

Miss Sledge and Mrs Smith are missing you very much! We are looking forward to hearing what you have been doing and seeing you all safe and well soon. We are really proud of you for all of the hard work you have been doing – especially on Purple Mash! You can take lots of photos of what you are up to and keep a journal of your work if you wish to. We have tried hard to give you a balance of hard work and fun activities for the next two weeks to keep you smiling. Have fun, keep learning!

### **Maths:**

Use sumdog, tt rockstars and purple mash to access your online activities. Whiterose hub and bbc bitesize are also offering online home learning ideas:

<https://whiterosemaths.com/>

<https://www.themathsfactor.com/>

- Angles
- Measures
- Addition and subtraction
- Multiplication and division
- Decimals, fractions and percentages

### **Maths challenges**

1. Find the area and perimeter of every room in your house and create a floor plan showing this information.
2. Plan an 'End of isolation' party for you and your friends or family. You have a budget of £100 and can invite 10 people. You can use online shopping sites to help you.

Think about:

- a. The food and drinks you would like to serve and how much each person is likely to eat.
- b. Any decorations including plates and napkins etc. you may want to include to brighten up the party.
- c. Any games you may like to play and what you need to buy to be able to play them.
- d. Any prizes you will give for winners.

Your challenge is to get as close to the £100 as you can without going over it!

3. Weights and measures!

If possible ...Bake a cake or some cupcakes or biscuits

Or find a recipe that you would like to make.

Now try to work out the following using 'integer scaling'.

How would the ingredients change if you wanted to make

- a. half of the recipe?
- b. Four cakes or lots of cupcakes?
- c. 10 cakes or lots of cakes?
- d. 25 cakes or lots of cakes?
- e. 50 cakes or lots of cakes?

4. Have a Eureka moment!

According to one story told about Archimedes, King Hieron II of the city-state of Syracuse was worried makers of his crown were not using solid gold to manufacture it but replacing some of the gold with less valuable material such as silver. The king asked Archimedes to find a way to discover if this was true. Archimedes is said to have come up with the way to **work out density of material** while he was taking a bath (not quite the bath tubs we have now, more a wooden tub!) as the displacement of the water in his bath helped the theory come to him. **He is said to have jumped out shouting 'Eureka!' and running the streets in excitement!**

You will need;

- a. A bucket or bowl
- b. A deep tray or paddling pool or you could use the bath!
- c. Measuring jugs
- d. Waterproof objects

Fill the bucket or bowl with water to the rim, submerge the object into the water, collect the displaced water and measure its volume using the jug.

Record the objects and their volume in a table and then into a graph. Ask questions like: which object had the largest density? Include some comparison questions.

You can include the data for this on the graph activity set as a to do on Purple mash between the 20<sup>th</sup> and 30<sup>th</sup> of April. Or just create your own on paper.

### **English:**



### **Starter activities**

<https://msu.edu/user/urquhart/rainforest/index.html>

<https://www.youtube.com/watch?v=em3tQoespWI>

Activity - Imagine you were an explorer in the amazon rainforest, what would you see, hear, smell, touch, taste and feel?

Activity - write two of each ed starter, ing starter and simile starter sentences using the pictures or videos above. (The Big Three)

Activity – Write two of each -2adj- sentences, two Inside. (Outside.) sentences and two Show don't tell sentences using the pictures or videos above.

Activity – Write two of each - parenthesis using brackets, commas or hyphens.

Now listen to the audiobook: <https://www.amazon.co.uk/The-Explorer/dp/B073VVK3QS> (you can get a free 30 day trial on amazon)

Another good book is <https://www.youtube.com/watch?v=J1Teb-jTyI>

- Imagine you were an explorer - create a documentary or booklet on your time in the amazon rainforest using all of the writing skills above and research you have gathered from your geography tasks. This would be a non-chronological report.

Activity - Can you list the features of a non-chronological report to make sure that you include them?

- To achieve this...

Activity - List all of the subject areas you would include in your report/documentary/booklet.

Activity - Research each of these areas and make bullet points of the basic information that you find.

Activity - Decide upon the way in which you will present your final piece of work - there are templates for a diary, leaflet, presentation and book on purple mash which have been set as 'to do's' for you if you decide to use them. Alternatively, you could have a go using i -movies on an ipad or stop frame animation like we have done in class. It is entirely up to you which way you do this.

Activity – create your final piece of work making sure that you have edited and improved it for spelling, grammar and punctuation mistakes. Now check...have you included your success criteria? If not can you alter your work to make sure that you have?

- Have a family or a whatsapp/facetime (with parental permission and supervision) debate with friends from class on the question, 'Should farmers be allowed to cut down the rainforests to farm beef?'

When we have an argument/debate there are certain words which can help to get your point across. These are called adverbs for cohesion.

Activity – make a list of the adverbs for cohesion that you could use to help to structure an argument.

Activity – write at least six sentences using these as sentence openers eg. Despite this, the rainforest continues to be damaged.

Activity - research facts about the changes that have happened to the Amazon Rainforest.

Activity – structure your argument using point evidence and explain. Make your point and back it up!

Activity - You will need to create some rules for the debate linked to how you will all behave towards each other and If you all have the same opinion it won't be a debate so some of you may need to argue against what you actually think.

Activity - Afterwards write a diary entry on your experience and what you think personally about the topic. You will find a blank diary entry on Purple mash or you can create your own.

- If you finish all of the above you could do either or both of these...

The following activities have been provided by Lancashire for home learning - you could have a go at them.

<https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Unit.pdf>



## Creative writing competition for primary, secondary and sixth form students.

Blackpool Sixth is launching a series of creative writing challenges for children and young people who live on the Fylde Coast. These challenges will help with your all important English skills and will fire up your creativity.

### Challenge 1:

Write a short story (maximum 300 words) or a poem (maximum 40 lines) based on the phrase **'What I see from my window'**.

You can use the theme in whatever way you like. It could start with a description of a real view (but please don't use any people's names or street names!) or it could be entirely imaginary.

Remember that when you are writing as 'I' it does not have to be you talking - it could be someone quite different in another place or another time.

### Prizes (for each age category):

**1<sup>st</sup> Place** - £20 Amazon Voucher  
**Runner-up** - £10 Amazon Voucher

In addition, we will publish up to 5 entries, including the winner and runner-up on our website and will create an e-book with the selected entries.

### Age Categories:

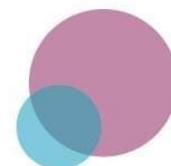
Primary - school years 4 - 6  
Lower Secondary - school years 7 - 9  
Upper Secondary - school year 10 - 11  
Sixth Form - school years 12 - 13

### Closing Date:

All entries must be received by midnight on Thursday 30th April 2020.

### More information:

All further information including rules, submission guidelines, and judging can be found on our website. Simply visit: [www.blackpoolsixth.ac.uk/writeaway](http://www.blackpoolsixth.ac.uk/writeaway)



- Bug Club
- <https://www.worldofdavidwalliams.com/elevenses/>
- [https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\\_group=Age+9-11&level=&level\\_select=&book\\_type=&series=#](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+9-11&level=&level_select=&book_type=&series=#)

Activity – Write a book review on one book that you have read.

Activity – Create an author fact file using the template on purple mash.

Although not set in the Amazon, the Jungle Book would be a good read to base any of the following activities on. You can find video versions on Netflix or you may have a copy at home. Alternatively find a free version of the book here <http://www.gutenberg.org/files/236/236-h/236-h.htm>

Activities for any book or film.

- Recommend a book to a friend – explain why you think they would enjoy the book and some detail of the basic plot.
- Draw a picture of a character from a book or film and create a character profile of them using think, say, feel and action bubbles.
- Read the next few pages of a book you are reading – or start to read a new book if you have just finished one. Alternatively stop a film halfway through. Predict what you think will happen next using point, evidence and explain to justify your opinions. Remember that you need 3 pieces of evidence to really justify what you think.
- Find 5 words that you don't understand in the book or film. Using the strategies we have looked at in school (replace the word with one you think it means, find a word in a word, read the context around the word) predict what you think they mean, and then find the actual definition.
- Take two pages from the book you are reading and see if you can find examples of language that you think are having an effect on the reader (you). Remember that they may give you emotional, intellectual or even a physical reaction. Note down the words or phrases that have an effect on you and explain your response. Eg. Slamming the door with rage, she screamed, 'I hate you!' could make you feel worried that the character left behind will be feeling upset. Or you might physically flinch at the thought of the slamming door.

### **Science:**

- Investigate the different diets of animals using the Chester zoo virtual tour and look at the 3D google images of animals that you think live in the rainforest.

<https://www.cheshire-live.co.uk/whats-on/family-kids-news/relive-chester-zoos-first-ever-18006186>

- Collect the seeds from the fruit that you eat. Including tomatoes and squash. Do they all look the same? Activity - Plant them and observe how they grow. You could record this in pictures using your observations or as a graph for how high the plants grow.
- Observing and comparing the life cycles of plants and amphibian, insect and bird in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times).

Activity - Draw a life cycle of a plant and amphibian, insect and bird that you would find in the UK. Include a detailed drawing, arrows showing the direction of the cycle and labels.

Compare these with a plant, amphibian, insect and bird that you might find in the Amazon.

<https://www.wwf.org.uk/get-involved/schools/resources>

<https://www.natgeokids.com/uk/discover/geography/physical-geography/15-cool-things-about-rainforests/>

<https://www.bbc.co.uk/bitesize/topics/zgssgk7>

### **Geography:**

- Look through your fridge and fruit bowl, where do the fruits and vegetables that you have come from? Can you locate that place on a map? What continent is it from? Also, where does our electricity come from? Where does our water come from? Present your findings anyway you choose.
- Use the following links to create a PowerPoint or mind map on rainforests using lots of colour and drawings

<http://environment.nationalgeographic.com/environment/habitats/rainforest-map/>

<https://livingrainforest.org/learning-resources>

- From your windows – create sketch maps of what you can see. Label these with human and physical features.

## **History**

Investigate the history of the Amazon Rainforest. You could:

Create a map of where in the world The Amazon Rainforest is.

Make a fact file about significant information about the forest.

Prepare a chronology of significant events - explaining each in detail.

Compare the rainforest before the Europeans arrived in the late 1400's to the present day and explain possible reasons for the changes. This will help with your debate too!

## **Art:**

- Investigate the artist Henri Rousseau and create a fact file on him.

Look at these three pictures and respond to them explaining what you like, dislike, how they make you feel and any other comments you have.



- Create a collage of your favourite animal from the amazon using any materials you can find in your home or use felt tip pens or pencil crayons to reproduce one of the painting below.

## **PE:**

- <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

- Or try just dance
- Go for run or bike ride or walk
- Create an obstacle course in your garden

### **PSCHE:**

- <https://www.redcross.org.uk/get-involved/teaching-resources/kindness-calendar>

### **RE**

Storyboard or story map the Easter story with detailed explanation of each picture. Remember to use your Y5 writing skills when you do this.

### **French:**

- Learn the days of the week
- The months of the year
- Eat lunch or dinner as if you were in a French restaurant– speak only the French you know or prepare yourself by watching the following <https://www.youtube.com/watch?v=vfagYjuyONG>  
<https://www.youtube.com/watch?v=jYjsb1INfM8> <https://www.youtube.com/watch?v=SzDp5TvtTDU>

**Spelling:** These are your next focus spellings. Try to practise one focus for a week and include some personal choice in how you learn them, some active ways of learning and some ways using ICT the spellzone website has games and activities you could use to help. <https://www.spellzone.com/> don't forget to get someone to test you!

Try to get outside for one of your spelling days – remember you can use ball games, chalk or running games to help.

There are other words that fit the rules so make sure you try to find extras – aim for 15.

- focus on using suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs, e.g. pollen – pollinate; medicine – medicate; climate – acclimatise; apology – apologise; drama –dramatise; note – notify; solid – solidify; specific – specify; pure – purify.

### **Other activities**

- <https://radioblogging.net/>
- <https://classroommagazines.scholastic.com/support/learnathome/grades-3-5.html>

Forest School ideas – for when you really need to go outdoors (within the government's guidelines).

#### **My Stick Family**

You will need need a straight one and a y shaped one each. Tie them together with string. You could find fabric scraps or felt and dress them in fancy outfits! Alternatively you could find fallen leaves and make clothing from those.

#### **Wish Sticks**

Wish sticks –find a stick then wrap different coloured wool around it – one colour for each of their wishes/friends/family, etc.

#### **Make a boat challenge**

Make a boat from natural materials and string if needed. Go outside to collect possible materials. Will your boat float? You could make this a family challenge and have a race in your bath or a paddling pool.

#### **Nature Mobile**

Make a mobile from sticks and string. You could paint it in rainbow colours to show positivity during the virus outbreak and hang it in your window.

#### **Build a den in your garden!**

You could use it to have a picnic or to read a book in or just to escape form the house!

