



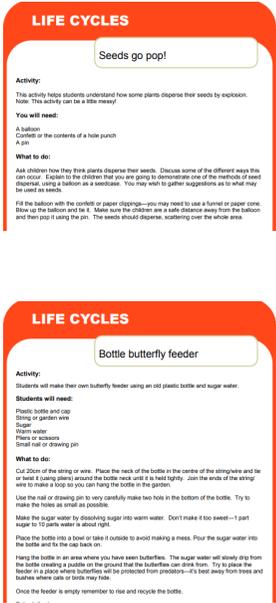
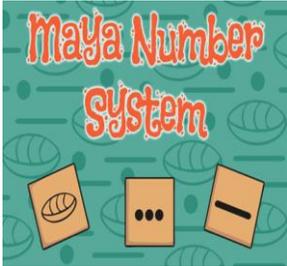
DOG KENNEL HILL PRIMARY SCHOOL

School Closure Weekly Timetable

Year 5

Week 13: 29/06/2020

	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>Reading (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p>Writing Task: See Slides</p>	<p>Reading (20-30 mins) https://home.oxfordowl.co.uk/reading/reading-age-7-8-year-3/</p> <p>Choose a story to read and discuss with someone at home</p> <p>Writing Task: See Slides</p>	<p>Reading (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p>Writing Task: See Slides</p>	<p>Reading (20-30 mins) https://home.oxfordowl.co.uk/reading/reading-age-7-8-year-3/ Choose a story to read and discuss with someone at home</p> <p>Writing Task: See Slides</p>	<p>Reading (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p>Writing Task: See Slides</p>
Maths	<p>TTRS (log in to practice times tables)</p> <p>See Slides</p>	<p><u>TTRS (log in to practise times tables)</u></p> <p>See Slides</p>	<p>TTRS (log in to practice times tables)</p> <p>See Slides</p>	<p>TTRS (log in to practice times tables)</p> <p>See Slides</p>	<p>TTRS (log in to practice times tables)</p> <p>See Slides</p>
Indoor Exercise	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks</p>	<p>Just Dance Kids https://www.youtube.com/watch?v=ziLHZekbMUo</p> <p>Joe Wicks</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks https://www.youtube.com/watch?v=ziLHZekbMUo</p>	<p>Just Dance Kids https://www.youtube.com/watch?v=ziLHZekbMUo</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks</p>

	<p>https://www.youtube.com/playlist?list=PlyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p>	<p>https://www.youtube.com/playlist?list=PlyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p>	<p>om/playlist?list=PlyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p>		<p>https://www.youtube.com/playlist?list=PlyCLOPd4VxBvQafyve889qVcPxYEjdSTI</p>
<p>Foundati on Subjects</p>	<p>Science Living Things. Life cycles</p> <p>Seed dispersal and butterfly feeder (see the enlarged activity sheets at the end of this document)</p> 	<p>Geography Human and physical Geography Volcanoes</p> <p>See the facts at the end of this document, make some notes and complete the task/s</p> <p>Draw and label a volcano or follow the instructions to make your own volcano</p> <p>https://youtu.be/SqUKL8CSLI8</p> <p>(Instructions at the end of this document)</p> 	<p>History The Mayans</p> <p>Maya Number System</p> <p>At the end of this document are facts about the Mayan number system. Go through these and then complete the activities that follow.</p> 	<p>Art/DT Mayan Codex</p>  <p>Most Mayas could read some hieroglyphs. But priests and nobles were probably the only people who knew the whole language. The Maya carved these symbols into stone, and made books from tree bark.</p> <p>They would take one strip of bark and fold it over and over to make pages. These "books" were wrapped with wood and deer hide.</p> <p>They are called codices, codex is singular (meaning one). The Maya would write with quills made from turkey feathers. When the Spanish came, they burned many books. Only four remain today. It probably took several weeks or more to write each codex.</p> <p>http://mayankids.com/mmkpeople/mkwrite.htm</p> <p>Task:</p>	<p>ICT</p> <p>Coding (Scratch: a programming language)</p> <p>Scratch (8-16 years) Click here for more information about Scratch</p> <p>Scratch tutorials: Click here</p> <p>OR</p> <p>3D Bug https://projects.raspberrypi.org/en/projects/blocksca-d-bug In this project, you will use BlocksCAD to design a 3D bug or insect using</p>

geometric shapes.

YOU WILL NEED

Thin card, ruler, pencil, scissors, white acrylic paint, large paintbrush, water pot, eraser, tracing paper, acrylic paints, palette, selection of paintbrushes.



STEP 1

Draw a rectangle measuring 39½ x 10in onto the piece of thin card and cut it out. Cover the rectangle with an even coat of white acrylic paint. Leave it to dry.



STEP 2

Using a pencil and ruler lightly draw in four fold lines, 8in apart on the painted card, as shown above. This will divide the card into five equal sections.



STEP 3

Carefully fold along the pencil lines to make a zigzag book as shown in the picture above. Unfold the card and rub out the pencil lines with an eraser.



STEP 4

To decorate your codex you could trace or copy some of the Maya codex drawings from these pages. Alternatively, you could make up your own Mesoamerican symbols.



STEP 5

Paint your tracings or drawings using bright acrylic paints. Using the Maya numbers on this page as a guide, you could add some numbers to your codex, too.

NOTE: For Step 4, use the Mayan Number System to decorate your covex and make it look more authentic.



Project
Work/PS
HE/citize
nship

Voicing My Opinion

At home, just like at school, there will be times when we have different thoughts or opinions to those around us. We need to ensure we feel confident to voice these thoughts and opinions, while also being respectful to the opinions of others.

In the table below, reflect on times you have had a differing opinion or thought to others, how you expressed it and what the outcome was.

Draw this table in your book and complete over a few days.

My Thought or Opinion	How I Expressed It	The Outcome
-----------------------	--------------------	-------------

Mindfulness/
Wellbeing

One Minute Mindful Seeing

Find a place where there are lots of things to see. For e.g. out of a window.

For one minute, observe all the things you can see and make a list. Is there anything new that you've noticed that you haven't seen before?

Practise Star Breathing

Start at a point on a star, follow your way around with your finger breathing *slowly* and



holding your breaths at the points

One Minute Mindful Smelling

Take a minute to focus on smells around you. It might be when there is cooking going on or when you are going for a walk.

Focus on how many different smells you can identify. How did they make you feel? Did you have a favourite smell?

Teddy Bear Belly Breathing

Lie with your back on the floor and put a soft toy on your belly.

Breathe in and out slowly. Try and concentrate on the way your toy rises and falls with your breathing.

Practise 'Take 5' Breathing

Hold your hands out and spread your fingers. With the finger of the other



hand, trace the outline of a finger breathing in through your nose as you trace up. Breathing out through your mouth as you trace down. Keep going at a steady pace.

LIFE CYCLES

Seeds go pop!

Activity:

This activity helps students understand how some plants disperse their seeds by explosion.

Note: This activity can be a little messy!

You will need:

A balloon
Confetti or the contents of a hole punch
A pin

What to do:

Ask children how they think plants disperse their seeds. Discuss some of the different ways this can occur. Explain to the children that you are going to demonstrate one of the methods of seed dispersal, using a balloon as a seedcase. You may wish to gather suggestions as to what may be used as seeds.

Fill the balloon with the confetti or paper clippings—you may need to use a funnel or paper cone. Blow up the balloon and tie it. Make sure the children are a safe distance away from the balloon and then pop it using the pin. The seeds should disperse, scattering over the whole area.

LIFE CYCLES

Bottle butterfly feeder

Activity:

Students will make their own butterfly feeder using an old plastic bottle and sugar water.

Students will need:

Plastic bottle and cap
String or garden wire
Sugar
Warm water
Pliers or scissors
Small nail or drawing pin

What to do:

Cut 20cm of the string or wire. Place the neck of the bottle in the centre of the string/wire and tie or twist it (using pliers) around the bottle neck until it is held tightly. Join the ends of the string/wire to make a loop so you can hang the bottle in the garden.

Use the nail or drawing pin to very carefully make two holes in the bottom of the bottle. Try to make the holes as small as possible.

Make the sugar water by dissolving sugar into warm water. Don't make it too sweet—1 part sugar to 10 parts water is about right.

Place the bottle into a bowl or take it outside to avoid making a mess. Pour the sugar water into the bottle and fix the cap back on.

Hang the bottle in an area where you have seen butterflies. The sugar water will slowly drip from the bottle creating a puddle on the ground that the butterflies can drink from. Try to place the feeder in a place where butterflies will be protected from predators—it's best away from trees and bushes where cats or birds may hide.

Once the feeder is empty remember to rinse and recycle the bottle.

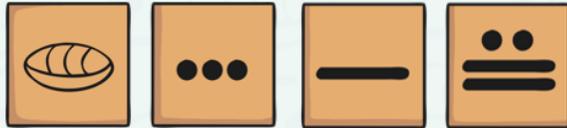
History:

The Maya and Numbers

The Maya had a good understanding of numbers and they developed a complex number and counting system which was advanced for their time.

They were one of only two cultures in the world to develop the concept of zero and this allowed them to develop a place value system where a zero could act as a place holder in large numbers. This enabled the Maya people to distinguish between numbers like 23 and 203, where the placement of the zero determines the value of the digit 2 as 200. This is a very important concept which many civilisations did not understand until much later than the Maya.

The Maya people used symbols to represent their numbers. Let's have a look at how it worked.



Number Symbols



The Maya people used just three symbols in their number system. These are thought to represent items that the Maya people might have first used to count with such as pebbles, sticks and shells.

With your partner, look at the following Maya numbers. Can you work out what numbers the symbols represent and how the system works?

	= 7		= 18
	= 11		= 20

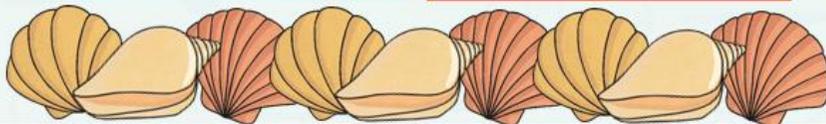
Shells, Sticks and Pebbles



Questions

1. Did you figure it out?
2. What have you learnt about the way the numbers are written?
3. What other Maya numbers can you write?
4. How is the Maya number system similar and different to our own?

	= 0
	= 1
	= 5



Maya Numbers

1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10			

Maya Numbers

20		30	
21		31	
22		32	
23		33	
24		34	
25		35	
26		36	
27		37	
28		38	
29		39	

The Maya people used a base 20 number system, so after number 19 multiples of 20 were written above the bottom number. This is called a vigesimal positional number system.

Larger Numbers



Using the information you have learnt, can you work out what these larger numbers are?

	40		200
	18		18
= 58		= 218	

	320
	18
= 338	

Working it Out

Here are a couple of examples of how the system works.

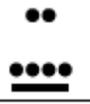
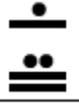
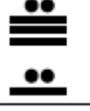
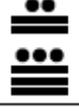
	= 2 x 20	40 + 8 = 48
	= 8	

Number of 20s		8 x 20 = 160	167
Number of 1s and 5s		= 7	

Complete the activities below:

0-399 Maya Number System

Can you work out these Maya numbers? Use the key to help you.

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

The Maya only counted up to 20. After that they would count in multiples of 20.



The symbols in the top row need to be added together and multiplied by 20:
 $(1+5) \times 20 = ?$

The bottom row simply needs to be added together:
 $1 + 1 + 5 + 5 = ?$

The total value of the symbols can be calculated by simply combining the two values together!
 $(6 \times 20) + (1 + 1 + 5 + 5) = ?$

Key	
	0
	1
	5
Number of 20s	
Number of 1s and 5s	

0-5080 Maya Number System

Read the **Larger Maya Numbers Activity Sheet**. Now can you work out these Maya numbers? Use the key to help you.



 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	Key 0 1 5
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	Number of 400s
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	Number of 20s
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	 <input type="text"/>	Number of 1s and 5s



Where Does the Word 'Volcano' Come From?

Have you ever thought about why volcanoes are actually called 'volcanoes'? Can you think of a reason why?

The word 'volcano' comes from the island 'Vulcano', which is a volcanic island in Italy.



Vulcano, Italy.

The island actually gets its name from the Roman god of fire – Vulcan.



What Is Our Earth Made Of?

Click on the circles to reveal



The Outer Core

The outer core is a liquid layer made out of molten iron and nickel. This liquid metal creates the earth's magnetic field.

The Crust

This is the outer layer of the earth. It varies in thickness from 0 – 60km thick. It is not even and is made up of pieces which overlap to cover the entire planet. These pieces are called 'tectonic plates'.

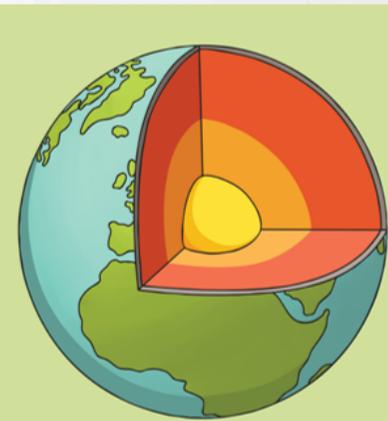
The Mantle

The mantle is approximately 2897km thick and is made of a solid, rocky substance called molten rock or magma. This is what escapes when a volcano erupts.

This is a solid layer and is made of iron and nickel. It is the hottest part of the earth and can reach temperatures of up to 5500°C!

How Are Volcanoes Formed?

Deep in the earth, it is extremely hot. It is so hot, in fact, that rocks actually melt and form magma, which makes up the mantle of the earth.



The upper mantle mixes and moves, which creates pressure underneath the crust. This pressure can sometimes cause the mantle to leak out onto the surface of the earth – **this is a volcano!**



Over time, as this magma leaks out, the volcano will get bigger and bigger.

The Three Stages of Volcanoes

Scientists have placed volcanoes in to three different categories. What do you think each one is?

Active

An active volcano is one that has erupted recently, and there is the possibility that it may erupt again.

Dormant

A dormant volcano is one that has not erupted for a long time, however, it may still erupt in the future.

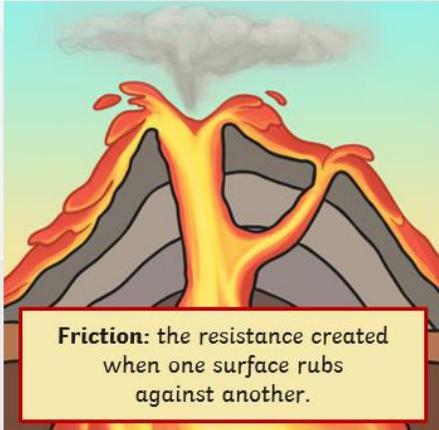
Extinct

An extinct volcano is one which has erupted thousands of years ago, but it will probably never erupt again.



Why Do Volcanoes Erupt?

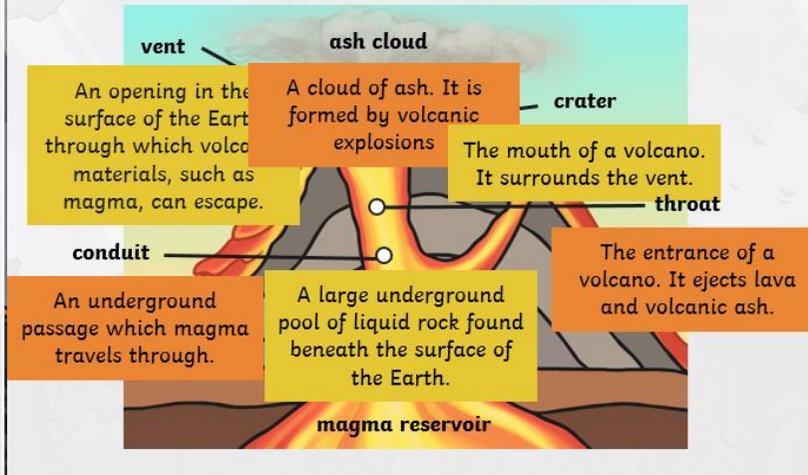
We know that the earth's crust is made up of huge slabs called tectonic plates. These fit together like a jigsaw puzzle and they sometimes move.



The movement causes **friction** which causes earthquakes and volcanic eruptions near the edges of the plates. The theory that explains this process is called 'plate tectonics' – this means the plates are moving in different directions and at different speeds. Sometimes they collide or brush past each other and cause these earthquakes and volcanic eruptions.

What Are the Different Parts of a Volcano?

Click on each label to find out more. Click again to remove.



Make your own volcano:

YOU'LL NEED

An empty water bottle (we used a 500ml one)

Something to make the volcano with. We used some old modelling clay, but you could make your own play doh, or use soil, snow or sand if doing it outside or make a papier-mache version.

2 spoonfuls of baking soda (bicarbonate of soda)

1 spoonful washing up liquid

a few drops of red and yellow food colouring

30 ml vinegar

Mould your volcano around the water bottle. If doing it in the kitchen maybe put it in a baking tray to catch the mess. You can make the volcano as simple or as fancy as you like!

Add everything except the vinegar to the water bottle.

Stand back, get ready.....add the vinegar and watch the eruption! If it doesn't work so well add a bit more washing up liquid and vinegar.