

Class Five: Online Learning Overview

Week 5: Monday 11th May 2020



<p><u>English</u></p> <p>'The Piano' – Character Study</p>	<p><u>Maths</u></p> <p>Multiplying & Dividing by 10 & 100</p>	<p><u>Titanic</u></p> <p>Diamond Ranking Activity</p>	<p><u>Spelling Shed Assignment</u></p> <p>Year Five Word List</p> <p>https://play.edshed.com/</p>
<p><u>English</u></p> <p>'The Piano' – Unanswered Questions</p>	<p><u>Maths</u></p> <p>Multiplying & Dividing by 10, 100 and 1000</p>	<p><u>Titanic</u></p> <p>Who Was To Blame?</p>	<p><u>Maths Shed Assignment</u></p> <p>3, 4, and 8 x Table Division Facts</p> <p>https://play.edshed.com/</p>
<p><u>English</u></p> <p>'The Piano' – Sentence Fixers</p>	<p><u>Maths Investigation:</u></p> <p>Sweets in a Box</p>	<p><u>Music</u></p> <p>Bandlab Titanic Challenge</p>	<p><u>The Selfie Challenge</u></p>
<p><u>English</u></p> <p>'The Piano' – Creating a Conversation</p>		<p><u>Geography</u></p> <p>Around the World Challenge</p>	<p><u>The Titanic Detective Agency</u></p> <p>Ch 13 – 17</p>



English 'The Piano' – Character Study

To start our work on The Piano you will need to watch the video on our [Video Resource Centre](#). The video is based on one sole character – the man who plays the piano. You may need to watch it a few times to really see all of the events and parts of the film.

Today's task is to write a few paragraphs to describe the man in the film. Watch the video carefully and see what you can work out about who he is, and what has happened to him in his life. You should be able to create a life story, which you can write down in three or four paragraphs. Make sure you pay close attention to the video, as there are some tiny clues in the pictures and between the characters which should help you to 'read between the lines' and work things out about the man in the film.

English 'The Piano' – Unanswered Questions

Today we are going to look into the video a little more, so it would be a good idea to watch it again on our [Video Resource Centre](#). Once you have refreshed your memory, you will need to use the [grid here](#) to make a list of a few of the features of the film.

First of all, you need to make a list of the things that you like in the video – these can cover the things you see, as well as the way the film has been put together (setting, soundtrack etc). Next, you need to list the things that you don't like about the film, or things you would change if it was your film.

The next part of the [grid](#) has a section for patterns – where in the film do you see or hear repetition? And the final section of the grid is for 'Puzzles' – can you write down four or five questions which the film makes you ask? Think about parts of the character's life which aren't covered by the events that you see in the film, or relationships between the characters.

English 'The Piano' – Sentence Fixers

Today we are going to give our description and sentence writing a bit of a boost. There are some videos here which will help remind you how to:

[Use expanded nouns](#)

[Use adverbs](#)

[Use fronted adverbials](#) in your writing.

To complete today's task you need to watch the videos, and then look at the sentences on the [task sheet](#). You are going to use the techniques you studied in the video to improve the rubbish sentences that I have written.

I would like you to improve the sentences by rewriting them, and I would then like you to underline any expanded noun phrases, adverbs and fronted adverbials that you have used to improve my writing.

English 'The Piano' – Creating a Conversation

For the final task this week, we are going to focus on specific moments of the film. The pictures on the [task sheet](#) show you which sections of the film you are going to use.

Each of these moments involve two characters, and we are going to imagine that they are having a brief conversation in this moment.

You need to start by deciding what you think the characters would be saying to each other, thinking about the film as a whole and how the characters are linked. When you have a few ideas for a conversation between the characters, I would like you to watch this [video](#), which is based on how to write speech between characters. You can also watch this [video](#) to remind you about speech marks etc if you want to! You need to pay attention to how we punctuate this speech, and how we lay it out, before you have a go at writing out the conversation your characters are having.



Titanic: Diamond Ranking – Reasons for Sinking

To complete this task you will need the cards which are on the very back page of the pack I posted to you. There is another copy of the cards [here](#) for you to use if you need them. Each of the cards contains a 'reason' for the Titanic's sinking – some link to people and their actions, and others link to issues with the building etc.

I would like you to cut out these cards, and arrange them in a diamond.

The very top card is the reason you think is the most important in the sinking of the Titanic. Then add the next two most important underneath, followed by the next three most important. Underneath this you need to place the next two most important cards, followed by the least important card at the bottom of the rank.

Once you have completed this you need to take a picture of your cards, or write down the order that they are in, and explain why you think this in a few sentences.

Titanic: Who is to Blame?

This task will need the sheet from the pack you received in the post – there is also a copy [here](#) for you.

You need to read the information based on the people who were involved with the Titanic tragedy. You then need to complete the tasks at the bottom of the sheet, showing who you think was most / least to blame for the tragedy.

You need to try and develop your own ideas on this, there isn't a right or wrong answer, but you need to be able to explain what you think. You will need your own opinions and ideas next week in our final Titanic tasks. You are welcome to look back through the work you have completed based on the Titanic to help you make up your minds.

Bandlab: Titanic Challenge

We have spent time over the past term looking at how music can be used in different parts of a soundtrack to match and support the mood of a piece of film or writing.

Your challenge is to log on to Bandlab, and create a piece of music of your own. You could link this to any part of the voyage of the Titanic, from launching to sinking, and you can choose any style that you think is relevant.

I would like you to save the project in our class Bandlab account, using your name and Titanic. When we get back to school, I am hoping that we will be able to listen to each other's, and discuss how they link to the specific parts of the story.

You can log on to Bandlab at edu.bandlab.com with our username class5@bradworthy.devon.sch.uk and the password bradworthy.

Geography: Around the World Challenge

Our next topic incorporates lots of Geography, so to warm up your brains and get you ready for this I would like you to complete some of the Geography activities and games on BBC Bitesize.

I would like you to complete [Geography Quiz 1](#), which challenges you to locate certain countries on a map.

In the [European Capitals Quiz](#) you need to be able to recognise features of certain European cities – this links to the French you have completed with Mrs Price.

There is also a [Flags of the World Quiz](#), and many more Geography based quizzes which will hopefully help you to remember where countries, oceans and seas, and continents are on a map.

Weekly Challenges: Week 5



Spelling Shed Assignment

Your [Spelling Shed](#) assignment this week will be available to you when you log in from Monday 11th May until Sunday 17th 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 11th May, until Sunday 17th May. This week you are working on the division facts linked to the 3, 4 and 8 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 Selfie Challenge

This week I am hoping to put together another video showing everyone in our class. To do this I need you all to send me pictures of yourselves and the things that you have been up to.

If each person in the class could send over two photos of yourself, or things that you have been up to, that would be great. I will put them together, and turn them into a video so we have a chance to see each other. I know I am missing seeing you all each day, so this activity is as much for me as it is for you guys!

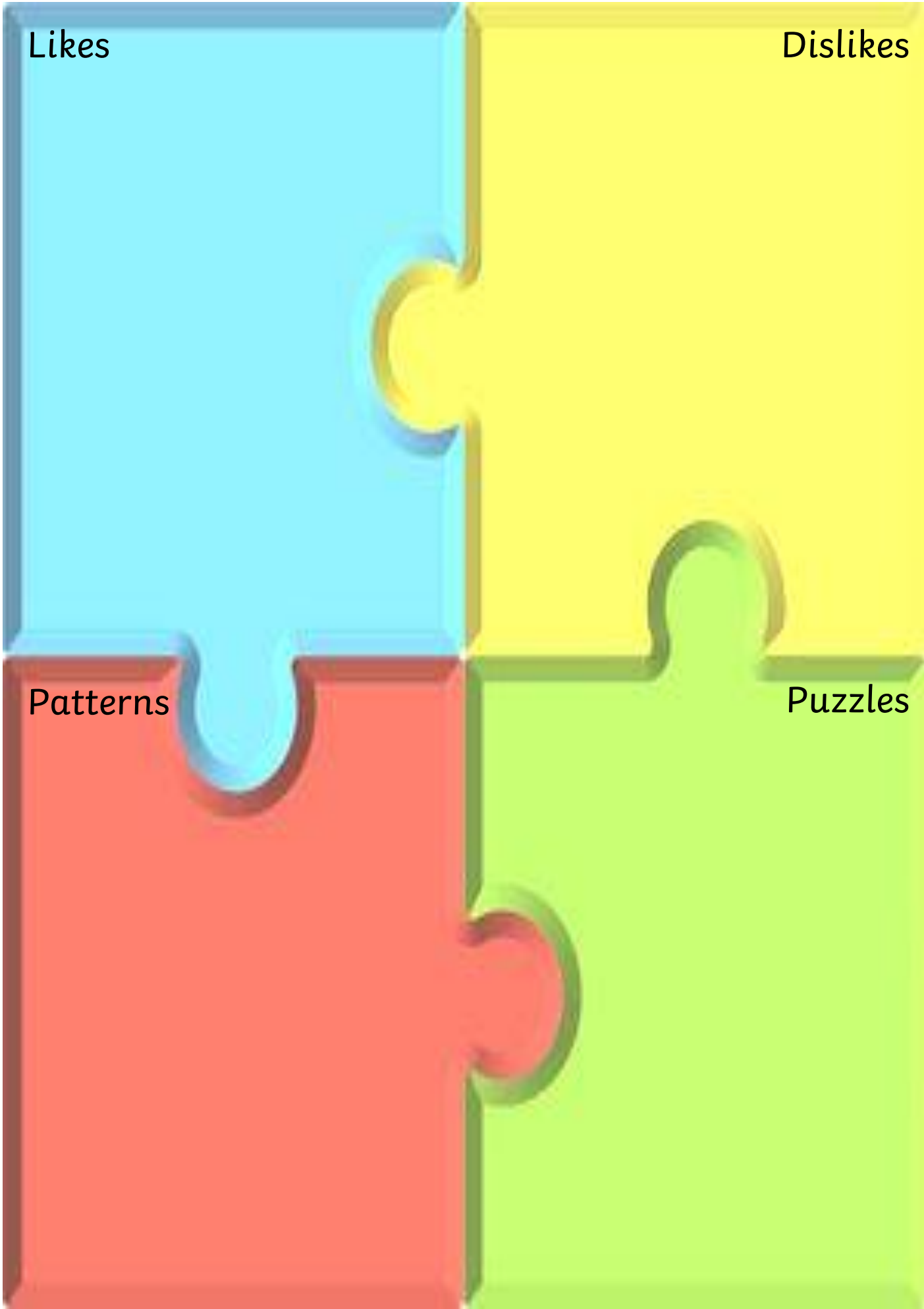
You can send pictures to me using the class5@bradworthy.devon.sch.uk email address, or you can add them to the blog posts this week and I will download them from there.

The Titanic Detective Agency: Chapters 13 – 17

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.

Again, you can also watch the virtual tour of the Titanic which we used in our topic work, to help you get a feel for the ship, and the areas that Bertha and Johan are exploring. I would like you to try and research some of the characters from the story – this week could you look into Bertha Watt, or Marjorie Collyer – what can you find out about the real people who inspired the characters?



Likes

Dislikes

Patterns

Puzzles



Improving Sentences: The Piano

1. The man is playing the piano.
2. The wife is playing the piano with the man.
3. The man is remembering his life.
4. The soldiers run up to the wall.
5. The soldier gets shot.
6. The boy is opening a present.
7. The boy is riding a hobby horse.
8. The boy plays the piano with the man.



The Piano: Conversations Between Characters



Multiplying and Dividing by 10 & 100

Multiplying and dividing by 10 and 100

Find as many different answers as you can.

435	$\div 100$	$\times 10$	$\times 10$
$\div 10$	$\times 10$	$\times 100$	$\div 100$
$\div 10$	$\times 100$	$\div 100$	$\times 10$
$\times 10$	$\div 10$	$\times 10$	END

Can you move from 435 to the END square. You can move up, down, left, right or diagonally.

How many different routes can you find?

What is the largest total you can make moving through the grid? What about the smallest?

You can use the Place Value grid here to help if you want to.

Place value grid

1000s	100s	10s	1s	● 0.1s	$\frac{1}{10}$ s	0.01s	$\frac{1}{100}$ s



Multiplying and Dividing by 10, 100 and 1000

Multiply and divide by 10, 100 and 1000

Sheet 1

A 245×10 245×100 $245 \div 10$ $245 \div 100$

B 54.3×10 54.3×100 $54.3 \div 10$ $54.3 \div 100$

C 3.47×10 3.47×100 3.47×1000

D $7640 \div 10$ $7640 \div 100$ $7640 \div 1000$

E $845 \times \underline{\hspace{2cm}} = 845,000$ $845 \div \underline{\hspace{2cm}} = 8.45$

F $\underline{\hspace{2cm}} \times 10 = 36.2$ $\underline{\hspace{2cm}} \div 100 = 36.2$

G $24.5 \times 10 \div 100 \times 1000 \div \underline{\hspace{2cm}} = 24.5$

Challenge

Write your own chain of at least four steps which starts and ends on the same number, like Section G.

Investigation Task: Sweets in a Box

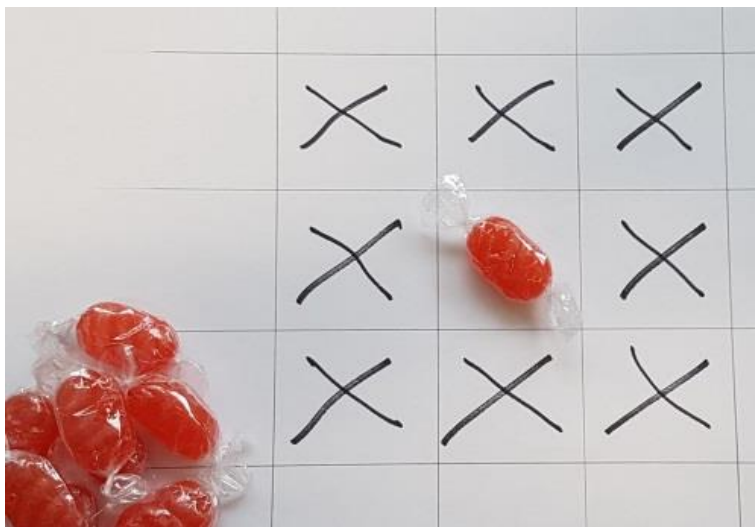
A sweet manufacturer has decided to design some gift boxes for a new kind of sweet.

Each box is to contain **36** sweets placed in lines in a single layer in a geometric shape without gaps or fillers.

How many different shaped boxes can you design?

The sweets come in **4** colours, **9** of each colour.

Arrange the sweets so that no sweets of the same colour are adjacent to (that is 'next to') each other in any direction. In the picture below, none of the squares marked x can have a red sweet in them.



Arrange the sweets in some of the boxes you have drawn.





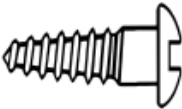




Now try making boxes of **36** sweets in **2**, **3** or **4** layers.

Can you arrange the sweets, **9** each of **4** colours, so that none of the same colour are on top of each other as well as not adjacent to each other in any direction?

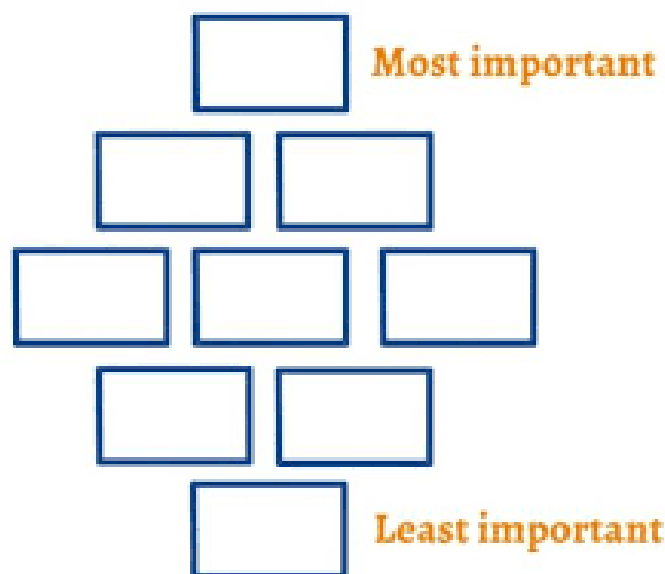
See if you can invent a good way of showing your arrangement.

Try different numbers of sweets such as **24** or **60** in each box.

Titanic: Diamond Ranking Cards

<p>Captain Smith ignored seven iceberg warnings from his crew and other ships. If he had called for the ship to slow down then maybe the Titanic disaster would not have happened</p> 	<p>It was Captain Smith's last trip. All he had to do was get to New York in record time.</p> 	<p>Captain Smith said years before the Titanic's voyage, "I cannot imagine any condition which would cause a ship to founder. Modern shipbuilding has gone beyond that."</p> 
<p>The final iceberg warning sent to Titanic was from the Californian, Captained by Stanley Lord. At 11.15pm, Californian's radio operator turned off the radio. At midnight the crew on watch saw rockets being fired into the sky from a large ship. Captain Lord decided that the ship was having a party. No action was taken by the Californian.</p> 	<p>About three million rivets were used to hold the sections of the Titanic together. Some rivets have been recovered from the wreck and analysed. The findings show that they were made of sub-standard iron.</p> 	<p>Bruce Ismay was the Managing Director of the White Star. White Star wanted to show that they could make a six-day crossing. It is believed that Ismay put pressure on Captain Smith to maintain the speed of the ship.</p> 
<p>The White Star Line did not want the watertight compartments to go higher because it would have reduced living space in first class.</p> 	<p>The binoculars were locked up. Binoculars that could have been used by lookouts on the night of the collision were locked up aboard the ship.</p> 	<p>The belief that the ship was unsinkable was, in part, due to the fact that the Titanic had sixteen watertight compartments. However, the compartments did not reach as high as they should have done</p> 

ACTIVITY LESSON 2017




Why Did Titanic Sink?

Why did the Titanic Sink?

"We have struck iceberg ... sinking fast ... come to our assistance."

The ship was doomed and it was slowly sliding into its watery grave. But why did the largest, most advanced ship of the century sink?

It was Captain Smith's fault  <p>This was Captain E.J. Smith's retirement trip. All he had to do was get to New York in record time. Captain E.J. Smith said years before the Titanic's voyage, "I cannot imagine any condition which would cause a ship to founder. Modern shipbuilding has gone beyond that."</p> <p>Captain Smith ignored seven iceberg warnings from his crew and other ships. If he had called for the ship to slow down then maybe the Titanic disaster would not have happened.</p>	It was the shipbuilder's fault  <p>About three million rivets were used to hold the sections of the Titanic together. Some rivets have been recovered from the wreck and analysed. The findings show that they were made of sub-standard iron.</p> <p>When the ship hit the iceberg, the force of the impact caused the heads of the rivets to break and the sections of the Titanic to come apart. If good quality iron rivets had been used the sections may have stayed together and the ship may not have sunk.</p>
It was Bruce Ismay's fault  <p>Bruce Ismay was the managing director of the White Star Line and he was aboard the Titanic. Competition for Atlantic passengers was fierce and the White Star Line wanted to show that they could make a six-day crossing.</p> <p>To meet this schedule the Titanic could not afford to slow down. It is believed that Ismay put pressure on Captain Smith to maintain the speed of the ship.</p>	It was Thomas Andrews's fault  <p>The belief that the ship was unsinkable was, in part, due to the fact that the Titanic had sixteen watertight compartments. However, the compartments did not reach as high as they should have done.</p> <p>The White Star Line did not want them to go all the way up because this would have reduced living space in first class. If Mr Andrews had insisted on making them the correct height then maybe the Titanic would not have sunk.</p>

Questions

1. Why was Captain Smith to blame for the sinking of the Titanic?
2. Why were the shipbuilders, Harland and Wolff to blame for the sinking of the Titanic?
3. Why was Bruce ~~Ismay~~ to blame for the sinking of the Titanic?
4. Why was Mr Andrews responsible for the sinking of the Titanic?
5. Do you think that Captain Smith was past his best? Explain your answer.
6. Can you find any evidence to suggest that money was a key factor in the Titanic disaster?
7. Using the evidence on this sheet, who do you think was to blame for the sinking of the Titanic? Explain your answer.
Write a mini essay (500 words minimum) to explain who you think was to blame and why.

