

Class Five: Online Learning Overview

Week 1: Monday 23rd March



<p><u>English</u></p> <p>Titanic Letter Writing</p>	<p><u>Maths</u></p> <p>Place Value Challenges & Padlock Game</p>	<p><u>Titanic</u></p> <p>Titanic Research Challenge</p>	<p><u>Spelling Shed Assignment</u></p> <p>https://play.edshed.com/</p> <p>Homophones</p>
<p><u>English</u></p> <p>Titanic Letter Writing</p>	<p><u>Maths</u></p> <p>Codebreakers</p>	<p><u>Titanic</u></p> <p>Online Research Task</p>	<p><u>Maths Shed Assignment</u></p> <p>https://play.edshed.com/</p> <p>+ / - up to 999</p>
<p><u>English</u></p> <p>The Hidden Temple</p>	<p><u>Maths</u></p> <p>Addition and Subtraction Pyramids</p>	<p><u>Science</u></p> <p>The Digestive System: Guided Tour (1)</p>	<p><u>Construction / Craft Challenge</u></p> <p>Spring is Sprung!</p>
<p><u>English</u></p> <p>The Hidden Temple</p>	<p><u>Maths</u></p> <p>Times Table Designers</p>	<p><u>Music</u></p> <p>Uplifting Tunes!</p>	<p><u>Art Project</u></p> <p>Simon's Ongoing Art Project</p>



Your first two English challenges are based around the RMS Titanic. You are going to write a letter from the point of view of a passenger who has joined the ship for her maiden voyage. The letter will be sent to your family back at home, and will describe the ship and everything that you have seen and experienced as a passenger. First you will need to decide:

- Which class you are going to be a passenger in
- Age, gender and reason for travelling.

Today you need to use your source pack from your envelope, and your own research to decide which parts of the ship you are going to write about, and how you will describe them to your family.

Today your challenge is to write the letter from your chosen passenger to their family. You need to think about how you will organise your ideas into paragraphs, and how you will describe the facilities aboard the ship. You may choose to use some similes, to help make your descriptions clear to someone who hasn't seen the ship before.

Also remember that you need to try and explain how your character is feeling – are they glad to be aboard the ship, or are they missing things at home?

Write your letters up, and you can email them in, or take a photograph of the letter you have written if you would like to. My email address is class5@bradworthy.devon.sch.uk and you can send the letters to me so that I can read them.

Today you will need the [activity sheet](#) to start your reading and writing work.

Begin by looking at the photograph in detail. Give yourself time to think about what you can see, and think about your other senses. Imagine what you could hear, smell, taste, and how the area would feel if you were there.

Next, I would like you to read the short piece of writing which has been developed using the picture. Read it a few times and make sure you understand any words that are new. If there are any ideas you are uncertain about you can ask me when I am live. Once you have read the story starter, can you answer the questions which are on the sheet underneath? Again, you can share answers via email or our live sessions if you want to.

As the last activity in this set, today you will be returning to the photograph we used yesterday, with activities on the [next sheet](#). To begin with, you need to take the 'dull' sentences and improve them – try to think about all the things we have learnt, and use your writing target if you can remember it!

Once you have improved the sentences, can you try and think about the emotions that your characters would have been feeling? Use these to develop some sentences which start with emotional adverbs (nervously, happily, excitedly etc).

Finally, can you try and extend the story opener we used yesterday? There are some skills on the sheet that you can try and get into your writing. You can also draw the scene or the explorers when you have finished your writing. You are welcome to email me your stories if you wish to.

Maths Activities: Week One



Your first maths challenge is taking you back to the number and place value work that we completed in September and October. On the [Maths Activity 1](#) sheet you will see some problems and puzzles which you need to solve. Some have one answer, some have lots of possible answers. Try to work through them with a system so that you can show that you have found the possible answers.

We can chat about any problems that you find tricky when I am live on the class blog. Once you have solved the puzzles can you try and set one of your own to share on our blog?

When you have had a go at the problems, you may enjoy the game below. It is based on following clues to unlock a padlock – how quickly can you open a 4-reeled padlock?!

<http://www.combinationlock.co.uk/>

Your second maths challenge involves the word grid on [Maths Activity Sheet 2](#). You have some addition and subtraction calculations to complete, using column methods (don't forget to carry and borrow as needed!).

Once you have found the answers to the calculations, you need to link them to the corresponding words in the grid. This will help you to unravel a code phrase. Once you have found the secret message, send it to me by email!

If you have time after you have found our code phrase, have a look at the game on the Bitesize site below. This is a bit like Maths Shed which we will be using, but practice is always a good thing!

<https://www.bbc.co.uk/bitesize/topics/zd2f7nb/articles/zn2y7nb>

The next maths activity links to the [pyramids](#) we have used before, but this time with **addition and subtraction** calculations. You need to work out the numbers all the way to the top of the pyramid, using column addition and subtraction.

The numbers you are working with will become larger and larger, so be careful with the way you organise your methods on the page. Make sure that they are clear so that you can work through them with care!

Sometimes you will need to use subtraction to find a missing value in a layer below, and sometimes you will be adding two numbers together to find the box above them.

I will send out answers (or share them on our blog) at the end of the week, when you have all had chance to solve the puzzles.

Your final maths activity before the Easter break links to the homework I was originally going to give you for the holidays.

Your challenge is to develop a game of some kind to help children to learn their times tables. You could come up with something completely original, and make the pieces that you need to play the game, or you could think about how a game you already love could be adjusted to help you learn your times tables.

When you have decided on the structure and ideas, and made your games, send me a photo by email or in our blog, and I will put them all together so that we can see each other's ideas!

Topic / Science Activities: Week One



Your first topic challenge is linked to the Titanic Detective booklet and Research booklets that we sent home in your envelopes. Don't panic if these haven't arrived yet – they have been posted and will be with you asap!

This week I would like you to try and answer the question sheets in your Titanic Booklets (the pages with the questions and spaces for the answers in a grid). Use the research booklet to help you find the answers to the questions, and spend some time looking through the research booklet and thinking about why you think each of the pieces of information has been included for you.

Make sure you write down the answers in the spaces in the booklet. Then think about which of the sources are most reliable, and which are less reliable. We can chat on the blog about your ideas!

Your second topic-based challenge is to use the website below. Read the information and watch the presentations. Think about the information you have seen. Can you find a way to present some of the details in a creative way? Maybe you could design a powerpoint, make a video, write a report, or make a poster?

<https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zng8jty>

We will be continuing with our Titanic work after Easter, so feel free to continue researching anything that interests you. There are lots of sources of information out there, so remember to be careful and make sure you check everything that you find out to be sure it is reliable!

Your science challenge this week is based on our work on the Digestive System. I would like to put together a guided tour of the digestive system, which links with our fabric resources and maybe features a video containing explanations and information. To start off this project, can you choose one of the organs in the digestive system and try to find out as much as you can about it? You need to be careful with internet sites, as many of them will go into huge amounts of detail. Try to choose sites which are aimed at children, but which contain lots of information. At this stage you just need to complete some research and take notes, and after Easter we will work on putting our ideas together in a class project. There are some good guides here to get you started.

<https://www.bbc.co.uk/bitesize/topics/z27kng8>

Your music challenge this week is to listen to a favourite of mine, Mr Blue Sky by Electric Light Orchestra (known as ELO). The YouTube link here and on our webpage takes you to a recording of the song which was performed live during the BBC proms. I would like you to watch the song and then think about a few things. https://www.youtube.com/watch?v=GvHyeXis_t8 What instruments can you see during the song? Do they all perform together or are different instruments used at different times? What 'mood' would you say the song is trying to communicate? How does it do this? Can you think of any songs that have a similar mood or style?

If you have time, you could try and come up with an upbeat sounding composition using Bandlab.

Weekly Challenges: Week One



Your Spelling Shed assignment this week will be available to you when you log in on Monday 23rd March. I have selected a word list for you to use in games – your favourite homophones are first this week! 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.

We will touch base when I am live this week, and you can let me know how you are getting on!

Your Maths Shed assignment works in the same way as your Spelling Shed task. You need to try and solve addition and subtraction calculations with numbers between 0 – 999. The game I have set in your assignment has a mixture of addition and subtraction, so make sure that you don't get caught out!

As with your spelling shed assignment, you will need to log in to play. Once you have played the game ten times the rest of the app should unlock for you to explore and play.

We will set up a league to see who has managed to score the most points using the games, just for some fun to make us smile!

Another challenge I thought you would enjoy is an art / craft / construction project. Given that Spring appears to be on it's way, I thought some spring themed craft, art or construction could help to keep everyone smiling!

This is very much up to you to decide, you could bake something, sew something, paint something, build something out of lego, make a sculpture, do a drawing, write a piece of music or a song, or anything that you like.

Take photos of your projects, and email them to me so I can put a slideshow on the class webpage for everyone to see.

Your [Art Project](#) from Simon is included in this pack, and is packed full of ideas for you to try. These are aimed to be led by you, and you will be able to follow a particular idea as far as you would like to.

Take pictures of your creations, and send them over to us so we can make an online gallery!

English Activity 3



The humidity was unbearable. Perhaps when they entered the temple it would be cooler?

The group had been travelling together for days, fighting their way through the jungle. They had exhausted themselves wrestling with vines and branches, drenched in sweat as the heat attacked them.

All around them the air was heavy; each breath was a gasp. The jungle climate was oppressive, and they were in need of rest.

As the group hacked their way through the dense foliage with their machetes, they had glimpsed the hidden temple. Approaching the door with a sense of growing trepidation, they knew they had to go inside; curiosity and desperation had got the better of them...

Answer these questions:

- What does 'trepidation' mean? Why might they be feeling it?
- Who are 'the group'? Why are they in the jungle?
- What does 'curiosity and desperation got the better of them' mean?
- Would you venture into the temple?
- What might they find inside?
- Do you think all of the group want to go in?
- Why is the floor green?



English Activity 4



Can you rewrite the 'rubbish' sentences below so they are more powerful and more descriptive?

- 1) It was really hot in the jungle. I was sweating. I saw a temple in front of me. It was big and it was covered with green stuff.
- 2) The temple had some walls and some steps which were near some water.
- 3) It was scary when I was stood next to the temple walls and I thought someone was there.

Can you make a list of feelings to describe how you would be feeling before entering the temple?

Could you start a sentence with one or two of these emotions?

E.g. Nervous and shaking, I stepped through the doorway, preparing myself for the worst.

Can you write a continuation to the starter on the previous sheet? You can be as imaginative as you like!

- Try to think about keeping some 'tension' in your writing to keep the reader hooked.
- Use clear sentences which are descriptive and show a point of view.
- Include expanded noun phrases, similes and metaphors to help describe the setting from a point of view.
- Develop contrast where you can – in the mood of the writing, or in the descriptions you create.

Draw the group of explorers you have written about – what do they look like, what equipment do they have with them etc?




Maths Activity 1

1.

Finish the sequence


36, 45, 54, 63, $_$, $_$, $_$

Product Code: MA10017 - 02 - 19 Made In UK




2.

Holly say that the arrow is pointing at a number which is greater than 5,000 but less than 5,500.



Is she correct?
Explain your thinking.

Product Code: MA10017 - 02 - 19 Made In UK




3.

Use the digit cards 2, 5, 3 and 4.

2	5	3	4
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How many different odd numbers can you make between 4,000 and 6,000.
Convince me you have found them all.

Product Code: MA10017 - 02 - 19 Made In UK




4.

Which of these numbers have a seven in the ten thousands place?

637,547	796,720	375,689
76,502	870,536	607,845

Product Code: MA10018 - 11 - 18 Made In UK




5.

Place the following in descending order.

52, -12, 21, -9, 37, -49

Product Code: MA10018 - 11 - 18 Made In UK




6.

Using the digit cards 6, 8, 3, 5 and 2.

6	8	3	5	2
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Make 5 different 5-digit numbers.
Place them in descending order.

Product Code: MA10018 - 11 - 18 Made In UK



Can you have a go at solving these number puzzles? Try to show how you know you have found all of the possible answers or solutions to each one.

Can you then think of a puzzle of your own? You could share them on our class blog – look out for a number puzzles post on Monday 23rd, and add your ideas for a puzzle onto this post.



Maths Activity 2

Can you solve the calculations below to reveal a hidden code message? Use column addition and subtraction to find the totals for each calculation, then choose the corresponding word from the word grid. Once you have decoded the message can you email it to me using the class5@bradworthy.devon.sch.uk address?

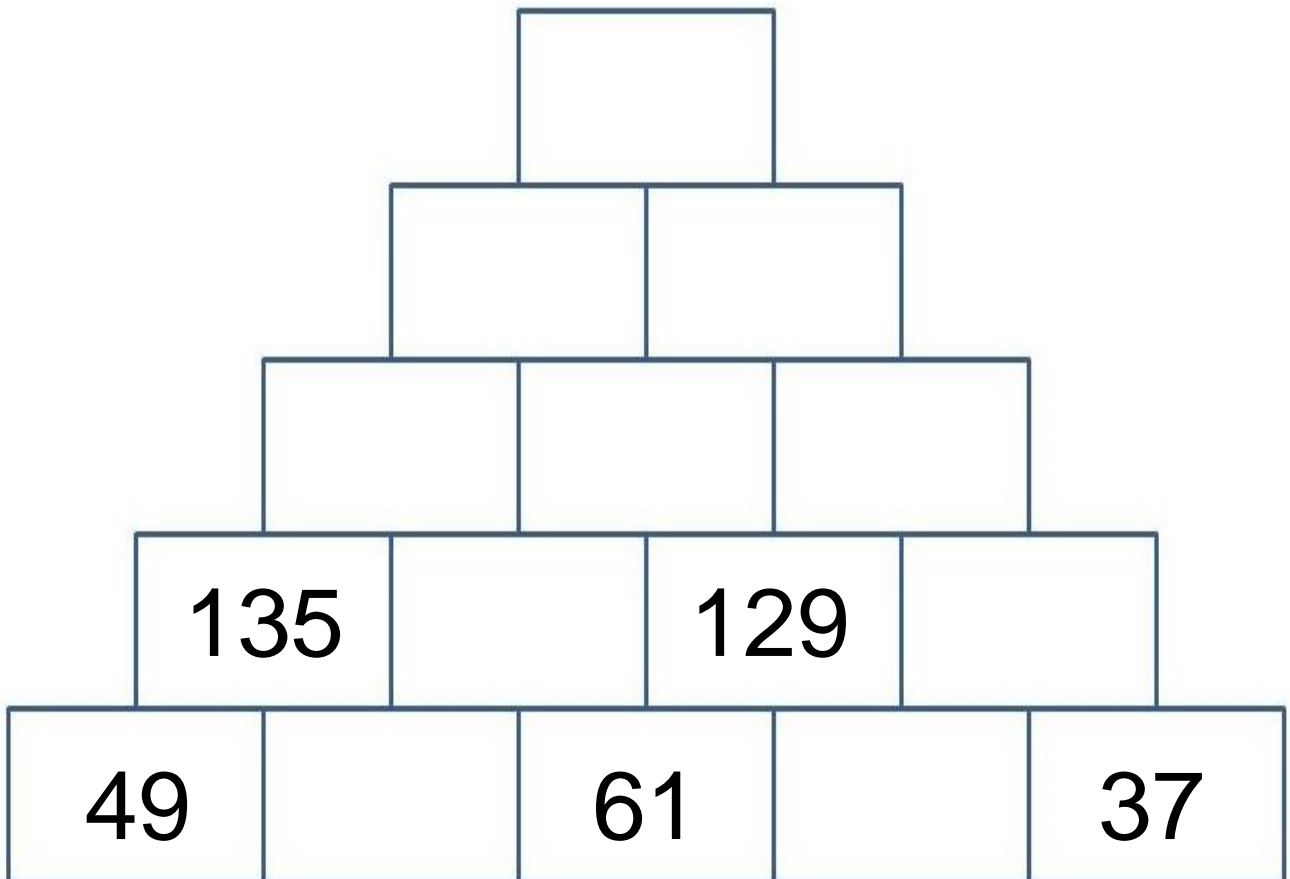
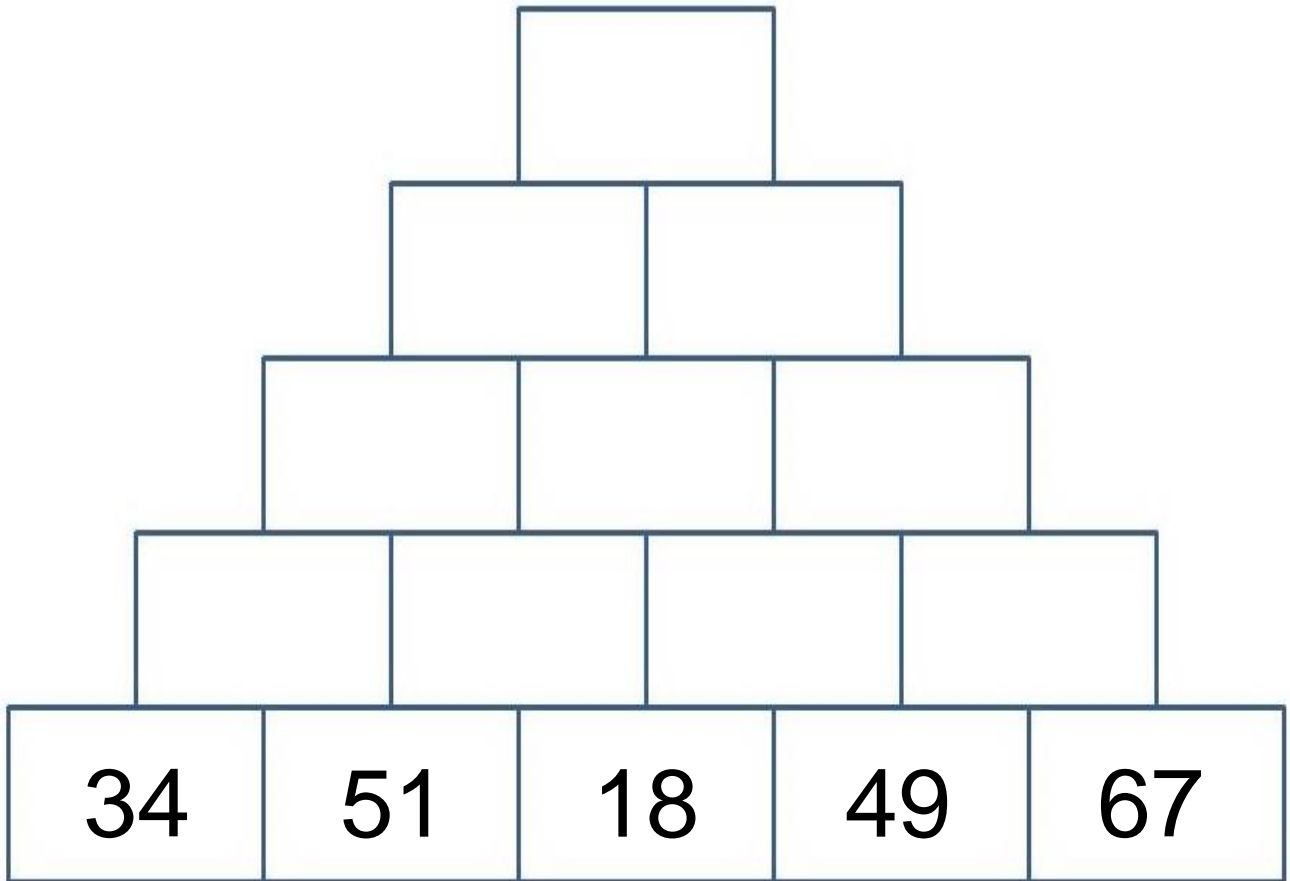
4001	start	5214	with
9480	grateful	5564	each
1487	class	3231	stars
4903	day	1641	positive
9842	smile	5008	sunshine
10,911	thoughts	716	with
9863	finish	5166	hearts
6657	super	13,549	and

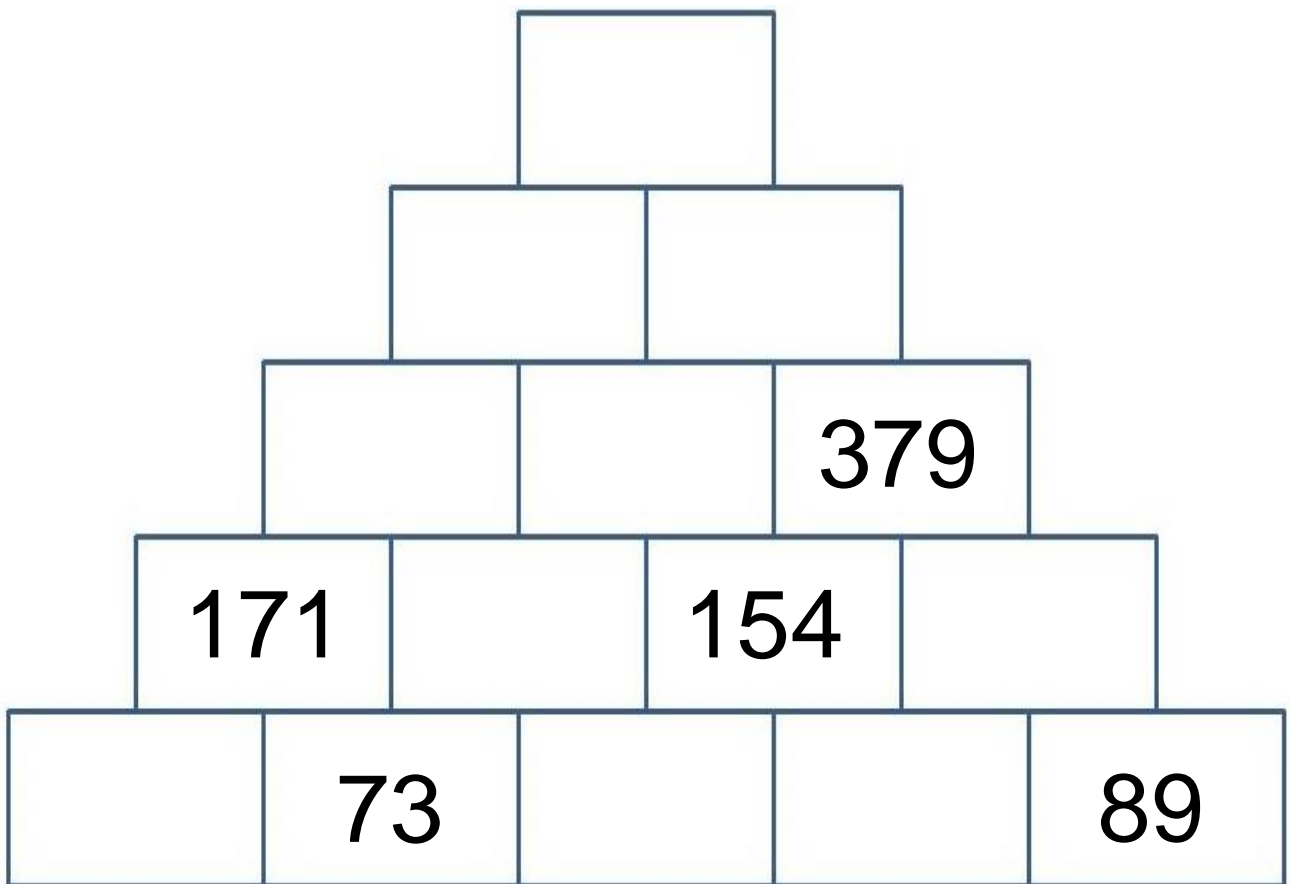
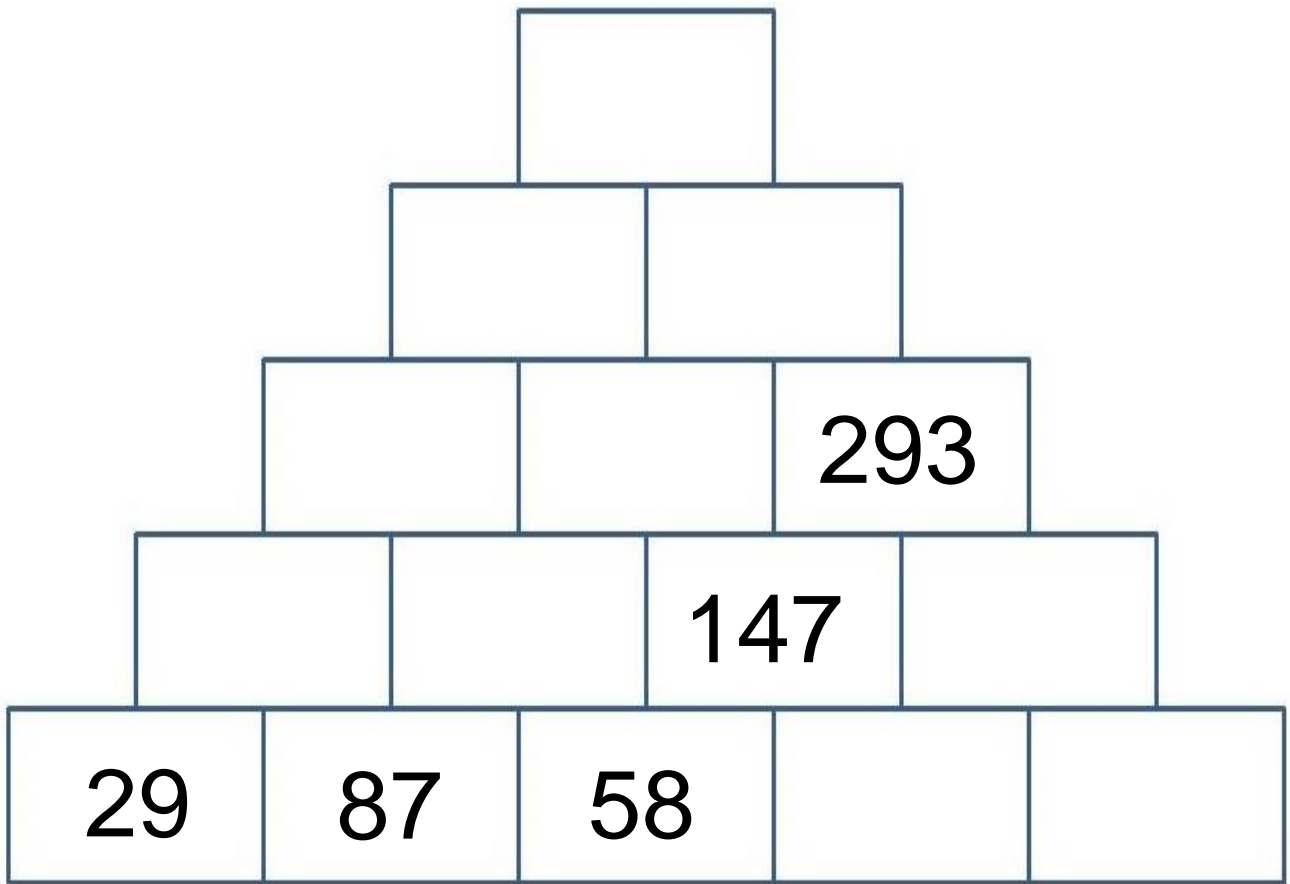
Solve the calculations below, then use the answers to reveal the coded message.

1. $1359 + 2642 =$
2. $3578 + 1986 =$
3. $4506 + 397 =$
4. $6428 - 1214 =$
5. $4084 - 2443 =$
6. $12,654 - 1743 =$
7. $4007 + 9542 =$
8. $6284 + 3579 =$
9. $9458 - 8742 =$
10. $2899 + 6581 =$
11. $9008 - 3842 =$



Maths Activity 3





Year 5 Ongoing Artwork.

Here are some ideas to keep you working on your own art project for the foreseeable future. I have come up with some ideas that will be suitable for painting or drawing. You will probably have some access to some art materials at home. Read through the ideas below and try to use them as a starting point for your work. You can combine them in any way you wish.

Working from observation.

This means exactly what it says. Looking at an object or group of objects or a landscape or buildings and recording what you see. Try to describe the colours, textures and relationships between the different objects in the picture. We have talked about space within the picture. Artists have always been interested in describing the way light and shadow affects tone or colour. Many artists work from photos either directly or as an aid. This is often considered to be cheating but photos are a very useful tool. Look at the paintings by Canaletto from the mid 18th century. Canaletto used an early form of camera called the Camera Obscura. You could try to make your own and see how it works. Claude Monet used to go out painting and work directly from the landscape. Have a look at 'Three women in a church' painted by Wilhelm Leibl. The amount of detail is incredible. In his own account, he mentions that he couldn't finish the finger of one of the women because it had become infected. Is such detail important or necessary?

Working from imagination.

It is possible to make art without looking at objects. It is possible to put colours together or come up with designs using tones and patterns. Bridget Riley is well known for her paintings. It would be possible to imagine a place that does not really exist. Maybe a place you know well could be transformed in some way. Painters such as Henri Matisse and André Derain used very bold colours to paint their pictures. Have a look at the work of William Blake. Many artists have used mythology as a starting point for their work. Have a look at 'The Fall of Icarus' - painted in 1975 by Marc Chagall. Have a look at the work of Joan Miró and Paul Klee. Georges Braque is very interesting to look at. His early work was very similar to the work of Matisse. He then worked alongside Picasso developing Cubism. His late work is well worth a look.

It is, of course, possible to combine working from observation and working from imagination. Have a look at some of the themes below. They may help you to get started.

Themes.

Landscape.

We are moving from winter into spring and hopefully summer. The landscape is changing. There may be trees that are partially submerged by water or old buildings damaged in the storms. Reflections in water are always good things to paint or draw. Maybe a familiar place that is normally busy has become deserted. You could possibly try to imagine what Matisse would have painted looking out from a door or window.

People and animals.

There may be farm animals or pets or even wild animals that you want to draw or paint. Making portraits or self portraits or making pictures about people walking, jumping or working or resting may interest you.

Other.

Patterns and colours could be a starting point for your work. You can just see what happens and then respond by adding more colour or shapes. Think of contrast as being important. Try doing a copy of a famous painting that you find interesting.

