

Green Class – Home Learning – w.b. 13th July 2020

Dear Parents / Carers,

Welcome to the “Week of Days”!

Every term we have subject focus days and events that add a little bit of extra excitement to our routine learning. It occurs to me that we might have missed out a bit this term. This is the week that I put that right!!

So, this week we have Maths Day, Bastille Day, Geography Day, History Day, Music Day, Class Trip and Last Day.

Each day, I would suggest that you read through all of the day’s work. Sometimes it may make more sense to approach tasks in a particular order. Some of the tasks will need particular items or objects to be bought or collected. I have tried to take into consideration what people may already have around the house. If it makes it easier to swap days around and modify the activities to suit your circumstances, go ahead...you’re in charge.

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

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.

At the bottom of the plan is an additional 2 days for the week commencing 20th July. This, hopefully, will save you having to go on to look for the extra two days and give you a chance to think about how you would like to present them. That means that this will therefore be the last Summer Term home learning pack for Green Class. 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. A massive thank you to all of you who have helped to keep your children learning safely, whether religiously following the pack or creating your own development opportunities along the way, and to those who have shared work and pictures with us.

We know they won’t be in our class in September, but we are looking forward to seeing your children back in school and chatting to them as they settle their way into Year 5.

Mr Davies and Mrs Scott

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Task	English - Reading	English - Writing	Maths	Other Subjects
1	<p>We will be reading “Clean Sweep” in Purple Mash.</p> <p>Your child should have their login for Purple Mash stuck in the front of their yellow “Working From Home” exercise book.</p> <p>The aim is to read one chapter each week, which will be available on PurpleMash each Monday.</p> <p>https://www.purplemash.com/sch/beaupre</p> <p>Read chapter 7, focus on word reading and making sure you have understood what is happening in the story. Complete the multiple choice questions in Purple Mash.</p>	<p>DT DAY</p> <p>Create an education campaign for children to persuade them to wash their hands properly.</p> <p>This could be a: Leaflet Poster Public information film</p> <p>Create an advertisement to persuade people to buy your handwashing station.</p> <p>This could be a: Poster Leaflet Radio advertisement Television advertisement</p> <p>Use the persuasive techniques that you practised earlier this term.</p>	<p>DT DAY</p> <p>Draw a diagram of your design and include measurements.</p> <p>Your design needs to be made twice as big. What would the new measurements be?</p> <p>How much water does your design need for it to work?</p>	<p>DT DAY</p> <p>Design and build a handwashing station from recycled materials.</p> <p>https://www.stem.org.uk/resources/eli-brary/resource/334467/stop-spread-stem-challenge</p> <p>Think about how the water will get into your handwashing station.</p> <p>What will happen to the water after your hands have been washed? How could that water be collected or used for another purpose?</p>
2	<p>Reread chapter 7: 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.</p> <p>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.</p>	<p>BASTILLE DAY</p> <p>Create a tourist information guide organised in clear and helpful paragraphs. You may choose to write about Paris, France or, if you have been lucky enough to visit France, a place that you have been.</p> <p>Below are two links for each that may help you and provide a starting point. Remember to use the information in the pictures to help you describe some of the landmarks or places.</p> <p>All About France</p>	<p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>MISSION XY</p> <p>At the end of the plan is Mission XY.</p> <p>Not very French, but c’est la vie!!</p>	<p>BASTILLE DAY</p> <p>Food is important to the French. They always sit down as a family to eat around a table.</p> <p>The French Revolution happened between 1789 and 1799. The storming of the Bastille was an important event in the revolution. The revolutionaries wanted to get rid of the royalty who were treating them badly. When the King’s wife, Marie Antoinette, heard that the poor people didn’t have bread to eat she told them to eat cake instead. The cake she was talking about was brioche.</p>

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		<p>https://www.kids-world-travel-guide.com/france-facts.html https://www.natgeokids.com/uk/discover/geography/countries/facts-about-france/ All About Paris https://www.bbc.co.uk/programmes/p0114qpv https://www.sciencekids.co.nz/sciencefacts/engineering/eiffeltower.html</p>		<p>See if you can talk nicely to your parents and have brioche added to the shopping list. If they are in a good mood, see if you can persuade them to find some other French food to try – croissants, pain au chocolat and brie are just suggestions. Hot chocolate is a massive favourite with children in France who often have it as part of their breakfast.</p> <p>If you are lucky enough to try anything French, draw or take a picture and write a short food review about it with marks out of 10.</p> <p>Could you create a French menu for a Café?</p>
3	<p>Answer the open ended questions in PurpleMash, using the text for reference and for evidence when needed (P.E.E. when needed).</p>	<p>MATHS DAY Choose one or both of these:</p> <p>Write a set of instructions for your board game. Make sure you use paragraphs or bullet points or appropriate time conjunctions to help the reader follow them.</p> <p>Create a TV advertisement for your boardgame to persuade other children to buy it</p>	<p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>Create a board game which is based on maths in some way.</p> <p>It could involve telling the time, adding and subtracting, multiplying and dividing, shapes, weights, distance, fractions, co-ordinates, Roman numerals... or all of them.</p> <p>Think about how many people will play it and how difficult you want to make it.</p>	<p>MATHS DAY</p> <p>Test your game with a willing volunteer or two.</p> <p>Does it work? Does it need rule changes? How could you improve it?</p>
4	<p>Complete the “Task” in PurpleMash</p>	<p>GEOGRAPHY DAY</p> <p>Write a set of directions for your walk so that other people could take the same walk.</p> <p>Use lots of prepositions and fronted adverbials (remember your comma) with</p>	<p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>When you are on your walk create a maths trail.</p> <p>Look for things along the way that you can count, spot shapes, find opening times, See what year</p>	<p>GEOGRAPHY DAY</p> <p>The forecast for today is cloudy with some sunny patches.</p> <p>Plan a walk from your house that you could go on with your family</p>

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		<p>time conjunctions to make your instructions clear.</p> <p>For example: <u>After you have passed the Post Office</u>, go through the gate and along the path past the church.</p>	<p>places were built or opened. Can you find prices, telephone numbers or house numbers?</p> <p>Think of questions you can ask.</p> <p>Example: Choose three houses opposite the Post Office. What do the house numbers total?</p> <p>Remember to create an answer sheet.</p>	<p>Think about what will make an interesting route. See if you can follow your route using a map. Feel free to use your own apps if you have them.</p> <p>The first link will bring you straight to Outwell: https://www.google.co.uk/maps/@52.6113012,0.2329796,15z This link will need you to do a bit of searching but, if you can find Outwell, you can mark out your route to see how far it is. https://gb.mapometer.com/</p>
5	Using the lyrics from the song that you have found, write a quiz	<p>MUSIC DAY</p> <p>Who is your favourite singer or group at the moment?</p> <p>Research and tell me a bit about them.</p> <p>Write it as if you had interviewed them.</p> <p>Use inverted commas to show what they said and what you said.</p>	<p>Go to the singles chart on the link below: https://www.officialcharts.com/charts/singles-chart/</p> <p>WoC means 'Weeks On Chart'.</p> <p>What would the top 10 be if it was decided by which song had been in the charts longest? Create this new chart with the longest lasting song at the top in the No.1 position.</p>	<p>MUSIC DAY</p> <p>Choose a song you like but which you don't know all the words to.</p> <p>Find the lyrics online and see if you can learn the song and sing along.</p> <p>Write a new verse for it.</p>
6	Write a blurb for Clean Sweep	<p>CLASS TRIP</p> <p>Write a recount about what you did on your trip. Remember to include the 5W's and include interesting observations. A picture of some sort would also be good.</p>	<p>https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths</p> <p>Look at the items in your picnic.</p> <p>If the whole class (including yourself, so 23) had the same as you, how many of each item would there be in total?</p>	<p>CLASS TRIP</p> <p>We were due to go to Hunstanton for the day. Today go on your own trip. The garden is fine. If you can manage to go further (to the park, Shouldham Woods, Hunstanton) – great! Try some of these things for the full school trip experience:</p> <ol style="list-style-type: none"> 1) Picnic

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				<ul style="list-style-type: none"> 2) Natural Art – make a picture or sculpture out of things that are lying around (make sure they are safe to touch!!) 3) Sketching the view - using your new art skills. 4) A song for the bus 5) Games
7	Design an enticing front cover for Clean Sweep using one of the scenes in the story as inspiration.	<p>LAST DAY What are your hopes for the six-week holiday? If you could do anything you're your holidays, what would you like to do?</p> <p>Either: Tell me about any exciting things that you are going to be doing over the next 6 weeks.</p> <p><u>Or</u> Imagine that you have Dr Who's TARDIS so that you can travel anywhere in time and space. To Rome, to Ancient Egypt, to Scotland...anywhere!! Where would you go? What would you want to see? Tell me why you picked those things?</p>	<p>You arrived in Green Class on 4th September 2019.</p> <p>How many days ago was that? Can you find an efficient way to work it out? Think about your strategy before you start working it out.</p> <p>Today you are leaving Green Class. You are certainly older than when you started. But how old are you in days? Think about your strategy before you start. Remember that 2012, 2016 and 2020 were leap years.</p>	<p>LAST DAY</p> <p>On the final day the plan would have been to spend some of the day watching Peter Rabbit to tie in with the English work. We would also have gone outside to blow bubbles and talk about all the things we had done during the year.</p> <p>Find a film you will enjoy, or Peter Rabbit (if you have it) and think about the highlights of the year – West Stow, Mountain cakes, Roman shields, catapults, snowflakes and paperchains, post-it notes all over the door, Hit the Button, volleyball...I could keep going for ages. It may have been a short year in school, but you worked hard and did a lot. Remember and enjoy that.</p>

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=fHlIf5Zd7hk> Imovement <https://imoves.com/the-imovement>

Joe Wicks <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>



Mission XY

Ever wanted to be an astronaut? To see what it's like in space? We need your help!

Astronaut Pete and Astronaut Seb have been sent on a space mission. They have lots to do and many miles to travel. We need you to help them get to Space Station Z and back safely. You will need to use your mathematical brain to help them solve problems along the way.

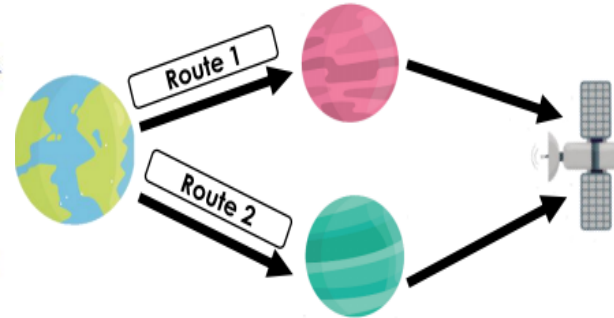
Watch out for those pesky little green aliens who will try to wreck the mission.



Pete and Seb are on their way to Space Station Z. They need to get there but they are running out of fuel. They must take the shortest route to save fuel.

1. Work out the shortest route the astronauts need to take in order to reach Space Station Z to refuel.

Route 1
Earth to Mars = 3,454 miles
Mars to Space Station Z = 2,474 miles



Route 2
Earth to Jupiter = 2,456 miles
Jupiter to Space Station Z = 3,374 miles

Route 1 =
miles

Route 2 =
miles

The shortest route to take is
Route:

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2. The astronauts have 5,915 miles worth of fuel in their rocket.
How much fuel will they have left over once they reach Space Station Z?

Well done!

You have managed to get the astronauts to Space Station Z without running out of fuel.
Now the mission begins!

Pete and Seb need to get their space suits and helmets on and take some readings from outside the station. They need to read the number on the solar sensor (This tracks the sun's energy on Earth all the way from space – super cool space stuff).

There is a problem!
Some of the numbers appear to have been damaged.
Those pesky aliens!
Work out the missing number so that Pete and Seb can send the information back to Earth.



3. The last reading that was taken was 7,392.
4,536 is the new reading.
How much solar energy has been used?

$$\boxed{7,392} - \boxed{} = \boxed{4,536}$$

Good work team, you have worked out the new reading.
Now lets get back to the rocket.

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The lock on the door seems to be stuck!
"What's the problem?" Seb asks Pete.
"I think the lock has been reset, who could have done that?" replies Pete.
"I have a sneaky feeling we have alien company!"

The astronauts need to reset the lock and they're going to need your help. The lock needs two special numbers.

4. We need to find two numbers that when added have an estimated answer of 5,800.

Original Number	Rounded to the nearest 100
3,367	
2,646	
4,015	
5,280	
3,906	
2,431	

The two original numbers are:



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Ok, team – so far so good! Let's get this rocket on the go.

In order to start the engine, Pete needs your help.

5. The table needs completing so Pete can start the return to Earth:

Number		Subtract 10		Add 100		Subtract 1,000
3,986	→		→		→	
7,321	→		→		→	
5,210	→		→		→	

5... 4... 3... 2... 1... Blast off!

You did it! I knew you could.

Now buckle up those seat belts, it's home time.



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6. One last challenge, before you go. Pete has checked the fuel level, there are 4,653 miles left. The journey home is 3,827 miles. Pete said that they will have 1,226 miles left in the tank when they return to Earth. Seb said that he is wrong. Work out who is right and how much fuel will be left in the tank.

Thank you for all your help today. Hope you enjoy your next mission.

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Addition and Subtraction Consolidation – Year 4

1. Route 1 = $3,454 + 2,474 = 5,928$ miles
Route 2 = $2,456 + 3,374 = 5,830$ miles
Route 2 is the shortest route.

2. $5,915$ miles – $5,830$ miles = 85 miles worth

3.

$$\boxed{7,392} - \boxed{2,856} = \boxed{4,536}$$

4.

Original Number	Rounded to the nearest 100
3,367	<u>3,400</u>
2,646	<u>2,600</u>
4,015	<u>4,000</u>
5,280	<u>5,300</u>
3,906	<u>3,900</u>
2,431	<u>2,400</u>

$$3,400 + 2,400 = 5,800$$

The two original numbers are:

5.

Number	Subtract 10	Add 100	Subtract 1,000
3,986	↑ $3,976$	↑ $4,076$	↑ $3,076$
7,321	↑ $7,311$	↑ $7,411$	↑ $6,411$
5,210	↑ $5,200$	↑ $5,300$	↑ $4,300$

6. Pete is wrong and Seb is correct. There will be 826 miles of fuel left in the tank. Pete did not exchange in the hundreds column; he subtracted 8 from 6 and gave the incorrect answer of 2 . This then made his subtraction in the thousands column incorrect too.