Green Class – Home Learning – w.b. 6th July 2020

Dear Parents / Carers,

Maths resources have been attached to the end of this, along with the answers. Some of the answers are more for guidance and give options, others are very specific.

This week you will need an elastic band for science as we look at the effect of plastic pollution on animals and think a little bit about some of the things that we can do ourselves. The Monday session is at the end of the plan.

Art will require paper to cut up or torn for collage. Newspapers, magazines and catalogues could be used, just thought it was worth a mention now...before the recycling goes!

Clean Sweep continues on Purple Mash. Anything on PurpleMash can be accessed through Xbox, PS4 and WiiU as well as the more usual technology.

This is the week when your child has the opportunity to replace Joe Wicks, please be receptive to their workout!

The announcement has been made that primary school children will all be expected back in school from September. After months of social distancing and working at home, I know that this may well be something that they feel uncomfortable about, and that you may feel uncomfortable about too. The PSHE lesson should help them to start thinking about some of the positives and give you a chance to understand some of their worries and concerns so that they can begin to be addressed early. If there are particular worries that arise, you still have a bit of time before the summer holidays while we are available in school to answer questions if we can.

Just a gentle reminder that children should not be using each other's id's or passwords and that other children put a lot of thought into designing their avatars. We do cover e-safety in Computing each half term: obviously I haven't been there to do it, so if you wouldn't mind mentioning it the next time they log on, I would greatly appreciate it.

As usual, please feel free to use "Mr Davies says…" and e-mail green@beaupre.cambs.sch.uk if you have any questions or work to share. You have been sending in some great pictures which I have been selecting from to put on the website.

Keep looking after yourselves and don't forget to keep sending the photos for the newsletter and the website, they are greatly appreciated by everybody.

Mr Davies

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Task	English - Reading	English - Writing	Maths	Other Subjects
1	We will be reading "**Clean Sweep**" in Purple Mash. Your child should have their login for Purple Mash stuck in the front of their yellow "Working From Home" exercise book. The aim is to read one chapter each week, which will be available on PurpleMash each Monday. https://www.purplemash.com/sch/beaupre Read chapter 6, focus on word reading and making sure you have understood what is happening in the story. Complete the multiple choice questions in Purple Mash.	An adverb gives detail to the verb and helps show how something was done. Can they identify the adverbs? What does an adverb do? How can we spot an adverb relatively easily? ~ly ending. Does this apply to all adverbs? **Peter _____ ate the last carrot.** **quickly greedily hungrily lazily** Gather various other options. Which ones work best? Which ones don't? Why not? Think about some of the other things that Peter did in the story. Draw a picture of each event and write a caption to go with each one, choosing the best adverb each time. Show the adverbs that you chose not to use underneath.	Mr Davies' suggestion - Pick a game to start, try the statistics activity, finish with TTRockstars if you have time. https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths The next couple of weeks we are going to be recapping multiplication and division Task 1 Work out the distances and then find at least three possible combinations Task 2 Work through carefully. Make sure you read all the instructions carefully. There are two clear stages.	Science: Plastics are regularly thrown away without any thought for wildlife and cause problems for animals both on land and at sea. This experiment will help you to think about why plastics are so dangerous for animals. The experiment is at the bottom of the plan.
2	Reread chapter 6: focus on reading to the punctuation and make sure you understand how events lead into each other - then complete the "Sequencing" and "SPaG" tasks in Purple Mash. It is possible to do the tasks without rereading. However, this is Guided Reading and this task will help punctuation and comprehension. Those who read a second time tend to do better on the sequencing task.	You are going to write an adventure for Peter Rabbit. Part 1 - Plan the adventure for Peter Rabbit. Where is he going to go? What is he going to do? Who are the main characters going to be? What will go wrong? How will he get away with it? Think about his personality and how he thinks. How will he react in different situations. You could research other Beatrix Potter characters or stories for ideas and you could	https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths Task 1 You will have to keep going backwards and forwards and checking your ideas against the statements to make sure that your answers work. Task 2 Work out the answers first to make this task easier.	Science: Plastics are causing problems for animals in the sea too. Choose some of these activities to work through: https://sealife-media.azureedge.net/media/18855/plastic-pollution-ks2.pdf Watch the clip. https://www.youtube.com/watch?v=IW3jEIYBFzg Write down things that you think you might be able to do to make your own

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		use any other Beatrix Potter characters you come across.		small difference. How long can you keep doing them for?
3	Answer the open ended questions in PurpleMash, using the text for reference and for evidence when needed (P.E.E. when needed).	Part 2 – Write your story. Write your sequel to The Tale of Peter Rabbit. Think about what you know of Peter as you write. Remember to include what he is thinking and use 'Show, Not Tell' if you can. Make sure the characters speak, but don't overdo the conversation. Speech should be properly punctuated with both inverted commas and normal commas. Capital letters and full stops are a basic expectation.	https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths Task 1 Start at 4b and then work through as far as you can. Task 2 This one takes a bit of organising. If you can't cut it out write out the list of calculations that make it work by pairing questions and answers.	Art: Last week you drew or painted a landscape based on your picture. This week create a collage of your landscape. You may used coloured paper or cut/tear strips from magazines or catalogues. Thinking about what you have learned about how the shading creates a feeling of depth, chose darker and lighter colours carefully. Again, we would really like to see how they come out, e-mail us a picture of them to green@beaupre.cambs.sch.uk if you can.
4	Complete the "Task" in PurpleMash	Part 3 – Best draft and illustrations Beatrix Potter's illustrations of her stories are one of the things that have made her books so popular around the world. Possible options: Write a final draft and create an illustrated Peter Rabbit book of your own. Create a front cover for your story in the style of Beatrix Potter. Choose your favourite scene from your new story to illustrate in detail. If you need extra time or would prefer to do more than one task then you may choose to do this instead of Pobble365 tomorrow too.	https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths Task 1 Start at 1b and see how far you can get. Task 2 Make the spinners, or find another way to create the problems to solve. 1 and 0 can be done by tossing a coin (heads 0, tails 1).	PE: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ Create your own Joe Wicks style exercise routine and try it out. See if another member of your family will do it with you so that you can try the full body coach role.
5	Friday – Choose a book from the myON website to read. You could use one of the science books opposite.	https://www.pobble365.com/	https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths	PSHE – Preparing for Change

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	A possible suggestions below, that vaguely links with the science to start with… https://readon.myon.co.uk/reader/index.html?a=fj_ngng_f15 Children don't need to read it all in one go…but they can if they want! When the book has been read, choose **ONE** of the following: 1. Write 5 questions about the book for its Accelerated Reader quiz. 2. What was your opinion of the book? Give reasons. (P.E.E.) 3. Write a blurb for the book.	Think about the picture and read the story starter. Complete the "Sentence Challenge" activity. Choose at least one other activity to try or carry on the story.	Task 1 Each shape represents the same number throughout the problem. You might need to start somewhere other than the first line. Task 2 Try the game, best of three. Challenge: Create your own version of the game using all the multiplication and division that we have used this week.	We have had the news that everybody will be coming back to school in September if everything goes well. That will be almost half a year since you were last in the classroom, which is a long time. What are you looking forward to most about coming back? What are you most worried about when you think about coming back? Write a list for each and share it with your parents.

PE
Premier Sport- https://www.youtube.com/watch?v=7uQytrYXTko YST – Home PE https://www.youthsporttrust.org/pe-home-learning
PE Skill School Challenges https://www.youtube.com/watch?v=fHllf5Zd7hk Imovement https://imoves.com/the-imovement
Joe Wicks https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ

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SCIENCE

Plastic Hazard

Animals, including humans

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat – *consider the impact of plastic pollution on animals' ability to feed.*

Learning objectives To observe and consider the effects of plastic pollution on animals

Explore

Ask children to put an elastic band across the back of their hand, looped onto their thumb and little finger (as shown in picture).

Without using their other hand (or teeth!), ask the children to try and remove the elastic band- give a time limit of 20 seconds.

- Did they succeed? How did they remove the band?
- Did they need to use anything apart from their hand to help them?

Repeat the investigation but this time, put the hand into a 'beak' shape – see picture.

Using the hand as a beak (not separating fingers at all but opening and closing straight fingers and thumb like a beak), now ask children to try and remove the elastic band. Was it easier or more difficult?

Discuss

What kinds of litter/ plastic could act like the elastic band and pose a threat to wildlife?
How might other plastic items pose a threat to wildlife?

Consider

Consider the 4 main plastic polluters – what risk might these cause to wildlife?
Can children find any evidence that these items do have an effect on wildlife?

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MATHS - Day 1

2. Grace is planning some trips. She wants to travel to at least 2 different destinations. She wants her total distance to be less than 1,000 miles as she is thinking about the impact on the environment.

Country	Distance
France	10 times further than Wales
Switzerland	10 times 32 add 24 times 10
Spain	10 times 59
Germany	10 times 61 subtract 10 times 12
Wales	39 miles

Explore the different destinations she could visit.

2. Adam has been asked to make brownies for a coffee morning for 10 people. He has the recipe for 1 person. How much of each ingredient, in grams, will he need?

Recipe	
cocoa	21g
butter	50g
chocolate	39g
flour	44g
chocolate chips	6g

Adam's brownies went down so well at the coffee morning that he has been asked to make them for a party for 100 people. Explore how you can use what you know about the recipe for 10 people to find out the amounts, in grams, for 100. What is the most efficient way of multiplying by 100?

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MATHS – Day 2

1. Explore which numbers Dina and Umar could have by following these clues:

Dina

Umar

Niamh

- **Umar's number is an even whole number which is is 10 times smaller than Dina's.**
- **Dina's number is an even number between 600 and 700.**
- **Niamh has divided Dina's number by 10 and got the answer 60, when she rounded it to the nearest 10.**

Is there more than one possibility?

2. Find your way through the maze by following a path where the answer is less than 50 each time.

	260 ÷ 10	cm in 350mm	340 ÷ 10	cm in 510mm	640 ÷ 10	cm in 960mm
Start	cm in 420mm	780 ÷ 10	cm in 290mm	450 ÷ 10	cm in 190mm	180 ÷ 10
	410 ÷ 10	cm in 620mm	850 ÷ 10	cm in 1010mm	540 ÷ 10	cm in 470mm Finish
	cm in 330mm	170 ÷ 10	cm in 140mm	340 ÷ 10	cm in 410mm	250 ÷ 10

Explore different paths you can take through the maze.

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MATHS – Day 3

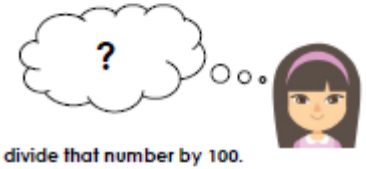
4b. There is 100 pence in one pound. Nate is putting the 3,400 pennies in 100p bags.

Nate says,

I will have 34 bags of coins when I have finished.

Is he correct? Explain your answer.

5b. Alena is thinking of a 4-digit number.



I divide that number by 100.

The answer I get after dividing by 100 is a multiple of 4 between 30 and 50.

What number did I start with?

6b. A number divided by 100 equals this:

55

Lacie thinks the calculation must be:
5,500 ÷ 100 = 55

Is she correct? Prove it.

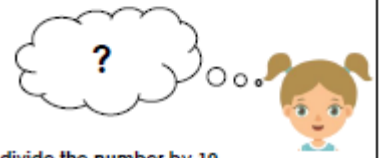
7b. Ollie has 5,600 football cards. He puts them into ten piles. He then shares the piles between 10 friends.

Ollie says,

Each of my friends will get 560 football cards.

Is he correct? Explain your answer.

8b. Mina is thinking of a 4-digit number.



I divide the number by 10
and then divide the answer by 10 again.
The final number is a multiple of 9
between 50 and 80.

What number did I start with?

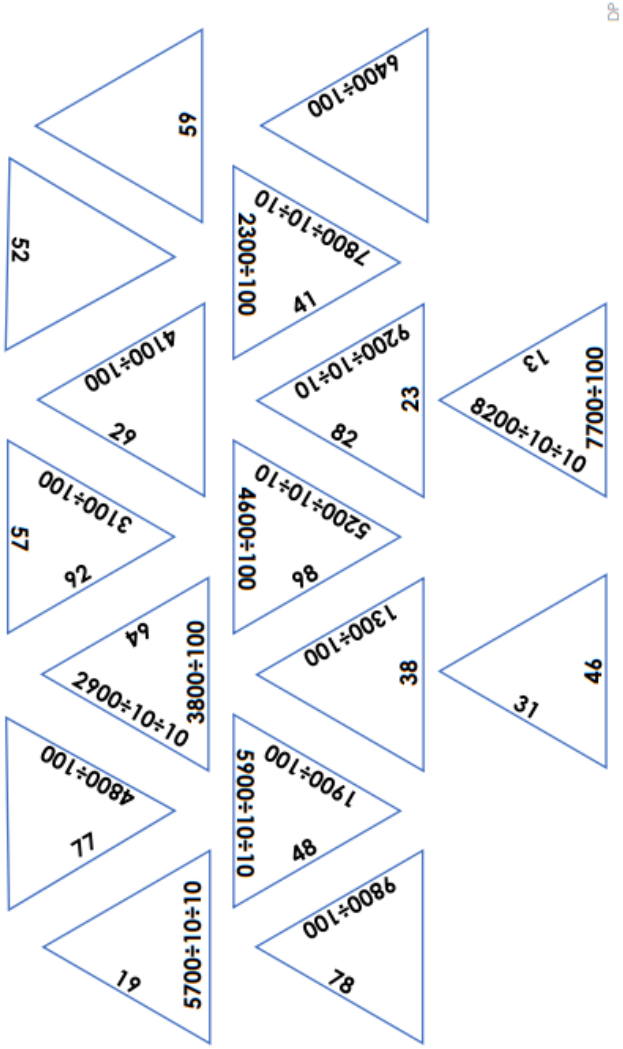
9b. A number divided by 10 and by 10 again equals this:

2 tens and 28 ones

Dylan thinks the calculation must be:
4,800 ÷ 10 ÷ 10 = 48

Is he correct? Prove it.

2. Cut out the triangles and fit them together to create one large triangle by matching the calculations to the answers.



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MATHS – Day 4

1b. Use the digit cards to create three different multiplication calculations.

___ x 1 = ?

Solve the calculations and put them in order from smallest to greatest.

4b. Use the number cards to create different multiplication calculations.

___ ___ x 1 = ?

Solve the calculations and put them in order from smallest to greatest.

7b. Use the number cards to create different multiplication calculations.

___ x ___ x 1 = ?

Solve the calculations and put them in order from smallest to greatest.

2b. Which statement does not match the calculation shown below?

1 x 8 = 8

A. 1 pencil sharpener and 8 pencils.

B. 8 camels, each with 1 hump.

C. 1 tank that contains 8 fish.

Explain your answer.

5b. Which statement does not match the calculation shown below?

1 x 16 = 16

A. Sixteen coins in one purse.

B. 16 people who all have one pet.

C. 1 book with sixteen pages in.

Explain your answer.

8b. Which statement does not match the calculation shown below?

4 x 6 x 1 = 24

A. Four adults with six drinks and each buys one more.

B. 6 puppies with 4 legs in one bed.

C. 4 ladybirds with six spots land on one flower.

Explain your answer.

3b. The children below have been multiplying by 1 and 0.

1 x 7 = 7.

6 x 1 = 1.

0 x 3 = 3.

Which calculation is incorrect and why?

6b. The children below have been multiplying by one and zero.

One multiplied by forty-two equals forty-two.

Thirty-seven multiplied by zero equals zero.

41 x 0 = 41.

Which calculation is incorrect and why?

9b. The children below have been multiplying by one and zero.

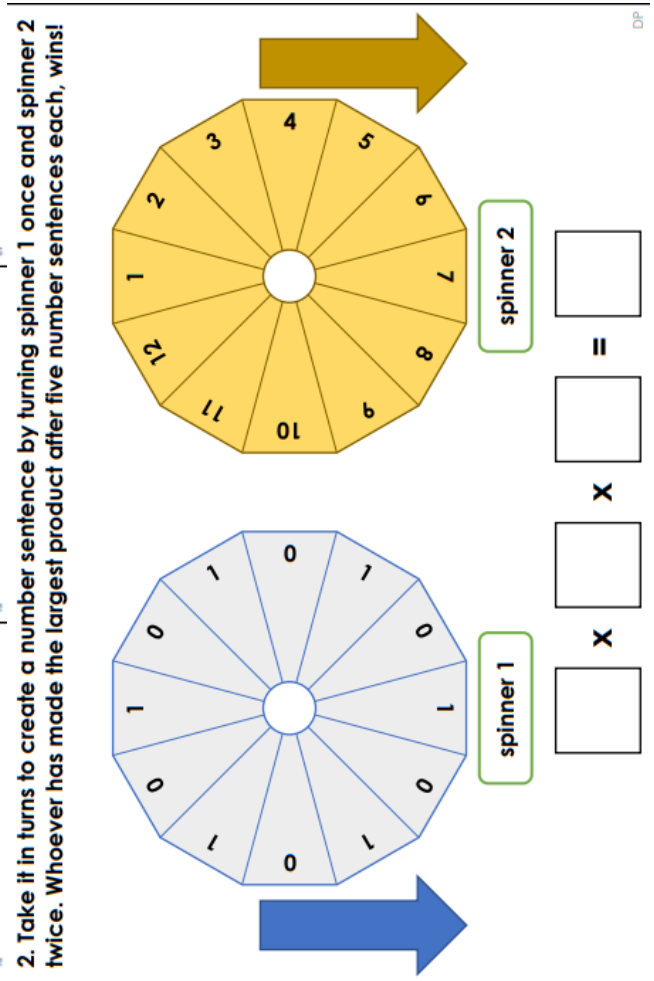
forty-five multiplied by one equals forty-five.

eleven multiplied by two, times by zero, equals twenty-two.

3 x 5 x 0 = 0.

Which calculation is incorrect and why?

2. Take it in turns to create a number sentence by turning spinner 1 once and spinner 2 twice. Whoever has made the largest product after five number sentences each, wins!



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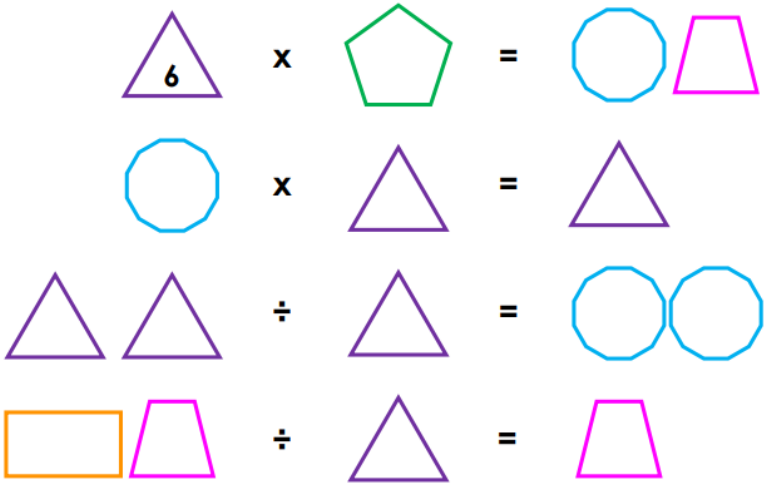
MATHS – Day 5

1. Explore what different single digit each of the shapes could represent.



DP

2. With a partner, roll the dice to work your way around the board game.

START	36 ÷ 6 6 x 7	6 ÷ 6 3 x 6	18 ÷ 6 6 x 6
			Move back 3 spaces
24 ÷ 6 8 x 6	72 ÷ 6 6 x 5	12 ÷ 6 11 x 6	48 ÷ 6 12 x 6
Move forward one space			
42 ÷ 6 6 x 2	54 ÷ 6 4 x 6	30 ÷ 6 6 x 9	FINISH

RULES

If you roll an odd number, complete the multiplication sentence.

If you roll an even number, complete the division sentence.

If you get the answer correct, roll again next turn.

DP

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Answers:

2. Grace is planning some trips. She wants to travel to at least 2 different destinations. She wants her total distance to be less than 1,000 miles as she is thinking about the impact on the environment.

Country	Distance
France	10 times further than Wales
Switzerland	10 times 32 add 24 times 10
Spain	10 times 59
Germany	10 times 61 subtract 10 times 12
Wales	39 miles

Explore the different destinations she could visit.

Various answers, for example:
France, Germany and Wales; 919 miles.

DP

2. Adam has been asked to make brownies for a coffee morning for 10 people. He has the recipe for 1 person. How much of each ingredient, in grams, will he need?

Recipe					
cocoa	21g	x10 =	210g	x10 =	2100g
butter	50g	x10 =	500g	x10 =	5000g
chocolate	39g	x10 =	390g	x10 =	3900g
flour	44g	x10 =	440g	x10 =	4400g
chocolate chips	6g	x10 =	6g	x10 =	600g

Adam's brownies went down so well at the coffee morning that he has been asked to make them for a party for 100 people. Explore how you can use what you know about the recipe for 10 people to find out the amounts, in grams, for 100. What is the most efficient way of multiplying by 100? The amounts for 10 people can be multiplied by 10 again to find the amounts for 100. It is most efficient to multiply by 100, rather than by 10 and then by 10 again.

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1. Explore which numbers Dina and Umar could have by following these clues:

Dina Umar Niamh

- Umar's number is an even whole number which is is 10 times smaller than Dina's.
- Dina's number is an even number between 600 and 700.
- Niamh has divided Dina's number by 10 and got the answer 60, when she rounded it to the nearest 10.

Is there more than one possibility?
Umar's number could be 60, 61, 62, 63 or 64.
Dina's number could be 600, 610, 620, 630 or 640.

2. Find your way through the maze by following a path where the answer is less than 50 each time.

260 ÷ 10	cm in 350mm	340 ÷ 10	cm in 510mm	640 ÷ 10	cm in 960mm
Start → cm in 420mm	780 ÷ 10	cm in 290mm	450 ÷ 10	cm in 190mm	180 ÷ 10
410 ÷ 10	cm in 620mm	850 ÷ 10	cm in 1010mm	540 ÷ 10	cm in 470mm → Finish
cm in 330mm	170 ÷ 10	cm in 140mm	340 ÷ 10	cm in 410mm	250 ÷ 10

Explore different paths you can take through the maze.
Various answers, for example: see above.

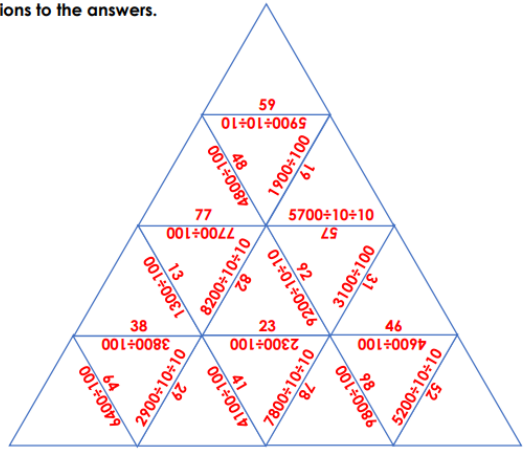
Expected

4b. Nate is correct. 3,400 ÷ 100 = 34
5b. Various answers, for example: 3,200; 3,600; 4,000; 4,400; 4,800
6b. Lacie is correct. 55 x 100 = 5,500

Greater Depth

7b. Ollie is incorrect. 5,600 ÷ 10 ÷ 10 = 56. His friends will get 56 cards each.
8b. Various answers, for example: 5,400; 6,300; 7,200
9b. Dylan is correct. 48 x 10 x 10 = 4,800

2. Cut out the triangles and fit them together to create one large triangle by matching the calculations to the answers.



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Developing

1b. 1 x 1 = 1; 3 x 1 = 3; 5 x 1 = 5

2b. Statement A does not match: the calculation would be 1 + 8 = 9, not 1 x 8 = 8.

3b. Robyn is incorrect: 0 x 3 = 0, not 3.

Expected

4b. Various answers, for example:
15 x 1 = 15; 18 x 1 = 18; 51 x 1 = 51; 58 x 1 = 58; 81 x 1 = 81; 85 x 1 = 85

5b. Statement B does not match: the calculation would be 2 x 16 = 32, not 1 x 16 = 16.

6b. Erin is incorrect: 41 x 0 = 0, not 41.

Greater Depth

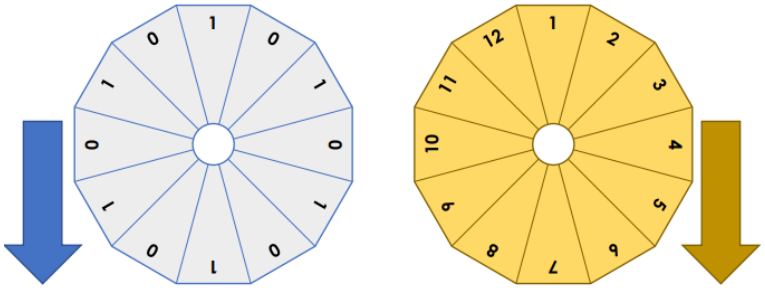
7b. Various answers, for example:
3 x 5 x 1 = 15; 5 x 3 x 1 = 15;
3 x 9 x 1 = 27; 9 x 3 x 1 = 27;
5 x 9 x 1= 45; 9 x 5 x 1 = 45

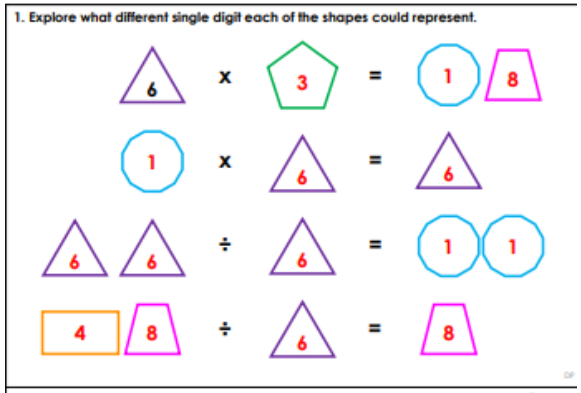
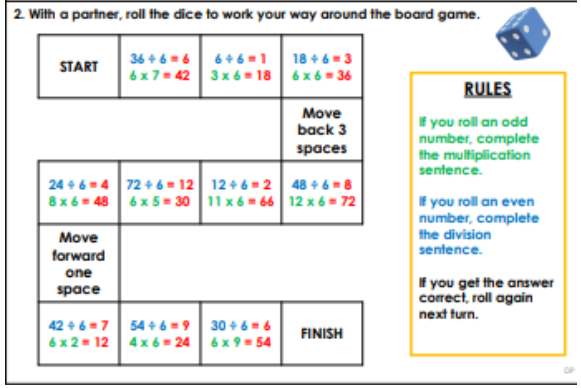
8b. Statement A does not match: the calculation would be 4 x (6 + 1) = 28, not 4 x 6 x 1 = 24.

9b. Martha is incorrect: 11 x 2 x 0 = 0, not 22.

2. Take it in turns to create a number sentence by turning spinner 1 once and spinner 2 twice. Whoever has made the largest product after five number sentences each, wins!

Various answers, for example:



1	x	3	x	6	=	18

DP