Class Five: Online Learning Overview		Week 10: 22nd June 2020	
English An Introduction to Folktales	Maths Arithmetic Challenge	Topic St Lucia: An Island of Statistics	Spelling Shed Assignment Words ending in -cious https://play.edshed.com/
English Anansi Know All	Maths Problem Solving		Maths Shed Assignment Mixed +/- to 100 https://play.edshed.com/
English Watching a Storyteller	Maths Equivalent Fractions	Geography World Maps and Contours	Challenge Caribbean Music Challenge
English Writing Competition	Maths Towers: An Investigation	Science Electrical Components	Challenge The Emoji Quiz Challenge

English Activities: Week 10

An Introduction to Folktales

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.
Our next English unit is based on Folktales and Traditional Tales which come from other cultures and other areas in the world.
To begin this work, I would like you to find out what we mean when we talk about Traditional Tales. Think about where they come from, and if they are always told in exactly the same way. There are some 'features' of folktales which you will recognise, can you make some notes about these?
Next, I would like you to find out about a character called Anansi. He is a part of many stories from Africa and the Caribbean, and there are certain features of his character which are in many stories. Can you draw Anansi, and write down anything you find out about him?

Anansi Know All

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.

Today we are going to look at an Anansi story. Can you read the story 'Anansi Know All', which is on pages 2 and 3 of your pack?
Once you have read the story, can you design a cartoon strip which would tell the story to a younger audience? Think about picking out only the key steps in the story, and design illustrations which link to St. Lucia and the Caribbean so that your younger readers would get a sense of the places that the story could have come from.
You can email me your completed cartoons, or add them to a blog post this week, and we can share them with Reception and Year One!

Watching A Storyteller

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.
Today I would like you to watch the 3 videos on our Video Resource Centre playlist. They show a storyteller telling a group of children a version of the story you read in the previous lesson. You may want to watch the videos a couple of times to get a real sense of the way in which a story can be told.
Next, I would like you to think about two different things. Firstly, you need to find 5 things that the storyteller does, to help him make his version of the story memorable. These can be anything from voice skills, to the way instruments are used. Secondly, I would like you to spot any similarities or differences with the story you read yesterday. Because these tales are told in many different ways, each version has slight differences and unique ideas. Can you spot the differences in these two stories?

Writing Competition

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.
The Appledore Book Festival were the group of people who organised for Tom Mclaughlin to visit us in school earlier this year. They have released a writing competition as part of this year's book festival. The details of the competition are included here and on page 4 of your pack.
The theme of the competition is completely open, so you can write anything you want to. Maybe you could use one of our English topics as an idea to get you started? You can write up to 500 words in the competition, and the entry form is included in case you want to send your work off to be judged and hopefully win a prize!

Maths Activities: Week 10

Arithmetic Challenge

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.
I thought we had better keep our arithmetic skills going, as they are so important in all areas of our maths work! There are some arithmetic questions here and on pages 12 – 15 of your pack which I would like you to have a go at completing, in the same way as we do in class sometimes. If you are stuck on a question, move on, and complete the ones you are confident with. Work on the questions for up to 45 minutes, and do as many as you can in that time.
When you have had a go at the questions, you can then watch the marking video on our resource centre, and mark your own work. I will run through the test like we do in class on the video, so you will be able to check your methods and ideas!

Problem Solving

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.
In this session, you are going to try and solve a range of different problems, (pages 16 & 17 in the pack) which cover lots of different parts of the maths you have studied in Year Five. With each problem you need to begin by making sure you understand what it is asking. Read the problem (twice!), and make sure you Understand it. You could draw a diagram to help you understand if you think it would help.
Next, choose a method to solve the problem – decide whether you are adding, subtracting, or doing something else. Once you have chosen a method, solve the calculation. Then use this solution to answer the question before checking that the answer seems correct. Use RUCSAC to help you….

Read, Understand, Choose, Solve, Answer, Check.

Equivalent Fractions

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.
We are going to start some work based on Fractions, so first of all **DON'T PANIC!**
A fraction is a way of showing how much of a larger amount you have, and is expressed with one number written over another. The top number is called the numerator, and the bottom number is known as the denominator. The numerator shows how many parts of the whole thing you have, or you are counting, while the denominator shows how many parts there are altogether in the whole thing.
It is possible for fractions to equal the same amount, even though they are written differently. Look at the Fraction Wall (p18 in your pack) and see if you can find any equivalent fractions. Next, watch the videos here, before trying to complete the activities beneath the fraction wall where you find equivalent fractions for a given amount.

Tower: An Investigation

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.
This week finishes with an investigation, using pyramids we have explored before in our addition and subtraction work. This time however, you are investigating the pyramids to see if you can adjust the final total reached at the top!
The task sheets (pages 20 – 22 in your booklet) for the investigation take you through each stage of the challenge. You will begin by moving numbers at the bottom of the pyramid around to try and find the largest amount in the top box. Once you have done this, you need to find the lowest total. Following this you will be able to check your work by repeating with new numbers, proving your ideas are correct. There are some extra challenges for those of you who feel brave, which are based on using calculations or letters to show how the pyramids work, which help you to prove your ideas!

Topic / Science Activities: Week 10

St Lucia: An Island of Statistics

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.

This week your topic work is linked across the two sessions, and involves you using the information in your task booklets. The St Lucian Statistics (pages 50 – 54 in your resource booklet), show lots of different information from St Lucia, which was developed into lots of tables and graphs in 1994.

Your first part of the Topic challenge this week, is to use all of the data and information to answer the questions about life on the island of St. Lucia. As you are working through the questions, try to think about what the information tells you about what it is like on St. Lucia, and how this is different to life in Devon and Cornwall. Try to make sure you answer the questions in full sentences, and prove what you know so that your ideas are backed up and justified!

Next, could you try and find out some more up to date information for the island? The information in the tables is nearly 25 years old! Can you help gather more modern information about one feature of the island, and present it as a data sheet in the same way as those you have used in the task? You could decide to do weather, tourism, land use, or anything that you can find out. Lay out your information so it is clear, and if you want to use a graph or a table then you are more than welcome to. Once you have made your sheet email it to me, and I will be able to compile them all to make a book all about St. Lucia.

World Maps and Contours

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.
I have been incredibly impressed with the way that you have approached the mapping challenges I set for you, and it was great to see so many fantastic contour map models. This week I would like you to have a look at two units on BBC Bitesize, which will help to tie together the work you have been completing.
The first unit is called 'Mapping the World', and shows you how maps and globes link to the way the planet is shaped etc. There are some challenges on the page I would like you to complete.
The second unit is called 'Contours, Keys and Symbols' and is based on the contour lines we started to learn about last week.

Component Snap!

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.

Over the next few weeks we are going to revise how we can use symbols and diagrams to represent electrical circuits, which links back to the work you have been completing this year with Mrs Davies.
This week I would like you to match the cards in your pack (pages 61 & 62), with the relevant labels, so that you know what each component symbol represents. There are some good guide videos and challenges available using the BBC page about Drawing Circuits and how we use symbols to represent components.

Weekly Challenges: Week 10

Spelling Shed Assignment

Your Spelling Shed assignment this week will be available to you when you log in from Monday 22nd June until Sunday 28th June. This week you are working on words which have the -cious ending. These are words you need to be spelling and using in your writing, so make sure that you know how to spell these words, and make sure that you could use them in a sentence where you need to!

You can play the game at all levels from easy to expert, and you will gain 'points' based on the scores you have achieved in the last seven days. Once you have played ten games with the words the rest of the games will unlock again, so you can play those as well. I will be giving everyone who attempts these challenges bonus honeypots to use to develop your avatars.

Maths Shed Assignment

As with the spelling games, your Maths Shed assignment will also be available to you when you log in from Monday 22nd June until Sunday 28th June. This week you are working on adding and subtracting numbers up to 100. These methods are vital in helping you to solve longer and written calculations easily, and the practice here will help boost your written and mental maths.

Again, you can play the game at any level, from easy to expert and you will earn points. Once you've played the game 10 times the rest of the Maths Shed games will open up as well. I will be giving anyone who has a go at the challenge some bonus honeypots which you can use to buy more accessories for your avatars, so make sure that you log on and have a go!

Challenge: Caribbean Music

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.

This week I would like you to complete some research about the different types of music that you may hear in the Caribbean. Try to find out what sorts of instruments feature in music which is written and performed on the island, and find some songs which have Caribbean themes in them. You can send any songs over to me, and I will make a list for you to listen to! This will link into a bandlab challenge next week, so you will want to make sure that you know what styles of music and sounds are often used in music which originates in the Caribbean.

Challenge: Emoji Quiz

Watch the Week Ten Tasks video on our Video Resource Centre to see Mrs T explain this task.

Can you beat the Emoji Quiz here? Once you have had a go at these, can you come up with a round of your own, and describe ten 'things' using emojis? This could be books, films, tv shows, games, songs, or anything else you want to explore and have a go at putting together!
You can screen shot your ideas and send them over, and we will make a quiz with them all to see who is the emoji champion in Year Five!

Anansi Know All

RAFIKI REMEMBERS

ANANSI KNOW-ALL

"THERE ARE MORE THINGS IN THE WORLD THAN YOU WILL EVER KNOW, LION CUBS. THAT IS WHAT ANANSI HAD TO LEARN."

Anansi the spider had a big head. Anansi the spider thought he knew everything. In fact, he believed that he knew everything there was to know in the whole world. There was no-one else who knew more than him.

Now you know that Anansi is a greedy creature. Everything he has, he likes to keep for himself. He doesn't like to share. Anansi decided to think of a place to hide his knowledge where no one else could get at it.

"I know what I'll do," he said to himself. "I'll put all my knowledge in a gourd and I'll hide the gourd up in the corner of the ceiling. Then no one can reach it."

Anansi put all his knowledge in a large gourd and sealed it carefully. Then he tied the gourd round his neck. He fetched the ladder, put it against the wall and began to climb. But each time he started up the ladder, the gourd hung down in front of him and got in the way. However often he tried, he could go no further than the first step.

His young son came into the room and watched while Anansi struggled.

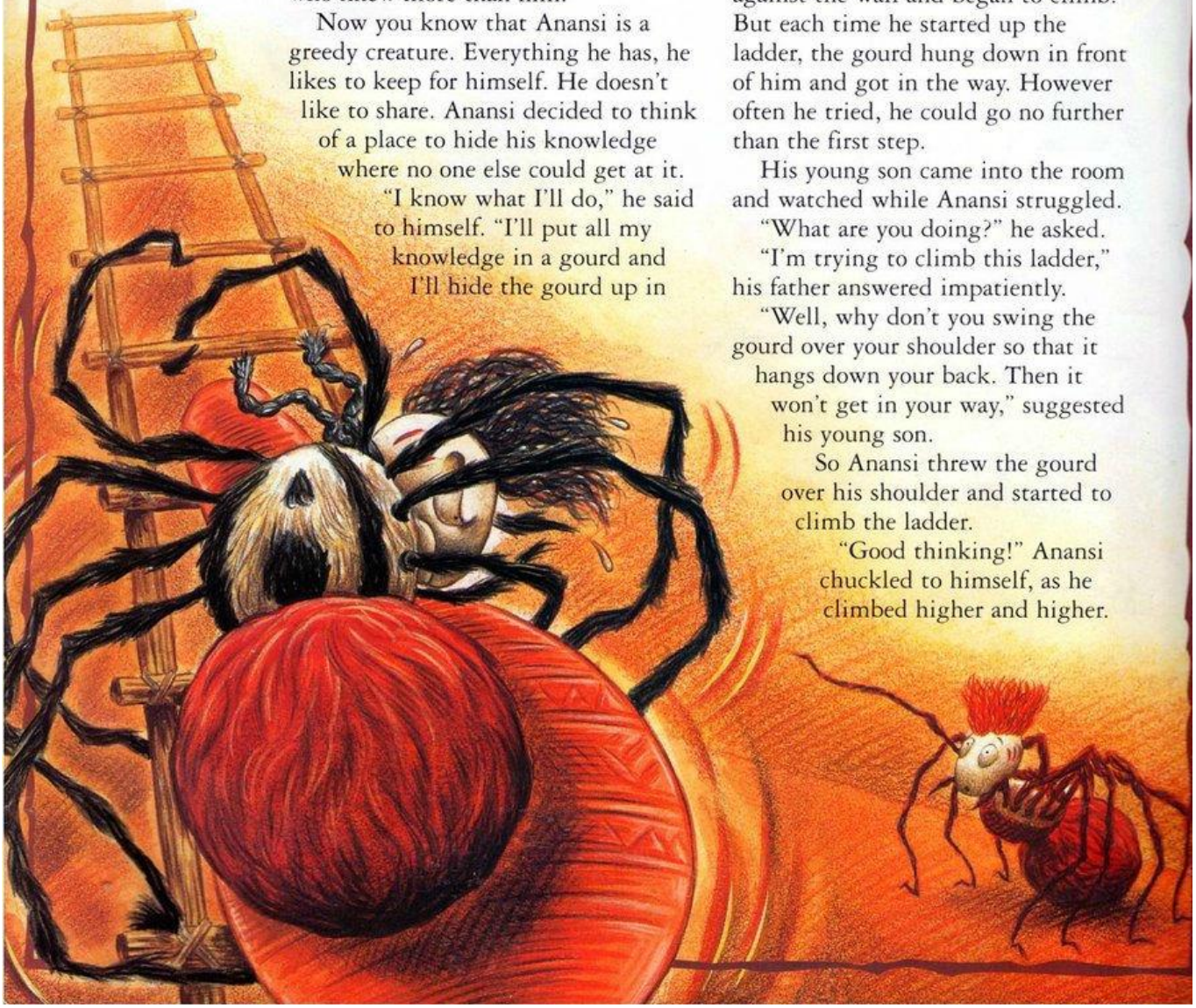
"What are you doing?" he asked.

"I'm trying to climb this ladder," his father answered impatiently.

"Well, why don't you swing the gourd over your shoulder so that it hangs down your back. Then it won't get in your way," suggested his young son.

So Anansi threw the gourd over his shoulder and started to climb the ladder.

"Good thinking!" Anansi chuckled to himself, as he climbed higher and higher.



But when Anansi reached the ceiling, it suddenly dawned on him that there was one thing he had not known. His young son had just suggested something that had not occurred to him. In fact, his son had known something he hadn't known. What other things were there that he did not know? The gourd obviously did not contain all the knowledge in the world, so was there any point in keeping it?

At the top of his ladder, Anansi paused. Then, with a decisive action, he opened the gourd and turned it upside down.

And that is how knowledge was spread throughout the world.

Appledore Book Festival

Young Writers' Competition

The aim will be to keep alive some school involvement whatever happens.

GET CREATIVE!

Competition open to all from 4 years old to 18 years old.

Send us the best poem or story or other prose piece that you have written since January this year. The theme is open but, if you'd like a kickstart, here's an idea for your first line ...

THINGS WERE DIFFERENT BACK THEN ...

(You can go to any time, place, age, world, wherever your imagination takes you!)

There are prizes of Waterstones Book Tokens, kindly donated by Bideford Bridge Rotary Club, for each Key Stage 1-5
Winner: £25
2 Runners up: £20 each
School Library of Winner: £25

SOME THINGS TO STICK TO:

Prose: up to 500 words
Poetry: up to 300 words

All work must be entirely your own.
Send as an attachment to gloverglov@aol.com
Make sure you include the entry form below.

Deadline: 23rd October 2020

Winners announced by email:

First Name:	Second Name:
Title of work:	
Age:	Key Stage:
Your School:	
Your Contact email:	

Arithmetic Challenge: Week 10

1 173 - 100 =

1 mark

2 409 + 300 =

1 mark

3 23 x 8 =

1 mark

4 $\frac{3}{10} + \frac{1}{10} =$

1 mark

5 $\frac{7}{12} - \frac{5}{12} =$

1 mark

6 4274 + 5029 =

1 mark

7 7216 - 707 =

1 mark

8 4 x 12 =

1 mark

9 48 x 1 =

1 mark

10 825 x 5 =

1 mark

11 5.72 - 0.06 =

1 mark

12 79 ÷ 100 =

1 mark

13 $\frac{3}{4}$ of 36 =

1 mark

14 28 116 - 9215 =

1 mark

15 30 000 + 900 =

1 mark

16 262 886 + 45 392 =

1 mark

17 3^3

1 mark

18 4 x 500 =

1 mark

19 1320 ÷ 12 =

1 mark

20 456 ÷ 100 =

1 mark

21 $\frac{1}{3} + \frac{5}{6} =$

1 mark

22 $\frac{1}{2} - \frac{1}{8} =$

1 mark

23 $\frac{2}{3} \times 4 =$

1 mark

24 8.1 - 3.63 =

1 mark

Problem Solving: Week 10 Session 2

Problem 1

There are 38 people on the bus.
At Stop A, half of the people get off and 5 get on. At Stop B, a third of the people get off and 3 get on.

How many people are now on the bus?

Problem 2

The total perimeter of a regular octagon is 96cm.

What is the length of one side?

Problem 3

1 euro costs 85p.

How many euros can you buy for £20?

Problem 4

These ingredients make enough food for 6 people. Change them so there is enough for 9 people.

200g flour 50g butter 180ml milk

4 eggs 6 rashers of bacon

Problem 5

Eve starts school at 9am.
She gets two buses. Bus 1 takes 45 minutes. Bus 2 takes 1/3 of the time as Bus 1.
She then has to walk for 7 minutes.

What time should Eve set off?

Problem 6

Krishna buys a skateboard for £13.36. He pays with a £20 note.

How much change does he receive?

Problem 7

There is 20% off the price in a clothes shop sale.

How much would you get off a dress for £65?

Problem 8

The soup kitchen serves 200 bowls of soup. Each bowl holds 300ml.

How much soup is served in litres?

Problem 9

The local cinema are running a buy two tickets and get one free offer. Tickets cost £3.60 each.

How much would 27 tickets cost altogether?

Problem 10

Joel has 2 boxes of 33 bananas, 4 boxes of 27 apples and 5 boxes of 12 pineapples.

How many pieces of fruit does Joel have altogether?

Problem 11

There is 785ml of water in a jug. 370ml is poured out.

How much is in the jug now?

Problem 12

What is the total of:
£9.87
£16.22
£5.12 ?

Problem 13

Harry and 5 of his friends went to see a music gig.
They paid £54 in total.

How much did each ticket cost?

Problem 14

I have a 600g box of rice.
I pour 1/3 of the rice into Bowl A.
I pour 1/4 of what is left in the box into Bowl B.

How much rice is left in the box?

Problem 15

There is 350g of flour in a bag.

How much flour in kilograms is there in 20 bags?

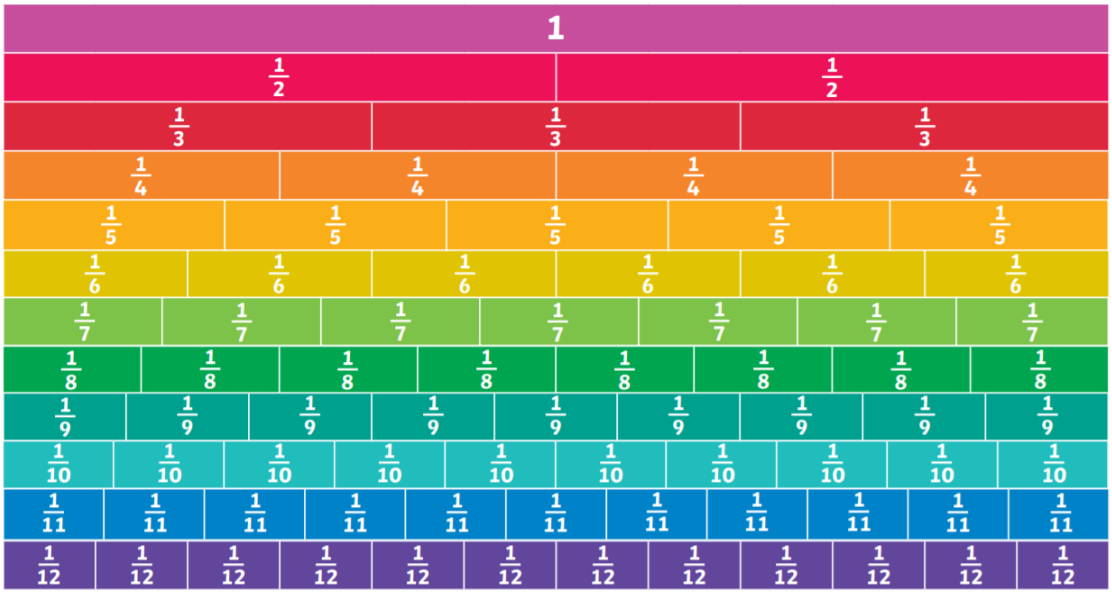
Problem 16

A train is due to arrive at the station at 16:45. It is running 37 minutes late.

What time is the train expected to arrive?

Equivalent Fractions: Week 10 Session Three

Fractions Wall



Find Three Equivalent Fractions for Each of the Given Fractions:

1. $\frac{1}{2} =$

2. $\frac{1}{3} =$

3. $\frac{3}{4} =$

4. $\frac{4}{5} =$

5. $\frac{2}{3} =$

6. $\frac{5}{6} =$

7. $\frac{3}{10} =$

8. $\frac{7}{8} =$

9. $\frac{1}{6} =$

10. $\frac{11}{12} =$

11. $\frac{1}{5} =$

12. $\frac{1}{4} =$

13. $\frac{5}{12} =$

14. $\frac{1}{10} =$

15. $\frac{2}{5} =$

16. $\frac{1}{8} =$

Can you complete the equivalent fractions?

Use the fraction wall to help you if you need it.

1. $\frac{1}{2} = \frac{\_}{4} = \frac{3}{\_} = \_$

2. $\frac{1}{4} = \frac{\_}{8} = \frac{3}{\_} = \_$

3. $\frac{9}{12} = \frac{\_}{4} = \frac{6}{\_} = \_$

4. $\frac{3}{4} = \frac{\_}{8} = \frac{9}{\_} = \_$

5. $\frac{1}{6} = \frac{\_}{12} = \frac{4}{\_} = \_$

6. $\frac{1}{2} = \frac{\_}{8} = \frac{3}{\_} = \_$

7. $\frac{3}{6} = \frac{\_}{4} = \frac{6}{\_} = \_$

8. $\frac{2}{3} = \frac{\_}{6} = \frac{6}{\_} = \_$

9. $\frac{3}{4} = \frac{\_}{12} = \frac{6}{\_} = \_$

10. $\frac{1}{4} = \frac{\_}{8} = \frac{3}{\_} = \_$

11. $\frac{6}{8} = \frac{\_}{4} = \frac{9}{\_} = \_$

12. $\frac{6}{12} = \frac{\_}{6} = \frac{2}{\_} = \_$

13. $\frac{2}{6} = \frac{\_}{12} = \frac{1}{\_} = \_$

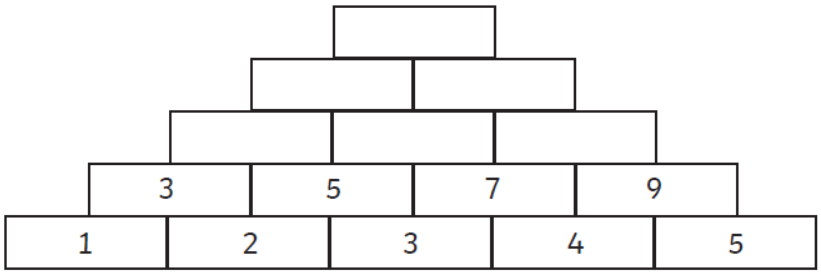
14. $\frac{4}{6} = \frac{\_}{12} = \frac{2}{\_} = \_$

15. $\frac{2}{8} = \frac{\_}{4} = \frac{3}{\_} = \_$

16. $\frac{8}{12} = \frac{\_}{6} = \frac{2}{\_} = \_$

Towers (5)

Place the numbers 1, 2, 3, 4 and 5 in the bottom of a tower. Add the adjacent numbers to make the number above. What is the total at the top? _____



1. If you change the order of the numbers, do you get the same total at the top? Use the attached pyramid sheet to investigate.

   _____

2. What is the highest and lowest possible total at the top?

   _____

3. Try the numbers 2, 3, 4, 5 and 6. What happens to the lowest and highest totals? Use the attached pyramid sheet to investigate.

   _____

   _____

   _____

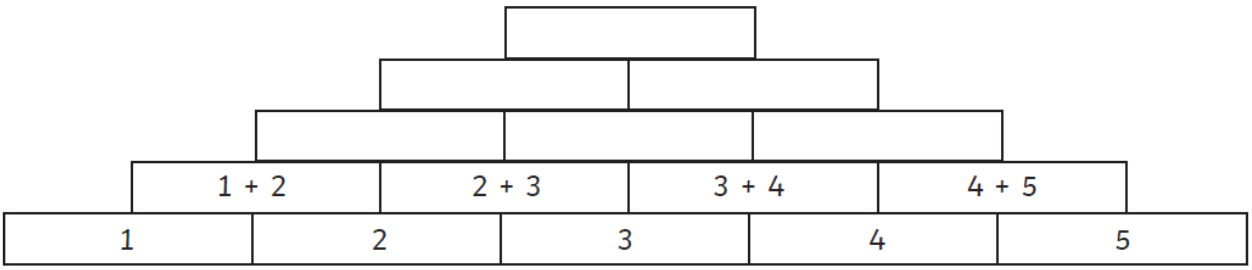
4. What would the highest and lowest totals be for 3, 4, 5, 6 and 7? Use the attached pyramid sheet to investigate.

   _____

   _____

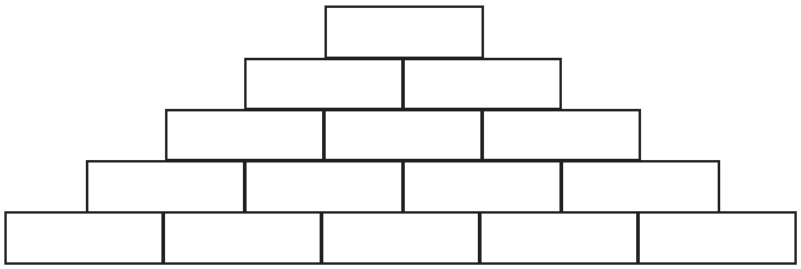
   _____

5. By writing the sums in each box, write the sum for the total at the top.

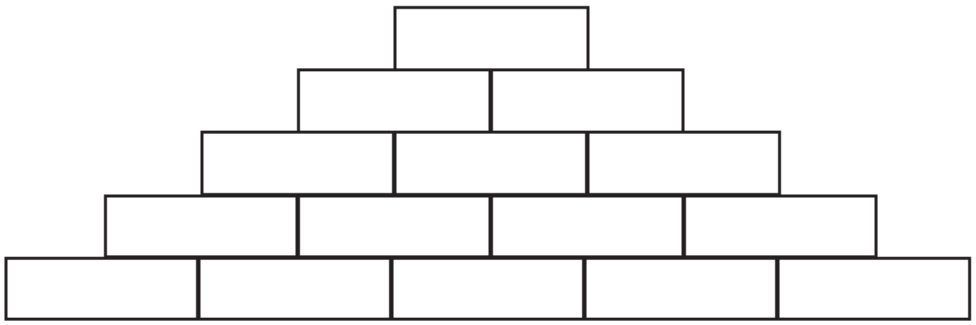


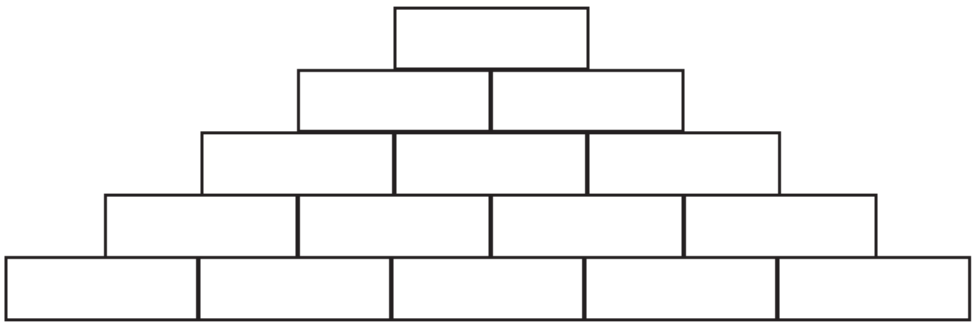
Challenge (Formulas)

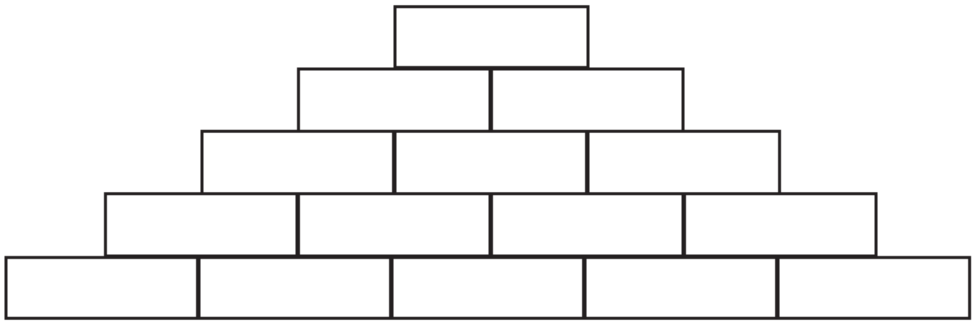
6. Replace the numbers in the bottom row with letters a, b, c, d and e. Find the formula for the sum at the top.

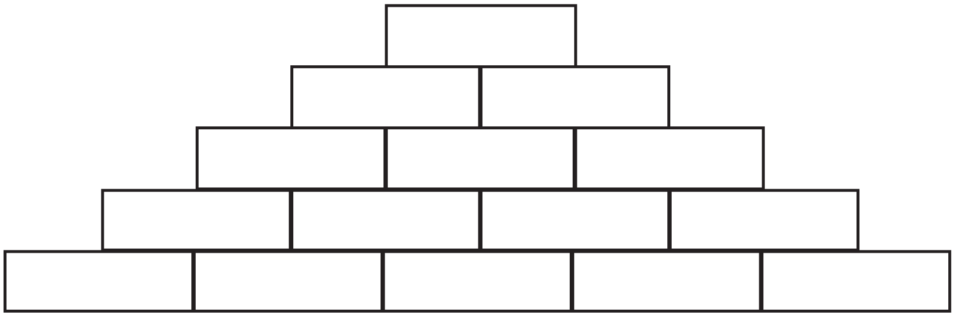


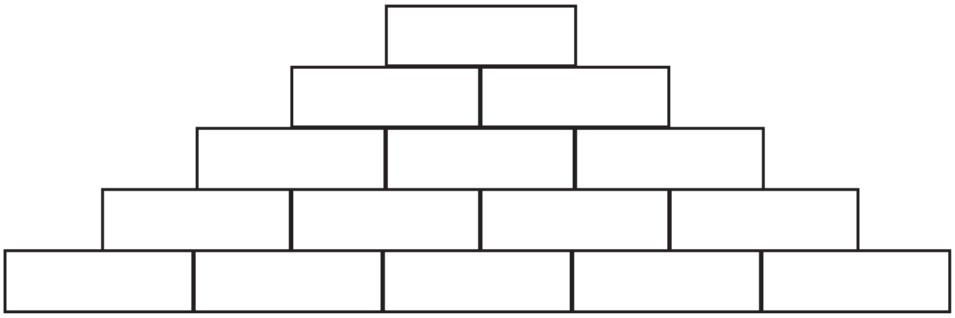
7. What would the formula be for different-sized towers?

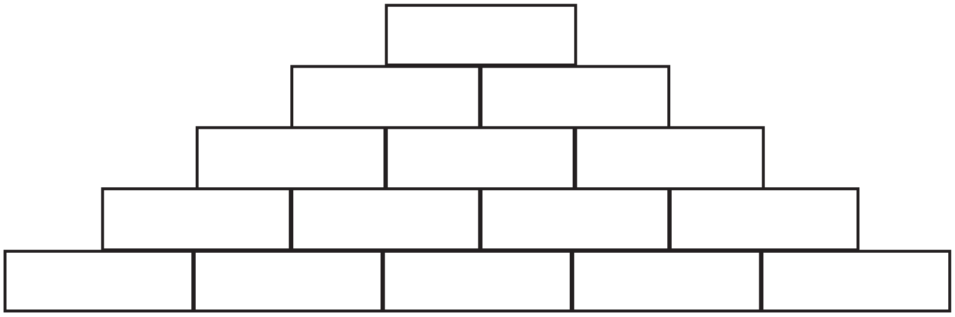


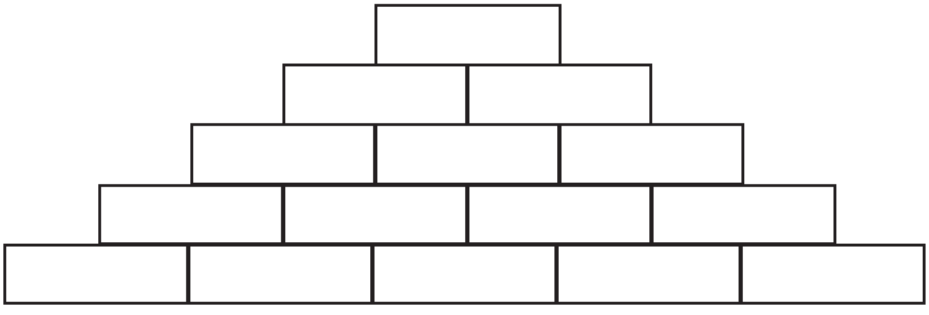


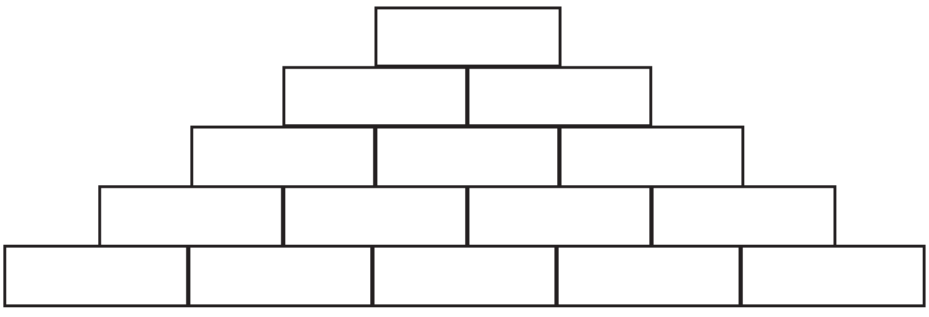












Climate in St. Lucia

Can you and your partner work out the difference in temperatures between London and Hewanorra for each month in 1990?

Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec

What does this tell you about the differences in temperature between St. Lucia and Britain in general?

Which month had the most rainfall in Hewanorra? How much rain fell?

How does this compare with the rainiest month in London?

Can you describe the differences in the temperature graphs between Hewanorra and London?

Land Use in St. Lucia

Look at the map based on Land use in St Lucia. Then try to answer the questions below.

1. Where are the built up areas on the island? Why do you think this is?

2. By simply looking at the map, which type of land would you say is most common?

3. Where is the 'forest' land in St. Lucia?

4. Where are the majority of hotels in St. Lucia?

Studying Education & Tourism in St. Lucia

How many primary schools are there in St. Lucia?

What do you notice about the number of primary school teachers?

What do you notice about the number of secondary school pupils compared to the number of primary pupils?

When did cruise ships start to visit the island?

What has happened to the number of cruise ship visitors between 1984 and 1994?

What has happened to the number of general visitors to the island?

Where do most of St. Lucia's visitors come from?

How many visitors arrived in the island in 1994?

How many visitors arrived from UK and the rest of Europe?

What do you notice about the number of Lorries and passenger vans in St. Lucia? Does this surprise you when you compare it with the number of cars? Explain your answer.

Monthly mean maximum temperature for 1990

Mean maximum temperature (°C)	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Hewanorra	25.6	25.5	26.2	27.3	28.1	28.1	28.1	28.1	27.7	28.1	27.9	26.4
London	7.3	8.5	9.2	9.4	14.7	15.1	18.9	20.3	14.9	13.3	7.9	5.1

Figure 3: Climate graphs - Hewanorra

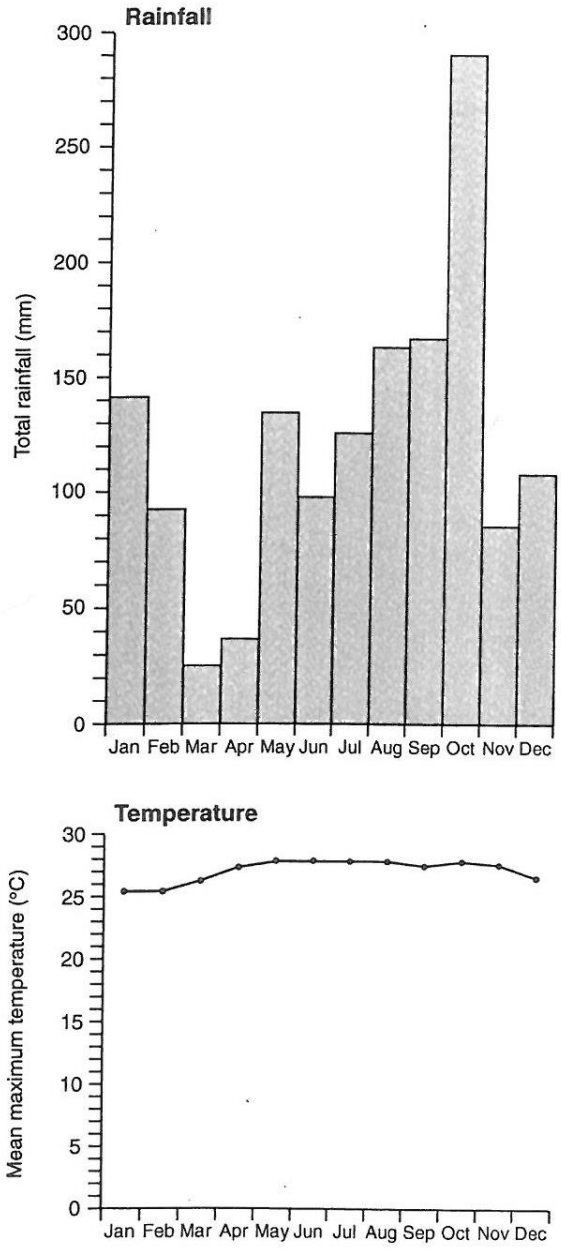


Figure 4: Climate graphs - London

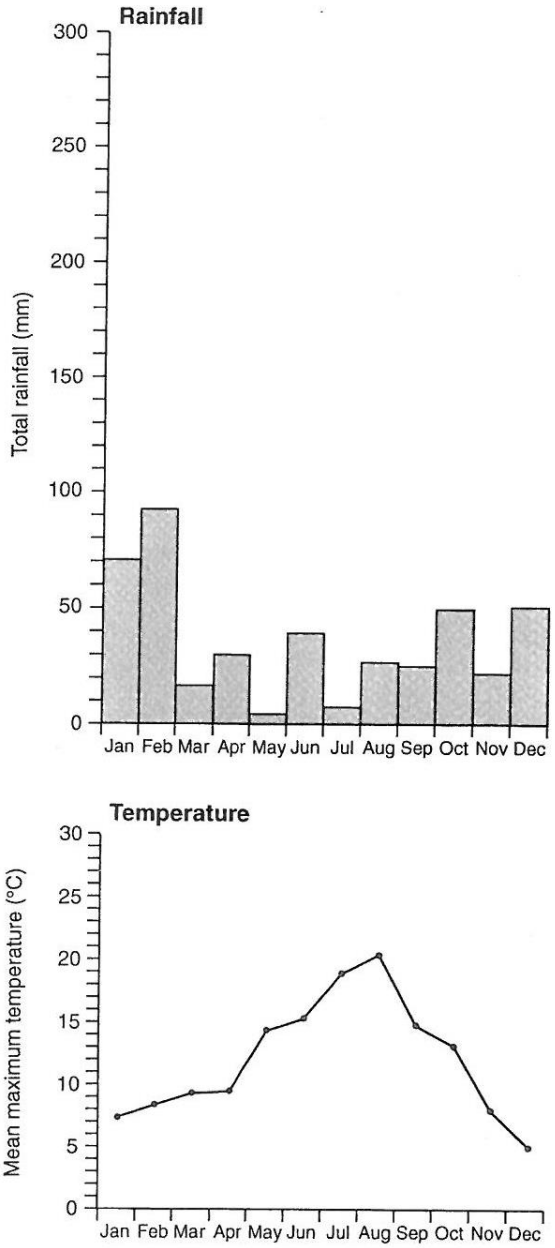


Figure 5: St Lucia rainfall, 1994

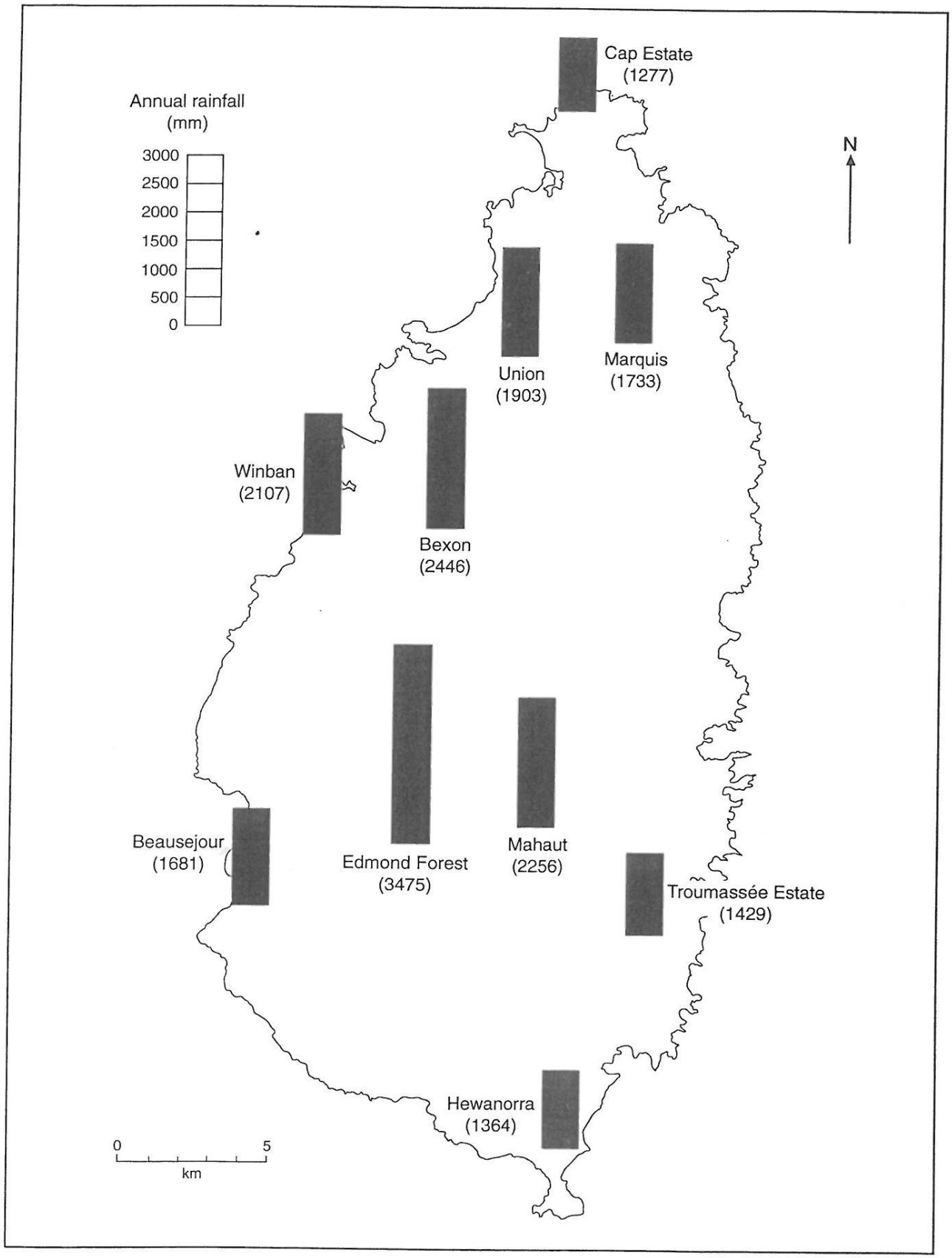
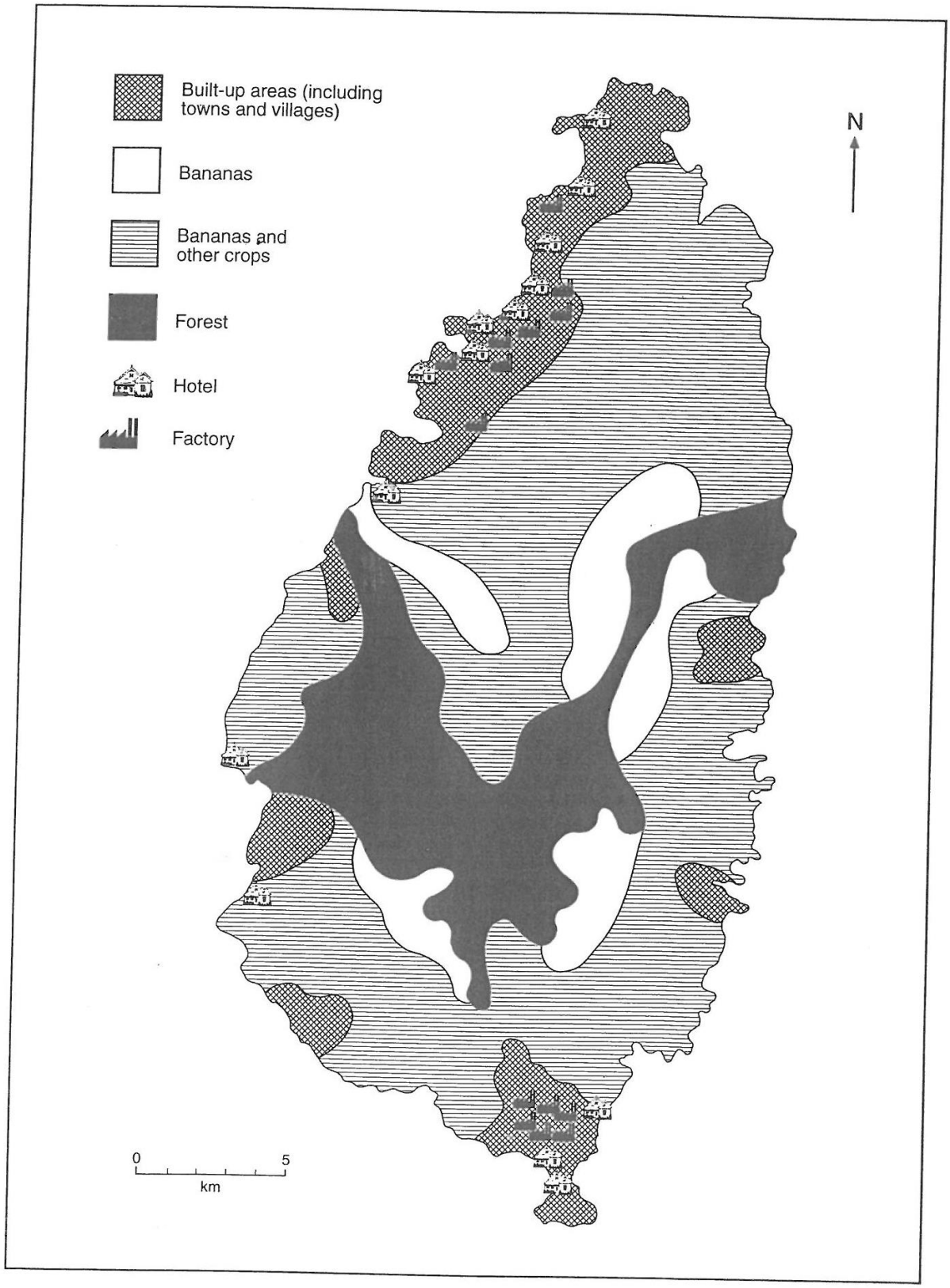


Figure 9: Land use in St Lucia



Education (1993-94)

Type of school	Number	Number of pupils	Number of teachers
Pre-school	150	7114	402
Primary	88	31 487	1105 (687 trained, 418 untrained)
Secondary	17	9721	446 (218 graduate, 228 non-graduate)

Tourism statistics

The origin of visitors to St Lucia is shown in Figure 10 (opposite).

Visitor arrivals (1984-94)

Year	Number of visitors (excluding cruise visitors)	Number of cruise visitors
1984	89 900	-
1985	96 600	-
1986	115 000	-
1987	127 000	-
1988	133 000	79 500
1989	138 000	104 000
1990	149 000	102 000
1991	166 000	153 000
1992	184 000	165 000
1993	201 000	154 000
1994	224 000	172 000

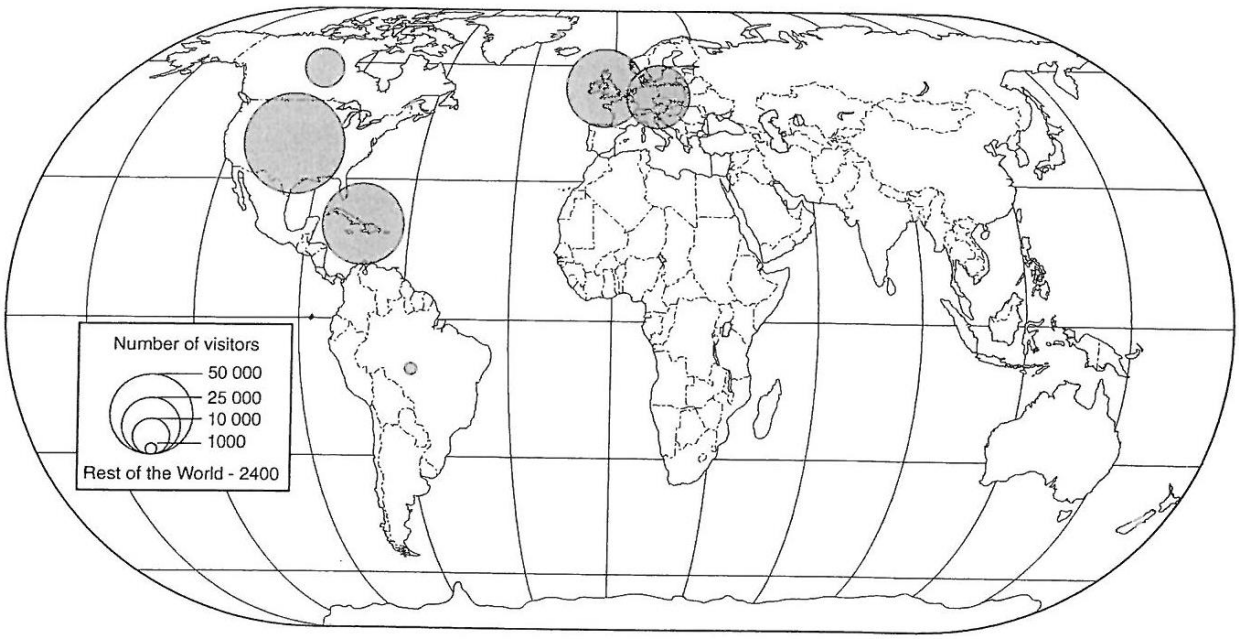
International aircraft landings (1994)

Type	Number
Scheduled	19 751
Charter	8570

Transport figures (1994)

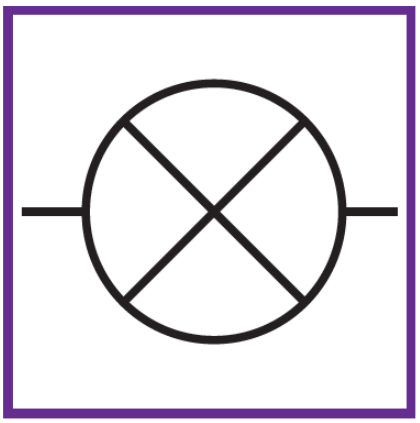
Type	Number
Goods vehicles/lorries	13 517
Passenger vans	4173
Taxis	1941
Cars	9149
Motorcycles	898

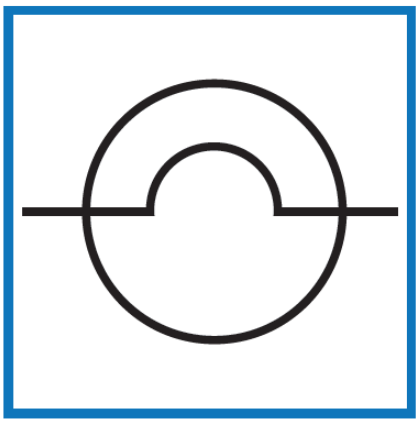
Figure 10: Origin of visitors, 1994

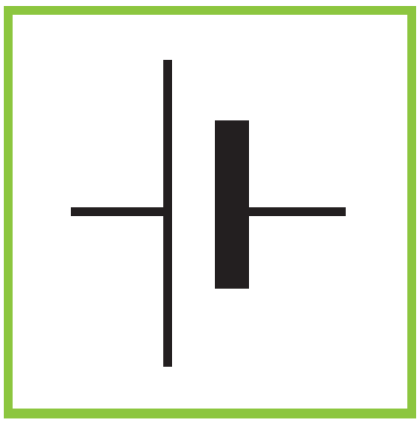


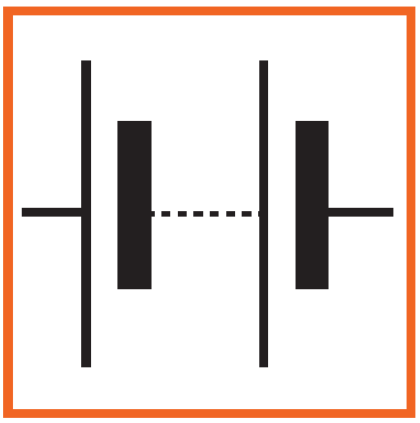
Origin of visitors, 1994

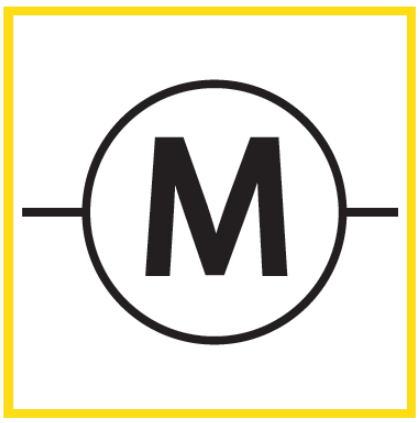
Caribbean	51 000
UK	47 000
Rest of Europe	31 000
USA	78 000
Canada	12 000
Latin America	1200
Rest of World	2400







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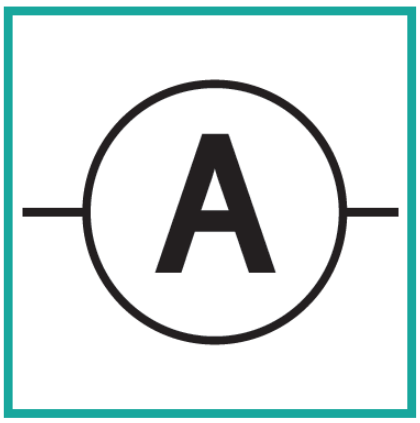
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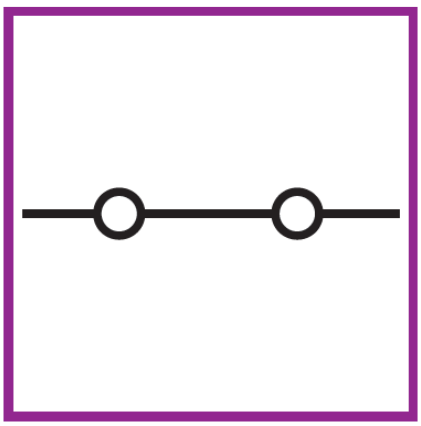

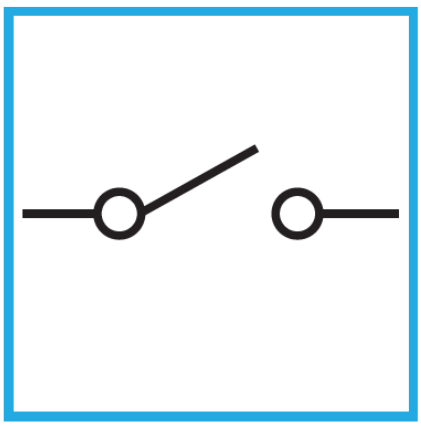

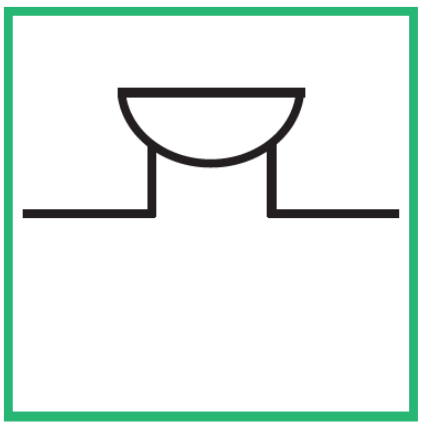

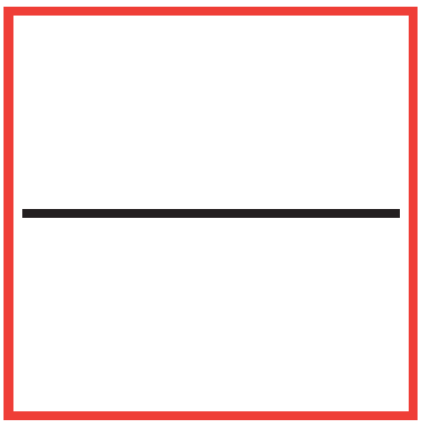

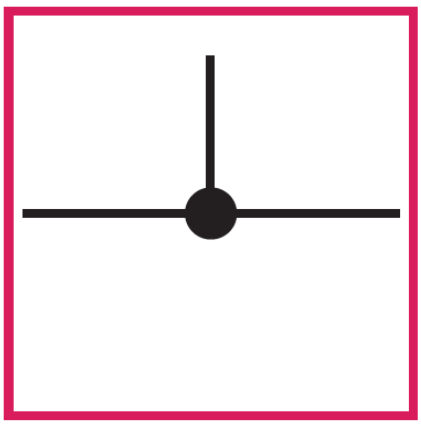

cell	wire	battery
open switch	closed switch	bulb
bulb	motor	buzzer
ammeter	joined wires	