



Hatherleigh Community Primary School Home Learning

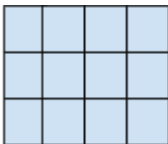
**Week Beginning: 22nd February '21
Beeches (Year 5 + 6)**

Welcome back, I hope you've all had a good half term

I'm in school on Monday, Wednesday and Thursday. I will be hosting the daily 'drop in' every day 2.45 on the Beeches Google Classroom link for anyone that needs a bit of help with any of the days work, though Friday's session will be more informal and more of a chance for everyone to catch up and see each other.

There will be a general "I'm stuck" drop in from 8:55 to 9:25 but this is through the "Whole School Google Class" meet link. See last week's newsletter for more details.

Activities with * are easiest, *** are hardest. As ever all the work has been uploaded onto the school website.

	English	Maths	Science & the wider curriculum
Mon 22nd Feb	<p><u>Reading (20 mins)</u> Please remember to read and/or listen to a book for 20 to 30 mins each day. When possible please talk to an adult about what you have read.</p> <p><u>Spelling (10 mins)</u> Personal Spelling Lists Practise own spellings using your preferred strategy.</p> <p>By the end of lockdown try to have learnt all the spellings in your list. If you have already learnt all the Yr 5 and 6 words try to find interesting words in a dictionary. (Try to find words that would be good to include in your own writing)</p>	<p><u>Maths; Measurements, Perimeter, Area and Volume</u> Learning Objective: Finding area.</p> <p>Today's lesson is looking at the area of rectilinear shapes. Reminder; Area is the term used to define the amount of space taken up by a 2D shape or surface. We measure area in square units: cm^2 or m^2. To find the area of a rectangle you multiply the width by the height. eg</p>  <p>So this shape is 4 wide and 3 high. So $4 \times 3 = 12$ (There are 12 squares in the shape). If the shape is made up of rectilinear shapes then split the shape into parts, find their area of each part then combine the areas together.</p>	<p><u>Topic - History/Geography - British Empire</u> Learning Objective: British Empire at War</p> <p>(You may want to spread this work out over a few days)</p> <p>At its height, during the Victorian Era, the British Empire had been involved in various conflicts around the world in particular the Crimean War against the Russians in Europe and the Boer War in South Africa. These wars had affected Britain and the countries directly involved but had little impact on the wider countries of the Empire.</p> <p>However this all changed during George V's reign when Britain, along with her allies of the French and Russians, entered a war against Germany and Austria-Hungary.</p> <p>Task 1 Look at the picture of a poster below.</p>

Text

Introducing the text / having a go

All:

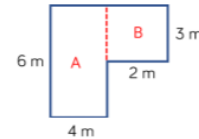
Read Dr Drake's letter of introduction (Monday English 1) from the front cover of the book.

What will you need to know as dragonologists?
Make a list of questions and ideas.

Elicitation task - The resource Monday English 2 is a double page from the book called "Western Dragons". Look carefully at the pictures and try to imagine what might be written in the boxes. Your task is to fill these in. You can write on plain paper (number each paragraph to match the box).

/ box 9 has some letters that relate to the image of the dragon. Can you use these?

At the end of the unit, your task will be to write your own page/s from an "ology" book



$A = 6m \times 4m = 24m^2$
 $B = 3m \times 2m = 6m^2$
 $24m^2 + 6m^2 = 30m^2$

Task 1

Put each shape's letter into the correct part of the diagram.

	Quadrilateral	Not a quadrilateral
Area of 12 cm ²		
Area of 16 cm ²		

A

B

C

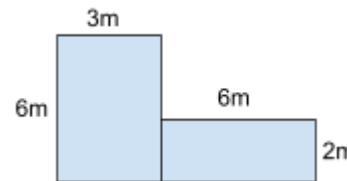
D

E

Task 2

How many rectilinear shapes can you draw with an area of 30? Make sure you label each side of your shapes and show how you know they have an area of 30.

Eg



$(6m \times 3m) + (6m \times 2m) = 30m^2$

Task 3 Optional

Complete ** and *** task



What do you think this poster is for?
Who is this poster aimed at?
Why do you think it was necessary?
What is the significance of the lion on the rock and the lions behind?

Task 2

Read through the Web link below.

[What role did the British Empire play in the war?](#)

Task 3

Create a bar chart using the data below.

From 'The Statistics of the Military Effort of the British Empire during the Great War 1914-1920':

- Britain: 5,000,000
- India: 1,440,437
- Canada: 628,964
- Australia: 412,953
- South Africa: 136,070
- New Zealand: 128,825
- Other colonies: 134,837

Draw your own conclusion from this bar chart.
Eg How many soldiers fought on behalf of Britain?
How many 'British' soldiers came from countries other than Britain?

			<p>Task 4 Look through the weblink below. Watch the first and last videos.</p> <p>https://www.nam.ac.uk/explore/commonwealth-and-first-world-war#:~:text=In%201914%2C%20the%20Germans%20and,in%20the%20First%20World%20War.</p> <p>Optional - Watch other videos on the link.</p> <p>Task 5 Answer these questions.</p> <ol style="list-style-type: none"> 1. Why do you think so many men from across the Empire volunteered to fight in a war in Europe? 2. Why is this Webpage called the 'The Commonwealth and The First World War' and not 'The Empire and the First World War'? <p>PE Complete today's Joe Wicks Workout. https://www.youtube.com/watch?v=I9sciRMnE1c Or Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.</p>
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	English	Maths	Science & the wider curriculum
Tues 23rd Feb	<p><u>Reading (20 mins)</u> Please remember to read and/or listen to a book for 20 to 30 mins each day. When possible please talk to an adult about what you have read.</p>	<p><u>Maths; Measurements, Perimeter, Area and Volume</u> Learning Objective: Finding area and perimeter Reminder; The perimeter is the total distance around the outside of a shape.</p> <p>Task 1 Watch the video link below. Spr6.8.2 - Area and perimeter on Vimeo</p>	<p><u>French</u> Food and Drink. See Tuesday Worksheets.</p>

Spelling (10 mins)

Personal Spelling Lists

Practise own spellings using your preferred strategy.

By the end of lockdown try to have learnt all the spellings in your list.

If you have already learnt all the Yr 5 and 6 words try to find interesting words in a dictionary. (Try to find words that would be good to include in your own writing)

Text

Getting to know the text

Read some or all of the page scans. (See Tuesday English) What are your impressions of the book? What do you like / dislike about the book. Are there any patterns that you notice? Things that keep on repeating? These could be about the language that is used, the way the text is organized or anything else. Is there anything that doesn't make sense; that you don't understand? This could be a word, a phrase, a sentence or more. Record these likes / dislikes / puzzles / patterns on paper. You can return to this as we work through the unit.

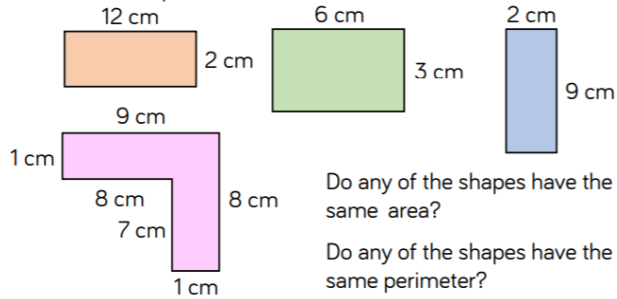
All: Identify different ways in which the book tries to seem authentic (real). This might be a like/dislike for you but it is also a pattern

Y5 **/** look for patterns of vocabulary use.

Y6 **/** look for patterns relating to levels of formality.

Task 2

Look at the shapes below.



Task 3

Complete Tuesday - All Worksheet

Task 4 Optional

Complete Tuesday ** and *** Worksheet

PSHE

This half term in PSHE we are thinking about our rights and responsibilities. We will continue to follow the SCARF at Home planning. As you are aware a lot of the lessons in school involve group discussions which is sometimes difficult at home. The activities I ask you to complete each week can be done alone but you will find they are more interesting and worthwhile if you discuss and share them with the adults around you.

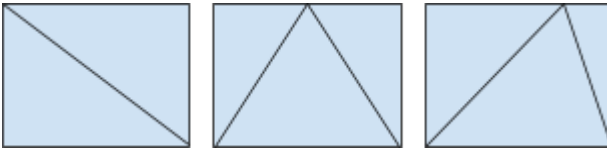
This week I would like you to complete Activity 1 in the new SCARF At Home unit. It is all about money and making good decisions about how to spend it. Here is the link to the activity:

<https://www.coramlifeeducation.org.uk/scarf-at-home-unit-4-rights-and-responsibilities>

When you have finished working through the activity, I'd like you to complete the following:

- Write down five things you want to buy now and five things you think you need to buy
- Write down five things you might want to buy and five things you think you will need to buy in five years time
- Repeat this for what you think you will want/need in ten years time.

Post your work on Dojo and then when you have finished your home learning make sure you do something away from screens 'just for fun' too!

	English	Maths	Science & the wider curriculum
<p>Wed 24th Feb</p>	<p>Reading Please remember to read and/or listen to a book for 20 to 30 mins each day. When possible please talk to an adult about what you have read.</p> <p>Spelling (10 mins) Personal Spelling Lists Practise own spellings using your preferred strategy.</p> <p>By the end of lockdown try to have learnt all the spellings in your list. If you have already learnt all the Yr 5 and 6 words try to find interesting words in a dictionary. (Try to find words that would be good to include in your own writing)</p> <p>Text Getting to know the text All: Look back at the book pages from yesterday. Learn some bits of the text that you like off by heart. Can you record yourself saying them and post it on dojo?</p> <p>Imagine that you are interviewing Dr Drake after his return from an expedition. What questions would you like to ask him? Try to use as much vocabulary from the book as you can.</p> <p>Draw your own map of where you found a dragon. Use as much information as you can from the book to help you. Annotate it with labels.</p>	<p>Maths; Measurements, Perimeter, Area and Volume Learning Objective: Finding the area of triangles</p> <p>Task 1 Draw and cut out a number of rectangles. Draw a triangle inside each rectangle (see below) eg</p>  <p>Cut the triangles out and lay the cut out pieces on top of your triangles. (See video on Dojo) What do you notice?</p> <p>Task 2 Watch video link Spr6.8.3 - Area of a triangle (1) on Vimeo</p> <p>Task 3 Complete Wednesday - All Worksheet</p> <p>Task 4 Optional Complete Wednesday ** and *** Worksheet</p>	<p>PE Complete today's Joe Wicks Workout. https://www.youtube.com/watch?v=I9sciRMnE1c Or Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.</p> <p>Science This week I thought it would be good for you to create a mind map / presentation about the recent landing of the rover, Perseverance, on Mars. There has been a lot about it on the news and it fits perfectly with our topic last half term. Do you think the rover will find life on Mars? If so, what do you think the life will look like?</p>

	English	Maths	Science & the wider curriculum
<p>Thurs 25th Feb</p>	<p>Reading Please remember to read and/or listen to a book for 20 to 30 mins each day. When possible please talk to an adult about what you have read.</p> <p>Spelling (10 mins) Proof reading Correct any incorrect spellings in the passage below.</p> <p>Thier was a puticuler horor about a creater so mity, so splended, how momuts erlier had been shoting out funderbolts in the violunt splendor of the prime of his life, being brort down so low, ad dying in front of there vry eies.</p> <p>The correct spelling is on the next page. (Don't peek)</p>	<p>Maths: Measurements, Perimeter, Area and Volume Learning Objective: Finding the area of triangles</p> <p>Task 1 Review learning from the previous day Calculate the area of each shape by counting squares.</p> <div data-bbox="853 379 1122 520" data-label="Image"> </div> <p>What do you notice about the area of the triangle compared to the area of the square? Does this always happen?</p> <p>Task 2 Watch video link Spr6.8.4 - Area of a triangle (2) on Vimeo</p> <p>Task 3 Complete Thursday - All Worksheet</p> <p>Task 4 Optional Complete ** and *** Worksheet</p>	<p>PE Complete today's Joe Wicks Workout. https://www.youtube.com/watch?v=I9sciRMnE1c Or Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.</p> <p>Art Alexander Calder This week we are going to be looking at the artist Alexander Calder Have a look at this website and find out 4 facts about him. https://www.tate.org.uk/kids/explore/who-is/who-alexander-calder Activity- choose one of these Alexander Calder inspired sculptures to have a go at or come up with your own. Please post them on Dojo so I can see them. http://www.pinkstripeysocks.com/2015/05/calder-inspired-sculptures-kids-art-project.html</p> <div data-bbox="1597 922 1809 1254" data-label="Image"> </div> <div data-bbox="1890 922 2141 1254" data-label="Image"> </div>

There was a particular horror about a creature so mighty, so splendid, who moments earlier had been shooting out thunderbolts in the violent splendour of the prime of his life, being brought down so low, and dying in front of their very eyes.

Text

Getting to know the book

Use the document "Thursday English" to learn about how to fly a dragon. Your task for today and tomorrow will be to imagine that you are the star of a youtube channel about dragonology. Give your channel a name. I want you to write the script for a video on your youtube channel called "How to fly a dragon". Make sure that you use information from the book (and make up as much as you want yourself) and make it sound like a real youtube video (think about the language that you use and the structure that you give it). If you want, you can ask someone to help you video you performing your script.



	English	Maths	Science & the wider curriculum
Fri 26th Feb	<p>Reading Please remember to read and/or listen to a book for 20 to 30 mins each day. When possible please talk to an adult about what you have read.</p> <p><u>Spelling (10 mins)</u> Proof reading Correct any incorrect spellings and punctuation in the passage below. (Taken from How to Train Your Dragon Book 12)</p> <p>the king stod up on his stone and blue the fog horn as hard as he cold the friling sond of the fog-horn when blown at ful blast was so magneticaly loud that it hitt the ears like an elctric shock it sent the hars on the back off the nec electrcaly upwuds and the old ear-drums jangling even in the midst of their fiting, the draguns and the humans paused as if turned to ston by the noise</p> <p>The correct spelling is on the next page. (Don't peek)</p>	<p><u>Maths; Measurements, Perimeter, Area and Volume</u> Learning Objective: Finding the area of triangles</p> <p>Task 1 Watch video link Spr6.8.5 - Area of a triangle (3) on Vimeo</p> <p>Task 2 Complete Friday - All Worksheet</p> <p>Task 3 Optional Complete **</p> <p>Task 4 Optional complete *** Worksheet</p>	<p>PE Complete today's Joe Wicks Workout. https://www.youtube.com/watch?v=I9sciRMnE1c Or Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.</p> <p>Break Have a break from screens and do something different, creative and/or exciting.</p>

	<p>The King stood up on his stone, and blew the fog-horn as hard as he could. The thrilling sound of the fog-horn when blown at full blast, was so magnetically loud that it hit the ears like an electric shock. It sent the hairs on the back of the neck electrically upwards, and the old ear-drums jangling. Even in the midst of their fighting, the dragons and the humans paused, as if turned to stone by the noise.</p> <p>Text</p> <p>Getting to know the book</p> <p>Finish your video, then watch the video (link on dojo) about the wardrobe of voices. Think about what voice you chose from the wardrobe for your video script and what voice has been chosen for the writing in the book.</p>		
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