

# Class Five: Online Learning Overview

Week 6: Monday 18<sup>th</sup> May 2020



## English

'The Piano' –  
A Memory Box

## Maths

Solving Challenges

## Titanic

Essay Planning

## Spelling Shed Assignment

Year Five Word List

<https://play.edshed.com/>

## English

'The Piano' –  
Creating A Character

## Maths

Solving Challenges (2)

## Titanic

Why did the RMS Titanic  
Sink & Who was to Blame?

## Maths Shed Assignment

2, 3, 4, 5, 8 and 10 x Table  
Division Facts

<https://play.edshed.com/>

## English

'The Piano' –  
Planning for a Final Piece

## Maths Investigation:

Sticky Shapes

## Titanic

The Shoe Box Challenge

## The Class Five Mega Quiz Challenge

## English

'The Piano' –  
Final Writing Challenge

## The Titanic Detective Agency

Chapters 18 – Afterword



### English 'The Piano' – A Memory Box

This activity links to the video we have been watching, based on an older man playing the piano and thinking through his memories. You can watch the video on our Video Resource Centre if you want to refresh your memory.

Today I would like you to choose an object from the Memory Box video which can also be found on our Video Resource Centre playlist. We are going to imagine that the items in the box belong to the man in the video, and link to memories which are not in the film (they may involve characters who are in the film).

Your challenge is to think about why the object is precious to the man, and why it means something to him. Can you write a few paragraphs which describe the object in detail, along with how the man got the object, and the memory that the object links to? Remember to use expanded nouns and emotional vocabulary to describe the object and feelings clearly.

### English 'The Piano' – Creating A Character

During the rest of the week we are going to develop our own characters, and develop a series of memories that our character is going to think about in a piece of writing.

Today we will focus on the character we are going to have as the main person in our writing.

I would like you to plan a character in as much detail as possible – you can think about whether you are going to write about a man or a woman, who is in your character's family, what events have happened in your character's life which will link to the memories, any special objects that your character will remember, and what activity your character will be doing when they remember.

You can present this work however you like – sketches, flow diagrams, brainstorm, timelines, bullet points etc. Just make sure your ideas are clear and recorded somewhere so that you can use them in the next two lessons!

### English 'The Piano' – Planning for a Final Piece

Today we are going to build on the ideas that you developed for your character in the last lesson. There is a [planning grid here](#) which can help you structure your ideas, so that writing your final piece is as straightforward as possible!

The grid has space for details about your character, the object / activity they are using to remember, and details of the setting. Underneath this there are three memory spaces.

Today you need to think of the three main memories that your character will have – imagine these memories being played in the same way as they do in the film. Pick three really significant events from your character's life, and then make notes about how you plan to write about them in the final activity,

The final row in the grid gives you some space to plan any specific vocabulary that you want to use in your piece of writing, try and be creative and emotional with your choices!

### English 'The Piano' – Final Writing Challenge

To finish off this piece of work, I would like you to produce a final piece of writing which details your character, the activity they are doing, and the memories that they have. I would imagine that this would contain a short introduction to your character and their activity, and then a paragraph for each of the memories to be described in detail, before a short paragraph finishes the piece of work off. You can write as much as you wish, but it is important to remember that if you repeat ideas and vocabulary over and over again, they become less powerful and have less impact on the reader. Try to be as powerful as you can, choose effective vocabulary which describes the emotions and the objects precisely.

Once you have completed your piece of writing I would love to see it – you can send a photo, or a copy of your typed work to me using the [class5@bradworthy.devon.sch.uk](mailto:class5@bradworthy.devon.sch.uk) address.



### Solving Challenges Part 1

Over the next two sessions I have some 'puzzles' for you to solve. Each puzzle links to some of your key maths skills, and will need you to **apply** the skills you have been learning over the year.

Some of the challenges on the [task sheet here](#) will involve several different calculations, others may not take as many steps to complete. For each challenge I would like you to make a note of the thought process you have had – if you work something out write a quick sentence in a bubble on the side of your work so you can trace your way through the thought process you had!

You may find drawing diagrams, using counters / objects, or writing steps down help you to solve these puzzles – any method you choose is fine by me!

### Solving Challenges Part 2

We are back to solving some more challenges today!

There are more challenges on [this task sheet](#) for you to have a go at!

Remember, that you may find it helpful to draw things out, or use objects and counters to help you. It is also important that you **read the challenges carefully** – think about how many times we read and discuss the instructions before we start working in class. Read the task through, check you understand it, and if not, ask an adult to explain it before you start! This is probably the most important bit of all of the tasks.

Some of these challenges have only one solution, but others have several. Try to find as many possibilities as you can – I will post answers to these challenges at the end of the week so you can see if you were correct!

### Maths Investigation: Sticky Shapes

Again, this week we are going to spend some time completing an investigation. This one is slightly different to the Sweet Shop investigation last week, although you will need to work again in the same way. [This investigation](#) is based on how many shapes can be made in an increasing pattern, using matchsticks.

It may be helpful to use an object and physically make the shapes we are going to be talking about in this investigation. Cocktail sticks, Lego bricks, or drawings will work well to help you work through the tasks.

1. 3 matches are used to make a small triangle.
2. Another 6 matches are added to turn 1 triangle into 4 triangles. So, 1 triangle = 3 matches, and 4 triangles = 9 matches.
3. Another row is then added making 9 triangles in total, using 18 matches.
4. Can you draw a table to show how many matchsticks are used to make how many triangles?
5. Extend the patterns a few times, and add more results to your table. Do you notice a pattern in the numbers? Can you predict what would happen if you added another row to the shape?
6. Add another row and see if your predictions were correct. Can you predict what would happen with the next 3 rows?
7. Is there a rule you can develop to help work out how many matches and triangles will be used with any number of rows?
8. Can you explore this pattern with different shapes? Would they work in the same way?



### Titanic: Essay Planning

Your final piece of topic work is going to take the form of an essay. You are going to explain in your own words, why the Titanic sank, and who you think is responsible for the sinking of the ship.

You don't have to choose one person specifically, you can decide that several people's actions played a part in the sinking, but you will need to fully explain what you think and why.

Today I would like you to plan your essay. Try and use the report writing format we studied before we broke up from school. Use a short introduction, three 4 paragraphs to explain different parts of your idea, before finishing with a conclusion. Spend some time planning your ideas today – make lists of the information that will be in each paragraph, and how you will link them together.

### Why did the Titanic Sink, and Who was to Blame?

This is the final piece of work in our Titanic topic, and needs to pull everything together. You will need to use the plan you developed yesterday and explain your own ideas and opinions.

You can go back over the work you have completed, and use all of the activity and task sheets that you have at home, to help you back up your ideas and share your thoughts clearly. Remember, you need to write as though you are addressing someone who doesn't know anything about the Titanic, explaining the ideas you have clearly so that your essay is easy to follow.

When you have finished you can send your work to me using our class email address [class5@bradworthy.devon.sch.uk](mailto:class5@bradworthy.devon.sch.uk). You don't have to type up your work, a photo of it will be fine!

### Titanic: Shoe Box Challenge

This is a final art and craft challenge based on the RMS Titanic. I would like you to use a shoebox or a cereal box to create a miniature version of a room aboard the Titanic. You can use the virtual tour of the ship [here](#), to help you look around and choose which room you are going to make a model of.

There are some pictures here to inspire you, but you can be as creative as you like! Send photos of your finished cabins over to me on our class email address [class5@bradworthy.devon.sch.uk](mailto:class5@bradworthy.devon.sch.uk), and I will put them together in a video for all of us to see. Try and keep your cabin safe over the half term, and when school opens we will put them all together to replicate the ship!





### Spelling Shed Assignment

Your [Spelling Shed](#) assignment this week will be available to you when you log in from Monday 18<sup>th</sup> May until Sunday 24<sup>th</sup> May. This week you are working again on revising 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 18<sup>th</sup> May, until Sunday 24<sup>th</sup> May. This week you are working on the division facts linked to the 2, 3, 4, 5, 8 and 10 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!

### The Half Term Mega Quiz

I have put together a 'Mega Quiz' on Kahoot, which links together all of the topics we have been studying while we are at home. There are questions based on the maths we have learnt, the book we have been studying, the RMS Titanic, and both of our Science topics.

To access the quiz you need to follow [this link](#), or use the PIN: 06685004 if you are using the Kahoot App.

The quiz is available until 25<sup>th</sup> May, and I will then take the highest score you have gained and convert these into team points which we can put up when we return to school. When you add a nickname, make sure it is one that I will be able to work out so I can award everyone with team points!

### The Titanic Detective Agency: Chapters 18 – Afterword

This week I would like you to continue to listen to the chapters from The Titanic Detective Agency, the story we have been reading which links to our topic.

The videos for the next chapters in the story are available on our [Video Resource Centre](#), and contain photos of the characters – who were based on real characters from the Titanic's journey. The video for the afterword shows you the names of the original passengers who inspired the characters in the book.

I would like you to continue to research some of the characters from the story – this week could you look into Mr Hoffman and Lolo and Momon – what can you find out about the real people who inspired the characters? Was there a mystery there after all?

## Memories: Planning Format

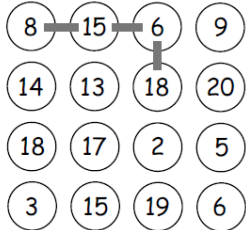
My Character:	Setting:	Object / Activity:
Memory 1:	Memory 2:	Memory 3:
Opportunities for Speech:	Setting Vocabulary:	Emotions Vocabulary:



# Maths Challenges Part 1

## Joins

Join any four numbers.  
Find their total.  
Joins can go up, down or sideways, but not diagonally.  
The score shown is  $8 + 15 + 6 + 18 = 47$ .

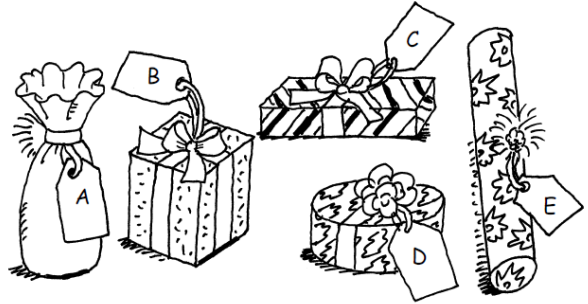


Find the highest possible score.  
Find the lowest possible score.

Try joining five numbers.  
Now try joining five numbers using only diagonal joins.

## Presents

Gurmit paid £21 for five presents.



For A and B he paid a total of £6.  
For B and C he paid a total of £10.  
For C and D he paid a total of £7.  
For D and E he paid a total of £9.

How much did Gurmit pay for each present?

## Make five numbers

Take ten cards numbered 0 to 9.



Each time use all ten cards.

Arrange the cards to make:

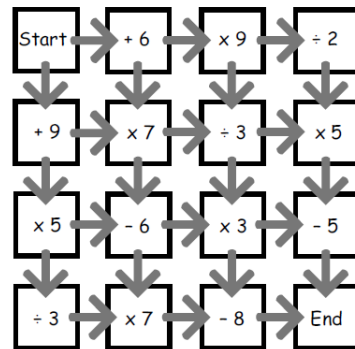
- five numbers that are multiples of 3
- five numbers that are multiples of 7
- five prime numbers

Make up more problems to use all ten cards to make five special numbers.

## Maze

Start with zero.

Find a route from 'Start' to 'End' that totals 100 exactly.



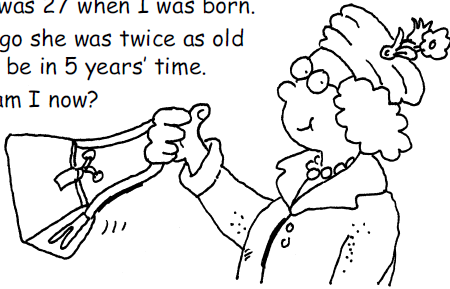
Which route has the highest total?  
Which has the lowest total?

Now try some different starting numbers.

# Maths Challenges Part 2

## Age old problems

1. My age this year is a multiple of 8.  
Next year it will be a multiple of 7.  
How old am I?
2. Last year my age was a square number.  
Next year it will be a cube number.  
How old am I?  
How long must I wait until my age is both  
a square number and a cube?
3. My Mum was 27 when I was born.  
8 years ago she was twice as old  
as I shall be in 5 years' time.  
How old am I now?



## Albert Square

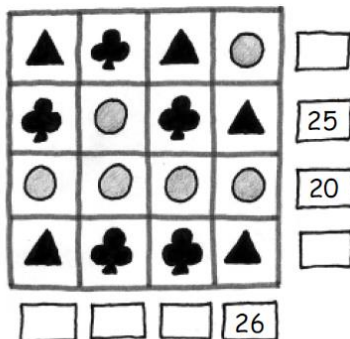


36 people live in the eight houses in Albert Square.  
Each house has a different number of people living in it.  
Each line of three houses has 15 people living in it.  
How many people live in each house?

## Shape puzzle

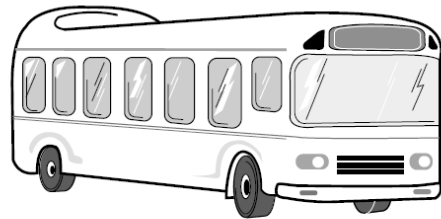
Each shape stands for a number.

The numbers shown are the totals of the line of  
four numbers in the row or column.

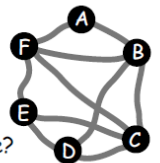


Find the remaining totals.

## Bus routes



Six towns are connected by bus routes.  
The bus goes from A back to A.  
It visits each of the other towns once.  
How many different bus routes are there?



This table shows the bus fare for each direct route.  
B to A costs the same as A to B, and so on.

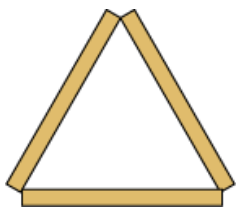
A to B	B to C	C to D	D to E	E to F	F to A	B to D	B to F	C to E	C to F
£4	£3	£4	£4	£3	£4	£5	£3	£2	£2

Which round trip from A to A is the cheapest?

## Maths Investigation: Sticky Shapes

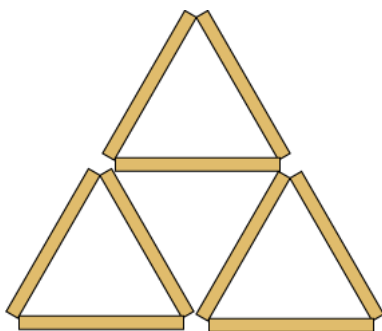
I was exploring a puzzle in which headless match sticks had to be moved to make a different number of triangles.

I made one small triangle



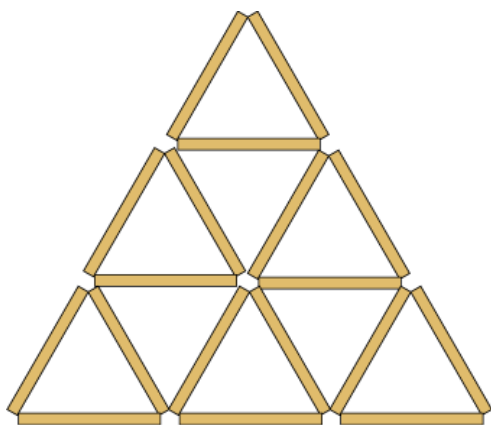
3 matches

I made it into 4 small triangles by adding 6 matches.



9 matches

I added another row and counted the number of small triangles and counted the matches.



I made a table of my results and continued adding rows. I found many patterns.

Have a go and see what patterns you can find. You do not have to use match sticks (or cocktail sticks) - drawing lines will do just as well.

Find a good way to record your results. See if you can predict the numbers for rows of triangles you have not drawn.

When you have done all you can with triangles, see if you get the same sort of results with squares. Then think of other shapes which might make number patterns as they grow.