

## Year 5 Home Learning Activities - Week beg: 06.07.20

Hi Year 5!

What a great week in Seesaw! We've been simply blown away by the incredible home learning you have been uploading. From eye-catching Windrush factfiles to collage portraits made from cut-up magazines and superb percentages work. Keep up the brilliant learning everyone!

As always, this week's home learning pack is jam packed with fun activities. In writing, we're focusing on a collection of poetry by Grace Nichols called 'Cosmic Disco' - it's out of this world! In PE, Lisa has prepared lots of sporty challenges and has asked that you share how you get on on Seesaw.

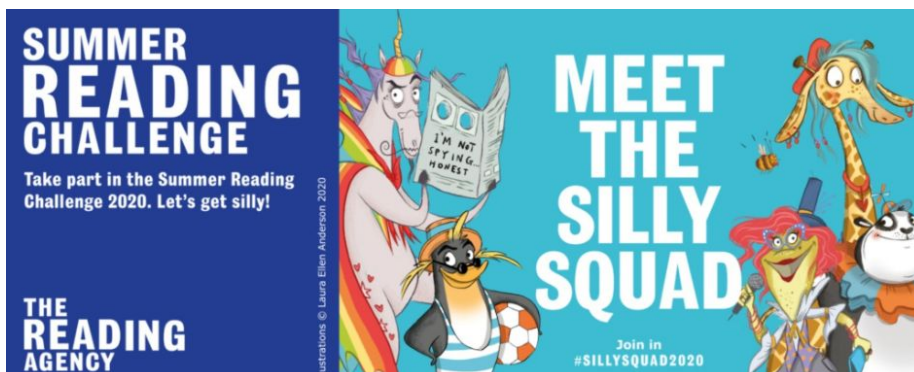
**As we mentioned last week, each week we are expecting you to post/upload 3 finished pieces of work for English and 3 pieces for maths to your Seesaw journal...you can choose the ones you want to put on. We will be looking at these posts (as well as any others you post) and we will choose 1 English piece and 1 maths piece to comment on. If you are not able to finish that many activities, just post as many as you can!**

Also another reminder about the Summer Reading Challenge 2020! Find out more and sign-up for free here: <https://summerreadingchallenge.org.uk/>

This year's Challenge runs from June to September, so there is plenty of time to take part and get silly this summer. In September your new teachers will be tallying up how many children from each house took part in the challenge and there will be a special treat for the winning house. So get reading now!

Enjoy and have fun!

Jo, Lucy, Katy and Sharon



## Reading activity 1:

Read through this week's text from *First News* and look up any tricky words.



Go to folder **w/c: 06.07.20** on and watch 'Reading: Activity 1'.

Look Closer

FirstNews • Issue 732 • 26 June – 2 July 2020

### WORLD NEWS

#### XIAMEN, CHINA



1

A RARE annular solar eclipse was visible on the longest day of the year (in the northern hemisphere). An annular eclipse happens when the moon covers the sun's centre, leaving a 'ring of fire'.

#### BERLIN, GERMANY



2

SUPPORTERS of the Extinction Rebellion movement lie down after dancing to disco hits during a so-called "Discobedience" protest dance march. They were protesting against the mass extinction of animal species and for climate justice.

#### ARGENTINA



##### Sailing the Atlantic

An Argentinian man has survived a three-month journey across the Atlantic from Portugal to Argentina, so he could see his elderly parents. After Argentina banned flights due to the coronavirus pandemic, Juan Manuel Balletero took to the seas on 24 March, hoping to arrive by 15 May for his father's 90th birthday. Unfortunately, his journey was hit by big storms, so he didn't arrive until 17 June. He will see his parents after quarantining on his boat for 15 days.



3



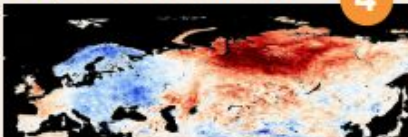
#### RUSSIA



##### Siberian heatwave

Throughout May, surface temperatures in Siberia were 10°C higher than the average, which experts have described as "alarming". Other parts of Russia have seen record temperatures, too. Khatanga, one of the most northern areas in the country, usually has daytime temperatures of around 0°C. On 22 May, it was 25°C – double the previous record. Scientists think that temperatures in the polar regions are rising fastest because ocean currents carry heat towards the poles. This melts the ice and snow that would usually deflect heat from the sun.

4



#### USA



##### Living to 100

Living an illness-free life beyond 100 years of age may be more likely, thanks to a new study by the University of California in the USA. Diluting the blood plasma (the fluid that carries blood cells) of old mice with a special solution has reversed the signs of ageing. Experiments showed that the brain, liver and muscles all improved after the mice were injected with a solution of proteins and salts. It is an exciting development that could mean today's young people stay youthful and healthy for much longer.



5

#### ECUADOR



##### Go, Diego!

6

Diego the giant Galápagos tortoise who almost single-handedly saved his species, is retiring to an uninhabited island to live out his final years in peace. After decades of breeding in captivity and fathering hundreds of his once-threatened species, 100-year-old Diego is finally getting some rest. He is being moved from the Galápagos national park's breeding program on Santa Cruz to his original habitat on the remote island of Española. Happy retirement, Diego!



## Reading activity 2:

Re-read the text above and then answer the questions below.

### ■ Look at all the articles.

1. Match the article to the country

Russia
Argentina
Ecuador
Germany
China
USA

Living to 100
Siberian heatwave
Sailing the Atlantic
Go, Diego!
"The ring of fire"
"Discobedience"

### ■ Look at the news photograph from China.

2a. Describe what an annular solar eclipse is.

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2b. The **caption** accompanying the photograph uses the **metaphor** 'Ring of fire' to describe the image. Can you think of a different phrase to describe the image of the rare solar eclipse? What does it look like to you?

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2c. There are 24 hours in a day. So, what does the article mean when it says 'the longest day'?

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### ■ Look at the article 'Sailing the Atlantic'.

3a. Find the facts about Juan Manuel Ballesteró's epic Atlantic adventure.

- The country he set sail from:
- Date he set sail:
- Destination country:
- Date he arrived:
- Why did he travel by boat?
- What caused him to miss his father's birthday?

3b. How do you think he is currently feeling?

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■ Look at the article 'Go, Diego!'

4. Fill in the missing words to summarise this news story.

Diego is a giant \_\_\_\_\_. He is \_\_\_\_\_ years old. After \_\_\_\_\_ of being part of a \_\_\_\_\_ program, Diego is being moved to the remote island of \_\_\_\_\_, where he is originally from.

100

decades

breeding

Española

tortoise

■ Look at the article 'Living to 100'.

5a. What problem are researchers at the University of California trying to solve?

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5b. Would you like to live until you're 100 years old? Explain your thoughts.

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6. What links the three stories 'Living to 100', 'Sailing the Atlantic' and 'Go, Diego!'?

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## Reading activity 3:

Re-read the text from Activity 1 and then answer the questions below.

■ Look at the article 'Siberian heatwave'.

7. Why do you think experts used the word 'alarming' to describe the surface temperature?

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8a. What is thought to be causing this increase in temperature?

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8b. Explain why scientists think the temperature increases are greater in the polar regions.

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■ Look at the news photograph from Germany.

9a. The protesters are dressed as different animals. What different costumes can you spot in the image, and why are they dressed like this?

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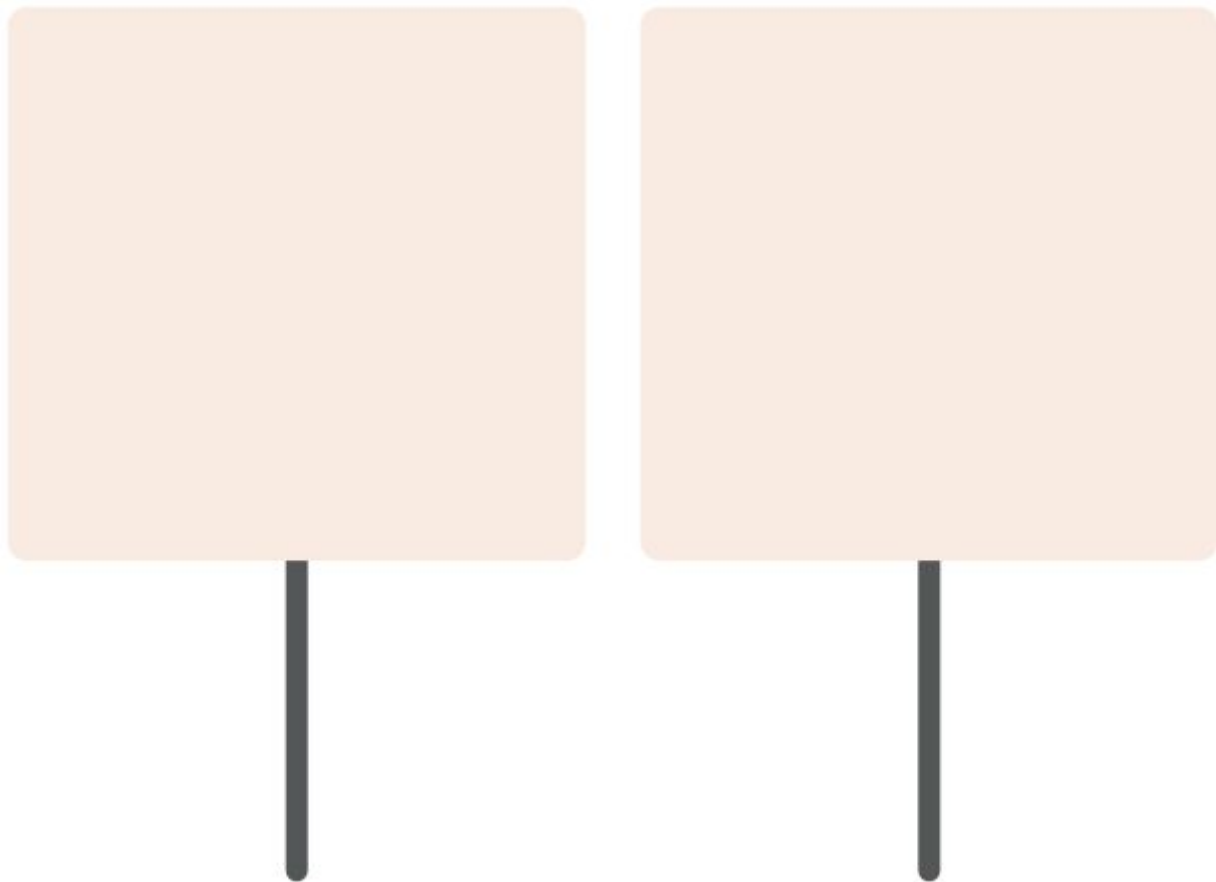
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9b. Usually, in a protest people march and shout out the changes they want. Here, the protesters are lying down. Why are they protesting in this way?

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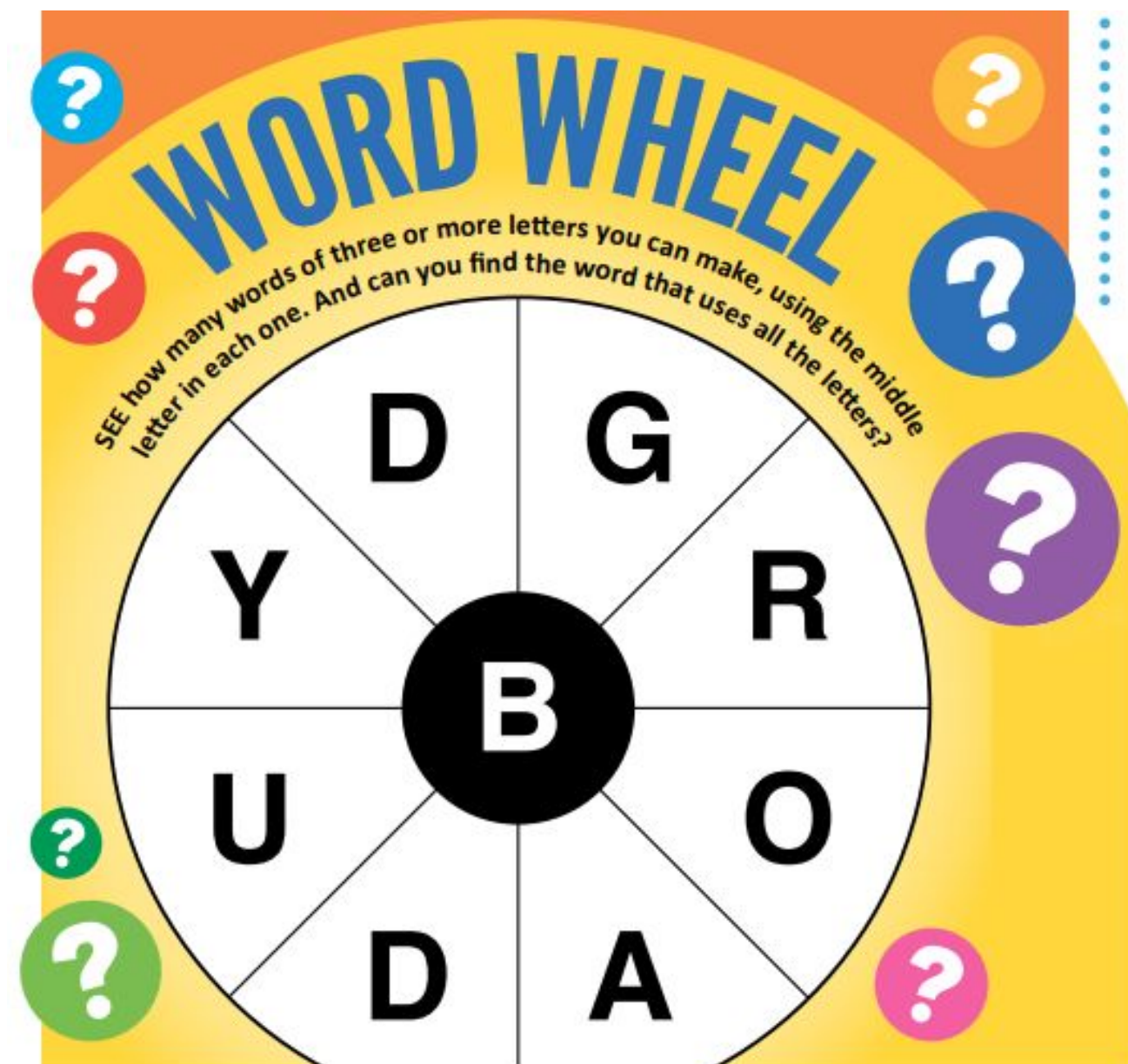
10. People protest when they want to make changes in society. Often, they will write slogans on placards and shout these out as they march. Write slogans for this protest on these placards.

Two identical orange rectangular placards are shown, each mounted on a black stick. The placards are empty, intended for writing protest slogans.

## Reading activity 4:



Go to folder **w/c: 06.07.20** on and watch 'Reading: Activity 4'.



Let us know how you get on in Seesaw!



## Reading activity 5:

Read the story then complete the crossword.

### ANIMAL NEWS

# TURTLE BOOST

**DRONES** in Australia have discovered that the world's largest colony of green turtles is twice as big as previously thought.

Footage of the turtles off the coast of Raine Island was shot by drones launched by the Great Barrier Reef Foundation's Raine Island Recovery Project. It showed around 64,000 green turtles waiting offshore, ready to go on land and make their nests. This is double the number of turtles scientists expected to spot.

Researchers found that using a drone was a much faster and more accurate way of counting the turtles. Previous methods included painting a white stripe on the shells of turtles who were on the beach and then counting them from a small boat. This was not a very easy or accurate way to count turtles, as the paint washed off after a few days anyway!

The use of the drone and the more accurate footage helps scientists know what work needs to be done to make sure all of the turtles have space to nest.

Anna Marsden, Managing Director of the Great Barrier Reef Foundation said: "We're taking action to improve and rebuild the island's nesting beaches, and building fences to prevent turtle deaths, all working to strengthen the island's resilience and ensure the survival of our northern green turtles and many other species."

Green turtles are one of the largest species of sea turtle and can be found in tropical and subtropical seas all around the world.

Thousands of green turtles off the coast of Raine Island, Australia, waiting to go on land to nest

Great Barrier Reef Foundation and Queensland Government



istock

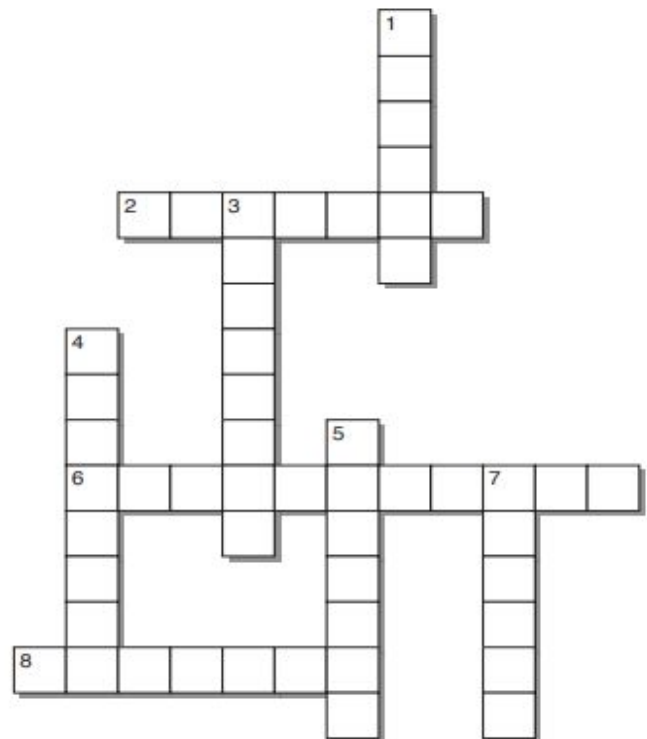


#### ACROSS

- 2) Pebbly or sandy shores that are covered by water at high tide (plural noun 7)
- 6) Seas bordering on the tropical areas (near the equator) (adjective 11)
- 8) Animals creating a secure home for their young (verb 7)

#### DOWN

- 1) Unmanned flying machines that can capture pictures and footage from the air (plural noun 6)
- 3) Reliable; truthful; free from mistakes (adjective 8)
- 4) Located at sea, not far from the beach (noun 8)
- 5) Video film (noun 7)
- 7) Group of animals of the same type living closely together (noun 6)



### ***Other reading activities:***

- Find a funny place to read a book - it could be up a tree, under the bed or in a den. Take a photo and post it on Seesaw.
- Find ten awesome adjectives in the text you have read and then use them to make a crossword.
- Write down any unfamiliar words from the chapter you have read. Explore the meanings of these words by using a dictionary or reading around the sentence.
- Read something around the house that isn't a book e.g. a magazine, recipe book etc.



## Spelling, Punctuation and Grammar (SPAG)

### Tricky spellings

Look at the words below.

There are 3 spellings of each word but only 1 is correct.

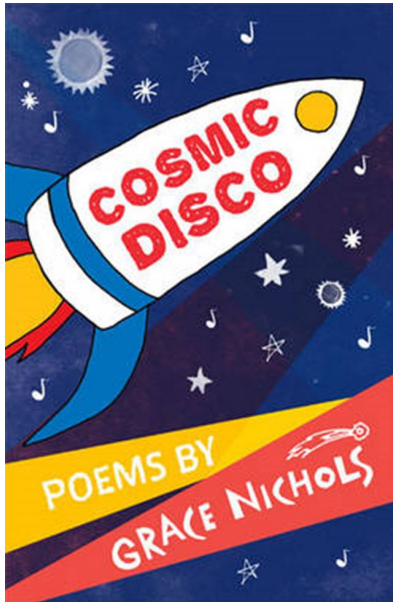
Write the correct spelling in the box.

1	<input type="text"/>	cemetry	cemetery	cemmetry
2	<input type="text"/>	ansient	anscient	ancient
3	<input type="text"/>	defenate	defanite	definite
4	<input type="text"/>	excellent	ecsellent	exellent
5	<input type="text"/>	lesure	liesure	leisure
6	<input type="text"/>	privelege	privilege	priviledge
7	<input type="text"/>	sacrefice	sacrifice	sacreifice
8	<input type="text"/>	sufficent	sufficient	sufficeint
9	<input type="text"/>	thorough	thoughrough	thurough
10	<input type="text"/>	vejetable	vegetable	veggetable
11	<input type="text"/>	forty	fortie	fourty
12	<input type="text"/>	individual	indeividual	individaul
13	<input type="text"/>	neibor	neighbour	neibour
14	<input type="text"/>	soldier	soldeir	solddier
15	<input type="text"/>	veicle	vehicle	vehicle

## Writing

### Activity 1 - read and discuss a range of poetry

This week, we will be exploring a collection of poetry called 'Cosmic Disco' by the poet Grace Nichols.



For the first activity, we would like you to read the range of poems from 'Cosmic Disco' below and answer the following questions:

- Which is your favourite of the poems? Why?
- What similarities do you notice between the poems?
- What differences do you notice?
- Can you identify any poetic devices in the poems such as the following?
  - **alliteration** - repetition of the same sound e.g. a sumptuous sea breeze ceases to blow
  - **repetition**
  - **simile** - comparing something with something else, often using the word 'like' or 'as \_\_\_\_ as' e.g. in summer, the bed of the river was as dry as a bone
  - **metaphor** - comparing something with something else by saying *it is* that thing e.g. the mountain was a giant overlooking the valley

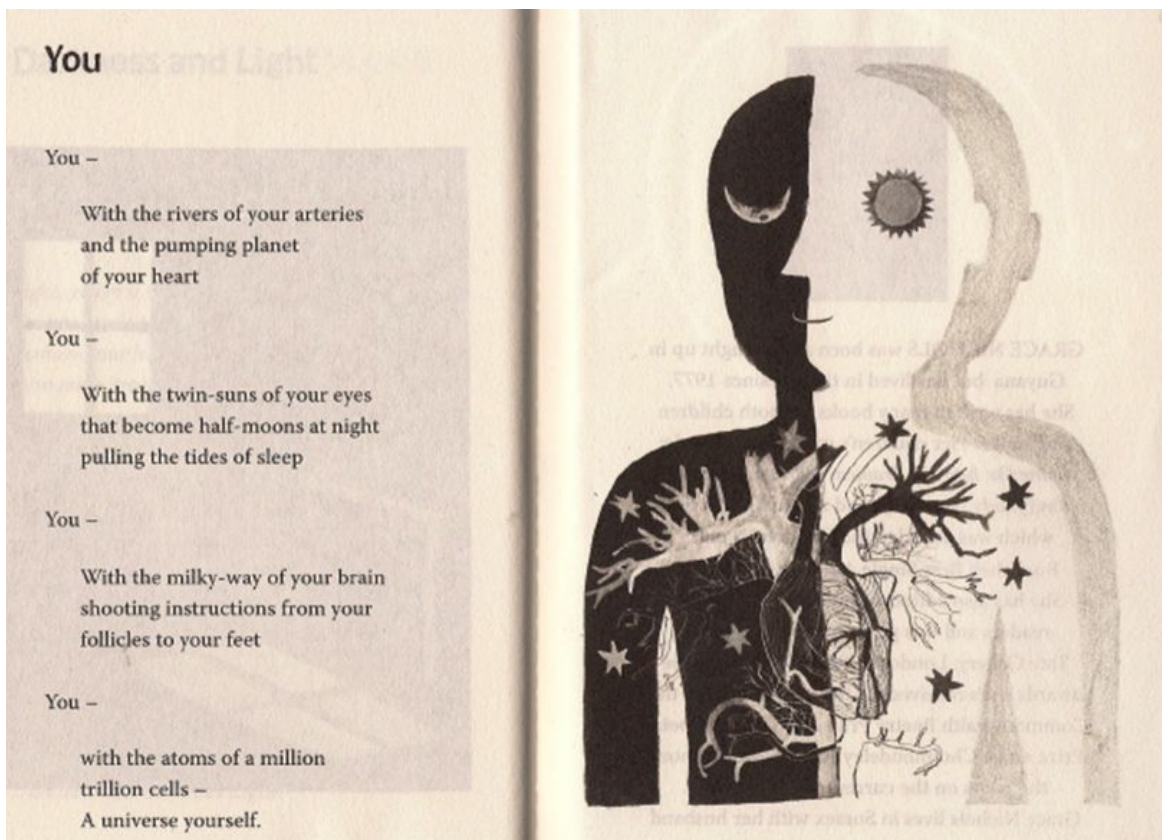
# ***COSMIC DISCO***

The rocking-with-wind trees  
the waltzing-with-moon ocean –  
Everything in purposeful motion  
like the lifting lark  
or the swirls of Saturn

Even the far away stars  
explode on  
    the dance-floor of infinity –  
grouping  
    and regrouping  
into new constellations.  
O see them under  
    the shifting disco  
of the inter-galactic lights –

The gravitational boys  
in their shimmering shirts.  
The orbiting girls  
in their luminous glad-rags –  
within magnetic reach of their rotating handbags.

You can listen to Grace Nichols reading the poem 'Cosmic Disco' here:  
<http://www.bbc.co.uk/programmes/p02wz5jn>





## When The Colours Spoke

Use me, said Green.

I'm essential as the grass and trees  
with every shade from deep-leaf to jade.  
My emerald green gives hummingbird its sheen.  
You can't leave me out of a landscape.

Use me, said Blue.

I am both heavenly and seabreezy.  
Indigo, turquoise, lapis-lazuli –  
you choose. And isn't it true –  
that from outer space our planet is blue?

Use me, said Yellow.

Van Gogh did. Remember  
I brought fame to his sunflowers.  
Paint me a laughing girl  
with a canary on her shoulder.

Use me, said White.

Whenever you need light  
I'll be your wide morning  
disclosing all the secrets  
that darkness likes to hide.

Use me, said Black.

I will add hidden depths.  
Keep your shadow-side alive.  
I will add a magical mystery  
like the stars against the dark of night.

Use me, said Purple.

I am the one favoured by royalty.  
In the olden days I was so rare  
only rich painters could afford me.  
Today you can, so show me you care.

Use me, said Red.

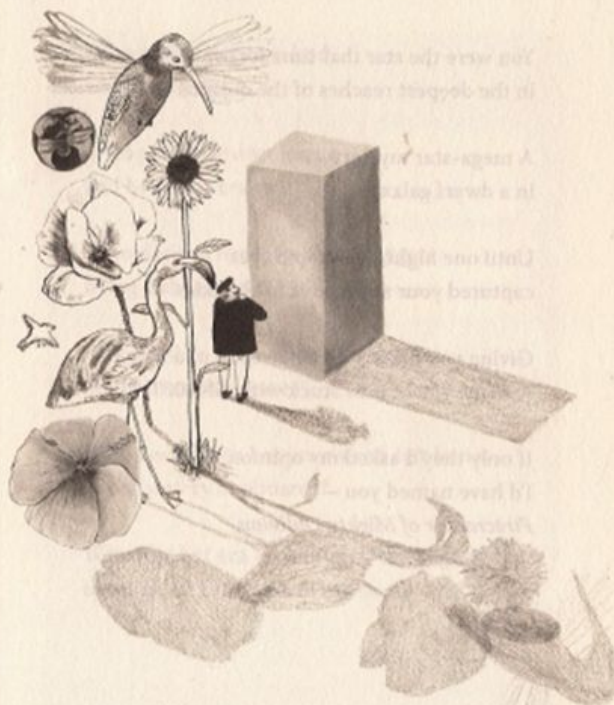
I'm a life-giver with a hint of danger.  
Just splash me on. I am your colour.  
Like a poppy or hibiscus flower  
I will make your painting burn with desire.

Use me, said Pink.

I am more than you think.  
You know I always add a healthy glow.  
Don't be slow to pick up your blush –  
I mean brush – and go Flamingo.

But the painter only said:

No. Today I will use no colour.  
Today I will work at a piece of sculpture.



## Lady Winter's Rap

I'm Lady Winter and this is my rap  
You'll recognise me by my ice-cap –

By my smoky breath  
And my frosty nails  
By the nip of my kiss  
and my arctic air  
you'll realise this gal's got flair –

Cause I'm a cold-hot Mama  
When I come into town –  
I cloud the trees  
I blank the lawn  
My days are short  
My nights are long  
And when I sing, I silence you  
With the weight of my song –

By the trail of my cape  
And my flakes in your talk  
By the bling of my hail  
And my slip in your walk  
Am telling y'all  
Stick to non-slip before ya fall –

Yes, better get out your warmers  
No, don't give me verbals  
Just reach for your thermals  
When I draw near –

I'm Lady Winter and this is my rap  
You'll recognise me when my temperature snaps.

## Reminder of Saturn

My hoola-hooping friend  
reminds me of Saturn –  
three hoops around her waist  
you should see her gyrate –  
working up a spellbinding whirl  
to keep her rings around her.

## Ancestor-Stars

What is it you're trying to say,  
ancestor-stars  
when I glance up at you  
in the gallery of dark?

Through the eons of time  
through the light-years of space  
no answer comes back.  
Not a single syllable hangs in the air.





## Venus

To the Sumerians –  
Lady-of-the-heavenly-Defences

To the Persians –  
Mother-of-Fruitfulness

To the Mayans –  
She-who-carries-the-sun-on-her-back

To the Greeks and Romans –  
Beauteous Goddess-of-Love

(Unasked for compliments  
that must have made you blush) –

For when camera-eyed spacecrafts  
peered at you closer  
they uncovered behind –  
the cloudy chrysalis of your dress –  
no welcoming butterfly

But a fiery giantess –  
Stifling all who ventured closer  
with your hydrochloric breath –  
embrace a flaming 400 degrees Celsius

But am I bothered, Venus?  
*Bright-crowned queen of the dawn and dusk.*



### Activity 2 - use poetic devices

To get you warmed-up, we would like you to write a mini poem by using 6 poetry instructions to describe an everyday object:

1. A simile using 'like'
2. An instruction
3. A question
4. A wish
5. A lie
6. Personification and alliteration

Here's an example:

Sky, you are like a vast ocean suspended from the space,  
Don't ever succumb to the gravity which pulls you down.

Why are you blue?

I wish I could dive upwards through you towards infinity and beyond,  
You are not a home for meandering clouds,

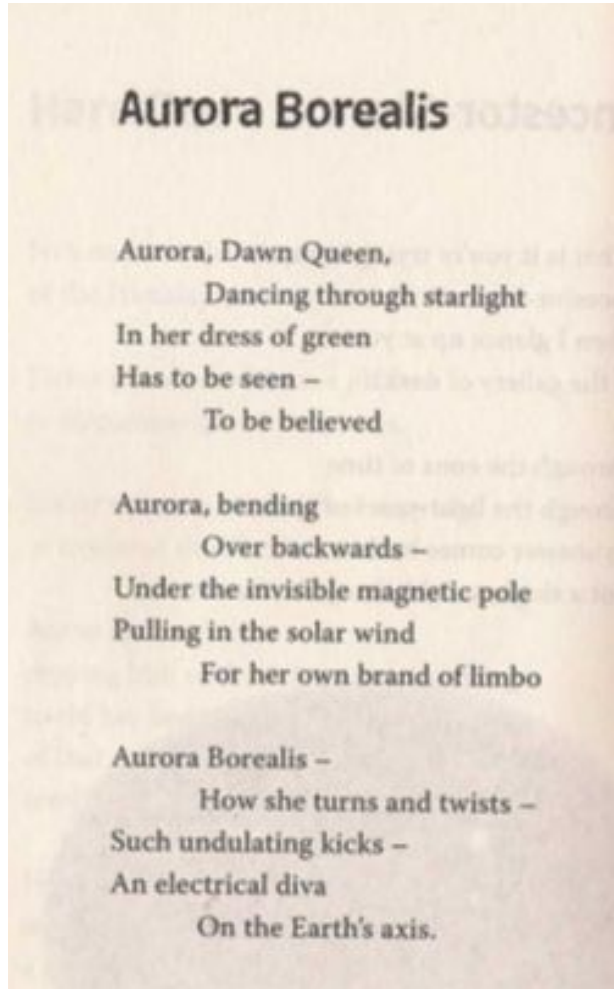
But a wonderfully watchful wayfarer, reflecting and refracting our hopes and dreams.



### Activity 3 - use personification

In this activity, we are going to focus on the poem 'Aurora Borealis' by Grace Nichols.

Read the poem. What images did it inspire in your mind?



Can you underline these features in the poem (see Activity 1 for explanations of these features)?

- rhyme
- personification
- alliteration

## What is the Aurora Borealis?



The Aurora Borealis, also known as the Northern Lights, are caused by particles from solar winds. They are attracted to the poles by the magnetic fields found there. They mix with gases in the atmosphere, causing the gases to glow.

Look at the picture above. How would you describe the Aurora Borealis?

You can also watch this video:

<https://www.youtube.com/watch?v=NZlfxWMr7nc>

Now we would like you to write your own poem about the Aurora Borealis using personification. Who could the Aurora Borealis be? You can also include:

- alliteration
- similes
- metaphors

Here's an example first verse. You can include as many verses.

Aurora, exiled artist,  
Painting the freezing northern nights  
With your sweeping brush  
And rainbow palette.  
Luminescent, shimmering, always moving.  
Restless in your celestial beauty.

## **Activity 4 - edit and publish**

In this activity, we would like you to read through your poem from yesterday and edit it.

What can you improve when editing your writing?

You might improve:

- vocabulary - the words you use
- spelling
- grammar e.g. commas, capital letters
- presentation

Once you have edited your work, we would like you to write it up in neat. You could even add illustrations inspired by the Aurora Borealis!

## **Activity 5 - perform**

For this activity, we would like you to video or record yourself reading your poem and share it with us on Seesaw. Remember these points when performing your poem:

- Make sure your voice is clear and loud enough to be heard (without shouting!)
- Use your voice to add drama to your reading. This could include a dramatic pause before or after a particular line, or saying a particular word or phrase more loudly or with different expressions
- You could include actions to demonstrate your words

Good luck! We can't wait to see them!



## MATHS INFORMATION FOR PARENTS:

- Useful advice from the NRich maths team about maths at home - <https://nrich.maths.org/14606>
- **NCETM** -Visit <https://www.ncetm.org.uk/> to find two new areas of the website designed to support parents/carers of primary and secondary school children throughout the period of school closures. All the resources are free to access and do not require a login.

### Maths- Year 5

**AMAZING MATHS LESSONS** - Watch these mini maths challenge lessons for Years 5 and 6, which are posted daily online. Everything is explained really clearly and you can easily join in at home. There are activities that you can complete too linked to the maths lesson. Enjoy!

<http://www.iseemaths.com/lessons56/>

Are you enjoying these lessons? Tell us what you have learnt on seesaw.

- Practise times tables using Times Table Rockstars (your logins are in your homework book). You can also logon to Numbots using your TT Rockstars login details.
- Watch Countdown and try to solve the maths problems just like we do in class. Maybe you could play against one of your family members and see if you can win!

<https://www.channel4.com/programmes/countdown/episode-guide>

## Activity 1: Metric units

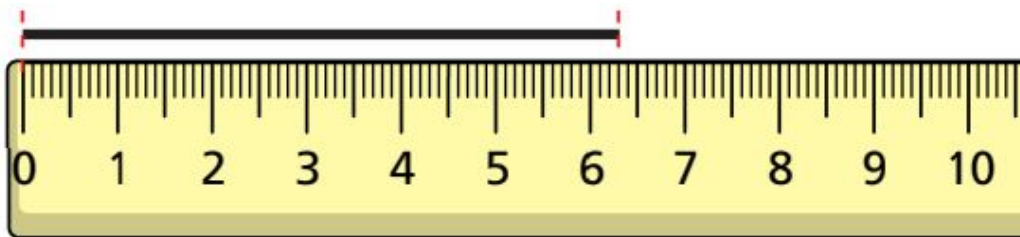
### Key vocabulary

**Metric units:** used to measure the length, weight or volume of an object. Length is measured in millimetres (mm), centimetres (cm), metres (m) or kilometres (km).

**Convert:** change. We can convert units of measure. For example, a pencil is 19cms long. We can convert this number to give the measurement in mms: 190mms.

Here is a line measured with a ruler:

We can give the measurement using cms or mms.

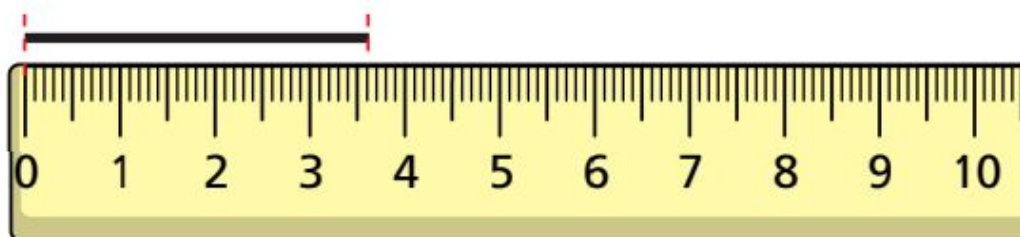


cm

mm

The line is 6.3 cms long or 63 mm long.

Can you fill in the gaps below?:



cm

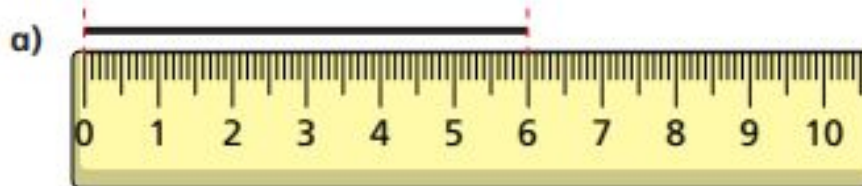
mm

What happens to the number when you convert it?

Now fill in the gaps below:

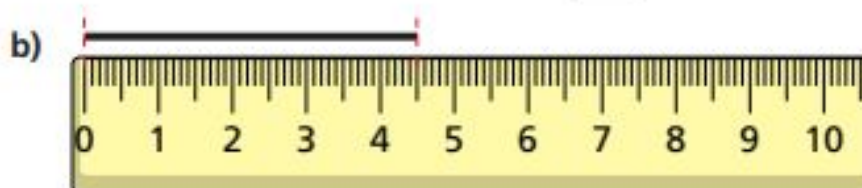
**1** How long is each line?

Give your answer in both centimetres and millimetres.



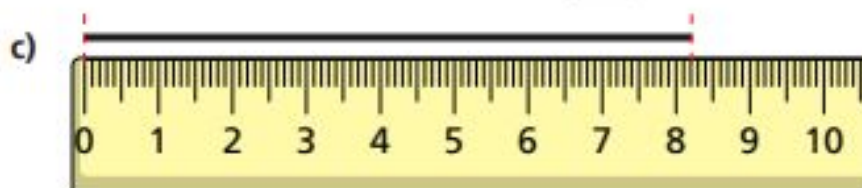
cm

mm



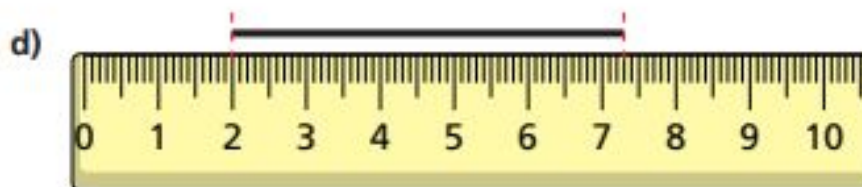
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cm

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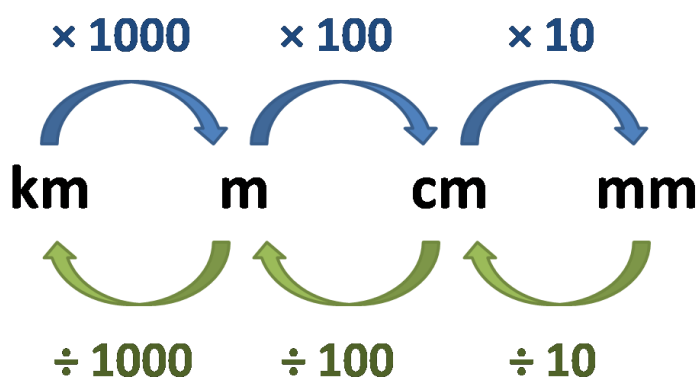
cm

mm

**2** Complete the conversion.

1 cm =  mm

When we convert, we need to multiply or divide by 10, 100 or 1000 like this:



So, for example, if I need to convert from cm to mm, I would multiply by 10 like this:



$$23 \text{ cm} = 230 \text{ mm}$$

Whereas if I convert from mm to cm, I would divide by 10 like this:

$$45 \text{ mm} = 4.5 \text{ cm}$$





Use the conversion chart above to convert these measurements:

a)  $15 \text{ cm} = \boxed{\phantom{000}} \text{ mm}$

e)  $\boxed{\phantom{000}} \text{ cm} = 0.2 \text{ m}$

b)  $12 \text{ m} = \boxed{\phantom{000}} \text{ cm}$

f)  $4.65 \text{ m} = \boxed{\phantom{000}} \text{ cm}$

c)  $16.5 \text{ m} = \boxed{\phantom{000}} \text{ cm}$

g)  $52,000 \text{ mm} = \boxed{\phantom{000}} \text{ cm}$

d)  $\boxed{\phantom{000}} \text{ mm} = 165 \text{ cm}$

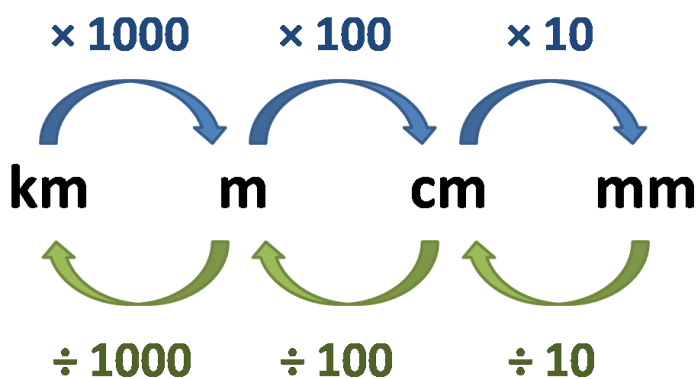
h)  $52,000 \text{ mm} = \boxed{\phantom{000}} \text{ m}$

## Activity 2: Metric units



Go to folder **w/c: 06.07.20** on and watch 'Maths: Activity 2'.

In Activity 1, we learned that convert means \_\_\_\_\_. We can convert units of measure by multiplying or dividing the number by 10, 100 or 1000 like in this conversion chart.



Use the chart to solve these conversions:

a.  $2 \text{ cm} = \_\_ \text{ mm}$

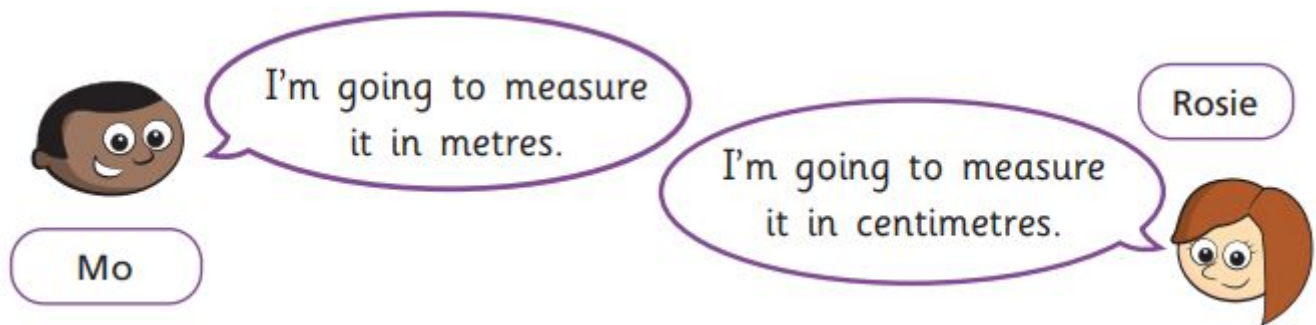
b.  $45 \text{ mm} = \_\_ \text{ cm}$

c.  $2.3 \text{ m} = \_\_ \text{ cm}$

d.  $345 \text{ cm} = \_\_ \text{ m}$

Now let's take a look at this problem.

Mo and Rosie are measuring the length of the ball court:



a. Whose unit of measure is more appropriate? \_\_\_\_\_

Explain your answer

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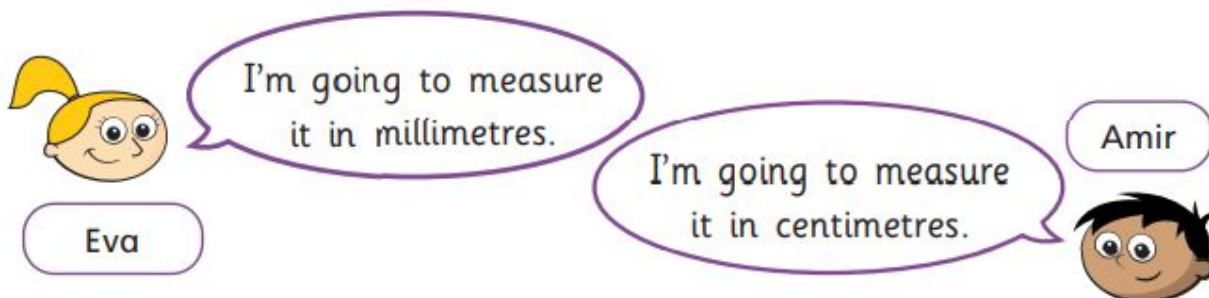
b. Rosie has measured the playground as 880 cm.

What answer will Mo get in metres?

Now try solving the following problems:

1.

Eva and Amir are measuring the length of a paper clip.



a) Whose unit of measure is more appropriate? \_\_\_\_\_

Explain your answer.

b) Amir has measured the length of the paper clip as 0.8 cm.

What answer will Eva get in millimetres?

mm

2.

The table shows the heights of four sunflowers.

Sunflower	A	B	C	D
Height	0.86 m	91 cm	640 mm	72 cm

Put the sunflowers in order, starting with the shortest.

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3.

The depth of a plank is 15 mm.

12 of the planks are stacked on top of each other.

What is the depth of the stack of planks?

Give your answer in centimetres.



cm

4.

The thickness of a 20p coin is 2 mm.

Tommy stacks £4 worth of 20p coins on top of each other.

How tall is the stack of coins?

Give your answer in centimetres.



cm

### Activity 3: Imperial units

#### Key vocabulary

**Imperial units:** old units to measure the length, weight or volume of an object. These have generally been replaced with metric units but not completely. Imperial measurements include inches, feet and miles.

**Approximately equal:** In maths, we show that something is approximately equal by using a wavy equals sign like this:  $\approx$

Let's look at an imperial unit of measure for length:

1 inch is approximately equal to 2.5 cm  
 $1 \text{ inch} \approx 2.5 \text{ cm}$

So 1 inch is almost the same as 2.5 cm but not exactly.

We can use this fact to convert between these imperial and metric measurements:

**3 inches  $\approx$  7.5 cms**

**because  $3 \times 2.5 = 7.5$ .**

Now try solving these problems:

1.

a) 2 inches  $\approx$   cm

b) 4 inches  $\approx$   cm

c) 5 inches  $\approx$   cm

d) 0.5 inches  $\approx$   cm

e)  inches  $\approx$  7.5 cm

f) 25 cm  $\approx$   inches

g)  inches  $\approx$  22.5 cm

h) 1 m  $\approx$   inches



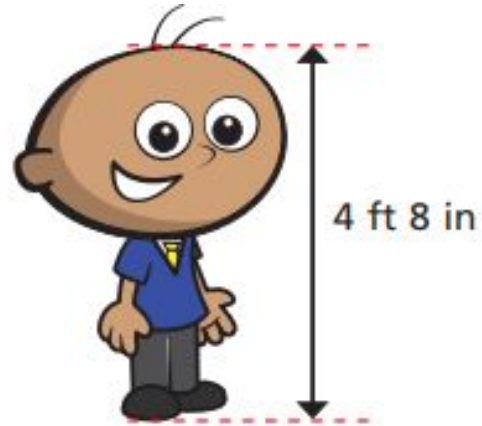
2.

There are 12 inches in 1 foot.

Tommy is 4 feet 8 inches tall.

a) What is Tommy's height in inches?

b) Approximately, how tall is Tommy in centimetres?



#### Activity 4: Imperial units - continued

In Activity 3, we converted between imperial and metric units of **length**.

In Activity 4, we will convert between imperial and metric units of **weight**.

1 kilogram is approximately equal to 2.2 pounds

$$1 \text{ kg} \approx 2.2 \text{ lb}$$

We can use this fact to convert between kilograms (kg) and pounds (lb).

For example:

**3 kilograms  $\approx$  6.6 pounds**

**because  $3 \times 2.2 = 6.6$**

Now use the fact above to complete the conversions:

a)  $2 \text{ kg} = \boxed{\phantom{00}} \text{ lb}$

b)  $4 \text{ kg} = \boxed{\phantom{00}} \text{ lb}$

c)  $5 \text{ kg} = \boxed{\phantom{00}} \text{ lb}$

d)  $0.5 \text{ kg} = \boxed{\phantom{00}} \text{ lb}$

e)  $\boxed{\phantom{00}} \text{ kg} = 22 \text{ lb}$

f)  $24.2 \text{ lbs} = \boxed{\phantom{00}} \text{ kg}$

g)  $\boxed{\phantom{00}} \text{ kg} = 220 \text{ lb}$

h)  $2,500 \text{ g} = \boxed{\phantom{00}} \text{ lb}$

Now try this problem:

A dog weighs 25 kg.



a) Approximately, what is the weight of the dog in pounds?

b) There are 14 pounds in a stone.

Approximately, what is the weight of the dog in stones and pounds?

## Activity 5: Let's reasons and problem-solve - Maze 100



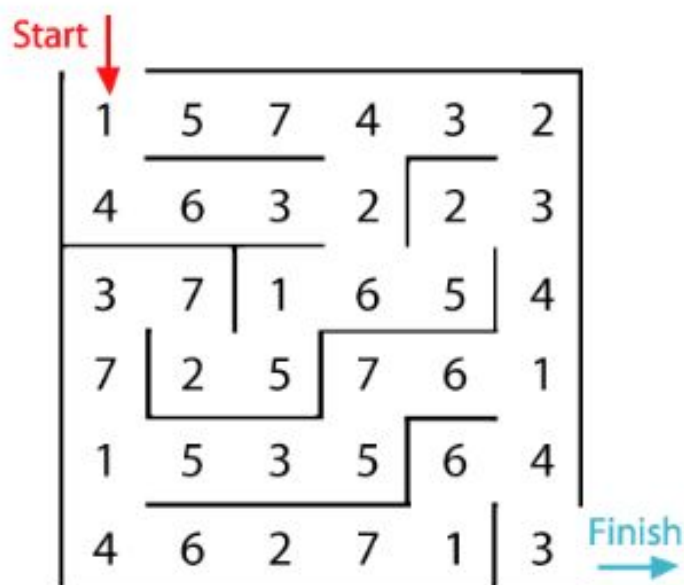
Go to folder **w/c: 06.07.20** on and watch 'Maths: Activity 5'.

This is one of our favourite maths challenges! Let us know how you get on in Seesaw.

It can be helpful to have more than one maze to work on so we've added a sheet of mazes on the following page.

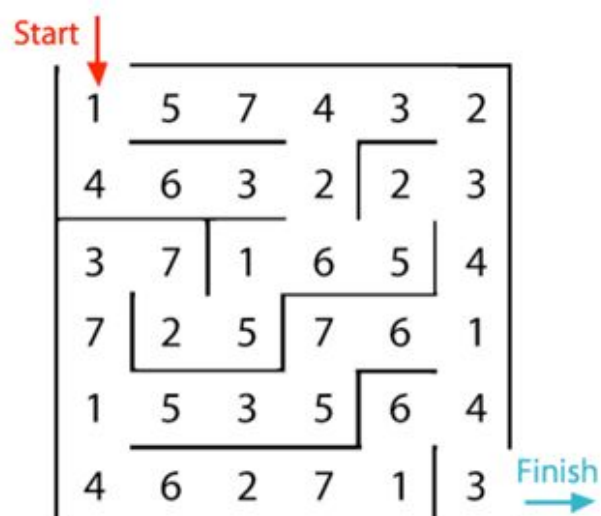
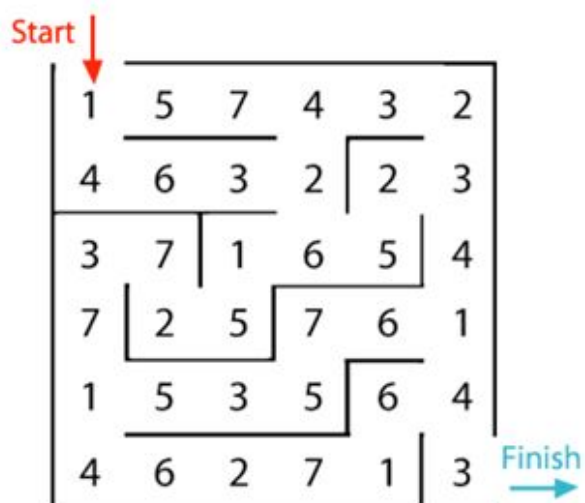
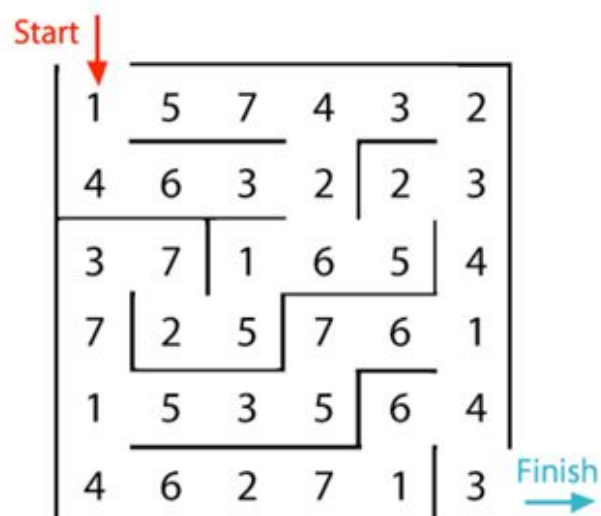
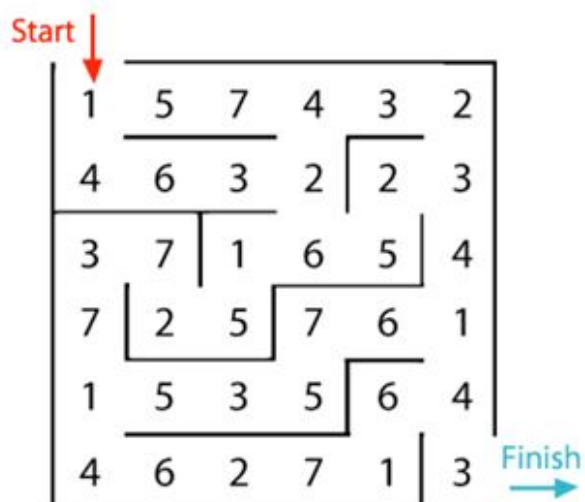
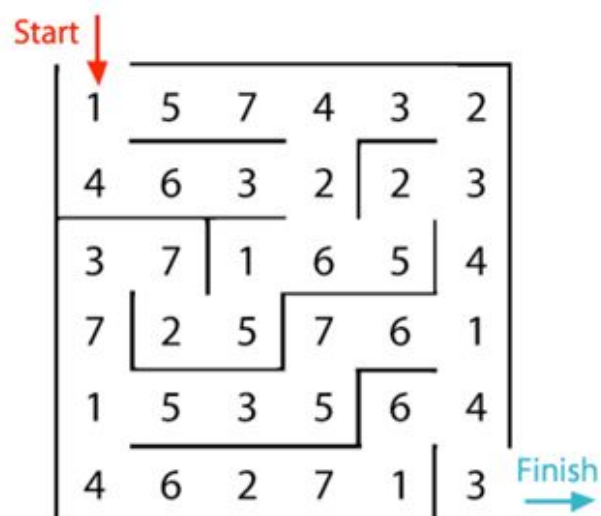
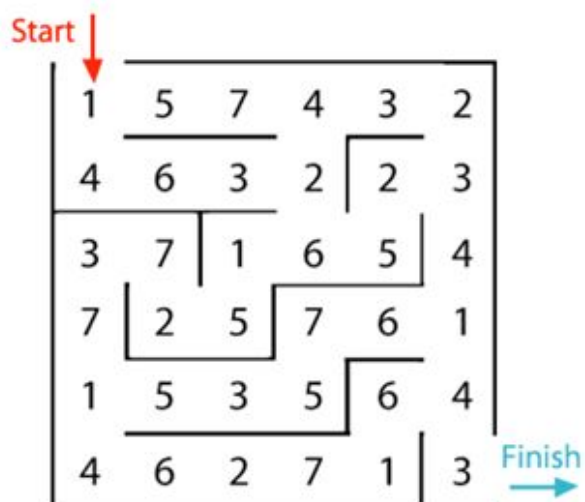
In this maze there are numbers in each of the cells. You go through adding all the numbers that you pass. You may not go through any cell more than once.

Can you find a way through in which the numbers add to exactly 100?



What is the lowest number you can make going through the maze?

What is the highest number you can make going through the maze? (Remember you may not go through any cell more than once.)





## Art:

### This week you are studying: South London Women Artists



Go to folder w/c: 06.07.20 on and watch 'ART: South London Women Artists'

#### Activity 1: Jane Higginbottom - A mobile from nature



Isn't nature wonderful? It's all you need (plus some string) to create a stunning hanging mobile like Jane's. Grab a bag and an adult and go gather some leaves, sticks, pinecones, feathers and whatever else takes your fancy to create one of these superb mobiles.

#### Activity 2: Joan Kendall - Weaves of life



Got some wool lying around? Be inspired by Joan Kendall's weaves and have a go at creating your own. She said she uses strong colour and texture to create her art and that life and the environment are her inspiration. You can make a simple weave using cardboard. Here's a link to show you how.  
[https://www.youtube.com/watch?v=AWLLy-Um7\\_0](https://www.youtube.com/watch?v=AWLLy-Um7_0)

### Activity 3: Rachel Reid's - Sculptures to make you wonder



Rachel's work inspires freedom to create what you like with what you have. You could gather things from nature to make an animal, perhaps a hedgehog sculpture or you may want to make a comment on something that is important to you. Remember, Rachel's recent work aims to show the resilience of people living on the streets. Your imagination is the only limitation here!

So go Hitherfield, have fun, be creative and see what appears!

#### **Computing:**

The Tate Modern art gallery has developed a brilliant app for making digital art called Tate Paint.

You can access the app here:

<https://www.tate.org.uk/kids/games-quizzes/tate-paint>

Let your imagination run wild! It would be great to see what you come up with so please share your pieces with us on Seesaw.

# SPACE Science:

## Key vocabulary

Earth, Sun, Moon, Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune, spherical, solar system, rotates, star, orbit, planets

Last week we looked at the gas planets. Can you remember which they were?

This week we are going to focus on the moon and why it seems to change shape.

First of all, we would like you to watch this video about the phases of the moon: <https://www.bbc.co.uk/programmes/p00n6zhl>

Now can you answer these questions:

- Why can you still see the footprints of astronauts who landed on the moon 40 years ago?
- Why does the moon seem to change shape?
- How long does a lunar (moon) cycle take?

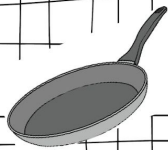
Can you have a go at recreating the demonstration from the video? We'd love to see these so please share them on Seesaw.

## P.E.

Lisa has set these brilliant Sports Day challenges. Which ones can you complete?

## BOUNCE BOUNCE

HOW MANY TIMES CAN YOU BOUNCE A BALL ON A TENNIS RACKET BEFORE IT FALLS OFF?



YOU CAN USE A FRYING PAN & A ROLLED UP SOCK INSTEAD.



## SPEED BOUNCE

PLACE AN OBJECT ON THE FLOOR FOR YOU TO JUMP OVER.



JUMP SIDE TO SIDE MAKING SURE YOU LAND ON YOUR TWO FEET.

HOW MANY JUMPS CAN YOU DO IN 40 SECONDS?



## FITNESS CIRCUIT

YOU WILL NEED TO DO:

20 JUMPING JACKS (STAR JUMPS)



HOW FIT ARE YOU?

15 SIT UPS



HOW LONG WILL IT TAKE FOR YOU TO COMPLETE THE CIRCUIT?

10 BURPEES



5 PRESS UPS



## JUST ONE MINUTE!

HOW MANY CAN YOU DO IN 1 MINUTE?



JUMPING JACKS/  
STAR JUMPS

SIT UPS

CHOOSE  
A  
CHALLENGE.



PRESS UPS



MOUNTAIN  
CLIMBERS

Keep Going!



## Hit the stumps

Set up 3 stumps.  
You can use 3 large plastic bottles.

From a distance (take 10 big steps away from the stumps) throw over arm/underarm or use the correct bowling technique to hit the stumps.

You can use a small ball or rolled up socks to hit the stumps.



How many throws does it take for you to knock down all the stumps?

Can you throw from further away?

## MARATHON CHALLENGE (5 MINUTES)

KEEP CALM AND Pace Yourself

HOW MANY LENGTHS CAN YOU RUN UP AND DOWN FOR 5 MINUTES?

THIS CHALLENGE IS BEST DONE IN A GARDEN OR THE PARK. OTHERWISE YOU WILL NEED TO USE THE LONGEST ROOM IN YOUR HOME OR IF POSSIBLE USE TWO ROOMS.



YOU WILL NEED TWO CONES OR GARDEN OBJECTS. PLACE THEM 10M APART.



## BiN it!

HOW MANY TIMES CAN YOU GET A BALL, A ROLLED UP SOCK OR A SCRUNCHED UP PIECE OF PAPER INTO A TARGET (FROM A DISTANCE) IN ONE MINUTE?

YOU CAN USE A BASKET, BiN, BOX OR BOWL FOR YOUR TARGET.



## Partner plank

Get yourself in a plank (front support) opposite your partner or teddy bear.



How many high fives can you give your partner in one minute without falling down?





## History: Design an Anderson shelter

During WW2, when London was under attack, families protected themselves in special shelters called Anderson shelters:

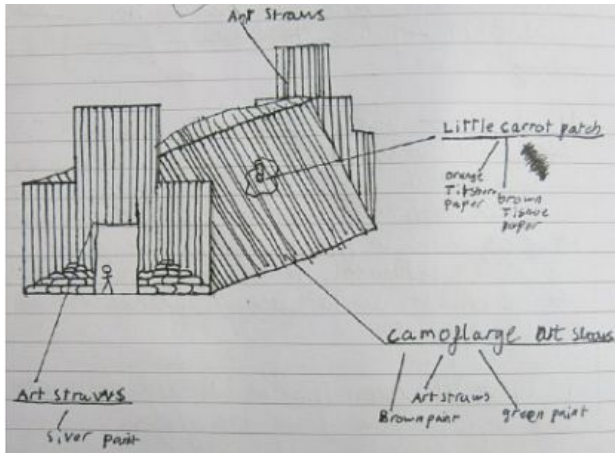


The government gave out free shelters to families who earned less than £5 and by September 1939 one and a half million Anderson shelters had been put up in gardens.

This week we would like you to design your own Anderson shelter. If you have the resources, you could also build it.



Here are some ideas:



As always, please upload photos to Seesaw once you're finished as we'd love to see them.

## PSHE

Think of all the people in your life who you have important relationships with. This could include your parents, carers, brothers, sisters or friends.

What goes into these relationships to make them so positive?

For example, it could be a dollop of trust, a cupful of patience and a sprinkle of humour!

It's a bit like a recipe!



Can you write your recipe for your positive relationships?

**French:** How is your Hitherfield French Culture Project going? Let us know by posting something on Seesaw!

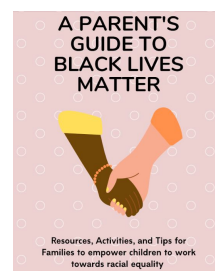
Click the French tab on the Hitherfield website to find fun short activities to explore!

## Resources for Parents:

# Black Lives Matter Resources

Follow this link to access a Parent's Guide to Black Lives Matter to help support you in having discussions about racism and the Black Lives Matter movement with your children.

[A Parent's Guide To Black Lives Matter - Yoopies](#)



## Diverse Books

Diverse books are critical to enable all young people to see themselves in literature, and to ensure the lives of all young people are reflected, celebrated and honoured. This is central to the books we choose at Hitherfield.

Diverse books are essential for **all** children to encourage them to make connections between their own lives to the lives of their peers. Literature is a powerful tool to tackle racism, and actively teaching/discussing diversity through books encourages young people to become empathetic to the experiences of others.

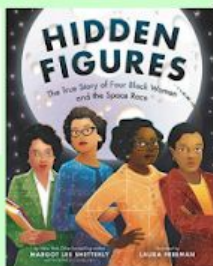
Here are a selection of some diverse books your child can listen to at home. All they need to do is scan the QR code and they can listen away!

***If the QR code doesn't work, just search for the book title on YouTube, as the time limit on the code may have expired!***

Scan the QR code below to listen to...

*'Hidden Figures: The True Story of Four Black Women and the Space Race'*

By Margot Lee Shetterly  
Illustrated by Laura Freeman



Scan the QR code below to listen to...

*'I Got the Rhythm'*

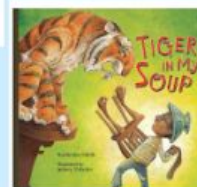
By Connie Schofield-Morrison  
Illustrated by Frank Morrison



Scan the QR code below to listen to...

*'Tiger in my Soup'*

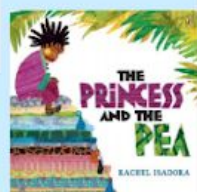
By Kashmira Sheth  
Illustrated by Jeffrey Ebbeler



Scan the QR code below to listen to...

*'The Princess and the Pea'*

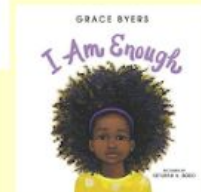
Re-told and illustrated by  
Rachel Isadora



Scan the QR code below to listen to...

*'I Am Enough'*

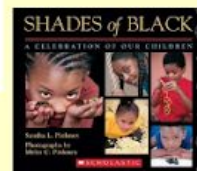
By Grace Byers  
Illustrated by Keturah A. Bobo



Scan the QR code below to listen to...

*'Shades of Black: A Celebration of Our Children'*

By Sandra L. Pinkney  
Photographs by Myles C. Pinkney

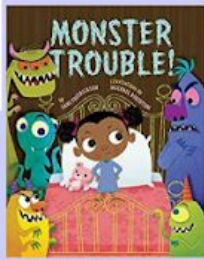




Scan the QR code below to listen to...

*'Monster Trouble!'*

By Lane Fredrickson  
Illustrated by Michael Robertson



Scan the QR code below to listen to...

*'Ruby Finds a Worry'*

By Tom Percival



Scan the QR code below to listen to...

*'Ruby's Worry'*

By Tom Percival



Scan the QR code below to listen to...

*'Little People, Big Dreams: Rosa Parks'*

By Lisabeth Kaiser  
Illustrated by Marta Antelo



Scan the QR code below to listen to...

*'Juniper Jupiter'*

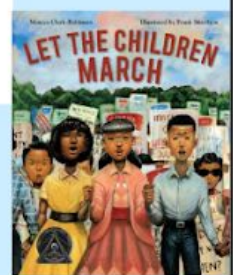
By Lizzy Stewart



Scan the QR code below to listen to...

*'Let the Children March'*

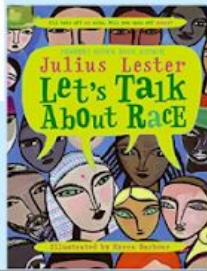
By Monica Clark-Robinson  
Illustrated by Frank Morrison



Scan the QR code below to listen to...

*'Let's Talk About Race'*

By Julius Lester  
Illustrated by Karen Barbour



Scan the QR code below to listen to...

*'Playtime with Ted'*

By Sophie Henn



Scan the QR code below to listen to...

*'The Extraordinary Gardener'*

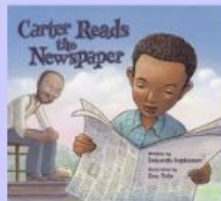
By Sam Boughton



Scan the QR code below to listen to...

*'Carter Reads the Newspaper'*

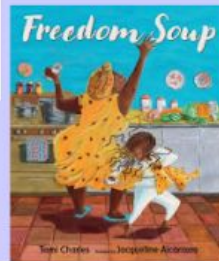
By Deborah Hopkinson  
Illustrated by Don Tate



Scan the QR code below to listen to...

*'Freedom Soup'*

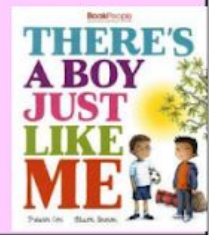
By Tami Charles  
Illustrated by Jacqueline Alcantara



Scan the QR code below to listen to...

*'There's a Boy Just Like Me'*

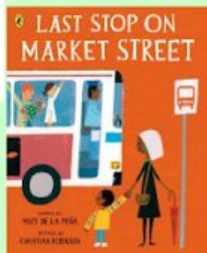
By Frasier Cox  
Illustrated by Alison Brown



Scan the QR code below to listen to...

*'Last Stop on Market Street'*

By Matt De La Pena  
Illustrated by Christian Robinson



Scan the QR code below to listen to...

*'Cool Cuts'*

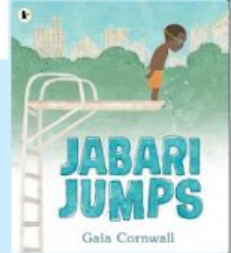
By Mechal Renee Roe



Scan the QR code below to listen to...

*'Jabari Jumps'*

By Gaia Cornwall



Scan the QR code below to listen to...

*'Dear Dragon'*

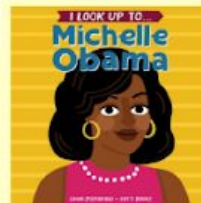
By Josh Funk  
Illustrated by Rodolfo Montalvo



Scan the QR code below to listen to...

*'I Look Up To... Michelle Obama'*

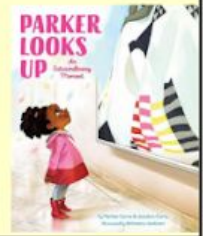
By Anna Membrino  
Illustrated by Fatti Burke



Scan the QR code below to listen to...

*'Parker Looks Up: An Extraordinary Moment'*

By Parker & Jessica Curry  
Illustrated by Brittany Jackson





Scan the QR code below to listen to...

### 'Have You Thanked an Inventor Today?'

By Patrice McLaurin  
Illustrated by Dian Wang



Scan the QR code below to listen to...

### 'Ron's Big Mission'

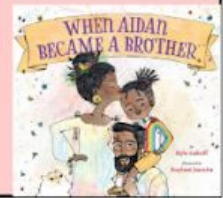
By Rose Blue & Corinne J. Naden  
Illustrated by Don Tate



Scan the QR code below to listen to...

### 'When Aidan Became a Brother'

By Kyle Lukoff  
Illustrated by Kaylani Juanita



Scan the Qr code to listen to...

### UNDER MY HIJAB

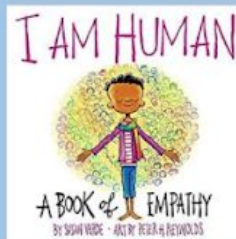
By Hena Khan  
Illustrated by Aaliya Jaleel



Scan the Qr code to listen to...

### I AM HUMAN

By Susan Verde  
Illustrated by Peter H. Reynolds



Scan the Qr code to listen to...

### SULWE

by Lupita Nyong'o





## Discussion

Talking to your children about difficult issues such as this is so vital, even if for some families, particularly white or non-black people of colour, discussions on race and racial inequality may feel like fairly new territory. Parents and carers must play an integral role in ensuring children have an awareness of racial bias and the ways we can combat racism.

## Other useful resources:

KS2 BBC bitesize - <https://www.bbc.co.uk/bitesize/subjects/z826n39>

Oak Academy -

<https://www.thenational.academy/online-classroom/year-5#subjects>

Mathematics Shed -

<http://www.mathematicshed.com/visual-stimulus-shed.html>

Nrich - <https://nrich.maths.org/>

Topmarks - <https://www.topmarks.co.uk/>

Fun art activities -

<https://www.happinessishomemade.net/quick-easy-kids-crafts-anyone-can-make/>

<https://craftwhack.com/100-crazy-cool-drawing-ideas-for-kids/>