Class Five: Online Learning Overview		Week 8: Monday 8th June 2020	
English: Similes and Metaphors	Maths: Patterns in Remainders	Topic: St. Lucia – Find the Photo Challenge	Spelling Shed Assignment Challenge Words from the Year Five List https://play.edshed.com/
English: Using Descriptive Tools	Maths: Division with Remainders as Fractions	Topic: St. Lucia: True or False	Maths Shed Assignment Division Facts from 4, 8, 12 x tables https://play.edshed.com/
English: Who Said That?	Maths: Problem Solving	Topic: Map Reading – Compass Points and Grid References	Yumu Challenge: Livin' On A Prayer (3&4) Log in to Yumu here
English: Missing Events	Maths: Magic V's Investigation	Science: Oobleck	Topic: Fantastic Flags

English Activities: Week 8

English: Similes and Metaphors

The poem 'The Highwayman' contains many similes and metaphors. Can you remember what these are? We looked at them when we studied Jabberwocky and Sea Tongue.
Similes – compare one thing to another – 'Her eyes shone like diamonds'.
Metaphors – say that one thing is something else – 'Her diamond eyes blinked'.

This video from BBC bitesize will also help to remind you of how we use similes and metaphors in our writing. When you have watched this can you go through the poem and see if you can identify 3 similes and 3 metaphors?
Following this, I would like you to create your own description using this sheet which can be found on page 9 of your pack. You can choose whether to use metaphors or similes to complete the descriptive verse about a wild cat – be as descriptive as you can!

English: Using Descriptive Tools

Today we are going to continue to investigate the use of descriptive tools in the poem 'The Highwayman'. You may want to watch the poem video, or read your copy to help you focus on the words and phrases we will be looking at.
Yesterday we reminded ourselves what Metaphors and Similes are. Today we are using these along with Personification and Alliteration.
Personification happens when an author describes a non-living object as doing something that a human would do – e.g. the clouds cried over the shore.
Alliteration happens when the same sound is used at the start of a series of words or syllables – e.g. sheep shearing shed!
The challenge in this session is to take the grid containing words and phrases from the poem, and the grid of labels which can be found here, or on page 10 of your resource pack. Each of the labels matches one of the extracts from the poem – can you match them together?

English: Who Said That?

We are going to start to consider the characters in the poem 'The Highwayman' and think about how they are linked together. You need to begin by watching the poem videos, and re-reading the poem, this time thinking about who each of the characters are, and how their lives are linked in the poem.
When you have watched / read the poem, you need to look at the speech bubbles (page 11 of your resource pack) which have been taken from characters at different points in the poem. I would like you to begin by working out who said each of the bubbles, and when in the poem they were said. Once you have worked this out (there are more than one answer for some of these), I want you to take one bubble, and start a piece of writing with it. Use your writing to extend what the character is saying and thinking, and what they may be feeling about the specific situation. Try to explain how they will be feeling in relation to the other characters – and show these emotions in the way you write.

English: Missing Events

The final task for this week is based on some parts of the storyline of 'The Highwayman' which are not included within the poem. These are known as the 'missing events'. We know that these events took place, as they are the cause of later parts of the poem, but they are not covered in the story of the poem.
First of all, use the videos and copies of the poem to put the missing events (page 12 of your resources pack) into order.
Once you have worked out where these events go, I would like you to take one, and turn it into a piece of writing. Try to tell the event from one of the character's points of view, and include descriptions and emotions to help the reader see how it fits in to the poem. For example, if you are writing from Bess' point of view, think about how she would talk about The Highwayman, compared to how she would feel about Tim. Try to capture these moods in your writing.

Maths Activities: Week 8

Maths: Patterns in Remainders

To start off our week of division based fun (!), we are going to work on an investigation which looks at patterns in remainders.
To warm your brain up, spend ten minutes working on the Maths Shed challenges for the week, they should get you ready for some division tasks.
When you have completed this, you may want to watch the videos we used last week to help model how to solve division calculations with a remainder. The video can be found here, in our Video Resource Centre.
Once you are happy with the method we will be using, you can start the activity. This is based on dividing numbers by other single digit numbers, and looking for patterns in the remainders which are produced. Try to keep a record of your thinking as you move through the steps of the challenge – it will help me to follow your ideas and methods!

Maths: Division with Remainders as Fractions

Today we are going to work with the remainders which are produced when we complete certain division calculations. There are several things we can do with a remainder, one is to leave it recorded alongside the final total, with an **r**. We can also complete calculations so that we express the remainder as a fraction or a decimal. We are going to learn how to express remainders as fractions in our division calculations.

There is a video guide on our Video Resource Centre which shows me explaining how this process works, and another video can be found here.
Once you have worked through the videos, and you are happy with the process, you need to work through the questions based on solving division and expressing remainders as fractions. Make sure your methods are clear, so that you can check your work as you are going along.

Maths: Problem Solving

Today's lesson gives you a break from remainders, and goes back to solving division using the short method.
To begin with, I would like you to spend some time working on the Maths Shed assignment for the week, to warm up your brain and get you into division mode.
After this, I would like you to solve the activities here based on division calculations and problem solving.
Remember to read the problems carefully before you work out which calculation you will be completing!
Once you have finished, can you write 3 division problems which would have a remainder as an answer? Email them to me at class5@bradworthy.devon.sch.uk and I will put them together in a Kahoot challenge.

Maths: Magic V's Investigation

Today we are going to carry out another investigation. I have been really impressed with the way you have been approaching these tasks. Lots of you have used really logical and clear methods which break your ideas down clearly. Awesome job!

Today's challenge is based on organising numbers in a certain formation to create a shape with the same values on each 'arm'. There are several solutions to these problems, and you may start to notice patterns as you find more solutions.
As you work through the investigation, try to keep notes which show the decisions you have made and the methods you have tried. You may be able to find a pattern or a rule which helps you to predict what the answers to the extensions will be – have a go & explore!

Topic / Science Activities: Week 8

Topic: St. Lucia – Find the Photo Challenge

The first challenge in your topic work this week will be based on a specific set of photos. To complete the challenge you will need the maps of St. Lucia, which are on pages 21 & 22 of your resource pack.

The Photograph Challenge sheet (page 26 & 27) shows ten photographs which have been taken on the island of St. Lucia. I would like you to use the clues in the pictures to locate where you think the photograph has been taken on the island. You may need to look for specific landmarks, or the shape of the land, or you may be able to find clues in the photographs which help you to find out where the picture was taken. You need to locate each picture on the maps, then record where you think the photo was taken and why on the recording sheet. Explain your ideas, as one or two of the photographs could have been taken in a few different places.

Topic: St. Lucia: True or False

Our next topic activity is based on you guys completing some research of your own, based on the island of St. Lucia. To help you get started, and to give you some ideas of what to research, there is a true or false quiz you need to use. This can be found here, or on page 28 of your resource pack.
You need to work out whether the facts included in the grid are true or false. If they are true you can move on to the next fact, but if they are false, you need to find out what the correct answer is, and record this in the table.
The research you need to do for this task should give you some starting points in developing your own research – you can look further in to anything that interests you, as we will be using your own information and ideas in our topic work next week.

Topic: Map Reading – Compass Points and Grid References

This week we are going to revise how we read specific points on a map, and how we use grid references and points of the compass. There are three videos on our Video Resource Centre which I would like you to watch.
First of all I would like you to watch the video based on the points of the compass, and then you will be able to complete the tasks on this sheet (page 47 of your pack). You may have your own way of remembering the points of the compass – I like 'Never Eat Shredded Wheat' in a clockwise direction – can you make up one of your own?
Next, you need to watch the video based on 4 figure grid references, which will help you to understand how to read grid references (in the same way as we read coordinates). When you have watched the video, you need to complete the task based on reading four-digit grid references (page 48 of your pack). Finally, I would like you to watch the video based on using six figure grid references, and then complete this task sheet (page 49 of your pack).

Science: Oobleck

As an extension to your work on Solids, Liquids and Gases, you are going to explore a very special substance today. We are going to make Slime – also known as Oobleck.
The 'recipe' for the slime is included here, and on page 53 of your resource pack. When you have made your slime, explore it and think about what it feels like, and how it behaves. Try to decide how you think you would classify the slime – is it a solid, a liquid or a gas?
Next, I would like you to watch the 'Non Newtonian Fluids' video on our Video Resource Centre Playlist. This should explain how the slime behaves, and will hopefully explain how we 'classify' this substance. To finish your work, can you record what you have seen, and experienced with the slime, as well as what you have learnt about the properties of this material, using the recording sheet which can be found on page 54 of your pack?

Weekly Challenges: Week 8

Spelling Shed Assignment

Your Spelling Shed assignment this week will be available to you when you log in from Monday 8th June until Sunday 14th June. This week you are working again on tricky words from the Year Five lists. 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 8th June until Sunday 14th June . This week you are working on the division facts linked to the 4, 8 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 (3 & 4)

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

Sessions 3 & 4 involve you listening to two more famous songs 'Smoke on the Water' and 'Rockin' All Over the World'. 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: Fantastic Flags

This challenge involves the flag of St. Lucia. Although it has been featured on and in some of the resources we have been using, we have not looked directly at the flag of St. Lucia, and this is something I would like you to do. Can you find out what the flag looks like, and the story behind it's design?

When you have done this can you try and recreate the flag in your own way? This could be in a drawing, a textile project, lego, Minecraft, paint, cakes, anything that you can imagine! Send photos to class5@bradworthy.devon.sch.uk and I will put them together in a slideshow on our class webpage!

Using metaphors and similes

Wild cat

A beast with eyes of moonlight,
Fur like knotted wool.
The teeth like pearls, so bright,
He slips away, a shadow.

Use your imagination to replace the metaphors and similes.
Circle to say whether you have used a metaphor or a simile

Remember:

- Similes usually use 'as' or 'like' and compare something to something else.
- Metaphors sometimes use 'of' they describe something as if it were something else.

A beast with eyes _____ metaphor simile

Fur _____ metaphor simile

The teeth _____ metaphor simile

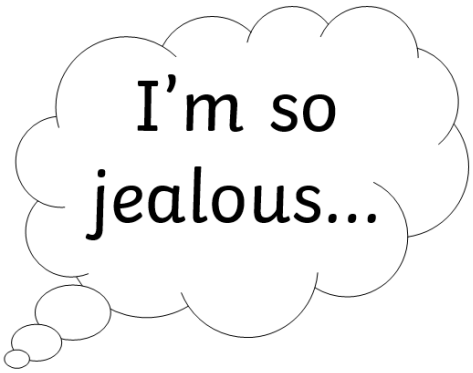
He slips away_____metaphor simile

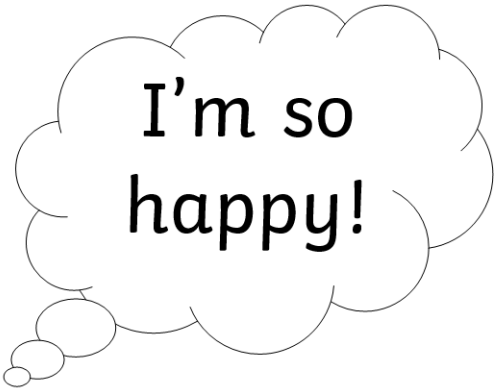
Figurative Language in the Highwayman

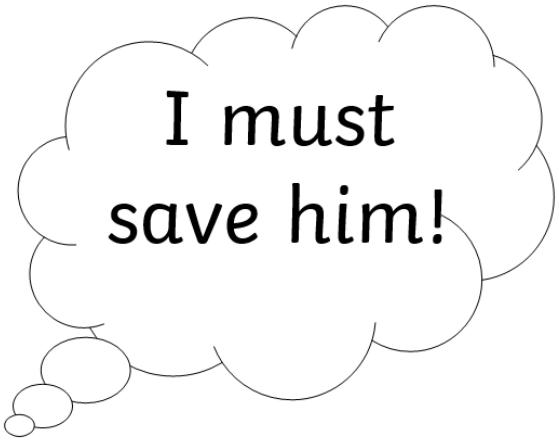
all the knots held good!	Over the cobbles he clattered and clashed	The moon was a galleon, tossed upon cloudy seas	Her eyes were as black as night
his hair was like mouldy hay	the black cascade of perfume	Blank and bare in the moonlight	His whip tapped on the shutters
The hours crawled by	the barrel beneath her breast	Her face was like a light!	His eyes were hollows of madness
The road was a ribbon of moonlight	His coat was as red as blood	though hell should bar the way	A ghostly galleon

alliteration	alliteration	alliteration	alliteration
simile	simile	simile	simile
metaphor	metaphor	metaphor	metaphor
personification	personification	personification	personification

Who Said That? The Highwayman…







Someone tells the Highwayman about Bess' death.
Tim falls in love with Bess.
The Red-Coats see the Highwayman approaching.
Bess first meets the Highwayman.
Bess serves ale to the red-coats.
Tim tells the Red-Coats about Bess' planned meeting with the Highwayman.
The landlord goes away.
Someone sees the ghost of Bess and the Highwayman.

Session 1: Patterns in Remainders

Division remainder patterns

1. Divide 1262 by 3, 4, 5 and 6.
   Record each division and the remainder.

2. Divide 1562 by 3, 4, 5 and 6.
   Record each division and the remainder.

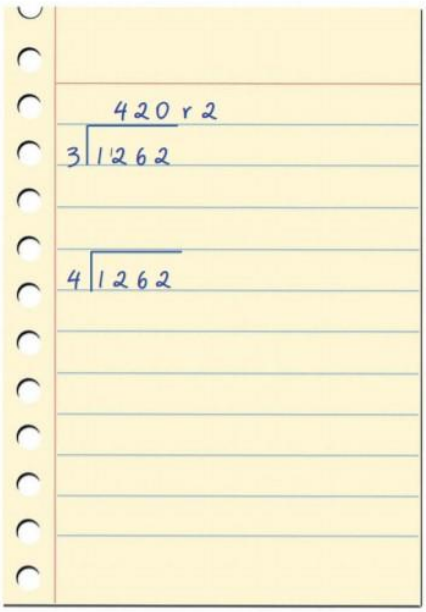
3. Divide 1862 by 3, 4, 5 and 6.
   Record each division and the remainder.

4. Divide 2162 by 3, 4, 5 and 6.
   Record each division, and the remainder.

Invent other divisions of four-digit numbers by 3, 4, 5 and 6 that will give the same type of answers.
Try 1322 and 1622.

Can you explain how you know what digits to choose in your four-digit number?

Is there a rule?



Challenge

Think of four-digit numbers which when divided by 3, 4, 5 and 6 give a remainder of 1.

Session Two: Remainders as Fractions

Short division with remainders
Sheet 1

1. 542 ÷ 4
2. 523 ÷ 3
3. 746 ÷ 5
4. 638 ÷ 3
5. 982 ÷ 4
6. 249 ÷ 4
7. 341 ÷ 4
8. 283 ÷ 3
9. 364 ÷ 5
10. 754 ÷ 6

Short division with remainders
Sheet 2

1. 5237 ÷ 4
2. 8351 ÷ 6
3. 8343 ÷ 8
4. 2734 ÷ 5
5. 9535 ÷ 4
6. 2347 ÷ 3
7. 1429 ÷ 4
8. 1532 ÷ 7
9. 4735 ÷ 6
10. 5391 ÷ 8

Session Three: Problem Solving

Short Division Without Remainders

Complete the calculations below.

1. 3 | 2 6 1

2. 4 | 2 1 0 4

3. 6 | 1 3 8 6

4. 4 | 1 4 7 2

5. 8 | 5 2 3 2

6. 7 | 5 7 6 8

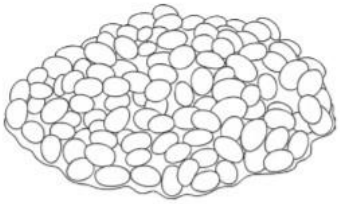
7. 5094 ÷ 6 =

8. 2253 ÷ 3 =

9. 6072 ÷ 8 =

10. 3996 ÷ 4 =

11. A factory packs 5232 cans of beans into 8 crates. How many cans will be in each crate?



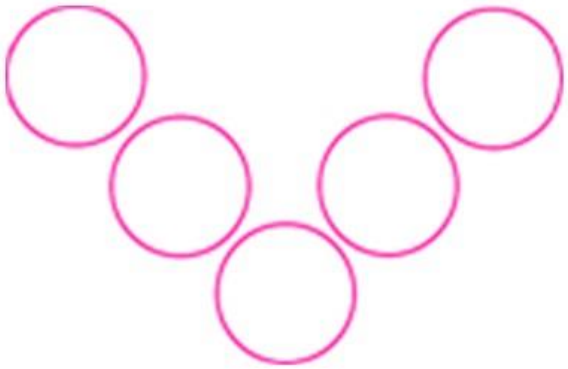
12. Giles plans to cycle a distance of 1098 miles for charity. He decides to split the journey equally over 9 days. How many miles will he need to travel each day to reach his target?

Session Four: Magic V's Investigation

Magic Vs

Age 7 to 11 ★

Place each of the numbers 1 to 5 in the V shape below so that the two arms of the V have the same total.



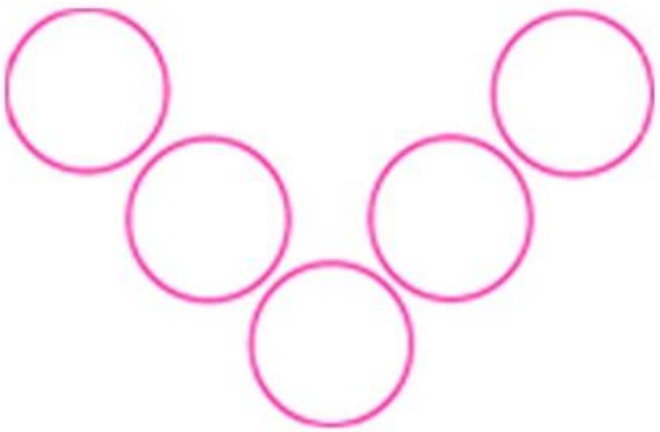
How many different possibilities are there?
What do you notice about all the solutions you find?

Can you explain what you see?

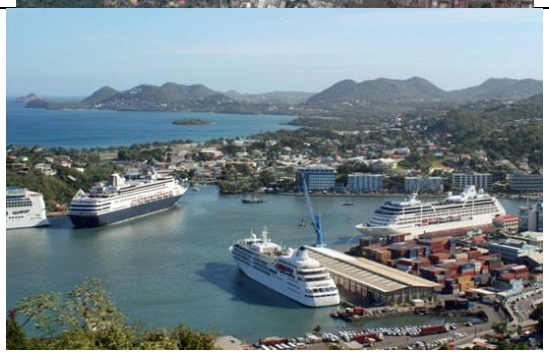
Can you convince someone that you have all the solutions?

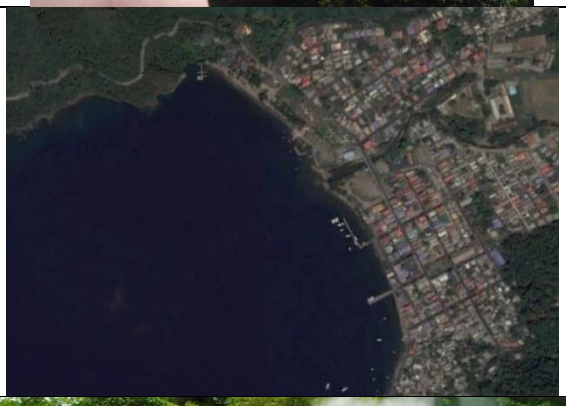
What happens if we use the numbers from 2 to 6? From 12 to 16? From 37 to 41? From 103 to 107?

What can you discover about a V that has arms of length 4 using the numbers $1 - 7$?



Exploring St. Lucia Through Photographs





Exploring St Lucia Through Photographs

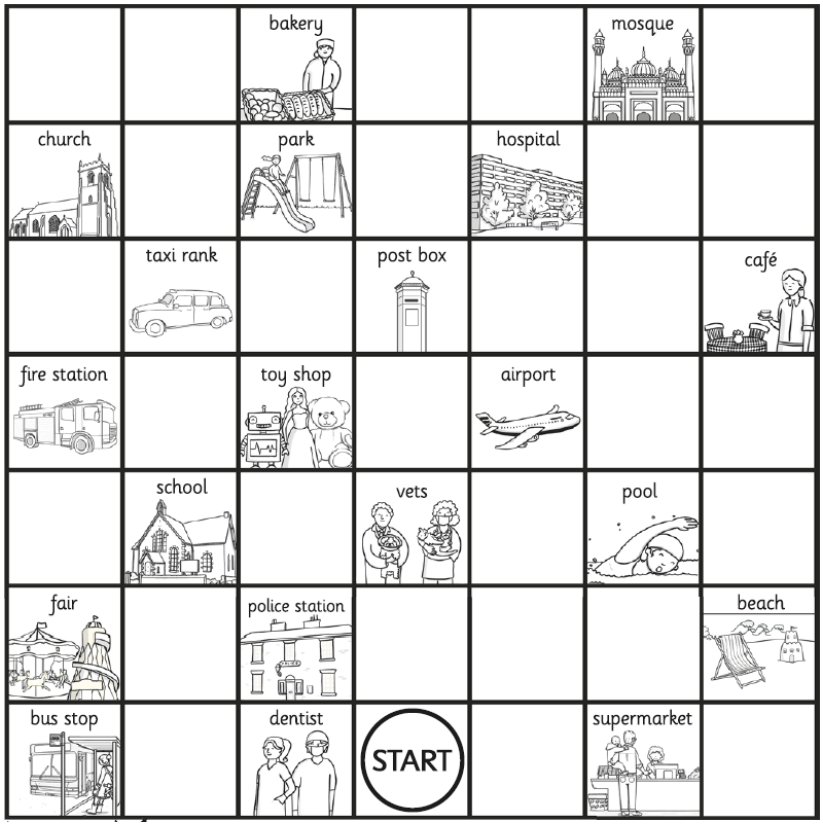
No	Location	Why Did You Choose This Location?
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

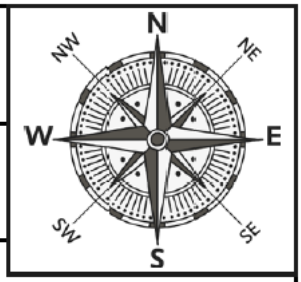
St. Lucia Research Challenge

Can you find out if the facts in the grid below are true or false? If they are false, can you provide the correct fact in the space?
Once you have finished this you can continue with your own research!

Statement	True	False	Correct Fact
St Lucia is a western Caribbean island.			
St Lucia gained independence from Britain in 1999.			
St Lucia has a population of over 180 000.			
The capital city is Dominica.			
The island is 48 km long.			
St Lucia is part of the Windward Islands.			
The highest peak in St Lucia is Gros Piton.			
Soufriere volcano is extinct.			
The currency is the East Caribbean Dollar.			
St Lucia has a polar climate.			
Bananas are the only product exported from St Lucia.			
The national dish is fish and chips.			
The St Lucia Jazz Festival is held every October.			

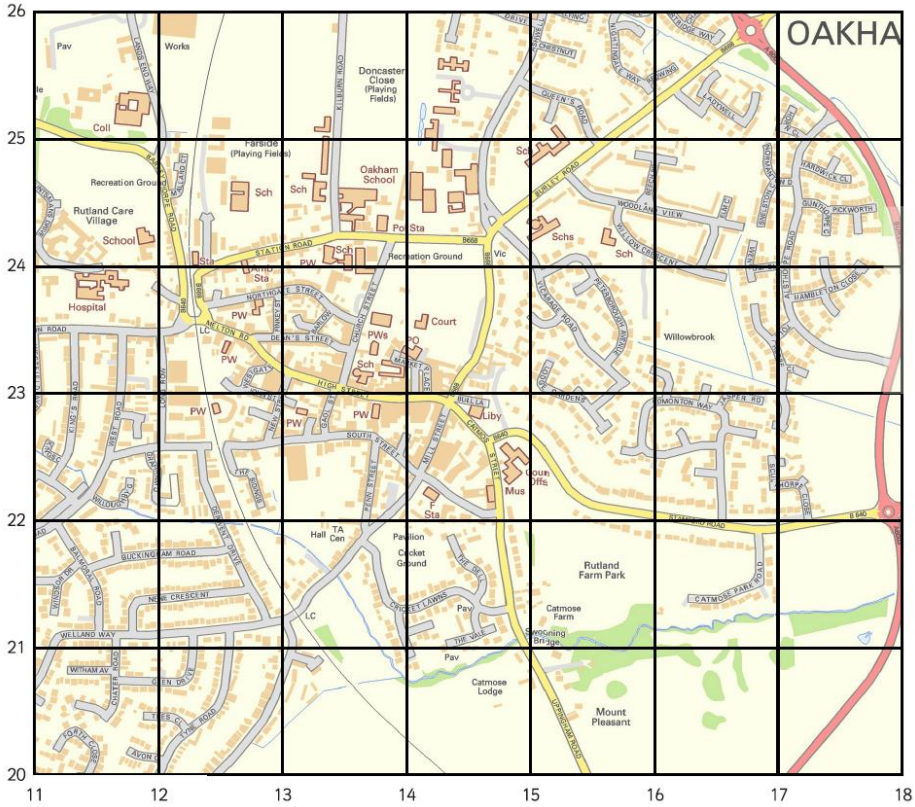
Using Compass Points





1. From the start go north 4 squares. Where are you now?
2. Go north east 1 square. Where are you now?
3. Go south 2 squares. Where are you now?
4. Go west 4 squares. Where are you now?
5. Go south east 2 squares. Where are you now?
6. Start at the school. How do you get to the fair?
7. Direct someone from the fair to the hospital.
8. Write directions from somewhere on the map to another place.

Using a 4 – digit Grid Reference



What building is found at the following coordinates?

(12, 25)	_◯_ _ _
(13, 24)	_ _ _◯_ _ _ _ _ _ _ _
(14, 23)	_ _ _◯ _ _ _ _ _ _
(14, 22)	_◯_ _ _ _ y
(12, 22)	_ _◯_ _ _ _ _ _ _ _ _ _ _

What road is found at the following coordinates?

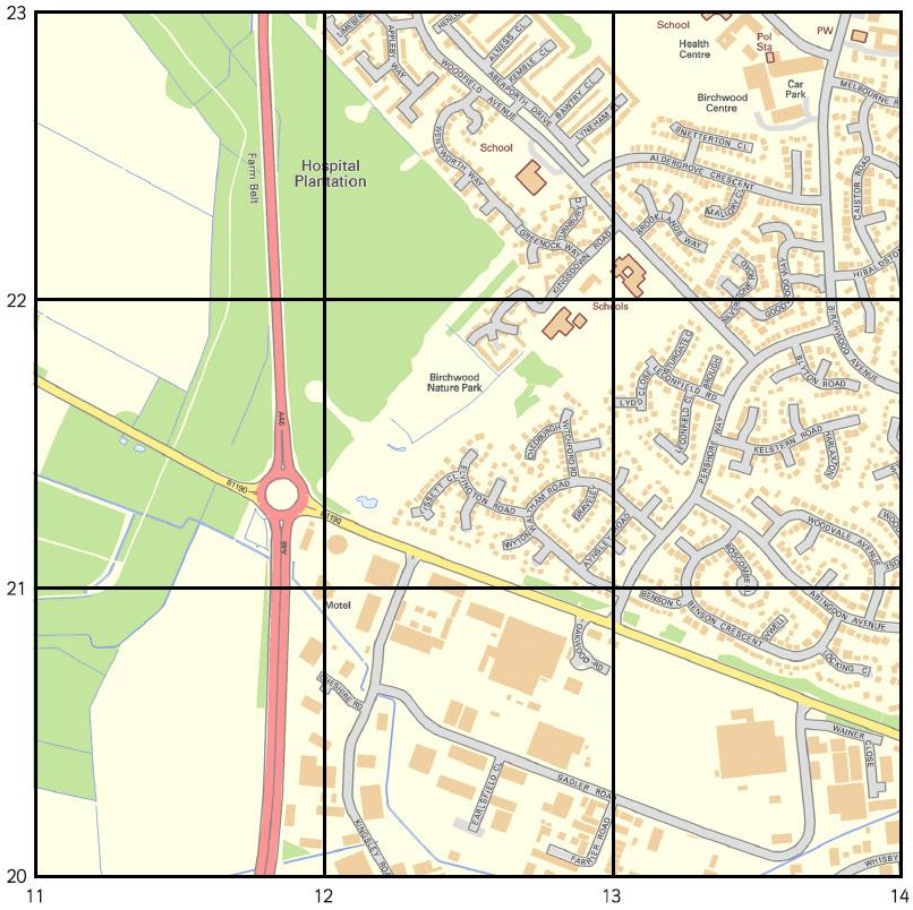
(16, 21)	_ _ _ _ _ _ _ ◯_ _ _ _ _ _ _
(13, 23)	_ _ _ _ _ _ ◯_ _ _ _ _
(11, 25)	◯_ _ _ _ _ _ _ _ _ _ _

Write the circled letters from your answers below:

Unscramble the letters to spell another location on the map:

What are its coordinates?	

Using a 6-Digit Grid Reference



What place is found at the following coordinates?

(121, 209)	_◯_ _ _
(132, 224)	_ _ _ _ _ _ _ _◯_ _ _ _
(125, 227)	_ _◯_ _ _ _ _ _ _ _ _ _
(129, 218)	_ _ _ _◯_
(120, 225)	_ _ _ _ _ _◯_ _ _ _ _◯_ _ _ _ _
(136, 227)	_ _◯ _ _ _ _
(125, 217)	◯_ _ _ _ _ _ _ _ _ _ _ _◯_ _ _ _ _
(138, 209)	_ _ _ _ _ _ _ _ _ _ _ _ _◯_

Write the circled letters from your answers below:

Unscramble the letters to spell another location on the map:

What are its coordinates?	

Cornflour Slime

You will need:

450g cornflour

475ml water

food colouring (optional)

Instructions:

1. Place the cornflour in a large mixing bowl.
2. Slowly pour in the water and mix thoroughly with your hands. You could add a few drops of food colouring if you wish to make colourful slime.
3. Keep mixing until the water and cornflour are fully blended together and the slime has the consistency of honey. You can add more cornflour to make the slime thicker or more water to make it runnier. Now have fun with your slime!

Things You Can Do with This Non-Newtonian Fluid

This slime is a non-Newtonian fluid, which means it acts differently to how we expect a liquid to behave. Try doing these things with your slime and see what happens:

1. In the mixing bowl, punch the slime but withdraw your fist back very quickly.
2. Scoop some of the slime into your hand and roll it into a ball.

Non-Newtonian Fluids

Why can you roll this slime into a ball and punch it to make it harder?

When you mix cornflour in water, the large cornflour particles remain suspended in the water. The slime is thick because, whilst the particles are packed very close together, they can still move past each other. If you stir the liquid slowly, the suspended particles have time to move past each other. However, when sudden pressure is applied, like a punch, the water flows out of the area but the particles do not have time to move away. The cornflour particles momentarily stay packed together and act like a solid until they have time to move away.

Important

Do not pour the slime down the sink when finished as this could block pipes. Instead, spoon the mixture into a food bag, seal it securely and place it in the bin.

Non-Newtonian Fluids: Observation

Experiments with Cornflour Slime

Start by making a batch of cornflour slime as follows:

You will need (approx):

240ml water

230g cornflour

A few drops of food colouring (optional)

How to make cornflour slime:

Mix the ingredients together in a large bowl.

Make sure you have cloths and towels for wiping hands and mopping any spillages on hand.

Then you are ready to experiment!

A. Start by observing the slime. Put your hands in it, touch it, feel it and move it around.

Describe your slime in 3 words: _____

B. Use your senses to describe your slime:

It looks 	
It smells 	
It sounds 	
It feels 	

C. Do you think you will be able to splash the slime? YES/NO

Try to splash it with the palm of your hand.

What happened?

Object	Will it...		Did it...		Notes
	Sink?	Float?	Sink?	Float?	
2p Coin					
Pencil					
Paperclip					
Pen Lid					