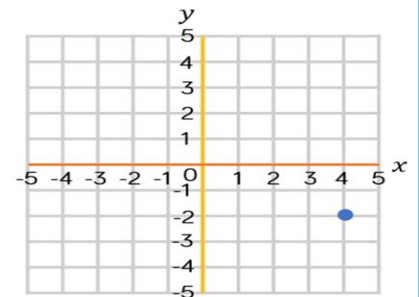
Starter:

1) What percentage is shaded?



2) What is $28 \div 100$?

3) What are the coordinates of the point?





4) Add together 648 m and 2,500 m

1 Here is a part-whole model.

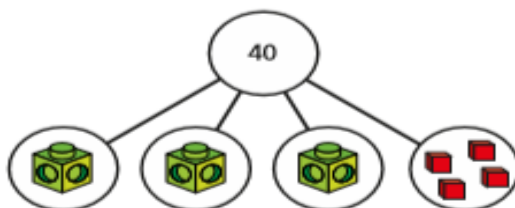


a) Write an equation for the part-whole model.

b) Solve the equation to work out the value of 

 =

2 If each multilink cube represents x , form and solve an equation to find the value x .

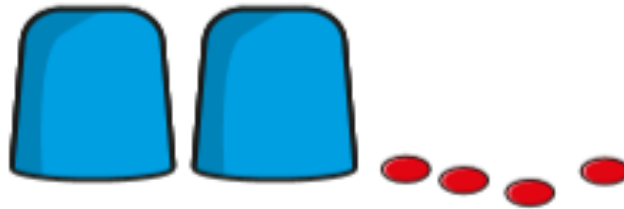


$x =$

3

There is the same number of counters under each cup.

There are 16 counters in total.



a) Use y to represent the number of counters under each cup.

Write an equation in terms of y .

b) Solve the equation to find the value of y .

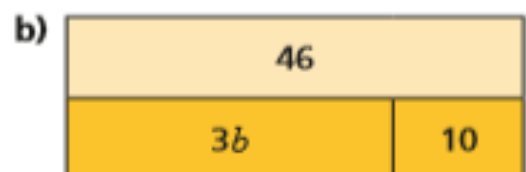
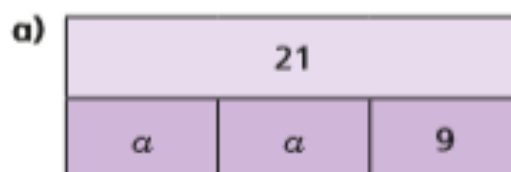
$$y = \boxed{}$$

c) How many counters are under each cup?

4

Write an algebraic equation to represent each bar model.

Find the values of a and b .



$$a = \boxed{}$$

$$b = \boxed{}$$

5

Solve the equations.

a) $5x + 1 = 31$

$x = \boxed{}$

d) $9 = 2y + 8$

$y = \boxed{}$

b) $3x - 3 = 9$

e) $10g - 2 = 46$

$x = \boxed{}$

$g = \boxed{}$

c) $4p - 11 = 3$

f) $4 + 3y = 28$

$p = \boxed{}$

$y = \boxed{}$

6

Dani thinks of a number.

She doubles it and adds 3

She gets the answer 15

a) Write an equation to represent Dani's problem.

b) Solve the equation to find her number.

Maths Extension (optional):

7

Alex is y years old.

Her friend Brett is 3 years older.

The total of their ages is 25

How old are Alex and Brett?

Alex is

Brett is

8



a) Work out the cost of one banana and one orange.

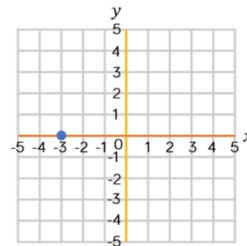
One banana costs

One orange costs

Thursday:

Starter:

- 1) Write one half as a percentage.
- 2) Calculate 0.8×6
- 3) What are the coordinates of the point?
- 4) Write down two factors of 12



- 1** a) Here is an equation.

$$\text{Green Circle} + \text{Blue Square} = 12$$

Find six possible pairs of values for the circle and square.

- b) Here is another equation.

$$x + y = 12$$

Find six possible pairs of values for x and y .

x						
y						

- c) What is the same and what is different about part a) and part b)?



2

Kim buys these two items from a cafe.

The total cost is 90p.

a) What could the cost of each item be?



b) Compare answers with a partner.

c)



A coffee could cost 90p.

Is this possible? _____

Explain your answer.

3

a and b are whole numbers.

$$a + b = 8$$

Complete the table to show different possible values for a and b .

a	0	1	2					
b								
$a + b$	8	8						

What patterns do you notice?

- 4 c and d are both numbers less than 20

$$c - d = 4$$

Complete the table to show possible values for c and d .

c								
d								
$c - d$								

- 5 a and b are integers.

$$ab = 24$$

List all the possible values for a and b .

- 6 Some scales are balanced.



What could the masses of the boxes be?

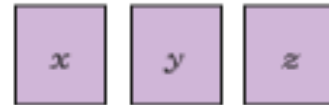
A =

B =

Maths Extension (optional):

7

Rosie has three number cards.



- The sum of the cards is 12
- x is greater than y and y is greater than z .
- All the numbers are greater than zero.

List all the possible values of x , y and z .

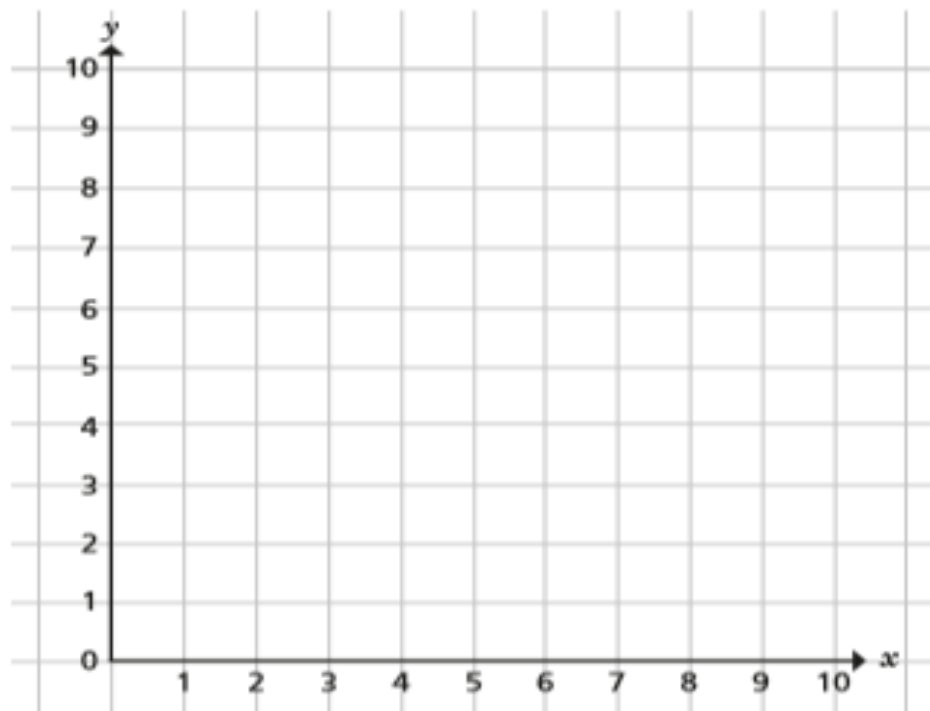
x							
y							
z							

8

Eva is plotting co-ordinates (x, y) on a grid.

She is only plotting co-ordinates where $x + y = 10$

Plot all the points Eva can plot on the grid.



Friday:

Starter:

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



- 1 Class 6 are trying to solve a number puzzle.

$$\triangle + \triangle + \bigcirc = 10$$

a)



Dexter

The triangle could be 3 and the circle could be 4

Do you agree with Dexter? _____

Explain why.

b)

The triangle is worth 4



Dora

What is the value of the circle in Dora's number puzzle?

$$\bigcirc = \square$$

- c) Find other pairs of values that the triangle and circle could equal.

Find three pairs.

$$\triangle = \square \quad \bigcirc = \square$$

$$\triangle = \square \quad \bigcirc = \square$$

$$\triangle = \square \quad \bigcirc = \square$$

- 2 α and b are whole numbers.

$$2\alpha + b = 14$$

Complete the table to show different possible values for α and b .

α	0	1	2	3	4	5	6	7
2α	0	2						
b	14							
$2\alpha + b$	14	14	14	14				

- 3 c and d are both integers less than 15 but greater than zero.

$$3c - d = 2$$

Complete the table to show different possible values for c and d .

c	1	2	3	4	5
$3c$	3				
d	1				
$3c - d$	2	2	2		

- b) Explain why there are no other possible values for c and d .

4

x and y are both multiples of 5 less than 100

If $2x = y$, circle the possible values of x and y .

$$x = 20, y = 20$$

$$x = 10, y = 20$$

$$x = 20, y = 10$$

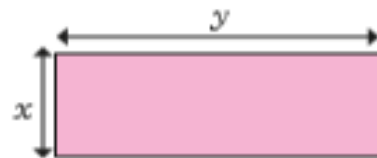
$$x = 35, y = 70$$

$$y = 90, x = 45$$

5

Here is a rectangle.

x and y are both integers.



The rectangle has a perimeter of 28 cm.

a) Write an equation to represent the perimeter of the rectangle.

b) List all the possible pairs of values for x and y .

Compare answers with a partner. How do you know you have found all the possible values?

Maths Extension (optional):

- 6 Aisha is buying some stationery for school.
She spends exactly £1
List the possible combinations of pencils
and pens that Aisha could have bought.



- 7 Ron has four digit cards.
- Two of the cards have the same value.
 - All of the cards are less than 10 but greater than zero.
 - All of the cards are odd.
 - The sum of the four cards is 24

Find two possible sets of cards.

Set 1	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Set 2	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

8

$$2ab = 48$$

- a) Find a pair of possible values for a and b .

$$a = \boxed{} \quad b = \boxed{}$$

- b) Work with a partner to find as many pairs of values as you can.

Optional extra maths lessons for the week:

Kingfisher Class Home- Learning- Summer 2- Week 6- English

Monday:

1. Read the poem: I am a writer

- ✚ Read the poem, 'I am a writer'. Read it in your head first and then try reading it out loud. What rhythms and patterns can you hear when you read it aloud?
- ✚ Choose your favourite three images from the poem. Why do you like these images in particular?

2. Reflect on the poem

- ✚ Read the Reflection Prompts and think about your answers for each.
- ✚ Write a reflection on the poem, by writing some of your answers as sentences.

Miss Brown's quote of the week...

**"PERFORMING IS AN EXPERIENCE, FOR ME,
THAT IS AS HUMBLING AS IT IS ENERGIZING."**

CHARLEY PRIDE

3. Prepare a performance

- ✚ Watch the poet Joseph Coelho talk about how to perform a poem.
<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understandingpoetry/zdwxbdm> -This is really brilliant - you may want to watch it more than once!
- ✚ Make notes about Joseph Coelho's tips.
- ✚ Practise a performance of 'I am a writer'

Try these Fun-Time Extras (Optional):



Joseph Coelho - I am a writer

- ✚ Share your performance with someone else. Could they film it and send it somebody? I am happy for you to send it to me on Purple Mash or Google Classroom and I can feedback my thoughts to you.
- ✚ Watch Joseph Coelho perform the poem. What do you notice in particular about the way that he performs it?

<https://vimeo.com/129644553>

I am a writer

Joseph Coelho

I am the clash and collide of the stars
because I create worlds.

I am the awareness of the trees
because I hear the wind.

I am the sweat of a rainbow
because I refract all the colours.

I am the blood in a pen
because I ink arteries.

I am the blade in a sharpener
because I make nibs vanish.

I am the edge of a rubber,
rounded, worn and softened by mistakes.

I am the conversation of notes,
discussing melodies.

I am the holes in a flute,
knower of unknown tunes.

I am the skin of a drum.
Every hit, beat and bang
bouncing off me,
forming music from nothing.

Reflection Prompts

Read the questions and think about your answers to them.

What is the poem
about?

What is the **tone** of the poems?

*Is it serious, or funny or
thoughtful?*

Does it **remind** you of anything
or anyone?

How are they similar?

How are they different?

Who do you think this
poem is written for?

*Can you explain why you
think this?*

Can you guess anything
about **the poet** from reading
this poem?

What can you guess?

Do you **like** this poem?
*What do you like about this
poem?*

*Is there anything that you
dislike about it?*

Reflection on 'I am a Writer'

Write some of your thoughts about the poem as sentences.

A large rectangular box with a decorative orange and black zigzag border. Inside the box, there are 20 horizontal lines for writing, providing space for the student to reflect on the poem.

Poetry Performance Notes

Watch Joseph Coelho's tips about performing poetry. Make notes about some of them.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-understanding-poetry/zdwxbdm>

Tuesday:

1. Read the poem 'Golden Time'

- ✚ 'Golden Time' is another poem by Joseph Coelho. Read it in your head first and then read it out loud.
- ✚ Use the Reflection Prompts to help you think about the poem. Read the questions and think about your answers to each one.

2. Revise Noun Phrases

- ✚ Use the Revision Card to remind you about Noun Phrases.
- ✚ Read the poem, 'Red Ruby Rings'.
- ✚ Complete Expanded Noun Phrases, spotting and writing how nouns in the poem have been expanded.
- ✚ When you have finished show what you have found to an adult. Show them where in the poem you found the expanded noun phrases and show them the head noun in each one.

3. Prepare a performance of one of the poems.

- ✚ Read Preparing to Perform. If you didn't watch it yesterday, watch <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2understanding-poetry/zdwxbdm> It is really amazing!
- ✚ Choose either of the poems and practise a performance of it. Can you learn any lines off-by-heart?

Try these Fun-Time Extras (Optional)

- ✚ Share your performance with somebody else.
- ✚ Make illustrations for your five, favourite noun-phrases from the poems.

Golden Time

Joseph Coelho

Golden time -
jewelled minutes
and silvered seconds?

Golden time
a diamond clock
with ruby numbers?

Golden time -
a free hour
doing what I please?

Golden time -
hands clasped on mouth
catching laughter with a new friend.

Golden time -
the inhale of breath
as the idea chimes.

Golden time
a room of beaming faces,
every heart in sync.

Reflection Prompts

Read the questions and think about your answers to them.

What is the poem
about?

What is the **tone** of the poems?

*Is it serious, or funny or
thoughtful?*

Does it **remind** you of anything
or anyone?

How are they similar?

How are they different?

Who do you think this
poem is written for?

*Can you explain why you
think this?*

Can you guess anything
about **the poet** from reading
this poem?

What can you guess?

Do you **like** this poem?
*What do you like about this
poem?*

*Is there anything that you
dislike about it?*

Revision Card – Using Noun Phrases

Making Words Work Harder



Poets tend to use **less words** than writers of prose.

They are often limited by features such as line length, rhythm and form.

Poets use less words so **their words have to work harder!**

Instead of writing,

I think that Golden Time is very valuable and each minute is like a precious jewel.

A poet might write,

Golden Time - jewelled minutes

These words are more powerful because the image is condensed into few words.

How to build Noun Phrases

Add words before the head noun:

The rocks surrounded the beach.

The horribly craggy rocks surrounded the beach.



Add words after the head noun:

The rocks, with sharp points and deep grooves, surrounded the beach.

The rocks, like ancient sleeping trolls, surrounded the beach.

Or you can do both at once:

The horribly craggy rocks, with a sharp points and deep grooves, surrounded the beach.

Nouns and Noun Phrases create Powerful Images

The precious, ruby ring was hidden.

I found a rather unusual gem.

You can check which words are part of the noun phrase by replacing them with a pronoun.



What is the head noun in each noun phrase?

Which words make up the noun phrase?

The words in the noun phrase depend on the head noun and build on its meaning.

Noun Phrases to Convey Information Concisely

I held onto the fin.

I held onto a scarred fin.

I held onto a scarred, firm fin.

I held onto a scarred, firm fin of a breaching whale-shark.



What do we know about the fin?

There is a lot of information contained in this expanded noun phrase.

*It is one of a number of fins.
It is scarred.
It is firm.
It belongs to a whale-shark.
The shark is breaching.*

Red Ruby Rings

Joseph Coelho

I crept along the ribs
of a sea dragon's skeleton
I ran through the fronds
of an underwater forest.

I climbed up the ridges
over giant crabs' claws.
I clung to the feathers
of a pink albatross.

I skipped along the crests
of the crashing blue waves.
I sneaked through the cabins
of a pirate's dark ship.

I prised open the lock
of the dowager's chest.
I slipped on 3 rings
of the deepest ruby red.

I hid amongst the skeletons
dangling in the dungeon.
I slid down the rope
tide to the barnacled anchor.

I held onto the fin
of the breaching whale-shark
I rolled in the surf
of the whispering tide.

I crawled along the rocks
of the boat graveyard beach.
I undid the clasps
of my three red ruby rings.

And...

Expanded Noun Phrases

Find how each of these nouns has been expanded in the poem.

ribs	the <u>ribs</u> of a sea dragon's skeleton
fronds	
feathers	
cabins	
rings	
fin	
surf	
rocks	

Preparing to Perform



1. Read your poem aloud several times, listening to how it **sounds**.
2. Decide on a good **performance space** – make sure you all agree.
3. What is the **tone** of the poem? *Is it sad, funny, scary, thoughtful? Does the tone change? How will you show this when you perform it?*
4. What sort of **character** will tell the poem? *Are they cheeky, lively, sentimental etc.? How will you show this with voice and gestures?*
5. Which words should be **emphasised**? Underline them and decide how this will be done.
6. Read through the poem deciding who will say which parts. Vary who says what.
7. Build in **actions** and **gestures**.
8. Keep practising, aiming to **perform from memory**.

Warning answers below!

Expanded Noun Phrases - **Answers**

Find how each of these nouns has been expanded in the poem.

ribs	the <u>ribs</u> of a sea dragon's skeleton
fronds	The fronds of an underwater forest
feathers	The feathers of a pink albatross
cabins	The cabins of a pirate's last ship
rings	The rings of deepest, ruby red
fin	The fin of the breaching whale shark
surf	The surf of the whispering tide
rocks	The rocks of the boat graveyard beach

Wednesday:

1. Make up some noun-phrases about a favourite place

- ✚ Think of a place that you love to be. It can be indoors or outdoors. Write it in the middle of a sheet of paper.
- ✚ Try to think of six or more things that this place is for you. Why is it special? Look at Bedroom Example for ideas.
- ✚ Write each of your images as a descriptive expanded noun phrase.



What is yours?



2. Make notes about playing with words

- ✚ Watch a video of Joseph Coelho explaining about playing with words.
- ✚ Make notes about some of his ideas. They will be useful to you when you are writing your poem.
<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-poetryplaying-with-words/zmxf8xs>

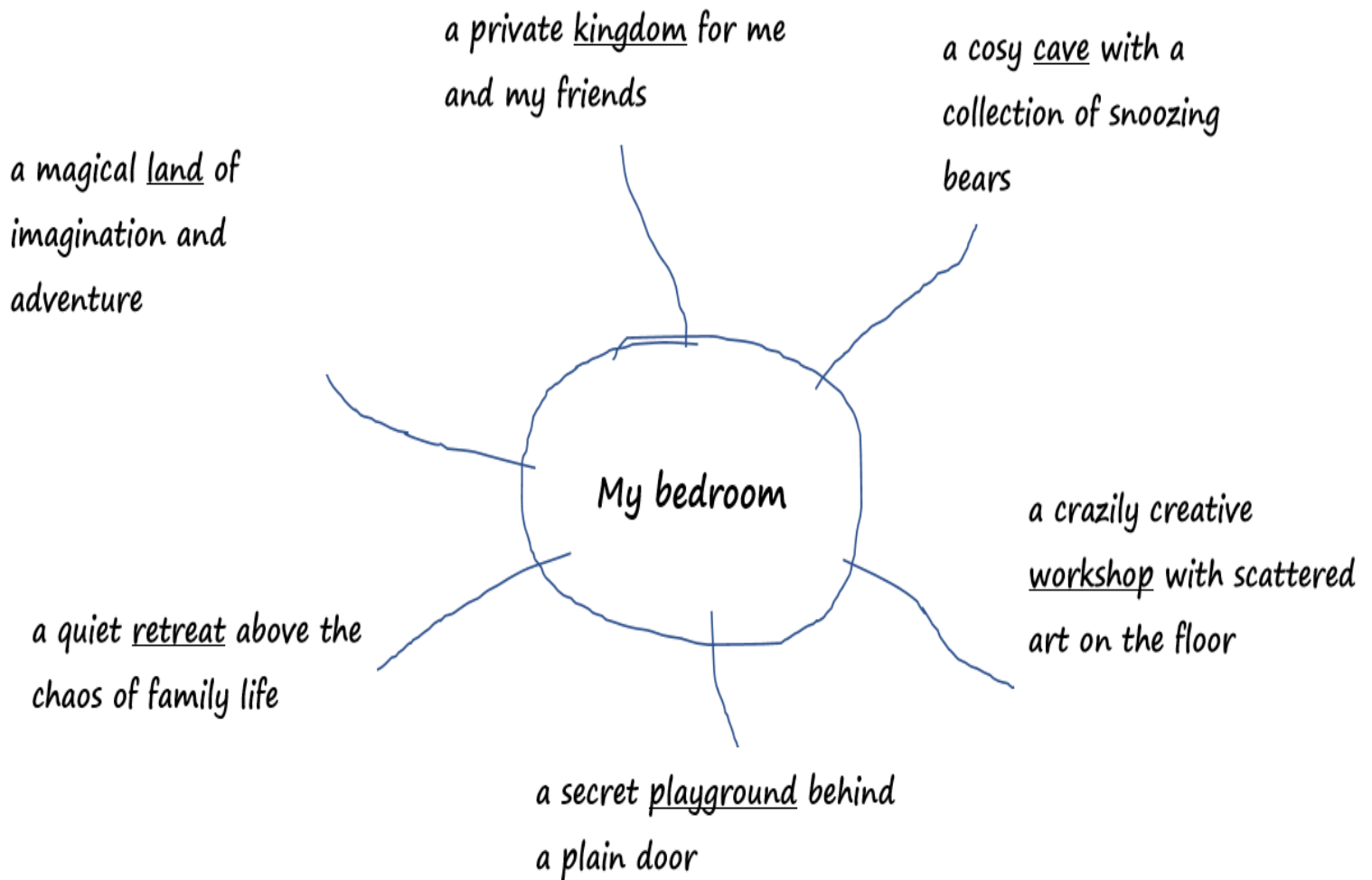
3. Now for some writing

- ✚ Follow the stages on Developing a Poem.
- ✚ When you have a poem, write it out carefully and share with Miss Brown on Purple Mash or Google Classroom.

Try these Fun-Time Extras (optional)

- ✚ Can you send your poem to somebody else?
- ✚ Can you interview people in your house to find out about their favourite place? Can they tell you six reasons that they like it?
- ✚ Find 'Watch and Listen' on Joseph Coelho's website and watch him perform some of his poems.
<https://www.thepoetryofjosephcoelho.com/>

Bedroom Example



Notes about Playing with Words

Watch Joseph Coelho explain about playing with words. Make notes about some of his ideas.

<https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-poetry-playing-with-words/zmxf8xs>

Developing a Poem

1. Read all of your special place ideas.
2. Look for ways to improve your **expanded noun phrases** (think poetry techniques: alliteration, onomatopoeia, powerful adjectives, verbs and adverbs).
3. Look for words that are not working hard enough – replace, remove or combine.
4. Choose the best 5-6 images and number them – think about impact: keep a surprise for the last stanza.
5. Write your poem using the structure of ***Golden Time***.

Golden Time
Joseph Coelho

Golden time -
jewelled minutes
and silvered seconds?

Golden time
a diamond clock
with ruby numbers?

Golden time -
a free hour
doing what I please?

Golden time -
hands clasped on mouth
catching laughter with a new friend.

Golden time -
the inhale of breath
as the idea chimes.

Golden time
a room of beaming faces,
every heart in sync.

p. 47 Werewolf Club Rules by Joseph Coelho

Poem



A large rectangular area with horizontal lines for writing, enclosed by a decorative border. The border consists of a repeating pattern of orange and black zigzags. The writing area is white with light gray horizontal lines.

Thursday and Friday to give you time to complete writing ideas:



Question time!

- ▶ How important is technology to you?
- ▶ How does technology affect our lives?
- ▶ What are the 5 most important pieces of technology, in your opinion?
- ▶ How would life be different without technology?
- ▶ Does technology make you happy?
- ▶ What does happiness mean? What really makes you happy?
- ▶ If you could take a pill that would make you happy 100% of the time, would you take it?

**Imagine all the technology in the world suddenly broke.
How would you manage without ANY technology?**

Your choice of writing ideas:

- ✚ Write instructions about how to survive a day without technology.
- ✚ Write a diary entry about your normal day but think of alternative activities to replace the ones that require technology.
- ✚ Write a letter to a child living in Victorian England, describing to them the technology we have today and how we use it. You could even write a response!
- ✚ Write a balanced argument about whether technology is good or bad for us.

You can choose to do as many writing ideas, but I would like you to send me one completed piece of writing on Google Classroom or Purple Mash via 2email).

Science -

MEASURE THE SPEED OF LIGHT

SCIENCE CHALLENGE

13

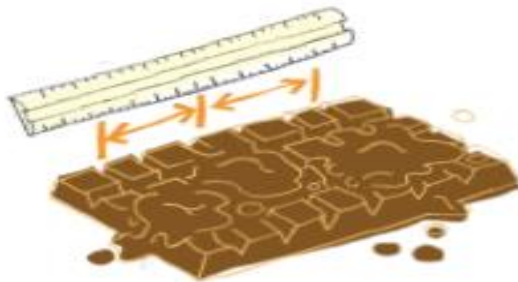
Designed by Joe,
Design engineer at Dyson

The brief

Measure the speed of light using chocolate and a microwave oven.

The method

1. Remove the glass plate in the base of the microwave and replace with an upturned ceramic plate. You want your chocolate to stay still in this experiment.
2. Place the chocolate in the middle of the plate.
3. Turn on the microwave and heat the chocolate until it melts in 2 or 3 places. This should take about 20 seconds.
4. Using gloves, and with adult supervision, carefully remove the plate from the microwave.



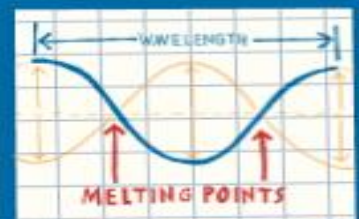
5. Measure the distance, in metres, between the melted spots on the chocolate bar.
6. The distance you measured is half a wavelength. Multiply this number by two and then by the frequency of the microwave you are using. This can be found on the outside of the machine. This number is the speed of light in metres per second.

Materials

- A large bar of chocolate
- A microwave (with adult supervision)
- A large ceramic plate
- A ruler

How does it work?

Microwaves work by creating standing waves inside the microwave oven. The water molecules in the chocolate try to align themselves with the rapidly changing standing wave, creating heat. The distance between the two melted spots is half a wavelength. You can now calculate the speed of light, because $\text{speed} = \text{wave length} \times \text{frequency}$.

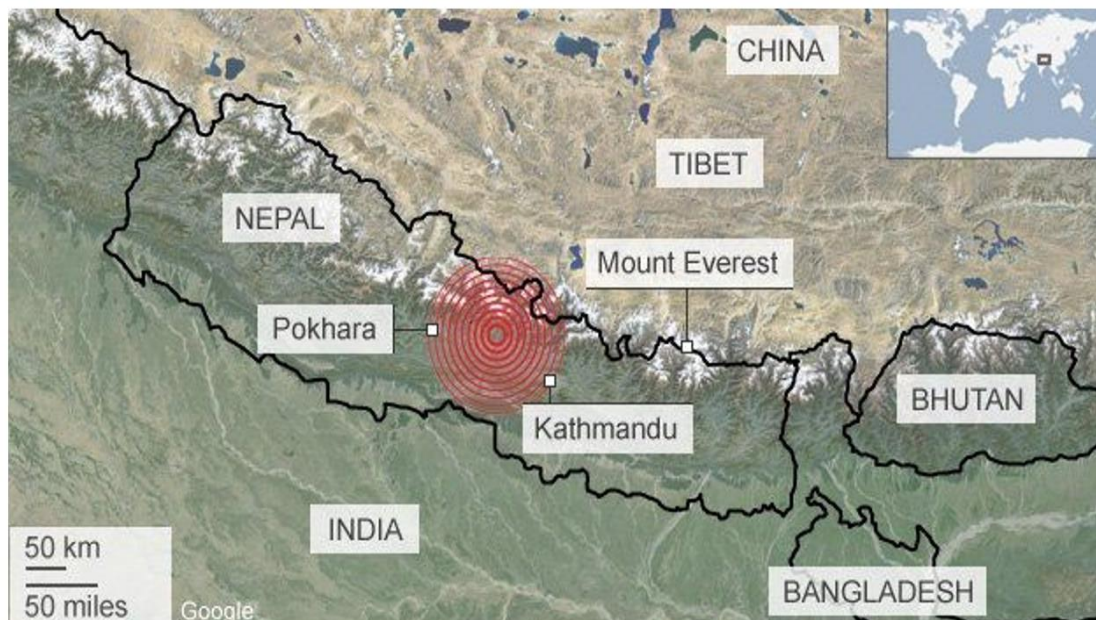


Topic- Geography

What do you think has shocked this BBC reporter?



Where was the earthquake?



Your task: Using the map and Google Earth, describe the location of the earthquake

Nepal Earthquake: An on-going crisis



Learning Objective: To explain the causes and impacts of the Nepalese earthquake

So what caused the earthquake to happen?



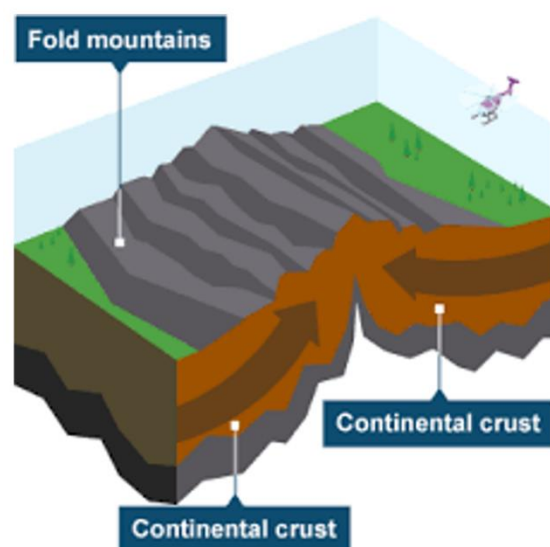
How could this cracked egg be a clue as to what caused the earthquake?

How are earthquakes measured? The Richter Scale

- The power of an earthquake is called the **magnitude**.
- Earthquakes are measured by a **seismometer** and graded according to the **Richter Scale**.

Value	Potential Hazard
10	Extraordinary
9	Outstanding
8	Far-reaching
7	High
6	Noteworthy
5	Intermediate
4	Moderate
3	Minor
2	Low
1	Insignificant

Collision Plate Margins



The plates are being forced together at great pressure so the rocks crumble together and form massive mountains, like the Himalayas where the earthquake was.

What did the Nepalese Earthquake measure on the Richter scale?

So what plate boundary was the earthquake on?

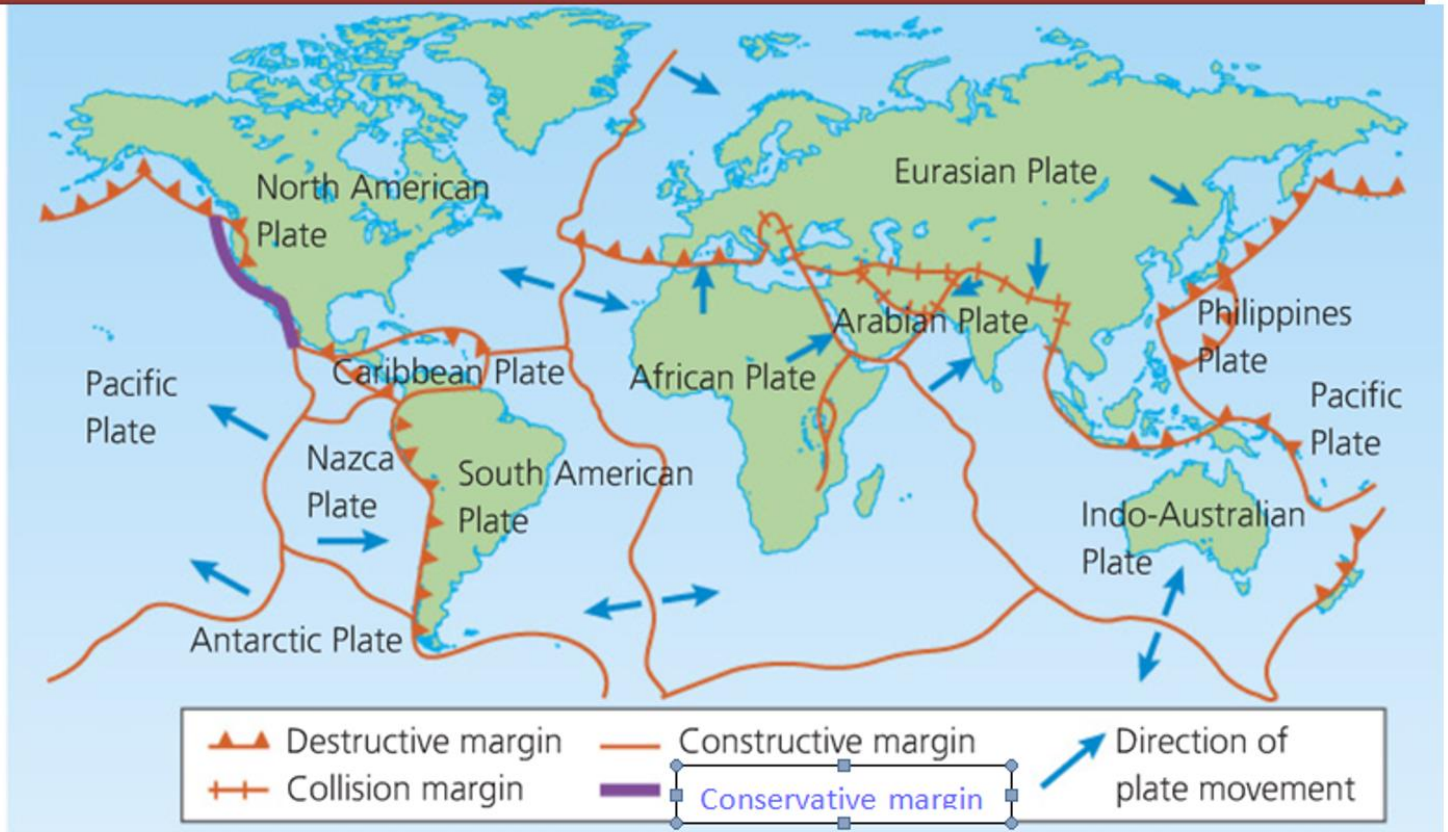


Figure 5: The Earth's tectonic plates and their boundaries

What were the effects of the earthquake?



Challenge

Make a key and using three different colours, categorise the social, environmental and economic impacts of the earthquake

Extension activity: Your report on the earthquake

You will be given the opportunity to create a report explaining all the new things you have learned about the earthquake in Nepal.

This could be:

A newspaper report.

TV report- filmed.

Non-chronological report- leaflet or poster.

DT, ART and RE



You will need materials for this lesson and ideally a cardboard box (shoe box size would be perfect but not essential).

Last week, I asked you to design your own special place. I explained that it was your own creation, which did not have to be a place that already existed. I wanted it to be an ideal place of worship

or a special place to you for your friends and family. It could be a place inside or outside and decorated the way you wanted it to be decorated. These designs were made by hand or by the computer and should have been labelled with all the special features that make it a special place, which some ideas may have come from other places of worship.

When you have completed the above stage, you are ready to get creative!

During your RE, DT and Art lessons, I would like you to create a model of your special place or place of worship. Your special place could be created in a shoe box.

Please use resources you already have in your house and materials you can re-cycle. Always ask an adult's permission before using objects from your home. I cannot wait to see a picture of your creations on Google classroom or Purple Mash.



Plan your own sports day at home with your family!

You will need:

- egg and spoon for each person
- something to balance on (optional)
- ball and target or bucket
- something to lie on (optional)
- something to climb over and go under (e.g. a long-handled brush on a chair)
- cups for each person, bowl of water, empty bowl
- scarf
- pillowcase for each person
- start and finish line markers

Event	Winner	2 nd Place
Egg and Spoon		
Balance		
Ball Toss		
Standing Long Jump		
Sit-Ups		
Over and Under		
Water Race		
Three Legged Race		
Ball Catches		
Pillow Case Sack Race		



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.

Music Lesson:

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



<https://classroom.thenational.academy/lessons/singing-in-harmony-431138/activities/1>

This lesson is suitable for both Year 5 and Year 6

FIVE AWESOME THINGS

ABOUT TODAY

1

2

3

4

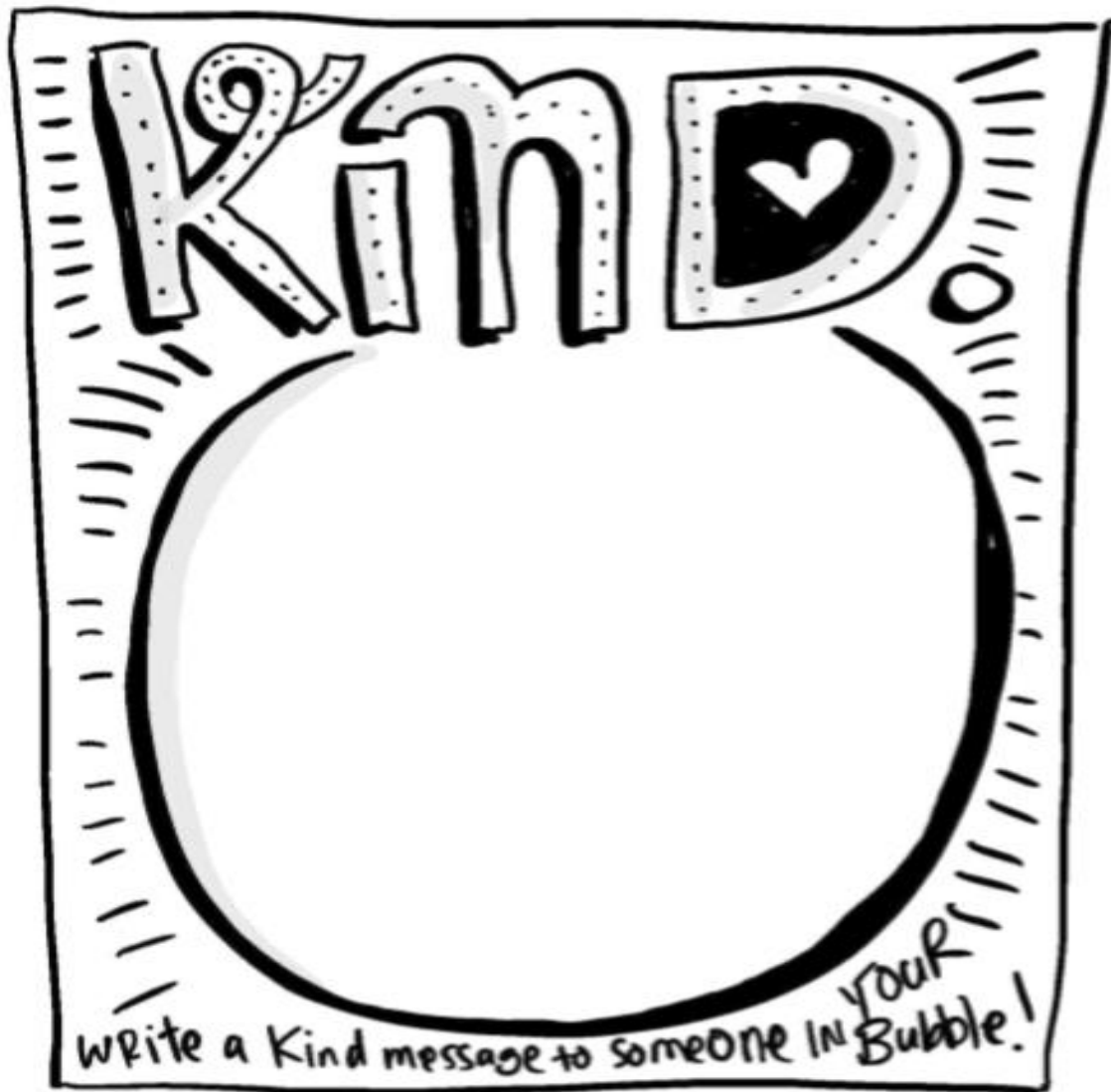
5

New

Learned something new in Lockdown?

What is it?





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 than 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 ☺

