Class Five: Online Learning Overview		Week 9: Monday 15th June 2020	
English: The Redcoats	Maths: Be The Teacher	Topic: Going Bananas	Spelling Shed Assignment Adverbials of Time https://play.edshed.com/
English: The Highwayman: Hero or Villain?	Maths: Remainders as Fractions	Topic: St. Lucia Presentation	Maths Shed Assignment Division Facts for All Times Tables https://play.edshed.com/
English: A Character's Diary	Maths: Division 2 Step Problems	Topic: Using Contour Lines	Yumu Challenge: Livin' On A Prayer (5&6) Log in to Yumu here
English: The Highway Rat	Maths: Prison Cells Investigation	Science: Changes	Topic: Going Bananas (Part 2!)

English Activities: Week 9

English: The Redcoats

To bring our work on The Highwayman to a close, we are going to complete some activities which extend the ideas in the poem, and produce some written work.
Firstly, you need to rewatch the videos based on the poem, and read your copy of the poem alongside the videos.
I would like you to think about the characters of the Redcoats today. These were soldiers, who often acted as policemen in this period of time, as a national police force hadn't been set up. The Redcoats aren't described in a lot of detail in the poem, they were basically soldiers (which is why they were also called King George's Men), who often helped maintain the law.
There are two questions I would like you to answer about the Redcoats, with detailed answers explaining your own opinions. You may want to quote the poem to help explain what you think.

1. How do you think the Redcoats knew where to find the Highwayman?
2. Do you think the Redcoats were right to tie Bess up?

English: Hero or Villain?

We are now going to move on and think about the character of the Highwayman. Highwaymen were very common during certain points in British History, and one of the most famous was Dick Turpin. He has been included in many stories and poems, and there is a Horrible Histories Song about him, which you can find here.
Today, I would like you to answer one question;
Was the Highwayman a Hero or a Villain?
You can decide that he was a hero, a villain, or that he was a mixture of both, but you must explain your answer clearly, using quotes from the poem (and any research if you are able to do any). Try to back up your point of view clearly, so that someone who had not decided would read your work and be convinced that what you think is the correct point of view to have.

English: A Diary

Today you are going to choose one of the main characters from the poem, and write their diary from one of the more dramatic points of the poem.
You can choose any of the characters – maybe one of them stands out to you more than the others? Once you have chosen, watch the video of the poem, and think about which part of the storyline was the most dramatic or exciting for your character in particular. These will all be different, depending on the character you have chosen, and there is no particular right answer.
Once you have selected your character, and your point in the story, you are going to write a diary based on how the character would be feeling, and what they may think is going to happen. You will need to be able to write about what has already happened from their point of view, as well as thinking about how they would feel about this, and what they hope will happen in the future. Try to develop a real sense of your character through the use of adverbs, and emotional vocabulary.

English: The Highway Rat

To finish our work on The Highwayman, we are going to look at a related book, which is in a very different style and audience group! The Highway Rat (by Julia Donaldson) is a very popular children's book, which has strong links to the poem. I would like you to watch this video where the story is read aloud, and then I would like you to think about any similarities and differences that you see in the poem and the story. You will need to think about:

- The language use, and patterns of rhymes etc.
- The storyline, main characters, and events as a whole story
- The audience the poem / story has been written for
- Any other links or similarities or differences between the two versions of the story.

Try to explain your ideas clearly, giving evidence from the poem or the story wherever it backs up what you are saying! If you have time when you have finished, you can watch the BBC programme based on The Highway Rat here.

Maths Activities: Week 9

Maths: Be The Teacher

To start off our week, you are going to become the teacher, and mark some completed division calculations. You need to check that each of the questions on the sheet has been completed correctly, and if it is incorrect, you need to repeat the calculation and show the child where they have made a mistake.

To check each calculation, you will need to complete it yourself and see if you get the same answer as the child on the sheet. If they differ, you will need to go through the methods in each calculation and work out which one is correct and which is incorrect.

The video showing you how to solve short division is available on BBC Bitesize if you want to check the methods that you are using!

Maths: Remainders as Fractions

Today we are going to revise how we express remainders as fractions. There are two videos available – which we used last week. One is available on YouTube, and the other on our Video Resource Centre. Watch each of them through, and make sure that you understand how to express the remainder as a fraction when you reach the end of the calculation.

Today's task involves you solving calculations which create a remainder, then expressing the remainder as a fraction. You will need to make sure that the methods you use are clear and easy to follow, and work through each calculation in a clear space. Check your methods as you move through the task – complete each one twice to see if you get the same answer – I will upload the answer sheet next year for you to check your answers with!

Maths: Division 2 Step Problems

Today's task is based on solving problems which have 2 steps. Each of these problems will need two calculations to be completed, but these may be different operations. You will find that some need you to subtract and divide, while others need you to add and divide etc.
With all problem solving tasks, you need to read the question twice before you start, and draw out any parts of the problem to help you picture what is going on as needed. Make your methods clear for each step of the problem, so that it is easy to go over your work and check your methods.
Finally, when you reach your answer, look back over the problem to check that the answer makes sense and 'fits' the problem you have been solving!

Maths: Prison Cells Investigation

This is another investigation task which is based around putting numbers in certain positions and making totals.
In this problem, you need to arrange the numbers 1 – 12 in the edge of a square, to make each side of the shape total 25.
To begin with you may need to use a trial and improvement method, but once you get going you may notice that there are certain patterns, and certain numbers which need to be in specific places.
There is more than one solution to this problem, so if you send all of the solutions over to me at class5@bradworthy.devon.sch.uk we will be able to see if we have any unique answers, and if there are any patterns in the arrangements that we have found. There are several copies of the grid for you to use on pages 17 & 18 of your resource pack.

Topic / Science Activities: Week 9

Topic: Going Bananas

This week we are going to focus on one of St. Lucia's main exports, the banana! Some of the island's banana farmers are supported by the Fairtrade scheme and charities, and you are going to find out a little more about how bananas are farmed, and what the Fairtrade scheme means to banana farmers and their communities.

To begin with, there are two videos on our Video Resource Centre which are based on Fairtrade Banana farming. While these are not set directly on St. Lucia, the principles are very much the same. I would like you to watch 'Make Bananas Fair', then 'Come on in to Coobana'. When you have watched these, I would like you to use the sheet based on the banana faring process (page 29 of your resource pack), to order the pictures and the statements together so that they tell the story of a banana from seed to shop.

Topic: St. Lucia Presentation

To give you an opportunity to extend the research work you started last week, I have found a presentation based on St. Lucia which is a little bit dull. Actually, it's really dull, and it needs you guys to improve it with additional information and some exciting ways of presenting your information.
The powerpoint (pages 35 – 40 of your resource pack) does contain quite a lot of information, although the facts are quite basic. You can either choose to redesign some of the existing slides, and add more information and a new design, or you can design new slides of your own to be added to the presentation.
You can use the research you started last week to help you with this, and you can continue to research to find out any information which you may need to add further details to your slides. Make sure you are changing the content as well as the design, we want to improve the information which has been included!

Topic: Using Contour Lines

To extend our work on map reading, you are going to complete an activity to help you understand what contour lines are used for on a map, and what they are drawn to represent.

Contour lines are used to show how the land rises and falls on a map, as this is not possible in a 2d drawing. The spacing between the lines is changed to show how steep or gentle a hill / mountain / valley is. If contour lines are spaced out, the land is flatter or has a more gentle slope, but if the lines are closer together the land is steeper! There is a video on our Video Resource Centre which helps to explain how contour lines work.
When you have watched this, can you have a go at making your own mountain, using some contour lines to help? The sheet is included in your resource pack, on page 50!

Science: Changes

This week we are going to look again at changes of state – a process where one material is changed to another, e.g. water changed to ice through freezing, or solid chocolate changed into liquid chocolate through heat and melting.
Some changes are reversible, which means they can be changed back. For example, water can be frozen into ice, then melted back into water. The change is reversible. However, some changes are not, these are called 'irreversible'. An example of an irreversible reaction could be a raw egg being cooked. The liquid raw egg is heated, and becomes a solid, which cannot be changed back to a liquid.
This week you have a sheet containing lots of different types of changes (pages 56 & 57 of the resource booklet). Can you organise them into the two groups – the changes which can be reversed, and those which cannot? When you have completed the task, can you try and think of some more changes which could be added to the sheet – you could complete some of these changes, with an adult's help!

Weekly Challenges: Week 9

Spelling Shed Assignment

Your Spelling Shed assignment this week will be available to you when you log in from Monday 15th June until Sunday 21st May. This week you are working adverbials of time – these are words that make good sentence and paragraph openers. 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 15th June until Sunday 21st May. This week you are working on the division facts linked to the 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 times tables. These are also part of our class Times Table Target Tester, so they will be good practice for when we get back to school!

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!

Yumu Challenge: Livin' On A Prayer (5 & 6)

This week I would like you to carry on with the assignments set from the Livin' On A Prayer module on Yumu.

Sessions 5 & 6 involve you listening to two more famous songs 'Johnny B Goode' and 'I Saw Her Standing There'. You need to listen to the songs and answer the questions which are based on the structure, lyrics, instrumentation and mood of the different songs. You can also complete the challenges based on finding the pulse of a piece of music, and learning to sing or play along with Livin' On A Prayer.
The module based on Dancing In The Street is also available for you to explore and enjoy.

Topic: Going Bananas Part 2!

Following on from our topic work based on Bananas this week, I thought you may enjoy a banana baking challenge!

Your resource pack contains several banana based recipes for you to try from pages 30 - 34 – you don't have to try them all, but you can experiment with them as much as you like.
If you manage to make one of the recipes, maybe you could send a photo to class5@bradworthy.devon.sch.uk and I will compile a slideshow of our delicious banana based bakes!

Maths Session One: Be The Teacher

Be the Teacher

For this task, you are going to imagine that you are the teacher.

Look at the calculations that Anna has completed. Complete your own calculation next to them so you can work out whether Anna's answers are correct or incorrect. Mark them with a tick or a cross. Write a comment for Anna and give her a mark out of 6 for her work.

The first one has been done as an example.

1.

			7	7	5				**7**	**8**	**5**	
	9	7	0	6	5	✗	9	7	0	6	5	✓

2.

			9	7	6							
	9	8	7	8	4							

3.

			9	0	2							
	7	6	3	8	4							

4.

			9	7	4							
	8	7	8	0	0							

5.

			8	7	5
	9	7	8	7	5

6.

			9	8	6
	5	4	9	3	0

1.

			2	6	4	7
	7	1	8	5	9	9

			2	**6**	**5**	**7**
	7	1	8	5	9	9

2.

			3	3	5	7
	5	1	6	7	8	5

3.

			6	8	5	8
	4	2	7	0	3	2

4.

		1	1	3	4	2
	4	4	4	9	6	8

Session Two: Remainders as Fractions

Short division

Sheet 1

Use short division to work out the answers to these divisions.
Write the remainders as fractions.

1. 467 ÷ 3
2. 623 ÷ 4
3. 277 ÷ 3
4. 651 ÷ 8
5. 459 ÷ 6
6. 272 ÷ 5
7. 5631 ÷ 5
8. 8621 ÷ 4
9. 4478 ÷ 3
10. 6832 ÷ 6
11. 8234 ÷ 7
12. 3345 ÷ 4

Session Three: Solving Division Problems

Two-Step Division Word Problems

1. There are seventeen boys and fourteen girls in a class. The children sit at tables of 4. How many tables are needed?

Two-Step Division Word Problems

2. A pencil factory makes 463 pencils in one hour, but 32 are found to be faulty. The pencils are sold in packs of 12. How many packs will be filled by the non-faulty pencils?

Two-Step Division Word Problems

3. A teacher has 2 boxes of pencils. One has 173 pencils and the other 149 pencils. He puts the pencils together and shares them equally into 7 pots. How many pencils will there be in each pot?

Two-Step Division Word Problems

8. A sports shop has 45 boxes of tennis balls, each with 3 tennis balls. It also has 129 tennis balls which are put into boxes of 3 tennis balls. How many boxes are there altogether?

Two-Step Division Word Problems

4. A grocer has 189 baking potatoes. The grocer puts 75 baking potatoes out individually and bags the rest of the potatoes into packs of 6. How many packs of 6 does the grocer make?

Two-Step Division Word Problems

5. A toy warehouse has 156 packs of 3 cars. The cars are to be re-boxed in packs of 5. How many packs of 5 can be made from these cars?

Two-Step Division Word Problems

6. A sports trust organises a football competition. 23 teams of 11 players enter, and 176 individual players who want to be made into new teams. If all the individual players are made into new teams of 11 players, how many teams will play in the competition?

Two-Step Division Word Problems

7. Marbles are sold in bags of 25. A marble machine produces 1892 marbles per hour. How many bags of 25 marbles can be filled from the marbles made by this marble machine in six hours?

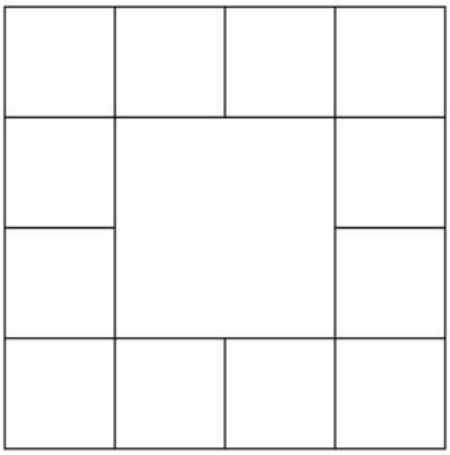
Session Four: Prison Cell Investigations

Prison Cells

Age 7 to 11 ★★

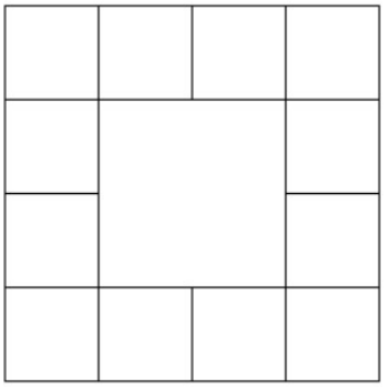
There are seventy eight prisoners in a square cell block of twelve cells. There is one prisoner in one of the cells, two in another cell, three in another, four in another and so on up to twelve prisoners in one of the cells.

The clever prison warder made it easy to check if the prisoners were all there by arranging them so there were twenty five along each wall of the prison block. How did he do it?



(There's more than one solution - send yours in - it might be different to everyone else's!)

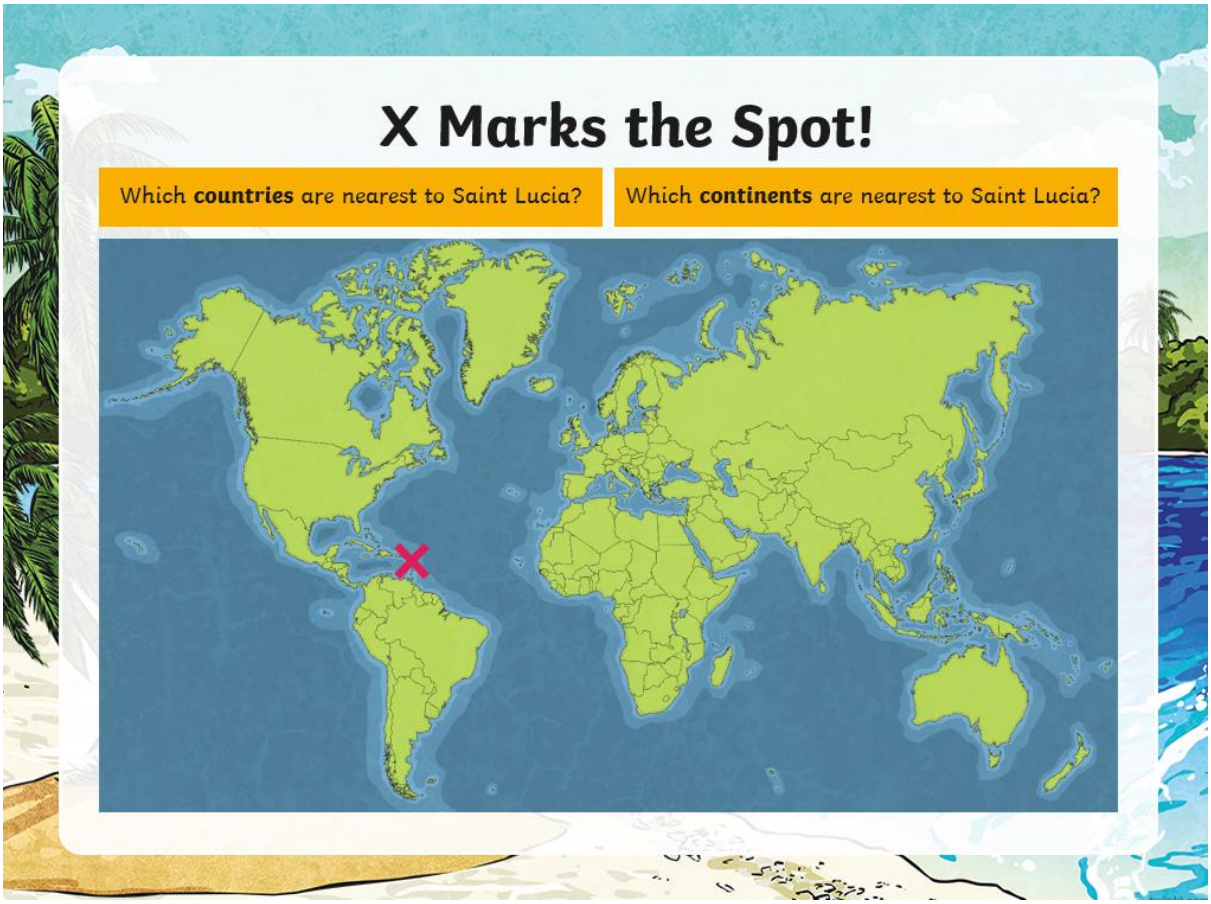
1	2	3	4	5	6
7	8	9	10	11	12



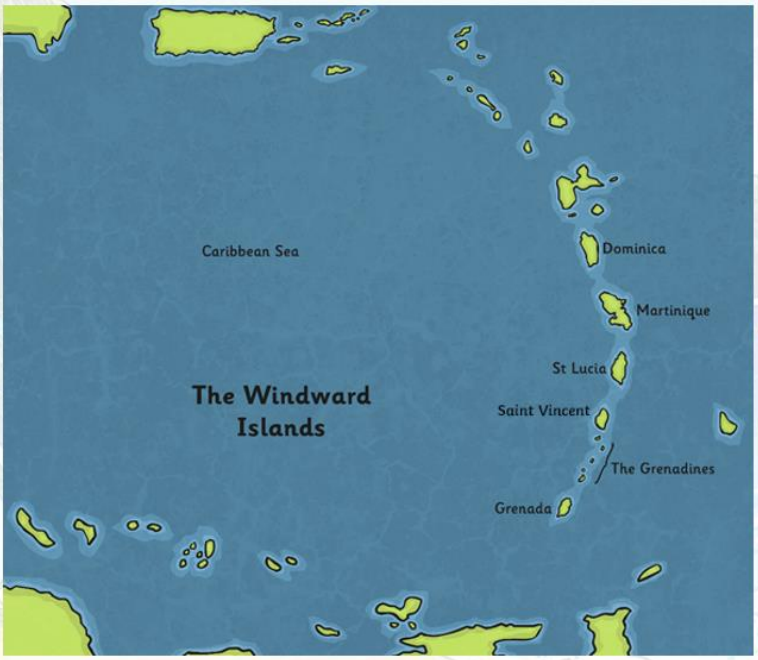
The Banana Story: Matching Cards Game

Bananas are then washed and packed into boxes and trays. They are kept in a cool place so that they do not ripen too quickly.	Once the bananas are ready to be sold, they are loaded onto lorries to bring them from the warehouses to the shops, where they can be sold to customers.
Bananas grow on a banana plant, in tropical countries. These banana plants can grow up to five metres tall, and it can take a year for the banana plant to produce bananas which can be harvested by the farmer.	The ship sails across the ocean until it reaches its destination. The ships are unloaded and the bananas are put into lorries. The bananas are taken to special warehouses where they can ripen so they are ready to eat.
When the boxes of bananas are full they are put into containers and brought to huge ships and loaded onto them. The ships are cleaned and maintained to make sure the bananas are kept safe and clean, and that they do not ripen.	The farmer cuts the bananas from the plant when they are still hard and green. To cut the bananas the farmer uses a special kind of knife called a machete. They are taken into a cool room immediately so that they do not ripen quickly.
	
	
	

Improving a Powerpoint



The Windward Islands



The Windward Islands are a line of West Indian islands.

The islands are Saint Lucia, Dominica, Martinique, Grenada and Saint Vincent and the Grenadines.

Saint Lucia

- Saint Lucia is an eastern Caribbean tropical island and belongs to the North American continent.
- The island gained independence from Britain in 1979.
- Saint Lucia has a population of over 180 000.
- The capital city is Castries.
- Mainly French patois (a regional form of French) and English are spoken there.
- The island is 43km long.
- Forests covers more than 70% of the island.

Physical Features of Saint Lucia

The Pitons

The Pitons are located in the west of the island and are linked by the Piton Mitan ridge.

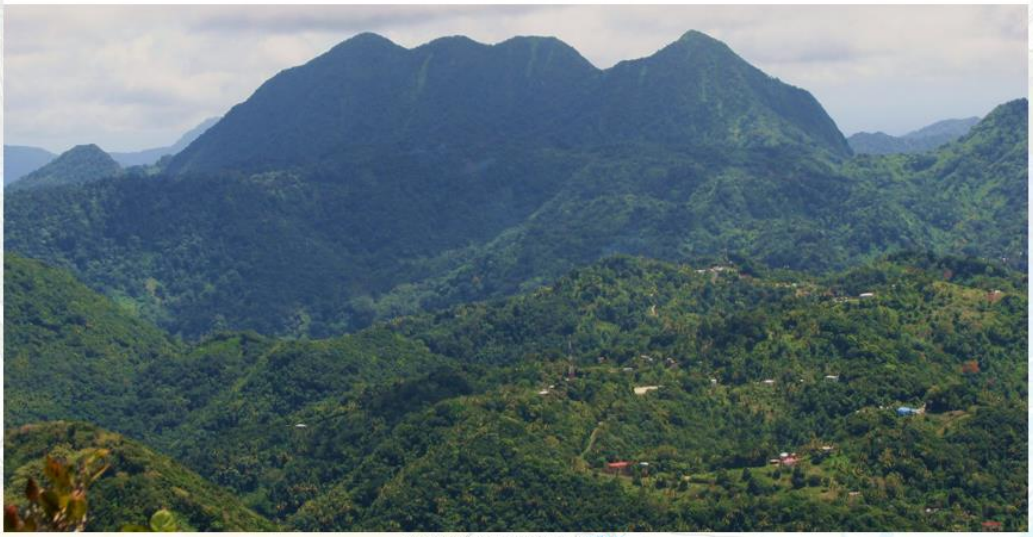
The larger mountain is Gros Piton (786m) and the smaller is Petit Piton (739m).
The Pitons are a very popular destination for hikers and mountain climbers.
The Pitons are represented on the Saint Lucian flag.

"Untitled" by [James Silpahop Photog] is licensed under CC BY 2.0

Physical Features of Saint Lucia

Mount Gimie

Mount Gimie is Saint Lucia's highest peak, measuring over 950 metres tall.



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Physical Features of Saint Lucia

Sulphur Springs (Soufriere Volcano)

A road takes you through the crater of the volcano which emits sulphur and steam.
Be warned, this smells a bit like rotten eggs!
Soufriere volcano is classed as dormant as it hasn't erupted since the 18th century.

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Human Features of Saint Lucia

The Capital City of Castries

The city contains the country's main harbour.
You can find busy shops and markets here.

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Human Features of Saint Lucia

The Towns of Saint Lucia

Soufrière is a town in Saint Lucia.

It was colonised by France and was the original capital of the island.

"Untitled" by [Mike Fleming] is licensed under CC BY 2.0

Today, Soufrière is a popular tourist destination.

Saint Lucia's Economy

The currency is the East Caribbean Dollar.

The main exports are bananas, vegetables, cacao and clothing.

Saint Lucia is also a very popular holiday destination.

Cacao and Bananas

Cacao is the purest form of chocolate. Cacao pods, which grow on trees, contain cacao beans which can be processed in order to produce cocoa, cocoa butter and chocolate.

The soil and tropical climate are ideal for growing bananas. Bananas make up 22% of Saint Lucia's exports.

Around 30% of the island is used for growing crops.

The Climate

Saint Lucia has a hot, tropical climate.

Dry season usually lasts from January to April, followed by wet season which runs from May to November.

An average daily temperature is 29 degrees Celsius.

As the island is located near to the Equator, the temperature doesn't alter very much between the winter and summer.

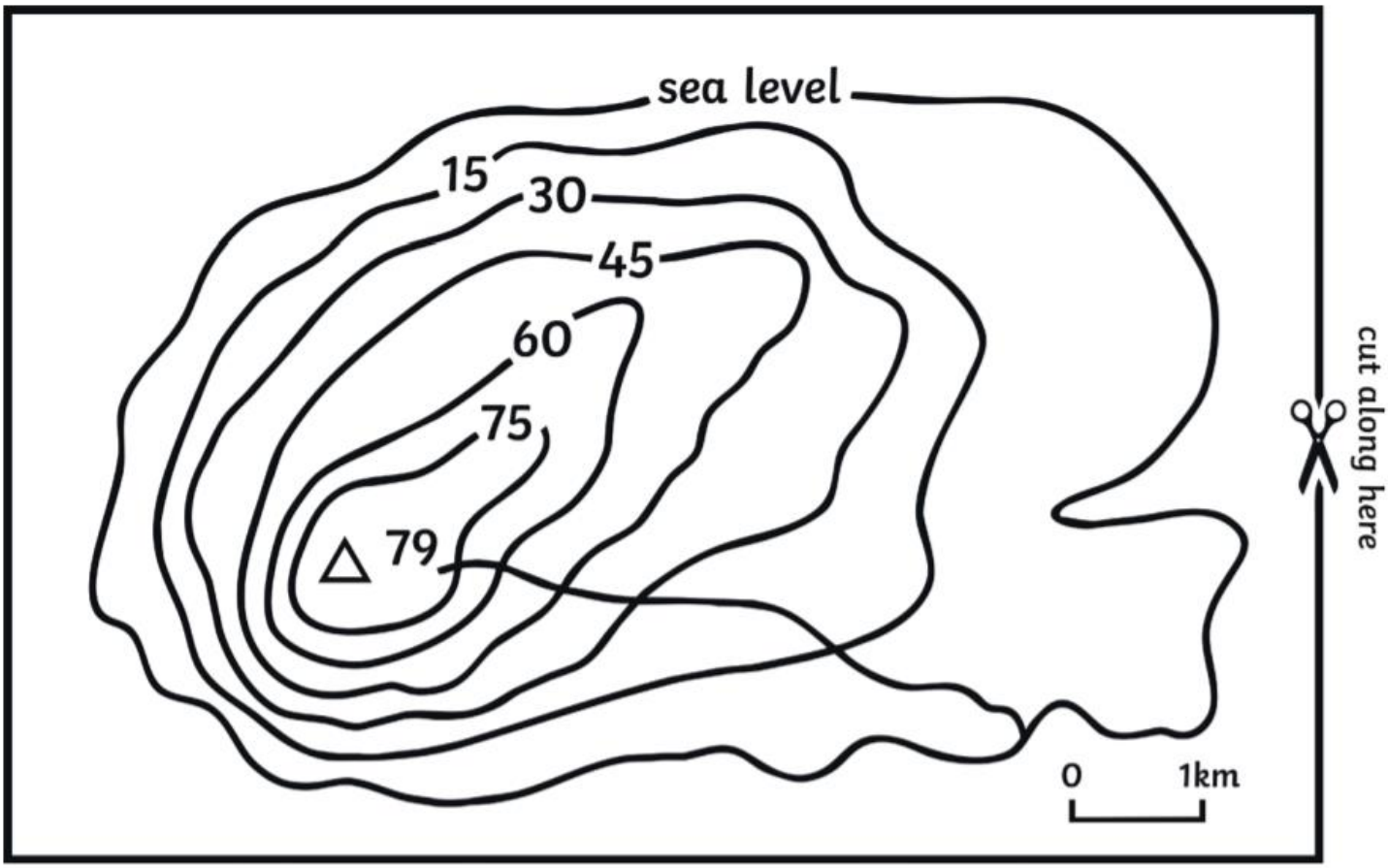
Make Your Own Contour Island!

You will need:

- card (cereal box)
- scissors
- glue
- coloured pencils or paint

Instructions:

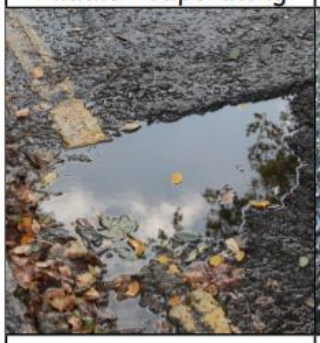
1. Cut out the box below to create your paper template. Trace around the edge of the rectangle onto a piece of card and cut it out. This will form the sea on which the island will be built.
2. On the paper template, cut around the edge of the island along the line which says 'sea level'. **On a new piece of card**, draw around the island and cut out the shape. Glue it onto the rectangle of card.
3. Cut around each contour line in turn and copy each layer onto a piece of card. Glue each layer onto your island.
4. Colour or paint your model and add some landmarks. Remember to add the scale.



Identifying Changes
Reversible or Irreversible?

Reversible	Irreversible

Chocolate Melting	Bread Toasting	Candle Burning	Wax Melting
			
Sugar Dissolving	**Wood Burning**	**Biscuits Baking**	**Water Boiling**
			

Puddle Evaporating	Water Condensing	Butter Melting	Potatoes Boiling
			
Ice Melting	**Oil and Water Mixing**	**Milk and Vinegar Mixing**	**Cakes Baking**