Class Five: Online Learning Overview		Week Summer 4: 4th May 2020	
English The Titanic Detective Agency Chapter 10	Maths Multiplication with Two-Digit Numbers	Topic Titanic: Unsinkable?	Spelling Shed Assignment Year Five Word List https://play.edshed.com/
English The Titanic Detective Agency Chapter 11	Maths The Multiplication Marathon	Topic Titanic: Unsinkable?	Maths Shed Assignment Division Facts 2x, 5x, 10x https://play.edshed.com/
English The Titanic Detective Agency Chapter 12	Maths Investigating 3-Digit Numbers multiplied by 2-Digit Numbers	Science Solids, Liquids & Gases	Wellbeing Recipe Book Project
English Creative Writing: The Titanic Treasure Chest	Maths Card Matching & Creating A Kahoot Quiz	Challenge Titanic: Drawing by Coordinates	Art Challenge Tessellation

English Activities: Week 4

The Titanic Detective Agency: Chapter 10

To start this week's activities based on the story, you will need to listen to Chapter 10, which can be found on the Video Resource Centre section of our website.
Once you have listened to Chapter 10, I would like you to think about the details we have been given throughout the story, which describe Johan's family and his life back in Sweden.
I would like you then to put yourself in Johan's situation, and write a letter from Johan to his mother. You will need to think about:

- What has happened to Johan so far in his voyage…
- How he feels about leaving his family and travelling to America…
- The people Johan has met, and how he has behaved / described them…

Write the letter in the first person, as though you are Johan, writing to your mother.

The Titanic Detective Agency: Chapter 11

You will need to listen to Chapter 11 of the story, which can be found on our Video Resource Centre.
When you have listened to the story, I would like you to spend some time thinking about what you think will happen in the:

- Next chapter
- Next 3 chapters
- By the end of the story

I would like you to use this grid to help structure your ideas (you can draw your own grid if you cannot print things out), and explain what you think will happen in the time frame above based on Johan and Bertha. You need to explain your ideas in each prediction, think about how the clues within the story so far have helped you predict the next step.

The Titanic Detective Agency: Chapter 12

To start this activity, you will need to listen to Chapter 12 of the story, which can be found on our Video Resource Centre.
When you have listened to the chapter, I would like you to complete two different tasks. Firstly, I would like you to choose 3 different tasks from this task board, and complete them in your workbook. These tasks cover the last 3 chapters of the book, so you may have to relisten to be able to answer some of the questions. You need to try and chose three tasks which use different skills so you are keeping all of your reading skills sharp!
Next, I would like you to think about the word treasure. You need to explain whether you think the contents of the tin Bertha and Johan have found is treasure. You can decide that the contents are treasure, or that they aren't, or that you agree that in some cases they are and other cases they aren't. You need to explain your reasons fully!

The Titanic Treasure Chest

To help stimulate some of our own creative writing, I am hoping to put together a Titanic Treasure Chest – a box full of items which could be held in a treasure chest.
Your task today is to come up with an item which could be included in a treasure chest. This doesn't have to be an expensive item, it could be something which has sentimental meaning, or an object which links to a memory of something or someone.
I would like you to draw the item you would like to add to the treasure chest, and write two paragraphs to describe every tiny detail about it. These items will be added to one large treasure chest and we will be able to use this to develop our own story writing in the next couple of weeks.
Try to pick an object which could have lots of meanings behind it, and describe all parts of the object as imaginatively as you can so that your classmates will be able to use your ideas!

Maths Activities: Week 4

Multiplication: Multiplying Two-Digit Numbers

We have spent time in class looking at how we multiply numbers by a 2-digit number. There are a few tricks and common mistakes that we discovered as this method has extra 'stages' because of the extra digits. There is a video here which will explain the method for you – it is an American video, so the carried digits go to the top of the calculation – you guys have been carrying them at the bottom, but I am happy for you to put them wherever you find it easiest to remember them! (Also, it is Star Wars day on May 4th and this video has a Star Wars reference which made me happy!)
Once you have watched the video (you may need to watch it a couple of times, I would like you to have a go at these activities which are basic practice for the method and the multiplication. Make sure you write your method out clearly so that there is room for carried digits and the addition at the end! You can check with a calculator, or I will be posting answers at the end of the week.

The Multiplication Marathon

Today, you are going to use your skills in multiplying numbers, to help you complete the 'Multiplication Marathon'. This will involve lots of 2-digit x 2-digit calculations, and also some use of squared and cubed numbers. To remind you of these, and what they represent, you need to watch this video from BBC Bitesize.
There are also two calculations which involve multiplying amounts of money. To make this easier for now, I would suggest turning the amounts from pounds to pence, and then turning them back into pounds when the multiplication is finished! For example: £1.80 can be multiplied as 180p instead, which will then be straightforward!
The multiplication marathon has lots of questions – you could check each one on a calculator as you go, or you could wait until I post the answers for the whole set at the end of the week.

Exploring 3-Digit Numbers Multiplied by 2-Digit Numbers

Today, you are going to explore some more multiplication, using two sets of numbers. There are number sets here which are the only numbers you can use to solve the puzzles.
Each time you complete a calculation you will be multiplying one number from the top set of numbers, by a number from the bottom set. You need to choose different sets of numbers, and multiply them together to find the product (the total of two numbers which have been multiplied together).
The challenge here is to choose different pairs of numbers, to create products which are (1) below 100 (2) between 1000 and 2000 (3) greater than 2000
Show the pairs that you explore with, and use the trial and improvements we have used in class before – complete a calculation and then decide if you need to change numbers for larger or smaller choices to hit the targets.

Multiplication: Card Matching & Quiz Creating

Finally this week you are going to play a matching game, where you link together cards containing multiplication calculations, and the product of these calculations. You need to show your workings clearly, and I'll remind you again to leave enough space between your digits so that you can carry digits around, and still see clearly the numbers you are going to add together.

Once you have finished this, you need to design 5 questions for a Multiplication Kahoot quiz. The structure of the questions could be open ended, where the player types the answer in, or true or false, or maybe ordering the products of four calculations. You can email me the questions at class5@bradworthy.devon.sch.uk and please make sure you include your answers too!

Topic / Science Activities: Week 4

Titanic: Unsinkable

This week, we are going to focus on the work 'Unsinkable' and its importance in the events of the sinking of the RMS Titanic. The enquiries which followed the sinking, focused on whether the White Star Line had ever actually said that the ship was unsinkable, or if it was what people believed when they were told about features such as the watertight doors.

You will need the Unsinkable Evidence sheet from your topic pack. This contains 9 sources of information. The first thing I would like you to do this week is use the evidence sheet and the table, and consider each source of evidence in turn. For each piece of evidence, you need to decide whether it supports the idea that the White Star Line actually advertised the Titanic as being unsinkable, or whether this was what people believed based on the information they were given. You can fill in either column on the grid based on the information you believe the source contains. You then need to consider whether this is a primary or secondary resource. Primary sources were created at the time, and secondary sources have been produced after an event. Finally, you have to decide how reliable the source is – how much do we trust it?
You need to fill in the table for each of the sources of evidence on the sheet.

Titanic: Unsinkable

Once you have analysed the sources regarding the unsinkability of the Titanic, you need to answer the questions on the following page, based on the sources you have worked with. Finally, I would like you to write a short essay, explaining whether you think the White Star Line claimed the ship was unsinkable or not, explaining your ideas and backing up your ideas clearly.

Solids, Liquids and Gases

To extend the work we started last week, we are going to begin to look at the structure of different materials – solids, liquids and gases.
You need to watch the BBC Bitesize video about Solids, Liquids and Gases, and read the information on the page beneath the video. Once you have watched, read, and understood the information, you will need your science pack.
The first thing I would like you to do in the pack, is find the Sorting Activity sheets. These require you to sort out the items on the cards, into the relevant columns in the table. Remember to think about all of the properties of solids, liquids and gases. Some of these are a little trickier than you think!
Finally, you need to use the sheets with the images of solids, liquids and gases. With these sheets you need to colour code each of the descriptions to match either the solids, liquids or gases – they are all jumbled up, so make sure you read them carefully!

Titanic: Drawing by Coordinates

In the pack you were sent, there are two sheets. One is a grid, and the other contains lots of coordinates. These sheets, when put together with your maths genius, will create a picture of the RMS Titanic.
You need to use the grid sheet to draw on, and the coordinates will guide you through the process. Remember, we read a coordinate in the X axis first, then in the Y axis. So the first number tells you how far to go across the page, and the second number tells you how far to go up the page.
The instructions tell you which points to join together with lines – make sure you follow the order of the points carefully, or the picture won't necessarily look like the Titanic at all!
Once you have finished you can add a photo of your masterpiece to the Gallery blog page!

Weekly Challenges: Week 4

Spelling Shed Assignment

Your Spelling Shed assignment this week will be available to you when you log in from Monday 4th May until Sunday 10th May. This week you are working 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 4th May, until Sunday 10th May. This week you are working on the division facts linked to the 2, 5, 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!

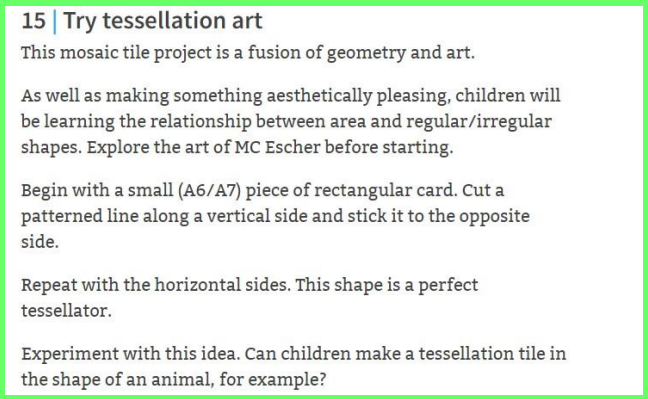
Recipe Book Project

I would like to put together a Class recipe book based on all of the yummy baking you have been busy doing. The pictures you have shared are amazing, and I think a Class Five Cook Book would be really exciting to share!

I would like each of you to choose a recipe that you enjoy baking, and type it out so that the ingredients and instructions are clear. You could choose to draw step by step instructions, take photos, or write a list. It would be good if there was a photo of the finished product, but you could decide to use photos in your methods too.
Once you have your writing, pictures and any decorations / drawings, send it all to class5@bradworthy.devon.sch.uk, and I will put them all together in a book we can produce and share around the school. Happy baking!

Tessellation

Can you use the instructions included here to help you create a shape which will tessellate? There are some amazing pieces of art work based on tessellation and you can search online for inspiration and ideas for your shape and for ways to present your patterns.
You can email photos of your finished products to class5@bradworthy.devon.sch.uk, or you can add photos to the gallery blog to share!



15 | Try tessellation art

This mosaic tile project is a fusion of geometry and art.

As well as making something aesthetically pleasing, children will be learning the relationship between area and regular/irregular shapes. Explore the art of MC Escher before starting.

Begin with a small (A6/A7) piece of rectangular card. Cut a patterned line along a vertical side and stick it to the opposite side.

Repeat with the horizontal sides. This shape is a perfect tessellator.

Experiment with this idea. Can children make a tessellation tile in the shape of an animal, for example?

The Titanic Detective Agency: Chapter 12 – Predictions

Can you use the evidence you have gathered from the story so far to make predictions about what you think is going to happen to Bertha and Johan in the near future, and towards the end of the book? Explain your predictions fully.

	Bertha	Johan
Next Chapter		
Next 3 Chapters		
By the End of the Book		

The Titanic Detective Agency: Chapters 10 – 12

Activity Map

Read and Understand

Ch10: (answer *two* of the following)

- Name the young men with whom Johan is sharing a cabin. List what we know about them.
- Why is Johan so desperate to find the treasure?
- Why is Johan happier to eat meals on the Titanic than on the ship to Hull?

GO

Connect 4

Ch10:

- Can you give two examples from the story so far of Nils being kind to Johan?
- If someone new came to your school, and was feeling lonely, how could you make them feel included? Make a list of ideas.

Infer What's Not There

Ch11: Bertha feels *'sudden homesickness'* when she sees the elderly man at the other side of the gate.

Why do you think she feels this way?

GROUP CHAT

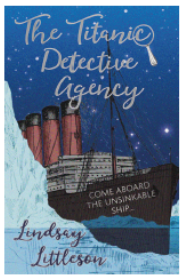
Describe a time when you felt homesick.

Reflect and Respond

Ch11:

List some of the ways Bertha tries to communicate with Johan.

Which method is best? Which is worst? Explain your answer.



The Titanic Detective Agency

Chapters 10-12

Read and Understand

Ch12:

Find three phrases the author uses to show how excited Bertha is when they find the treasure.

Find another three phrases which show Johan's feelings after they have opened the box.

Explore Some More

Ch11: Study page 101. Find and list as many *literary devices* as you can e.g.:

Similes: *'frigid as a tomb', 'like... '*
Metaphors:
Word Choice:
Punctuation:
Explain & discuss their effect on the reader.

Read and Understand

'...that landing was more reminiscent of a clumsy elephant than a graceful swan.'

Scan chapters 10-12. Can you find two more animal/bird similes in the text?

Create Something Great

Look at some Edwardian family photographs online. Use the ***detail in the text*** (p109) to recreate the portrait of George and his family. Use brown or black ink on tea stained paper to give it an aged look.

OR

Pretend you are Bertha and write a letter to George returning his treasure and explaining how you found it.

You need to choose three activities from the grid above to complete. Try to use different activities so that you are keeping all of your reading skills fresh and sharp!

When you have finished, can you think about how the word 'treasure' has been used in this story? Were the items in the tin a treasure or not? Explain your answer as clearly as you can – use the ideas from the story to back up what you want to say!

Multiplication: Session One: Practice

1. 14×528
2. 18×629
3. 17×774
4. 22×324
5. 24×782
6. 23×478
7. 28×416
8. 27×528
9. 26×784

Multiplication Session 2: Multiplication Marathon

Here's a long-distance challenge... Can you go the extra mile and complete all 26 calculations?

1. 14×52
2. 68×13
3. 18×47
4. 23×17
5. 16×28
6. 32×24
7. 23×46
8. 43×28
9. 26×57
10. 84×25
11. 32×46
12. 35×34
13. 36×57
14. 84×33
15. 38×67
16. 73×29
17. 68×43
18. 52×52
19. 76×34
20. 82×54
21. £1.80 x 38
22. 93×66
23. 77^2
24. 35×95
25. $88^2 - 12^2$
26. £4.08 x 75

Multiplication Session Three: Investigating Multiplication

Choose a number from each set to multiply together using long multiplication. Put the larger number at the top of your multiplication layout.
Try to find at least two products less than 1000, at least two products between 1000 and 2000 and at least two products greater than 2000.

Set 1

34	27	31	26	33	35	28

Set 2

25	81	64	36	53	46	72

Multiplication Session Four: Match The Cards

938 × 37	744 × 93	464 × 47	548 × 86	569 × 27	352 × 62
847 × 52	742 × 13	657 × 27	581 × 89		
34 706	69 192	21 808	47 128	15 363	21 824
44 044	9646	17 739	51 709		

Titanic: Unsinkable?

Did the White Star Line claim that Titanic was unsinkable or was that what people believed?

The shipbuilders Harland and Wolff insist that the Titanic was never advertised as an unsinkable ship. They claim that the 'unsinkable' myth grew after the disaster.

The Evidence

Source 1
When reports that the Titanic was in trouble reached New York City, White Star Line Vice President P.A.S. Franklin announced " We place absolute confidence in the Titanic. We believe the boat is unsinkable." However, by this time Titanic was at the bottom of the ocean.

Source 2

An extract from a White Star Line publicity brochure produced in 1910 for the twin ships Olympic and Titanic which states "...these two wonderful vessels are designed to be unsinkable."

Source 3

Passenger Margaret Devaney "I took passage on the Titanic, for I thought it would be a safe steamship, and I had heard it could not sink "

Source 4
It was the beginning of the twentieth century. Advances in science promised solutions to everything from poverty to disasters. People believed that ship disasters were a thing of the past. (1997)

Source 5
"Each door is held in the open position by a suitable friction clutch, which can be instantly released by means of a powerful electro-magnet controlled from the captain's bridge, so that in the event of accident, or at any time when it may be considered advisable, the captain can, by simply moving an electric switch, instantly close the doors throughout and make the vessel practically unsinkable."
Extract from Shipbuilder magazine 1911

Source 6
The White Star Line insist that the words used in the publicity brochure (shown above) only point to Titanic's being designed to be unsinkable, not that it was claimed to be unsinkable.

Source 7
The Titanic was designed to stay afloat with four watertight compartments flooded. This fact may have led people to believe that the ship was unsinkable in any circumstance. (2001)

Source 8

Passenger Thomson Beattie wrote home to his mother "We are changing ships and coming home in a new, unsinkable boat."

Source 9
October 1910, the New York Times published a review of the Olympic, Titanic's sister ship, which ended with the words "In short, so complete will be the system of safeguarding devices on board this latest of ocean giants that, when she is finally ready for service, it is claimed that she will be practically unsinkable and absolutely unburnable."

Source	Does it support the view that the White Star Line claimed Titanic was unsinkable?	Does it support the view that it was what people believed at the time?	Primary or Secondary source	Date	Reliable - – yes/no
1					
2					
3					
4					
5					
6					
7					
8					
9					

How Unsinkable Was the Titanic?

1. Which of the sources are most useful for backing the White Star Line's claim that Titanic being unsinkable was what people believed? (give a reason(s) for your answer)

2. Which of the sources are most reliable for backing the view that the White Star Line advertised Titanic as unsinkable? (give a reason(s) for your answer)

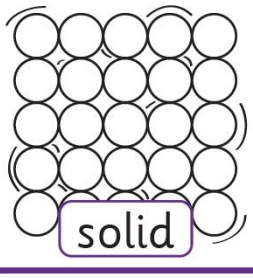
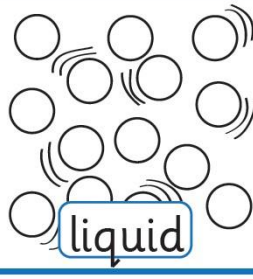
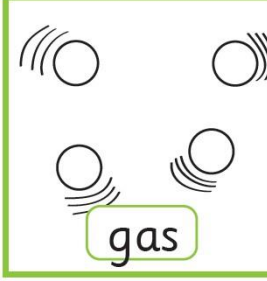
3. Which sources are the most reliable – those supporting the view that it was what people believed, or those supporting the view that the White Star Line advertised Titanic as unsinkable? Give a reason for your answer.

Science: Sorting Solids, Liquids and Gases

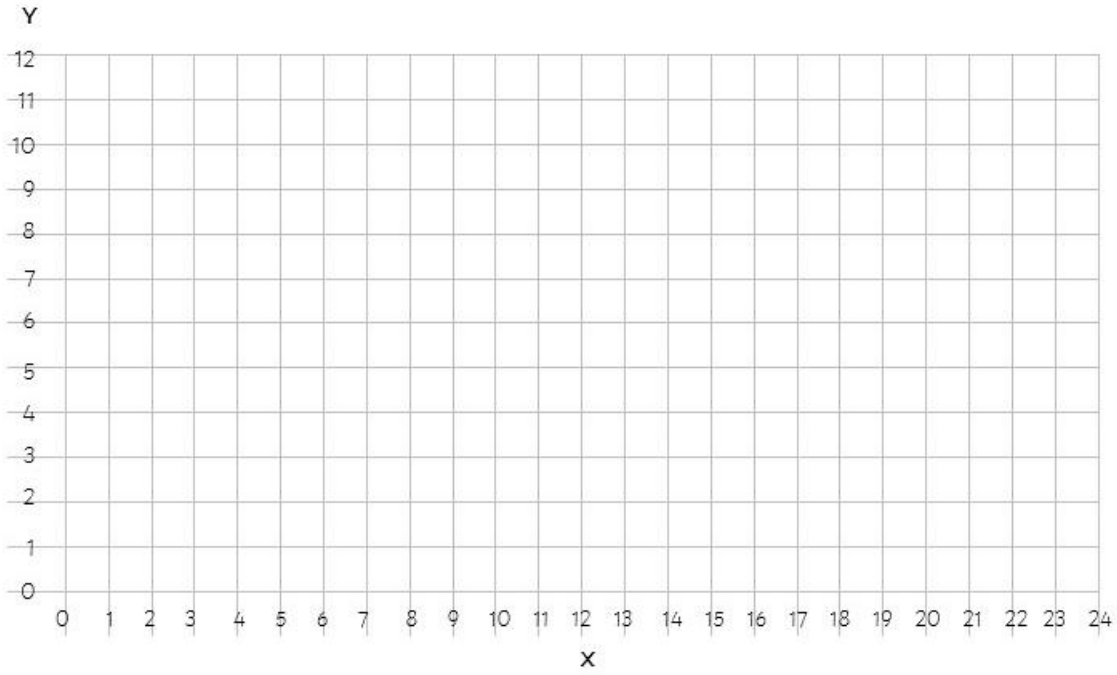
Solids, Liquids and Gases: Sorting Activity

Solids	Liquids	Gases

Science: Solids, Liquids and Gases: Matching Cards

		
We can't feel it.	The particles move quickly.	The particles have some movement energy.
It has a fixed volume but changes shape.	It fills any container you put it in.	It flows from one container to another.
It spreads to fill the bottom of a container.	It spreads out in all directions.	The particles do not attract each other.
The particles attract each other, weakly.	It has a fixed shape and size.	It stays in one.
The particles are spread far apart.	The particles are fairly close together.	The particles move slowly about.
It does not have a fixed volume or shape.	The particles are packed close together.	The particles have a lot of movement energy.
The particles attract each other strongly.	The particles are not in a pattern.	The particles have almost no movement energy.
The particles have a weak pattern.	The particles are in a fixed pattern.	It is usually invisible.
It keeps its own shape.	It is runny.	It stays in a lump.
It feels hard.	It is wet.	The particles are in a fixed position.

Titanic by Coordinates



To Plot coordinates in the first quadrant

Step 1: Draw a pair of axes. X axis = 24, Y axis = 12

Step 2: Plot these coordinates to draw the main part of the ship, and then join them together using a ruler (in the order in which they are written)

(2,5) > (23,5) > (22,1) > (3, 1) > (3, 4) > (2,5)

Step 3: Draw a line from (3,3) to the other end of the ship, along the line.

Step 4: Plot these coordinates to draw the upper decks and the bridge. Join them together using a ruler (in the order in which they are written)

(6,5) > (6,6) > (7,6) > (7,7) > (18,7) > (18,6) > (19,6) > (19,5)

Step 5: Plot these coordinates to draw each of the funnels. Join them together using a ruler (in the order in which they are written)

Funnel 1: (9,7) > (9,9) > (10, 9) > (10,7)

Funnel 2: (11,7) > (11,9) > (12,9) > (12,7)

Funnel 3: (13,7) > (13, 9) > (14,9) > (14,7)

Funnel 4: (15,7) > (15,9) > (16,9) > (16,7)

Step 6: Plot these coordinates to draw the masts and join them together

Stern Mast: (4,5) > (4, 11)

Bow Mast: (21,5) > (21,11)

(You can draw a tiny White Star Line flag at the top of the bow mast if you wish, and a tiny blue flag at the top of the stern mast)

Step 7: Finally, draw the telegraph wire by joining (4,10) > (21,10)

Use the sources available in class to colour the ship correctly.

Make sure you colour each square carefully and stay within the lines of that square.

Step 2: Colour these squares red

(4,2) (4,3) (5,2) (5,3) (6,2) (6,3) (7,2) (7,3) (8,2) (8,3) (9,2) (9,3) (10,2) (10,3) (11,2) (11,3) (12,2) (12,3) (13,2) (13,3) (14,2) (14,3) (15,2) (15,3) (16,2) (16,3) (17,2) (17,3) (18,2) (18,3) (19,2) (19,3) (20,2) (20,3) (21,2) (21,3) (22,2) (22,3)

Step 3: Colour these squares black

(4,4) (4,5) (5,4) (5,5) (6,4) (6,5) (7,4) (7,5) (8,4) (8,5) (9,4) (9,5) (10,4) (10,5) (11,4) (11,5) (12,4) (12,5) (13,4) (13,5) (14,4) (14,5) (15,4) (15,5) (16,4) (16,5) (17,4) (17,5) (18,4) (18,5) (19,4) (19,5) (20,4) (20,5) (21,4) (21,5) (22,4) (22,5) (10,9) (12,9) (14,9) (16,9)

Step 4: Put a tiny black dot (porthole) in the middle of each of these squares

(7,6) (8,6) (9,6) (10,6) (11,6) (12,6) (13,6) (14,6) (15,6) (16,6) (17,6) (18,6)

(19,6) (8,7) (9,7) (10,7) (11,7) (12,7) (13,7) (14,7) (15,7) (16,7) (17,7) (18,7)

Step 5: Colour these squares yellow

(10,8) (12,8) (14,8) (16,8)

Step 6: Use your ruler and pencil to outline the whole boat shape