



# DOG KENNEL HILL PRIMARY SCHOOL

## School Closure Weekly Timetable

Year 5

Week 14: 06/07/2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>English</b>	<p><b>Reading</b> (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p><b>Writing Task:</b> See Slides</p>	<p><b>Reading</b> (20-30 mins) <a href="https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/">https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/</a> Choose a story to read and discuss with someone at home</p> <p><b>Writing Task:</b> See Slides</p>	<p><b>Reading</b> (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p><b>Writing Task:</b> See Slides</p>	<p><b>Reading</b> (20-30 mins) <a href="https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/">https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/</a> Choose a story to read and discuss with someone at home</p> <p><b>Writing Task:</b> See Slides</p>	<p><b>Reading</b> (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p><b>Writing Task:</b> See Slides</p>
<b>Maths</b>	<p>TTRS (log in to practice times tables)</p> <p><a href="#">See Slides</a></p>	<p><u>TTRS (log in to practise times tables)</u></p> <p><a href="#">See Slides</a></p>	<p>TTRS (log in to practice times tables)</p> <p><a href="#">See Slides</a></p>	<p>TTRS (log in to practice times tables)</p> <p><a href="#">See Slides</a></p>	<p>TTRS (log in to practice times tables)</p> <p><a href="#">See Slides</a></p>
<b>Indoor Exercise</b>	<p>Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p>Joe Wicks <a href="https://www.youtube.com/watch?v=ziLHZeKbMUo">https://www.youtube.com/watch?v=ziLHZeKbMUo</a></p>	<p>Just Dance Kids <a href="https://www.youtube.com/watch?v=ziLHZeKbMUo">https://www.youtube.com/watch?v=ziLHZeKbMUo</a></p> <p>Joe Wicks <a href="https://www.youtube.com/watch?v=ziLHZeKbMUo">https://www.youtube.com/watch?v=ziLHZeKbMUo</a></p>	<p>Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p>Joe Wicks <a href="https://www.youtube.com/playlist?list=PLyCLO">https://www.youtube.com/playlist?list=PLyCLO</a></p>	<p>Just Dance Kids <a href="https://www.youtube.com/watch?v=ziLHZeKbMUo">https://www.youtube.com/watch?v=ziLHZeKbMUo</a></p> <p>Joe Wicks <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI">https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</a></p>	<p>Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p> <p>Joe Wicks <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI">https://www.youtube.com/playlist?list=PLyCLOPd4VxBvQafyve889qVcPxYEjdSTI</a></p>

	<p>com/playlist?list=PLyC LoPd4VxBvQafyve889 qVcPxYEjdSTI</p> <p>Also see the Joe Wicks workout cards below</p>	<p>com/playlist?list=PLyC LoPd4VxBvQafyve889 qVcPxYEjdSTI</p>	<p>Pd4VxBvQafyve889qVcP xYEjdSTI</p>		<p>ube.com/playlist?l ist=PLyC LoPd4VxB vQafyve889qVcPx YEjdSTI</p>
<p>Foundati on Subjects</p>	<p>Science Living Things Life cycles</p>  <p>Go through the information given on different organisms and choose one to create a cartoon depicting their life cycle.</p>	<p>Geography Human and physical Geography Rivers of the world</p> <p>Go through the fact sheets of some of the main rivers in the world and then complete the labelling activity.</p>	<p>History The Mayans</p> <p>Maya Writing</p>  <p>At the end of this document are facts about Maya Writing. Go through these and then complete the activities that follow.</p>	<p>Art/DT <b>Mayan Codex (as last week, but include Maya Writing to link it to this week's History task)</b></p>  <p><a href="http://mayankids.com/mmkpeople/mkwrite.htm">http://mayankids.com/mmkpeople/mkwrite.htm</a></p> <p>Task:</p>	<p>ICT Coding (Scratch: a programming lan- guage)</p> <p><b>Scratch (8-16 years) <a href="#">Click here for more infor- mation about Scratch</a></b></p> <p><b>Scratch tutorials: <a href="#">Click here</a></b></p> <p>OR</p> <p><b>Alien language</b> <a href="https://projects.ra&lt;br/&gt;spberrypi.org/en/&lt;br/&gt;projects/alien-&lt;br/&gt;language">https://projects.ra spberrypi.org/en/ projects/alien- language</a> In this project, you will train the computer to understand an alien language. You will use that</p>

**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 **Maya Writing** (see History task) to decorate your covex and make it look more authentic.



to control an alien character so that it can understand what you tell it to do.

## What Positives Have Come from Lockdown?

Lockdown is a difficult time when we may feel that the things we love and enjoy have been taken away from us. For example, we are unable to go to school, see our friends and family, take part in after-school activities or visit our favourite places.

During this difficult time, you may have learnt new skills, discovered new talents and found more of your special qualities. These positives need to be captured and celebrated.

Can you take some time to think about what positives being in lockdown has taught us?

Spend some time thinking about the following three questions and then complete each activity. When you have completed them, display the activities somewhere you can see and be proud of them each day. If you are having a difficult day, looking back at your answers will help you to feel proud and positive about yourself.

**What Skills Have I Learnt During Lockdown?**



Complete these on a sheet of paper/card

**What New Talents Have I Discovered?**



**What Special Qualities Have I Discovered?**



Mindfulness/  
Wellbeing

**Brain Break Breathing**

**Starfish Breaths**

Sit on the floor with your legs comfortably crossed in front of you. Open your left hand and extend it slightly in front of you so it looks like an open starfish. Take your right hand and extend your pointer finger. Beginning with your left thumb, take your right pointer finger and go up the outside thumb while taking a deep breath in. Go down the inside of the thumb and breathe out deeply. Continue the deep breathing in while going up each finger and exhaling when going down each finger. Once you are finished, switch hands and repeat.



**Brain Break Breathing**

**Butterfly Breaths**



Sit on the floor with the bottom of the feet touching and the knees bent out to the sides. Put your hands on your ankles and gently bounce your knees like you are flapping butterfly wings. Close your eyes and breathe slowly and calmly. Be sure to take slow deep breaths in and out. Pretend you are flying to your favorite place in the whole world. Imagine what it looks like. What do you see? What do you hear? What does it feel like? Imagine you are flying around and you are happy and calm. Now it is time to fly home, slowly flap your wings back home. Take a deep breath in and slowly exhale. Now slowly open your eyes.

### Brain Break Breathing



#### Sun Breaths

Sit on the floor in a comfortable position. Close your eyes and take some slow deep breaths in and out. Picture a bright, shining sun smiling at you. Feel the sun on your face. Breathe slowly and let the sun warm your face. Imagine the sun warming your shoulders and back. Imagine the sun warming your arms. Continue to breathe in and out slowly and calmly. Imagine the sun's warmth spreading to your legs. Finally, feel the warmth all the way in your fingers and toes. Slowly stretch your arms overhead and your legs and feet out in front of you. Take a deep breath in and bend over towards your feet. Slowly exhale and sit back up. Take one more deep breath in and out and slowly open your eyes.

### Brain Break Breathing

#### Rainbow Breaths

Stand with your feet shoulder width apart, arms gently resting by your sides. Slowly raise your arms and take a deep breath in. Try to breathe in until your hands reach each other over your head. Breathe out slowly while lowering the hands. Visualize the beautiful rainbow you are making. Repeat 5 - 10 times. Each time you breathe in imagine you are adding another color to your rainbow. What colors are you adding to your rainbow? Once your rainbow is done slowly open your eyes.



### Brain Break Breathing

#### Waves on the Ocean Breaths

Lie back gently on the floor with your feet out in front of you. Place your hands on your stomach. Breathe in through your nose and feel your hands rise up. As you slowly exhale, feel your hands go back down. Pretend that your stomach is waves in the ocean and your hands are a sailboat. Each time you breathe in the sailboat goes up on the waves and each time you breathe out the sailboat goes down on the waves. Repeat.



# LIFE CYCLES

## Cartoon life cycle

### Activity:

Students will design their own cartoon depicting the life cycle of their chosen organism.

### Students will need:

Paper  
Pencils/pens  
Books and/or internet access

### What to do:

Students should research life cycles of various organisms - try and encourage students to use a life cycle that's a little out of the ordinary!

Once students have carried out their research, they should create a cartoon to show their chosen life cycle. Students should use any technique they wish to complete their cartoon - they may want to base a short story around the life cycle or simply create a cartoon-style diagram. After they are finished, set up a classroom display using the cartoons.

### Take it further:

Why not create a lift-the-flap book depicting the chosen life cycle? Fold an A4 sheet of paper in half down the long side. Cut three slits into one side of the fold to create 4 flaps. Place the book landscape and draw the life cycle stages on each flap. Underneath write a short explanation of what's happening at each stage.

Information to use:

## Mammals

LO: To understand the lifecycle of a mammal.

The lifecycle of a mammal involves 3 main stages:

Start



Independent adult usually seeks company from the opposite sex and mates. Adult female nurses their young.

### Mammals:

- have hair or fur
- warm-blooded
- feed babies milk
- give live birth

**Gestation:** Embryo growing inside the mother, where it is completely reliant upon the mother.



**Young:** Main period of growth and developing independence from the parents.

## Amphibian

LO: To understand the lifecycle of an amphibian.

The lifecycle of a frog involves 5 main stages:

Start



The tail disappears and it starts to eat insects instead of plants. It takes 2-4 years to become an **adult frog**, when it can lay eggs.

### Amphibians:

- live in water and on land
- moist slimy skin
- lays eggs
- babies different from adults

The tadpole grows fins and a stronger tail. Then it develops lungs and hind legs.



The tadpole grows front legs and tail shortens. Uses nutrients in tail as food. It jumps out of water onto land.



The female lays mass of **eggs** which are fertilised by the male.



After 2-25 days the **tadpole** hatches from the egg. It swims and eats plants. It breathes through gills.



## Reptiles

LO: To understand the life cycle of a reptile.

Start



When fully grown the adult reptile will begin to mate.

The female and male mate, then the female reptiles lays fertilised eggs. An embryo starts to grow within the egg. Most reptiles bury their eggs and leave them to hatch alone.



### Interesting Fact

Although most reptiles lay eggs, a few species give birth to living offspring.



The hatchling begins to grow and becomes a juvenile. The juvenile looks just like the adult reptile. The juvenile grows slowly over a long period before reaching adulthood.

### Reptiles:

- most hatch from eggs.
- are cold blooded.
- have dry, scaly skin

### Interesting Fact

Due to the Mother burying her eggs and leaving them to hatch, the hatchlings have to fend for themselves from the moment they leave their egg.

When the embryo is fully formed, it is called a hatchling. It uses an egg tooth to break out of the egg or 'hatch'.



## Insects

LO: To understand the lifecycle of an insect (**complete** metamorphosis).

Most insects undergo complete metamorphosis. This involves 4 main stages:

Start

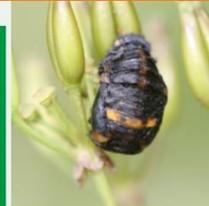


The **adult** breaks out of the pupa and matures.

### Insects:

- hatch from eggs
- some look like parents and shed skin as grow
- some go through metamorphosis young and adult are different.

The **pupa** is formed when the larva moults for the last time. Pupa have a hard protective coating and are often camouflaged. The larva transforms completely inside the pupa.



**Eggs** are laid by the female insect.



The eggs hatch into **larva**. The larva look nothing like the adult. This varies depending on species. Common forms are caterpillars, maggots, grubs.



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## Birds

LO: To understand the lifecycle of a bird.  
The lifecycle of a bird involves 3 main stages:

Start

Eggs are laid by the mother and the mother and father care for the egg until it hatches.



Independent adult usually seeks company from the opposite sex and mates.

### Birds:

- have feathers and wings
- warm-blooded
- lays eggs



Mother and father feed the young bird until it is old enough to fly and find its own food.



Extension:

## Life Cycles

Compare the life cycles of mammals and birds.

History:  
For task 1:

# Maya Hieroglyphs



Maya hieroglyphic writing can be made up of syllabograms (representing sounds) or logograms (representing whole words).

Logograms often resemble the thing that they represent, so it is easy for us to see what they mean, but others are more tricky.

Look closely at these logograms. Can you match them to their meanings?

			
to grab	fire	to scatter	jaguar

The image shows four Maya hieroglyphs in a row, each in a light blue square. Below them are four dark blue boxes with text. Green lines connect the hieroglyphs to the text boxes: the first hieroglyph (jaguar head) connects to 'to grab', the second (hand) connects to 'to scatter', the third (jaguar head) connects to 'jaguar', and the fourth (jaguar head) connects to 'fire'.



chan  
'sky'



winik  
'person'



witz  
'mountain'



k'in  
'sun'



b'alam  
'jaguar'



k'ak'  
'fire'



bak  
'bone'



way  
'spirit'



juun  
'book'



ja'  
'water'



ajaw  
'lord'



muyal  
'cloud'



ix  
'woman'



ch'am  
'to grab'



k'uk'  
'quetzal'



chan  
'snake'



ch'ul  
'holy'



chok  
'to scatter'



jaab  
'year'



yax  
'blue/green'



pakal  
'shield'



tok  
'flint'



naj  
'house'



k'al  
'twenty'

For task 2:

## Syllabograms

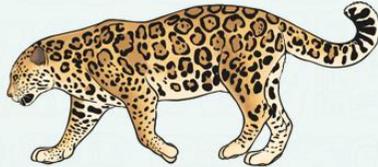


About 150 syllabograms were used in the Maya script and syllables were often represented by more than one glyph. This meant that different people could spell the same words differently depending on which syllabograms they chose to use.

For example, the Maya word for jaguar is b'alam which can be split into three syllables b'a - la - am, with the final 'a' silent.

Have a look at the syllabograms for the syllables in b'alam. How many different ways of spelling the word can you find?

**Remember there is a logogram for the word jaguar too!**



## Jaguar – b'alam



ba	la	am	
			=
			=
			=

Complete the activities below:

Task 1: Copy the table into your book to complete the Logogram task

## Logograms

○○○

Can you draw some Maya logograms and write down their meanings?

--	--	--

Name and Meaning

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**My own Maya style logogram**

A description of my design:

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Task 2:

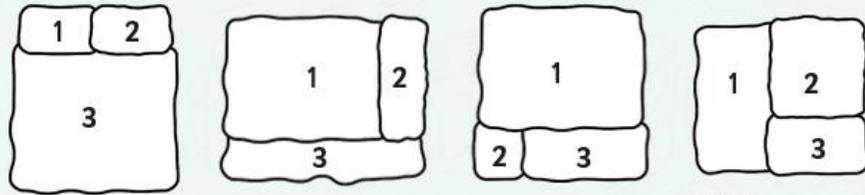
## Creating a Glyph Block



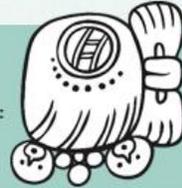
Now you have three syllabograms to write b'alam, you need to combine them into one glyph block.

Maya glyphs were roughly read top to bottom and left to right.

For example:



So the word b'alam could look like this:



Geography:

## The Yangtze (Cháng Jiāng) Fact Sheet

- The Yangtze is the longest river in Asia and the third longest in the world
- It flows for 6,418km from glaciers on the Tibetan Plateau to the East China Sea at Shanghai
- The Yangtze is heavily polluted by local industry
- The River Dolphin that used to live in the river is now extinct and the river is home to three endangered species: the Chinese Alligator, Chinese Paddlefish and the River Pig (porpoise)



Did you know?  
The river is home to the Three Gorges Dam, the world's largest power station.

## The Amazon Fact Sheet

- The Amazon River is the second longest river in the world and has the largest capacity
- The river is 6 miles wide at its widest point
- The river's source is formed by melting glaciers found high in the mountains of Peru. It then flows through Brazil, Ecuador, Bolivia, Columbia, Peru and Venezuela before flowing into the Atlantic Ocean
- The Amazon flows through the largest Rainforest in the world



Did you know?  
The Amazon was named by a Spanish explorer who told stories of a tribe of female warriors who lived by the river.

## The Volga Fact Sheet

- The Volga is the longest river in Europe, measuring 3,692km
- The source of the river is in the Valdai Hills in Russia and its mouth is at the Caspian Sea
- The river valley is very fertile and rich in minerals, making it an ideal environment for growing wheat
- The pollution cause by the many industrial areas the river runs through is of great environmental concern
- The river is mostly used for transport and shipping goods. It is also used for supplying electricity to the surrounding towns and cities



Did you know?  
The Volga was widened in places for navigation purposes.

The Volga is a source of Caviar, a delicacy made from the eggs of Sturgeon fish.

## The River Nile Fact Sheet

- The River Nile is 6,650km long, making it the longest river in the world
- The Nile is in north-eastern Africa and runs through Sudan, Burundi, Rwanda, DR Congo, Tanzania, Kenya, Ethiopia, Uganda and Egypt
- The river's source is in the rainforests of Rwanda and its mouth is in the Mediterranean Sea
- The Egyptians have depended on the river since ancient times. The banks of the Nile are full of valuable minerals, enabling farmers to grow crops in the fertile soil



Did you know?  
Nearly all the cultural and historical sites of Ancient Egypt are found along the riverbanks of the Nile.

## The River Thames Fact Sheet

- The River Thames is 346km long, making it the longest river in England and the second longest in the United Kingdom
- The source of the Thames is at Thames Head in Gloucestershire, and it flows into the North Sea at the Thames Estuary
- Although the river is now mainly used for tourism, its main use was once for transporting goods in and out of the country



**Did you know?**  
The river is policed by five police forces and there is also a London Fire Brigade fire boat on the river

## The Mississippi Fact Sheet

- The Mississippi is 3,779km long, making it the longest river in America
- In 1922, water skiing was invented on the Mississippi river
- The river source is at Lake Itasca in Northern Minnesota in the USA and it flows through 10 states before emptying into the Gulf of Mexico
- The Lake Pontchartrain Causeway is the second longest road bridge in the world and crosses the river in New Orleans. It is 24 miles long!



**Did you know?**  
The name Mississippi comes from the Anishinabe people who called the river 'Messipi', which means Big River or Father of the Waters.

Minneapolis lies on both banks of the Mississippi.

## The Murray River Fact Sheet

- Dams were built to assist with irrigating the land to help crops grow, but this has drawn water away from ecosystems that need it
- The source of the river is high in the Australian Alps. The river flows into the Indian Ocean
- There are many animals in the Murray River that can only be found in Australian waters, including Golden Perch, Murray Cod and the Platypus



**Did you know?**  
The Aborigines believed the river was created by the great ancestor Ngurunderi as he chased Pondi (The Murray Cod) through the landscape.

The Murray is 2,575km long.

## The Ganges Fact Sheet

- The Ganges is 2,525km long and starts its journey in the Himalayas
- The river flows through Nepal, India and Bangladesh, where it empties into the Bay of Bengal
- The Ganges deposits minerals and nutrients into the surrounding land, making it ideal for farming
- The Ganges is heavily polluted due to the many cities that deposit waste products into it. Pollution threatens both humans and more than 140 fish species



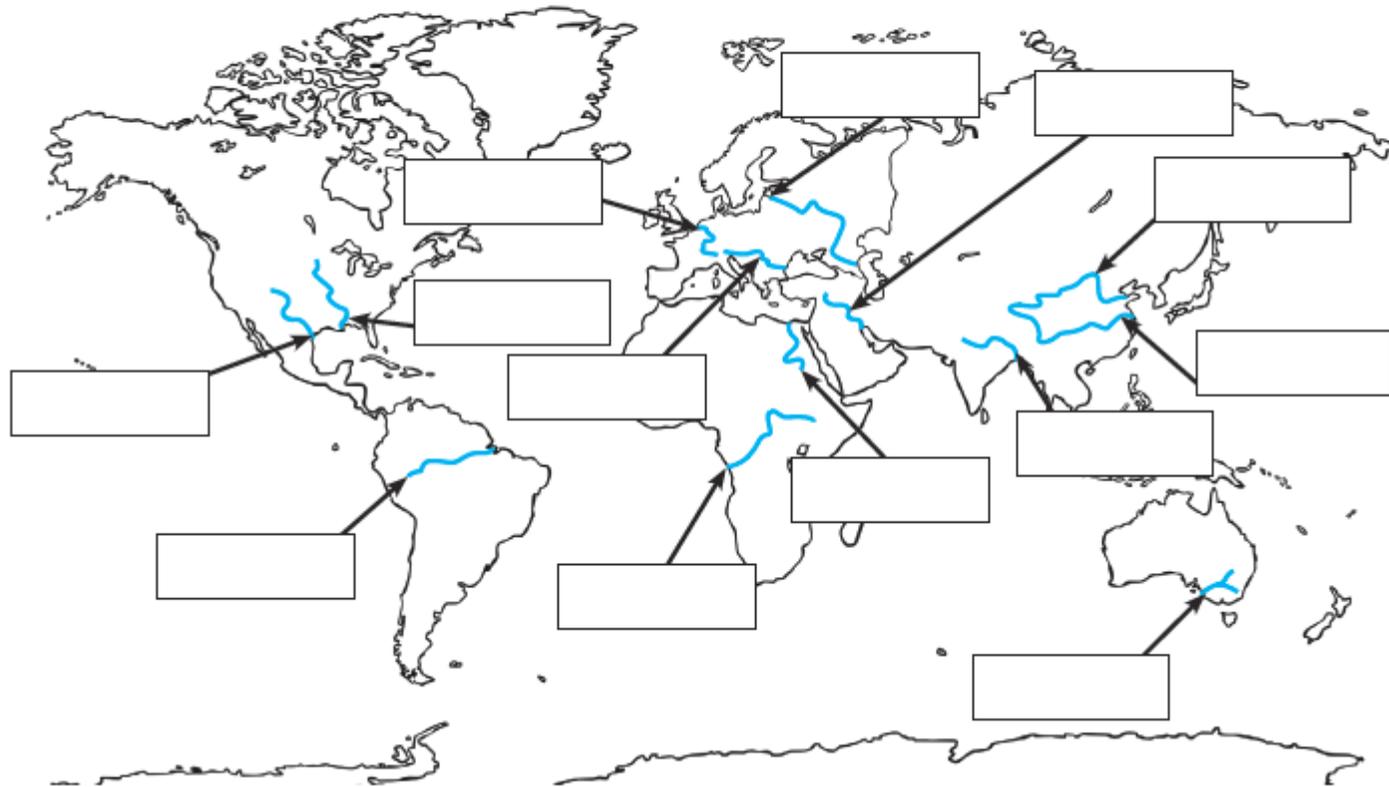
**Did you know?**  
Hindus believe the waters of the Ganges are purifying and if they bathe in the river their sins will be forgiven and they will be cured of illness.

'Wishing candles' are places in the river to represent a wish for a friend or family member.

Task:

## World Map Rivers

Find and draw the rivers of the world and then label them using the labels at the bottom of the sheet.



Mississippi	Danube	Ganges	Huang He	Nile	Amazon	Rhine
Murray Darling	Rio Grande	Congo	Yangtze	Volga	Euphrates	

## Joe Wicks: Active 8-Minute Workout 2

### Running and Punching

1. Run on the spot with forward punches.
2. Punch the opposite arm with the opposite leg running.

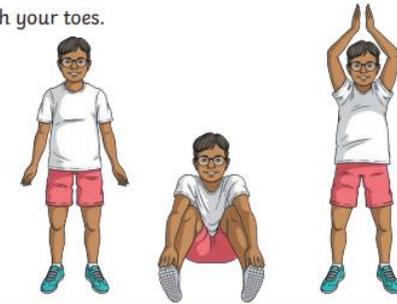
**How quickly can you go? Try sprinting for the final 10 seconds.**



## Joe Wicks: Active 8-Minute Workout 2

### Sit down, Touch Toes, Stand up, Clap

1. Sit down.
2. Put your legs out in front of you and touch your toes.
3. Stand up.
4. Clap your hands above your head.
5. Repeat.



## Joe Wicks: Active 8-Minute Workout 2

### Star Jumps

**Make sure you have enough room for this exercise!**

1. Stand straight with your arms by your side and feet shoulder-width apart.
2. Jump upwards, bringing your arms and legs out to make a star shape as you land.
3. Jump upwards again to bring your feet and arms back to the starting position.

**How many star jumps can you do in 35 seconds?**

**Try turbo star jumps!**



## Joe Wicks: Active 8-Minute Workout 2

### Basketball Throws

1. Shoot an imaginary basketball at an imaginary basketball hoop.
2. Shuffle along a few steps and shoot another hoop!
3. So, it's shoot - shuffle - shoot - shuffle back - shoot and so on.

**This is a great exercise for the leg muscles.**

