

Class Five: Online Learning Overview

Week Summer 2: 20th April 2020



English

The Titanic Detective Agency Chapter 4

Maths

Column Subtraction: Practice

Topic

Titanic: The Lifeboats

Spelling Shed Assignment

Danger Words

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

English

The Titanic Detective Agency Chapter 5

Maths

Addition and Subtraction: Problem Solving

Topic

Titanic: Researching A Passenger

Maths Shed Assignment

Times Tables (4x, 6x, 7x, 8x)

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

English

The Titanic Detective Agency Chapter 6

Maths

Column Subtraction: Subtraction with Decimals

Science

Food Groups and the Importance of a Healthy Diet

Wellbeing

The Thankful Jar

English

Creative Writing: Into the Woods

Maths

Addition and Subtraction: Number Pyramid Challenges

Music

Titanic: Comparing Styles in the Soundtrack

Art Challenge

Virtual Tour of an Art Gallery



The Titanic Detective Agency: Chapter 4

Can you start this week by listening to the video for Chapter 4 of the story? You will find the video in our playlist on the [Video Resource Centre](#). At the end of the chapter we hear the sentence '*But the next morning something so strange happened, that The Mystery of Mr Hoffman almost faded from Bertha's mind.*'

Your first task today is to predict what you think is going to happen in the next chapter – what do you think the author has got planned? Try to explain your ideas in a full paragraph, and explain how you have reached the decisions that you have – back your ideas up with evidence from the story so far.

When you have finished this, I would like you to use [this list](#) of words which have appeared in the story so far. Can you find out what they mean? Try to use each word in a sentence to show that you know and understand it's meaning.

The Titanic Detective Agency: Chapter 5

Today I would like you to listen to Chapter 5 which can be found on our [Video Resource Centre](#). At the end of the chapter Johan finds himself facing a challenge and having to break rules to get closer to his dreams.

I want to focus in on the planned events when the ships arrive in America. Can you compare Bertha's planned new life, and Johan's planned new life. Do you think that the author is trying to create contrast here? How do you think this is being achieved? The two characters are very different, and it seems as though even their future plans have been written to show a complete contrast.

There are some questions [here](#) for you to answer on this chapter. Try and make sure that you explain your answers fully – I have shown you how many 'marks' each question is worth to help you explain your ideas with enough evidence.

The Titanic Detective Agency: Chapter 6

Today you have two different activities. We are going to complete a creative writing task tomorrow, so the warm up activities are here for you to work through today. Once you have done these, I'd like you to listen to the 6th chapter of The Titanic Detective Agency – just to keep the story going in to next week!

The video for the chapter is on the [Video Resource Centre](#) for you to enjoy. You can also repeat any parts of the story you don't remember very well.

Today, we are going to be basing our work on [this picture](#). You have some challenges [here](#) for you to complete which will get your creative juices flowing ready for the writing challenge tomorrow. Try to be imaginative, and make sure you are paying attention to your punctuation and spelling where you can – keep up the standard you would produce in class!

Creative Writing: Into the Woods

The final English task this week is a longer activity, and you may choose to complete it over two days. You are going to take the picture and the ideas you developed yesterday, and extend them into a story. It is up to you to decide what sort of story you are writing – mystery, horror, adventure, comedy, the choice is yours!

There is a [short story starter](#) which you can use if you want to – although I'm happy for you to do your own thing if you want to! There are also some [questions](#) for you to think about which will help you plan your story. You aren't expected to write answers to these questions, they are simply there to guide your thought process!

The final story needs to be thorough and detailed, and hopefully will show lots of hard work. You are welcome to email them across for me to look at:

class5@bradworthy.devon.sch.uk



Column Subtraction: Practice Sessions

To begin our maths work this week we are going to remind ourselves of the process for column subtraction. Espresso has a [video](#) based on Column Subtraction, which is clear and has good visuals! You need to watch it all the way to the end as it shows you how the method develops before you see the examples you will recognise. BBC Bitesize also has a [video](#) which is clear – you can use both or either to remind you of the method we will be using.

Once you have reminded yourself of the method and the process we use when we are subtracting using the column method, I would like you to have a go at the practice questions available [here](#). When you have solved each calculation, you can check using a calculator, or by using the answer you found, and one of the other numbers from the calculation in an addition calculation. If your total is the other number from the original calculation then you are correct! I will also post an answer sheet towards the end of the week, so you can check then if you want to.

Addition and Subtraction: Problem Solving

To continue the work we have been completing using our addition and subtraction skills I would like you to have a go at some practice questions before you try your hand at solving some problems which use a mixture of addition and subtraction.

The practice sheets are [here](#), and involve you rehearsing the method for column addition and subtraction – remember to carry and borrow where you need to, and you can re-watch the help videos we have been using following the links on our online learning page. Once you have completed the practice challenges you can then have a go at the [problem solving sheet](#). This involves calculations which need you to do two steps to find the final answer. Read the problem carefully and make sure you understand it (draw a diagram if it helps), then choose how you are going to work it out before you move ahead and complete the problem. Make sure you write down your methods so that you can find mistakes if you aren't sure about your answers!

Column Subtraction: Subtracting with Decimals

We are now going to extend the methods we have been practicing into subtracting decimal numbers. The process remains the same when we work with decimals, you just have to take a lot of care in how you lay out the numbers.

[This video](#) helps to show you how to solve these types of calculations. The clip goes through several different examples – you should watch it all as it shows you how to work with numbers of different lengths really clearly.

Once you have watched the video, you can practice with [these calculations](#). Make sure you lay them out carefully – there is a place value chart included on the sheet which may help you to keep your numbers organised!

Addition and Subtraction: Number Pyramid Challenges

The final challenge this week is for you to work your way through the addition and subtraction number pyramids you can find [here](#). The two pyramids work in the same way as the ones you have completed previously – you add together two squares which are side by side, and the total goes in the square above.

The first pyramid on the activity sheet only needs you to use addition to work to the top. However, the second pyramid is a little trickier, and you have to solve some subtraction to work out missing values in the bottom rows before you add up to the top. The numbers have a variety of lengths and some contain decimals, so be very careful with the way that you lay each number out in columns!



Titanic: The Lifeboats

The tasks I want you to complete this week are based on the Lifeboats from RMS Titanic. The sheets [here](#) are all included in your packs which were posted to you.

The first sheet contains information about the lifeboats aboard the ship. There are some facts for you to read, and a section of the sheet shows each lifeboat, when it was launched, and how many passengers were on board from different classes.

First of all I would like you to read the first sheet about the lifeboats, and then answer the [questions on the second sheet](#). You need to use the boxes about each boat as well as each fact box to answer all of the questions about how the boats were launched and how they were filled.

Finally, I would like you to choose one of the boats on the information sheet and use it to make a colour coded 'chart' to show how the seats in each boat were filled. There are three boat sheets – one for each size of lifeboat. You need to make sure you are using the correct sheet for the boat you choose to represent. There are sheets with 40 squares for Boats 1 and 2, 65 squares for Boats 3-16, and 40 squares for Boats A – D. You will need to make a key to show different colours for passengers in each class, and then colour the squares in your boat so you end up with a chart showing how many people were saved in your boat, and how many empty seats were left. Add a title to your page to show which boat you made, and I will make a blog post so we can upload photos of each boat and compare them.

Titanic: Researching a Passenger

The other topic work I would like you to complete this week is to research the passenger who is on the ticket I posted to you. Everyone has their own ticket and person to find out about. In your pack of work there is a [booklet](#) that you can work through to record the interesting things that you find out about the passenger you have been given. You need to keep hold of the research you complete, as we will be building on it, and using it when we get back to school.

Food Groups and the Importance of a Healthy Diet

We have looked at the food pyramid in class, and talked about the role different food groups have in helping our bodies grow and develop. To begin this task I would like you to watch an espresso video based on the food groups and their roles in a healthy diet, found [here](#). You can also have a go at a BBC bitesize activity [here](#) which asks you to organise foods into groups.

When you have explored these resources, I would like you to make a poster, or a power point presentation which explains each of the food groups, where these foods can be found, what they do for the human body, and how they contribute to a healthy diet.

Music: Comparing the Titanic Soundtrack

When we started our music topic we looked at some different pieces of music written based on the sea, and we considered how they painted a picture, and how different each one sounded.

For this task I would like you to watch the video called Titanic Soundtrack Activity in our [Video Resource Centre](#). This video contains some pieces of music written to accompany the Titanic film. You will also need the activity sheet [here](#), or a plain piece of paper. As each of the extracts of music plays, I would like you to write down any words that jump out at you, or draw a sketch of whatever comes in to your mind. Once you have watched the video I would like you to work out which of the songs matches the titles of the pieces of music – match up the number of the extract, and the titles of the songs from the list on the sheet. I will share the answers next week!



Spelling Shed Assignment

Your Spelling Shed assignment this week will be available to you when you log in from Monday 20th April until Sunday 26th April. Your task this week is based on a list of danger words – some you will recognise from your danger words lists, and others are words from your English work.

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.

Let's keep Year Five at the top of the spelling league – where we belong!

Maths Shed Assignment

As with the spelling games, your Maths Shed assignment will also be available to you when you log in from Monday 20th April until Sunday 26th April. Your task this week is based on the 4x, 6x, 7x, and 8x tables. You will be needing your times tables as we move in to multiplication in our maths work next week – and the Times Table Target Tester will be ready and waiting as soon as 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!

Wellbeing: The Thankful Jar

This task is based on thinking about things that we have to be grateful for, a bit like the Christmas task we completed when we made our star Christmas tree.

I would like you to try and spend five minutes each day, thinking about things that you are grateful for. As these are unusual times, it's good to reflect on things that you may be enjoying, for example, I am very grateful for lovely weather so I can walk the dog in the sunshine, and I am grateful for seeing my family on Facetime when we all chat together. Each day I would like you to write down 3 things you are grateful for – maybe you have a jar you can keep them in? Your family can join in too! The jar can hold all of the ideas, and when you are having a difficult day, you can open the jar and remind yourself of positive things and happy memories.

Art Challenge: A Virtual Tour of an Art Gallery

There are many museums and galleries online who are opening virtual tours to see their exhibits as they are currently closed.

I would like you to have a look at the [2011 Virtual Tour of the National Gallery](#) where you can see many paintings in detail, and explore several of the rooms within the National Gallery. If you prefer, you can choose an art gallery of your own which has its own virtual tour.

I would like you to choose a painting that you particularly like, and think about why this particular piece stood out to you. Make a note of the name of the painting, and any interesting information about the artist or the painting, and we will make our own online gallery showing our favourites as a class.

English: Vocabulary Detectives

Can you find out what the words below mean? Use each one in a sentence to show how you would use it.

Word	Chapter	Can you use the word in a sentence?
jostling	1	
steerage	1	
furnace	1	
auburn	1	
moorings	1	
elkhound	2	
listless	2	
odious	3	
tenders	3	
hansom cabs	3	
cordial	3	
expounding	4	
aviator	4	
promenade	4	



Creative Writing Challenge: Into the Woods (Session 1)



Sentence challenge!

Can you use your senses to describe what it is like to be in the woods?

What sounds could you hear in the woods?

Are the sights and sounds of the woods different at different times of day?

Sick sentences!

These sentences are 'sick' and need help to get better. Can you help?

- ▶ The boy opened the tent flap.
- ▶ He look outside.
- ▶ It was light.

Can you complete these tasks in your workbook? Think about how you can use expanded noun phrases, powerful verbs and exciting vocabulary to describe the scene from the tent. Be as creative as you can, and aim to develop a mood – scary, happy, excited, mysterious – use your ideas to build a mood in your descriptions.



Creative Writing Challenge: Into the Woods (Session 2)



Story starter!

It had all started out as a dare.

“No-one is brave enough to camp out in the woods all alone” they had all said.

So far, he had proved them wrong...

Can you read the story starter above, then think about the questions to the right-hand side? You don't need to write down your answers to these questions, simply use them as a guide to help you make decisions to get ideas for your piece of writing.

After this I would like you to write your own story based on the picture above. You can choose whether to tell the story up to the camp in the woods, or after the camp, it is completely up to you! Use the ideas here and let your imagination flow!

Question time!

- ▶ What is a dare?
- ▶ Who has dared the boy to camp in the woods?
- ▶ Who is the boy?
- ▶ Why have they dared him to venture into the woods?
- ▶ What do you know about him/what can you guess about his character?
- ▶ Why has he chosen to camp out in the woods?
- ▶ Has anything happened during the night?
- ▶ What will happen when he leaves the tent?



Column Subtraction: Practice Activities

Practice Sheet Mild **Subtracting 4-digit numbers**

Complete each subtraction.

1. $4582 - 2317$
2. $9635 - 2381$
3. $5056 - 3214$
4. $8264 - 2327$
5. $6523 - 3289$
6. $8236 - 5460$
7. $4562 - 1684$
8. $9450 - 5728$

Practice Sheet Hot **Subtracting 5-digit numbers**

Complete each subtraction.

1. $86,541 - 23,016$
2. $72,438 - 51,274$
3. $65,056 - 23,432$
4. $91,786 - 34,235$
5. $72,872 - 25,348$
6. $56,284 - 32,518$
7. $92,628 - 45,371$
8. $56,723 - 21,575$
9. $45,842 - 27,486$

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1. $43,972 - 37,439$ | 2. $56,382 - 22,936$ | 3. $85,604 - 42,367$ |
| 4. $74,083 - 41,448$ | 5. $93,487 - 38,124$ | 6. $83,572 - 47,429$ |
| 7. $82,005 - 79,876$ | 8. $45,321 - 24,756$ | 9. $92,467 - 36,871$ |
| 10. $40,625 - 23,478$ | 11. $63,724 - 38,474$ | 12. $83,074 - 48,238$ |
| 13. $72,380 - 56,524$ | 14. $92,412 - 67,845$ | 15. $90,401 - 78,832$ |



Addition and Subtraction: Practice Activities

1.
$$\begin{array}{r} 56833 \\ + 44105 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 68640 \\ + 28360 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 92195 \\ + 17742 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 28446 \\ + 55824 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 68586 \\ + 75019 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 94929 \\ + 68567 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 84658 \\ + 85858 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 71778 \\ + 88411 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 34522 \\ + 45861 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 99394 \\ + 46453 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 98584 \\ + 52426 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 16373 \\ + 26611 \\ \hline \end{array}$$

1.
$$\begin{array}{r} 74321 \\ - 13934 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 52413 \\ - 23120 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 85232 \\ - 71401 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 32653 \\ - 18341 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 53145 \\ - 32672 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 46581 \\ - 13623 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 85913 \\ - 33575 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 29314 \\ - 13023 \\ \hline \end{array}$$

9.
$$\begin{array}{r} 25521 \\ - 12014 \\ \hline \end{array}$$

10.
$$\begin{array}{r} 91789 \\ - 58816 \\ \hline \end{array}$$

11.
$$\begin{array}{r} 73471 \\ - 64342 \\ \hline \end{array}$$

12.
$$\begin{array}{r} 76743 \\ - 62102 \\ \hline \end{array}$$



Addition and Subtraction: Problem Solving

The stadium has 25 000 seats – 11 348 adults and 2767 children come to see the game. How many empty seats are there?

The crisp factory needs to make 85 000 bags an hour. If a machine breaks down and the factory only makes 47 233 bags in one hour, how many does it need to make in the next hour to catch up?

Dorothy's family are saving money for a holiday costing £1845 – if they have already saved £490 and then raise £146 from a car boot sale, how much more do they need to save?

Dave earns £19 385 a year as a bus driver and his wife earns £28 640 as a teacher. If Dave gets a pay rise of £217 a month how much less than his wife does he earn?

A study of 32 164 people found that 25 412 were right handed, 3849 were left handed and the remainder were ambidextrous (could use either hand) How many were ambidextrous?

If Cleopatra was born in 69 BC and lived to be 39 years old – how many years ago did she die?

Make sure you show your methods clearly – each of these problems has two steps, so you will need to be completing two calculations before you find the final answer.

Column Subtraction: Subtracting Decimals

1. $6.3 - 5.7$

2. $7.4 - 3.8$

3. $5.56 - 4.97$

4. $6.03 - 5.86$

5. $5.25 - 4.79$

6. $8.21 - 7.65$

7. $9.46 - 7.82$

8. $6.35 - 3.83$

9. $6.2 - 5.85$

10. $9.3 - 5.67$

11. $8.24 - 5.8$

12. $6.36 - 4.7$

13. $9.3 - 4.46$

14. $9.42 - 4.8$

You need to solve these calculations carefully, thinking about how you lay them out. Remember, that each column needs to be lined up – make sure the decimal points are in the same column, with the other numbers lining up correctly as well. It may help to use columns to sort your numbers – like the example below.

Place Value Grid					
Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

As before, you can check your answers with a calculator, with a reverse calculation, or wait for the answer sheet which I will post at the end of the week!



Titanic's Lifeboats

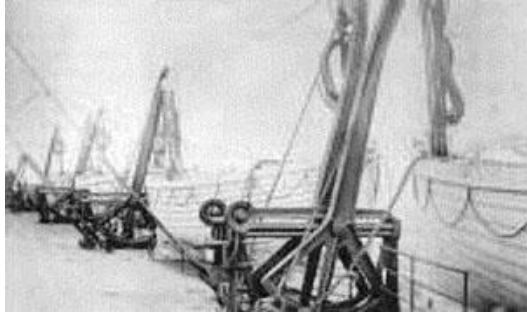
Fact

At the British Inquiry into the Titanic disaster Sir Alfred Chambers of the Board of Trade was asked why regulations governing the number of lifeboats required on passenger ships had not been updated since 1896. Sir Alfred stated that he felt there were too many lifeboats. He said that if there had been fewer lifeboats there would have been more of a rush to fill them and so they would have left full and consequently more people would have been saved.

Titanic carried 20 lifeboats – enough for 1178 people. The existing Board of Trade required a passenger ship to provide lifeboat capacity for 1060 people. Titanic's lifeboats were situated on the top deck. The boat was designed to carry 32 lifeboats but this number was reduced to 20 because it was felt that the deck would be too cluttered.

Fact

Titanic also carried 3500 lifebelts and 48 life rings. – Useless in the icy water.



Fact

Many people were confused about where they should go after the order to launch the lifeboats had been given. There should have been a lifeboat drill on 14th April, but the Captain cancelled it to allow people to go to church.

Fact

At the investigation that followed, those responsible for loading the lifeboats argued that the lifeboats did not look strong enough to carry 65 people. However, the lifeboats had been tested in Belfast on 25th March 1912 with 70 men being carried in each.

Fact

Collapsible boat B floated into the sea upside down. As many as 30 men stood on the upturned hull until rescued.



Fact

People did not believe that the Titanic was sinking. Many thought it was a drill and stayed inside rather than wait on the icy boat deck.

Boat 1 - 40 1.10 5 First Class 7 Crew	Boat 2 – 40 – 1.45 8 First Class 10 Third Class 3 Crew 4 others	Boat 3 – 65 – 1.00 25 First Class 15 Crew 1 dog	Boat 4 – 65 – 1.55 23 First Class 1 Servant 6 Third Class 12 Crew	Boat 5 – 65 – 12.55 31 First Class 7 Crew
Boat 6 – 65 – 12.55 20 First Class 2 Crew 6 Others 1 dog	Boat 7 – 65 – 12.45 22 First Class 3 Crew 3 Others 1 dog	Boat 8 – 65 – 1.10 26 First Class 4 Crew 2 Others	Boat 9 – 65 – 1.20 6 First Class 17 Second Class 3 Third Class 15 Crew	Boat 10 – 65 – 1.20 9 First Class 17 Second Class 6 Third Class 4 Crew
Boat 11 – 65 – 1.25 5 First Class 14 Second Class 6 Third Class 24 Crew	Boat 12 – 65 – 1.25 15 Second Class 1 Third Class 4 Crew	Boat 13 – 65 – 1.35 1 First Class 13 Second Class 27 Third Class 24 Crew	Boat 14 – 65 – 1.30 4 First Class 24 Second Class 4 Third Class 15 Crew	Boat 15 – 65 – 1.35 1 First Class 1 Second Class 38 Third Class 25 Crew
Boat 16 – 65 – 1.35 3 Second Class 23 Third Class 11 Crew	Collapsible A – 47 3 First Class 8 Third Class 5 Crew	Collapsible B – 47 3 First Class 1 Second Class 5 Third Class 18 Crew	Collapsible C – 47 – 1.40 2 First Class 36 Third Class 6 Crew	Collapsible D – 47 – 2.05 7 First Class 2 Second Class 9 Third Class 7 Crew



1. Use your timeline sheet to create a timeline to show the actual order that the lifeboats were launched.

On your timeline sheet, add the boat number and the time, along with the number of passengers from each class or crew. This will help you to build a picture of the passengers who were rescued first.

2. What evidence is there to show that there was confusion in filling and launching the lifeboats by:

- a. The passengers
- b. The crew

3. What evidence is there to show that the care and safety of the passengers was not given priority by:

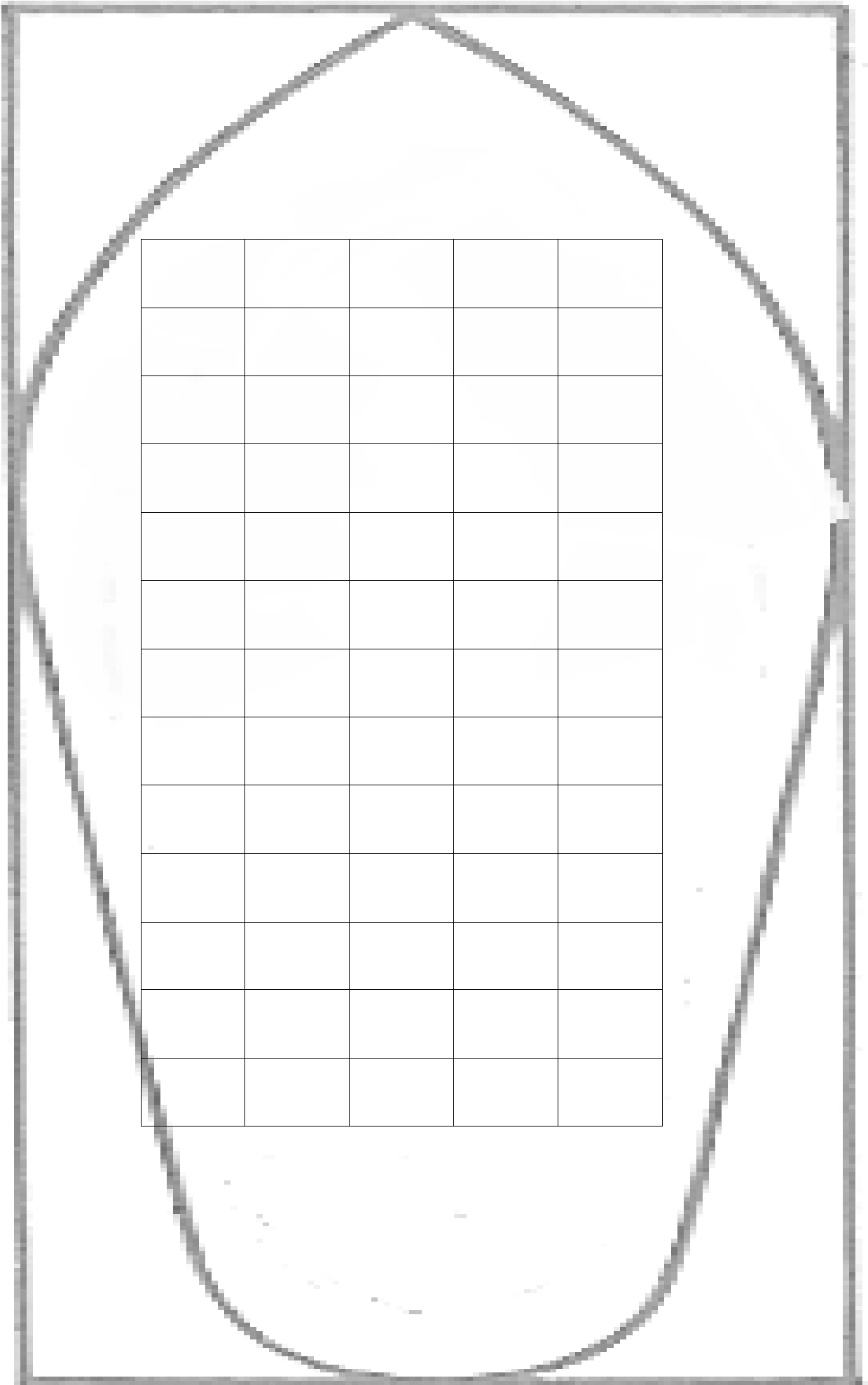
- a. The White Star Line
- b. The crew

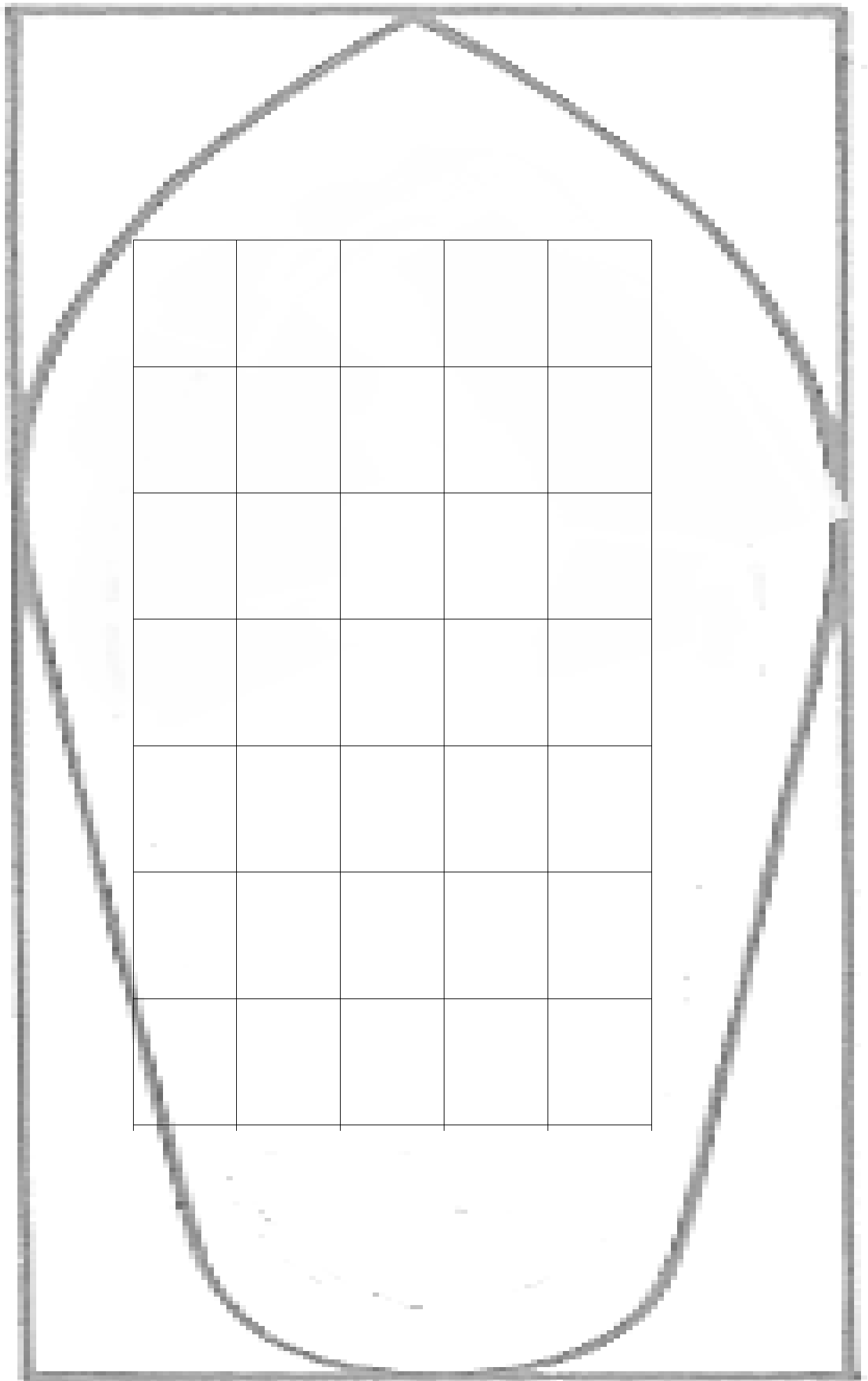
4. The first lifeboat to be launched was not launched until 12.45. 1 hour and 5 minutes after the collision.

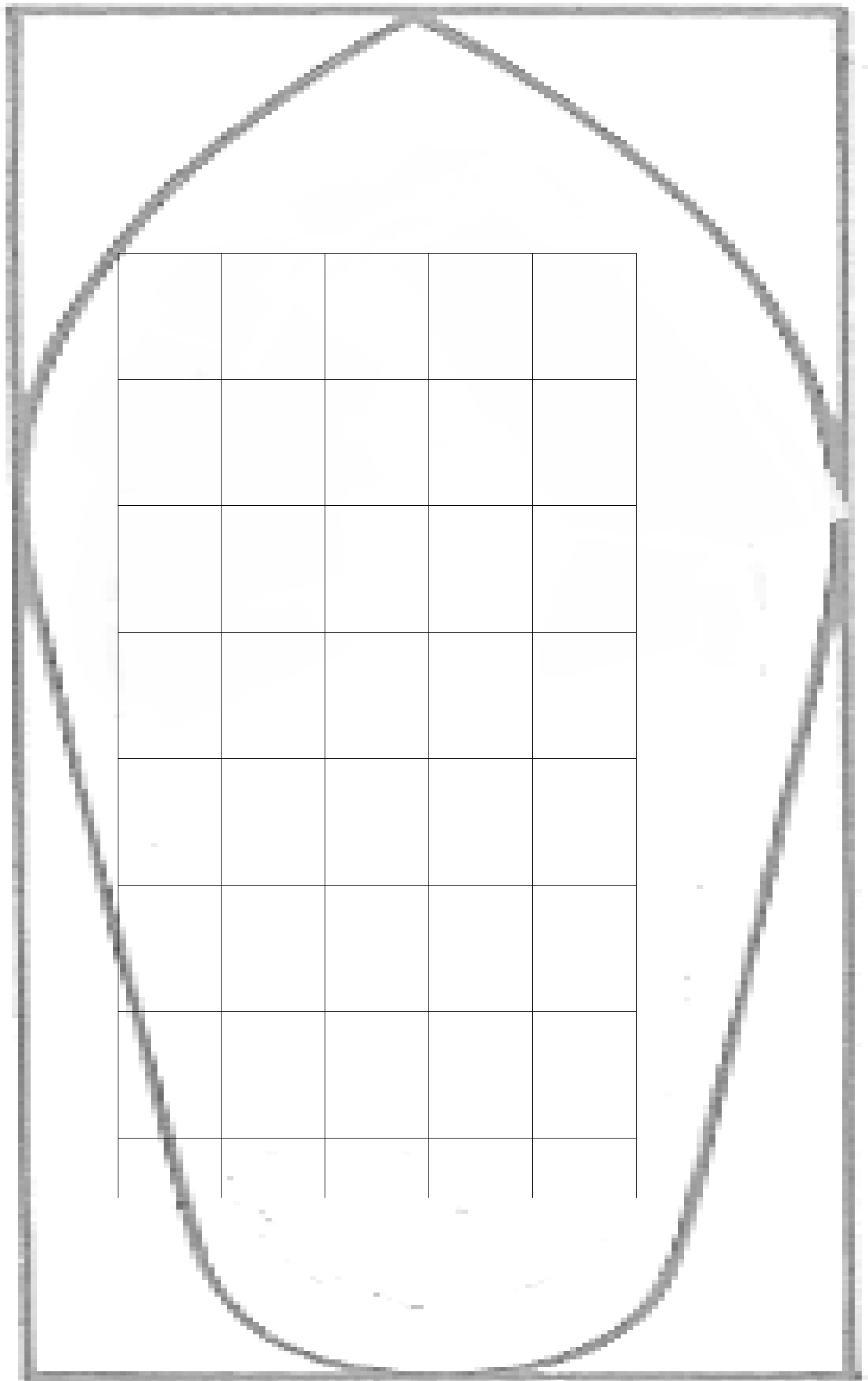
- a. Why do you think there was more than an hour's delay between the collision and the launching of the first lifeboat?
- b. If the first lifeboat had been launched earlier do you think that more people would have been saved? (give reasons)

5. Look at the information relating to which passengers were saved in which boat. Can you draw three conclusions from this information about the way the lifeboats were filled? Make sure you explain what you think and how the information has helped you to reach these three conclusions.









My Passenger Investigation Booklet

Passenger Name:

Class:

Use these sheets to help you gather information about the passenger on your ticket. You need to think about your passenger in a range of ways – use the questions below to help you start your research off.

- Which class was your passenger in?
- Which parts of the ship would your passenger have had access to?
- What sort of food would your character have been eating during the journey?
- What would their accommodation be like?
- Which leisure facilities would be available to your passenger?
- Why do you think your passenger was aboard the ship?
- Where was your passenger heading?
- What happened to your passenger?
- Do you think they would have enjoyed their journey?

Who...

What...

Where...

When...

Why...

How...



Titanic Music:

	<u>Title</u>	<u>Why You Chose This Title...</u>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
<p>The Sinking Southampton Death of Titanic Hymn to the Sea Leaving Port Hard to Starboard A Promise Kept</p>		

