



Victoria Dock Primary School Home Learning Plan



Year 5

Week Commencing 8th February

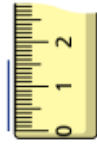
As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be submitted to school when complete.

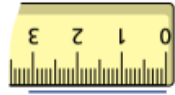
Year 5 Maths – Online Learning		
Area and Perimeter		
Lesson	Video Link	Worksheet
Lesson 1- Measure perimeter (2 days)	https://vimeo.com/477523195	https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO1-Measure-perimeter-2019.pdf
Lesson 2- Recap Perimeter on a grid (1 day)	https://vimeo.com/477525533	https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO2-Perimeter-on-a-grid-2019.pdf
Lesson 3-Recap Perimeter of rectangles (1 day)	https://vimeo.com/477527057	https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO3-Perimeter-of-a-rectangle-2019.pdf
Lesson 4-Recap Perimeter of rectilinear shapes (1 day)	https://vimeo.com/477528259	https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO4-Perimeter-of-rectilinear-shapes-2019.pdf

Measure perimeter

White
Rose
Worksheets

1 What is the length of each line?









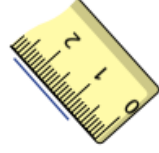
2 How long is the pencil?



3 Dexter is measuring the length of a line.



I think that the line is 2.6 cm long.



Do you agree with Dexter? _____

Explain why.

4 Measure the sides of the shape to work out the perimeter.





How many sides did you have to measure for each shape?

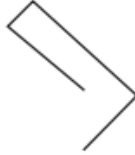
5 By measuring, work out the perimeter of these shapes.



b)

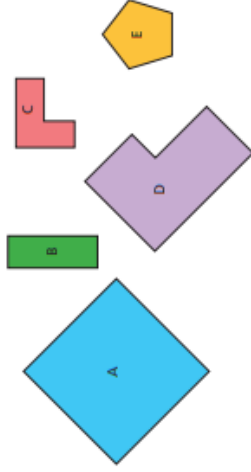


6 Complete the shape so that it has a perimeter of 15.6 cm.



7 Draw a quadrilateral and pentagon with a perimeter of 10 cm.

8 Sort the shapes into the correct categories.

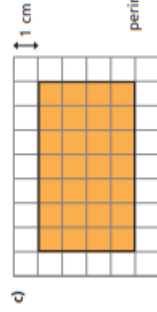
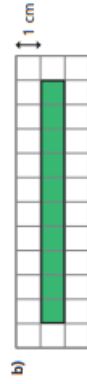
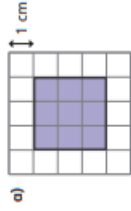


	Regular	Irregular
Perimeter less than 10 cm		
Perimeter greater than 10 cm		

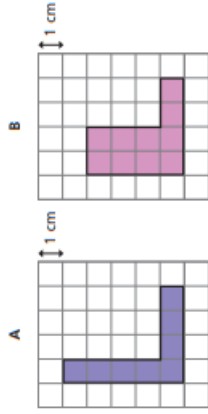
Perimeter on a grid



- 1 Work out the perimeter of each rectangle.

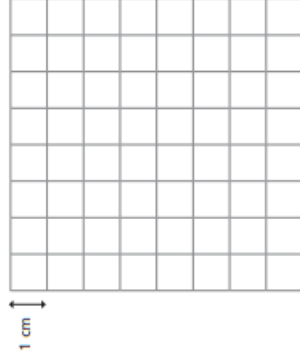


- 2 Which of the hexagons has the greatest perimeter?
Show all your workings.

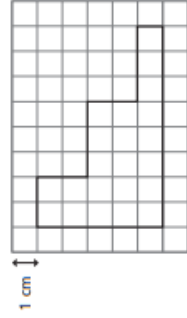


Shape ___ has the greatest perimeter.

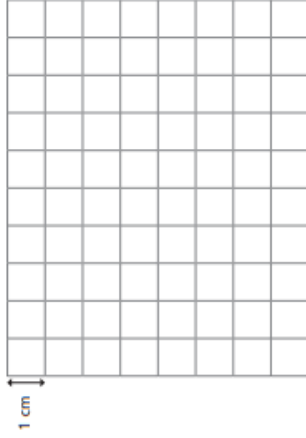
- 3 Draw two different rectangles with a perimeter of 14 cm.



- 4 Work out the perimeter of the shape.



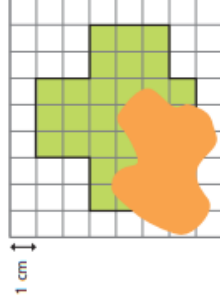
- 5 Draw two shapes with a perimeter of 20 cm.
Your shapes should not be rectangles.



- 6 Work out the perimeter of the rectangle.



- 7 A shape is drawn on a square grid.
Part of the shape is hidden.



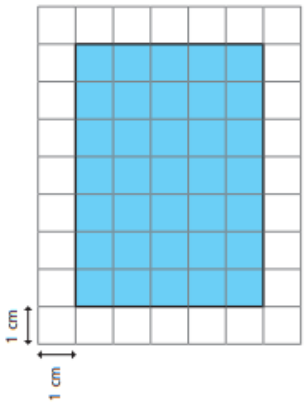
What could the perimeter of the shape be?

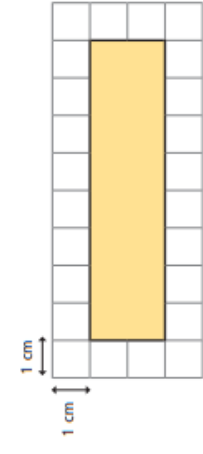
Is there more than one answer?

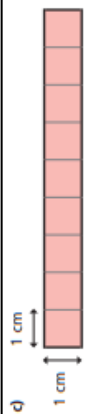
Perimeter of a rectangle

Base
Measure

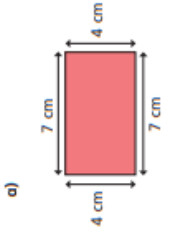
- 1 Work out the perimeter of each rectangle.

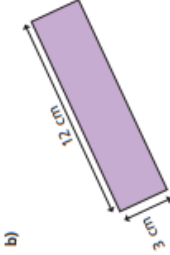
a) 
 cm + cm + cm + cm = cm

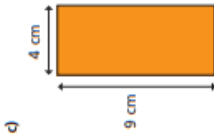
b) 
 cm + cm + cm + cm = cm

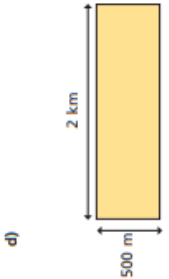
d) 
 cm + cm + cm + cm = cm

- 2 Work out the perimeter of the rectangles.


a) 

b) 

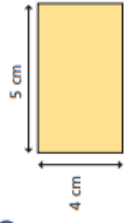
c) 

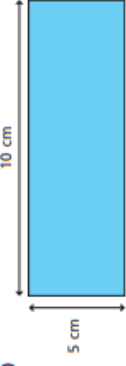
d) 

- 3 Tommy is working out the perimeter of some rectangles.


 $8 \text{ cm} + 5 \text{ cm} = 13 \text{ cm}$
 $13 \text{ cm} \times 2 = 26 \text{ cm}$

Use Tommy's method to find the perimeter of these rectangles.

a) 
 cm + cm = cm
 cm \times 2 = cm

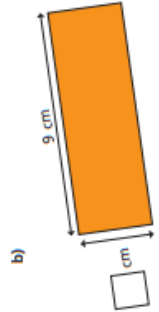
b) 
 cm + cm = cm
 cm \times 2 = cm


- 4 Each lolly stick is 8 cm long. Find the perimeter of the shape.



- 5 Each of these rectangles has a perimeter of 24 cm. Work out the missing lengths and label the diagrams.

a) 
 cm

b) 
 cm

c) 
 cm

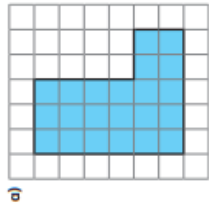
What do you notice?
Find any other rectangles that have the same perimeter.

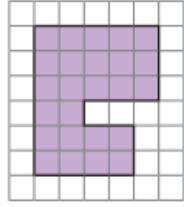
Perimeter of rectilinear shapes

Use
Nails

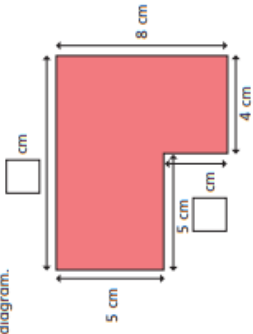
- 1 The length of each square on the grid is 1 cm.

Work out the perimeter of the shapes.



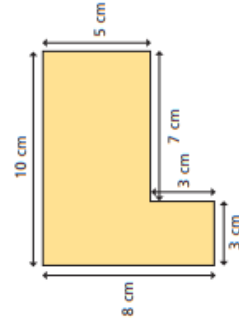


- 3 a) Work out the missing lengths and label them on the diagram.

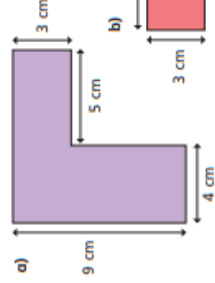


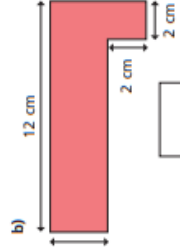
- b) What is the perimeter of the shape?

- 2 Work out the perimeter of the shape.

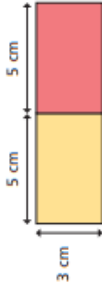


- 4 Work out the perimeter of each shape.





- 5 Mo puts two 5 cm by 3 cm rectangles next to each other.



The perimeter of each small rectangle is 16 cm, so the perimeter of my larger rectangle must be $2 \times 16 \text{ cm} = 32 \text{ cm}$.

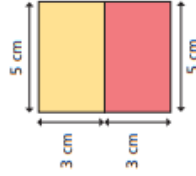


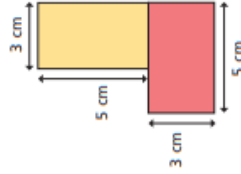
- a) Is Mo correct? _____

Work out the perimeter of the larger rectangle to check your answer.

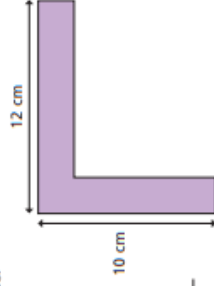
- b) Mo puts the rectangles together in different ways.

Work out the perimeter of each large shape.



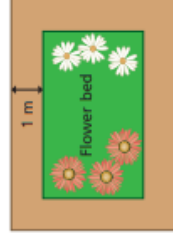


- 6 Dani thinks there isn't enough information to work out the perimeter of the shape.



Is Dani correct? _____
Explain your answer.

- 7 A rectangular flower bed is 5 m long and 3 m wide. The path around the flower bed is 1 m wide.



- a) What is the perimeter of the flower bed?

- b) What is the perimeter of the outside of the path?

Fast maths

Monday	Tuesday	Wednesday	Thursday	Friday
$42 \div 7 =$ <input style="width: 50px;" type="text"/> $4 \div 1 =$ <input style="width: 50px;" type="text"/> $100 \div 10 =$ <input style="width: 50px;" type="text"/> $7 \div 7 =$ <input style="width: 50px;" type="text"/> $6 \div 1 =$ <input style="width: 50px;" type="text"/> $70 \div 10 =$ <input style="width: 50px;" type="text"/> $35 \div 7 =$ <input style="width: 50px;" type="text"/> $56 \div 7 =$ <input style="width: 50px;" type="text"/> $16 \div 4 =$ <input style="width: 50px;" type="text"/> $24 \div 4 =$ <input style="width: 50px;" type="text"/> $48 \div 6 =$ <input style="width: 50px;" type="text"/> $24 \div 6 =$ <input style="width: 50px;" type="text"/> $90 \div 10 =$ <input style="width: 50px;" type="text"/> $80 \div 10 =$ <input style="width: 50px;" type="text"/> $72 \div 9 =$ <input style="width: 50px;" type="text"/>	$60 \div 12 =$ <input style="width: 50px;" type="text"/> $88 \div 11 =$ <input style="width: 50px;" type="text"/> $18 \div 2 =$ <input style="width: 50px;" type="text"/> $110 \div 11 =$ <input style="width: 50px;" type="text"/> $80 \div 8 =$ <input style="width: 50px;" type="text"/> $2 \div 1 =$ <input style="width: 50px;" type="text"/> $14 \div 2 =$ <input style="width: 50px;" type="text"/> $54 \div 9 =$ <input style="width: 50px;" type="text"/> $56 \div 8 =$ <input style="width: 50px;" type="text"/> $27 \div 9 =$ <input style="width: 50px;" type="text"/> $32 \div 8 =$ <input style="width: 50px;" type="text"/> $90 \div 9 =$ <input style="width: 50px;" type="text"/> $5 \div 5 =$ <input style="width: 50px;" type="text"/> $25 \div 5 =$ <input style="width: 50px;" type="text"/> $28 \div 7 =$ <input style="width: 50px;" type="text"/>	$81 \div 9 =$ <input style="width: 50px;" type="text"/> $132 \div 11 =$ <input style="width: 50px;" type="text"/> $4 \div 4 =$ <input style="width: 50px;" type="text"/> $21 \div 7 =$ <input style="width: 50px;" type="text"/> $72 \div 6 =$ <input style="width: 50px;" type="text"/> $63 \div 7 =$ <input style="width: 50px;" type="text"/> $36 \div 3 =$ <input style="width: 50px;" type="text"/> $20 \div 2 =$ <input style="width: 50px;" type="text"/> $11 \div 11 =$ <input style="width: 50px;" type="text"/> $18 \div 9 =$ <input style="width: 50px;" type="text"/> $3 \div 1 =$ <input style="width: 50px;" type="text"/> $63 \div 9 =$ <input style="width: 50px;" type="text"/> $120 \div 12 =$ <input style="width: 50px;" type="text"/> $12 \div 6 =$ <input style="width: 50px;" type="text"/> $48 \div 12 =$ <input style="width: 50px;" type="text"/>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> $32 \div 4 =$ <input style="width: 50px;" type="text"/> $44 \div 4 =$ <input style="width: 50px;" type="text"/> $18 \div 6 =$ <input style="width: 50px;" type="text"/> $48 \div 8 =$ <input style="width: 50px;" type="text"/> $54 \div 6 =$ <input style="width: 50px;" type="text"/> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> $27 \div 3 =$ <input style="width: 50px;" type="text"/> $2 \div 2 =$ <input style="width: 50px;" type="text"/> $18 \div 3 =$ <input style="width: 50px;" type="text"/> $20 \div 10 =$ <input style="width: 50px;" type="text"/> $30 \div 5 =$ <input style="width: 50px;" type="text"/> </div> <div style="border: 1px solid black; padding: 5px;"> $66 \div 11 =$ <input style="width: 50px;" type="text"/> $77 \div 7 =$ <input style="width: 50px;" type="text"/> $108 \div 12 =$ <input style="width: 50px;" type="text"/> $99 \div 11 =$ <input style="width: 50px;" type="text"/> $42 \div 6 =$ <input style="width: 50px;" type="text"/> </div>	<div style="border: 1px solid black; padding: 10px; margin-bottom: 10px;"> <p>Write all Monday's number sentences out as division facts. E.g. $7 \times 6 = 42$ would be $42 \div 7 = 6$</p> </div> <div style="border: 1px solid black; height: 150px; width: 100%;"></div>

Spelling

We are looking at words which end in 'ant' and 'ent'

- 1) relevant
- 2) reluctant
- 3) frequent
- 4) different
- 5) ignorant
- 6) elegant
- 7) confident
- 8) current
- 9) significant
- 10) obedient

Mon- practise these spellings by doing look, say, cover, write and check.

Wed- write your spellings in a silly nonsense story and underline the spelling words.

Tue- complete word pyramids for your spellings. Example-



Thur -

Words Within Words

Write each spelling word and then write at least two words made from the same letters that is hidden inside the word.

Example: slide

side lie lid led etc.

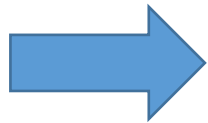
Complete a test on Friday and let me know your score.




Writing

****This is the start of our new unit of work based around writing a narrative (part of a story).**




You have to watch the LIVE English sessions at 11am all next week as part of the lesson. If you cannot watch it live, then it will be recorded and saved in the 'general' channel after each session.

Writing Task 1- Sentence stacking 1



Planning side	Writing side-Luna gets her moon boots
1. Modal verb/question 	
2. Suffix power of 3 	
3. Complex sentence, colon with a list. 	

Writing Task 2- Sentence stacking 2




Planning side	Writing side-Luna & her dad imaginative space play
<p>1. Power of 3/Complex Sentence</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>2. Dialogue with alliteration</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>3. Actions sentence with a conjunction</p> 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Writing Task 3- Experience Day




This is a non-writing day: an experience day to think and reflect about things and build on our ideas. Join me (Mrs Peachey) for the live session where I will go through the things mentioned below. **Don't forget to watch on the catch-up channel (recording on the general tab) if you cannot make it for the LIVE session.**

- Read a picture book – The heart in the bottle by Oliver Jeffers. Show interactive version with voice by Helen Bonham Carter.
- Discussion about special people in your life. When does somebody become special? How do you know? The importance of action over words.
- Explore the changes that happen in the book. Discuss with the pupils their experiences with change both positive and negative.

Writing Task 4- Sentence stacking 3

Planning side	Writing side-Kiss under the moon
1. Complex Sentence-action 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. Positive adjectives 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. Inner thoughts 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Writing Task 5- Sentence stacking 4

Planning side	Writing side-Time at school
1. Time adverbial 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. Contrast sentences 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. Short sentence- feelings 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Reading

Reading task 1- chapter 24

Read the chapter and then join the first half of the sentence up with the second half of the sentence.

In the beginning of the chapter

When they look for Skellig,

Eventually they discover him exhausted,

It is a promising sign that Skellig

Skellig wishes to move up “higher”

Once they have given Skellig some food,

Michael and Mina are amazed to discover

lying halfway up the first floor staircase.

that their new friend has the wings of an angel.

they are unable to find their mysterious friend.

and the two children help him up the stairs.

Mina removes his jacket to make him comfortable.

Michael and Mina enter the old building.

was able to move without help from anyone.

Challenge- make up 2 of your own sentences to describe events that happen in this chapter.

Reading task 2- chapter 25

Read the chapter and then answer this question using P.E.E.

- **Is there any hope for the baby?**

Remember to use your sentence starters to help you:

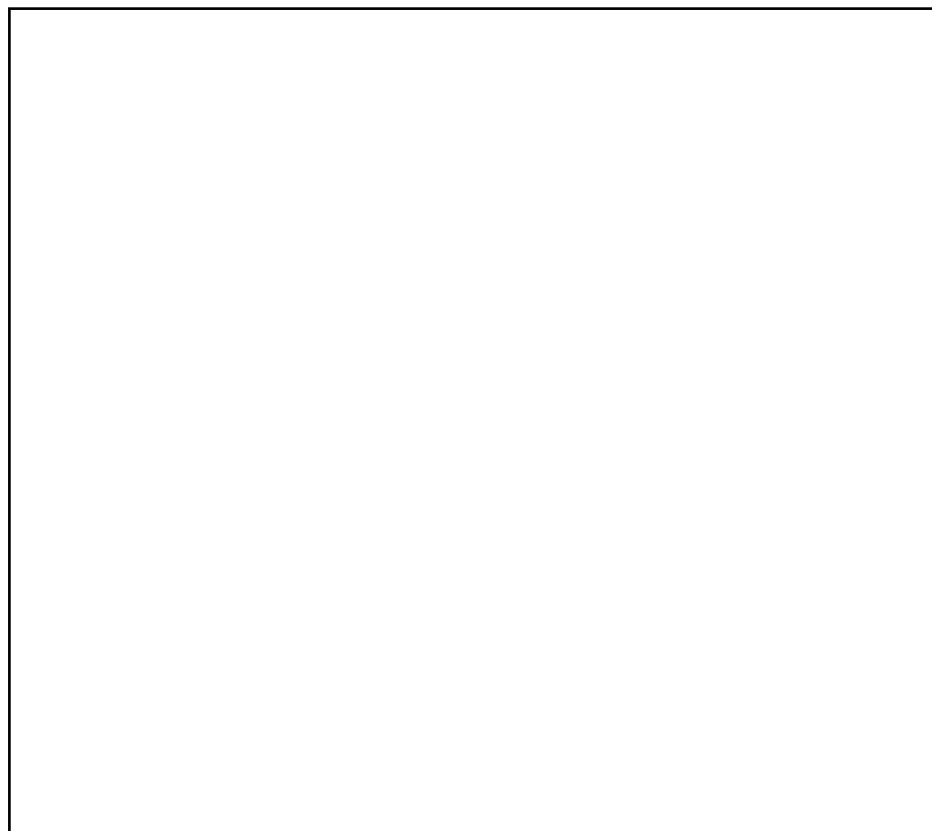
- **In my opinion I think.....**
- **I think this because in the text it says....**
- **This creates the idea that.....**

Challenge- does the woman with the zimmer frame have any hope? Use P.E.E to answer this.

Reading task 3- chapter 26

Read the chapter carefully and note anything down in the chapter that describes the Archaeopteryx.

Task- draw a picture of this creature using only the things that you learn about it in the chapter. Label it with key words and phrases from the chapter.



Challenge- explain what 'pneumatisation' is and how it links to our story (check the text for this word).

Reading task 4- chapter 27

Read the chapter and answer the questions below:

- 1) What is Michael not so good at anymore?**

- 2) Give two examples why he is so bad at this.**

- 3) Which two animals does Coot compare Mina to?**

- 4) Find and copy the four things that Michael wishes for in this chapter.**

- 5) Why is Michael so disappointed with Leaky in this chapter?**

- 6) Who causes the garage to tremble and crack?**

Challenge- who do you think has treated Michael the worst out of Leaky or Coot in this chapter? P.E.E



Valentine's Day celebrations are thought to date back to the Ancient Romans in 270 A.D. During this time the Roman Empire was growing bigger and needed more soldiers to protect its large empire. The Emperor Claudius II believed that married men did not make good soldiers as they wanted to stay at home with their wives and children rather than go and protect the empire.

Claudius II made it against the law for young people to get married so that more men would become soldiers. He said that any priest that married young men and women would be breaking the law and would be sentenced to death.

A Christian priest named Valentine did not agree with this as he believed that people in love should be allowed to get married. He disobeyed the rule made by the Emperor and secretly married many young people.

When Claudius II found out about this he was furious and put Valentine in jail before sentencing him to death. While Valentine was in jail he was visited by many young people who passed flowers and notes into his cell.

During his time in jail Valentine fell in love with the daughter of his jail keeper who was blind. Before being put to death he sent a goodbye message to his love, on it he wrote "love from your Valentine".

On the 14th February he was beheaded for breaking the law. To honour the day Valentine died people began to celebrate and show their love for others on this date by sending cards, notes and flowers to help remember him and the scarries he made to allow people in love to get married.



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Reading task 5-non-fiction



Valentine's Day

Section A: Circle the correct answer

1. When is St Valentine's Days celebrated?
A 27th February B 14th February
C 17th February D 9th January
2. Who banned marriage from his Empire?
A Claudius II B Nero IV
C Tiberius II D Caligula III
3. What message did Valentine sent to the woman he loved?
A Be my Valentine B I am your Valentine
C Love from Your Valentine D Happy Valentine's Day

Section B:

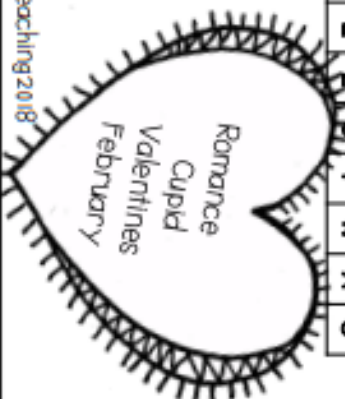
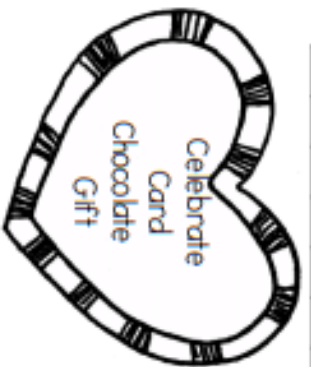
1. Why did the Emperor ban people from getting married? (What did he want the men to do?)

2. What did people throw at Valentine when he was in jail?

3. Who did Valentine fall in love with?

Can you find the words from the hearts in the word search?

X	X	N	Y	Z	E	A	G	P	Y	D	Q	W	C	E	O	J	B	V	W
V	W	C	T	M	J	D	S	C	H	Y	D	O	S	C	Z	A	A	W	E
B	Z	O	T	B	S	J	V	A	J	O	A	Y	O	U	I	L	N	S	J
C	C	A	N	V	N	M	J	L	K	C	P	H	N	Z	E	P	H	I	S
Y	U	W	T	R	I	R	B	A	W	N	F	X	N	U	J	B	M	S	
W	T	P	R	O	O	A	Y	R	F	R	Y	O	T	H	Y	M	U	S	R
A	K	W	I	V	D	R	D	G	Y	I	G	I	S	V	X	G	I	O	C
Q	Z	N	M	D	O	H	Q	O	F	M	N	Z	E	Z	Q	K	N	Y	F
W	H	J	F	P	J	W	L	U	W	E	Y	P	N	D	S	R	G	I	Z
E	C	N	A	M	O	R	D	D	S	N	F	E	B	R	U	A	R	Y	N
G	I	Z	E	Y	K	X	G	K	K	B	A	C	T	R	L	M	N	O	J
I	E	B	D	U	U	D	R	A	Z	X	J	R	Q	A	T	R	R	Q	S
F	T	L	C	A	L	N	M	L	Q	A	A	M	Z	J	T	E	K	E	K
T	A	H	A	N	I	R	W	X	U	E	X	W	L	R	C	G	X	O	X
J	L	S	K	V	A	S	S	R	H	J	R	E	E	D	W	Y	X	Y	T
L	O	Y	H	L	F	B	Q	I	P	Z	D	I	E	F	P	Y	Q	N	D
J	C	X	H	Y	M	T	J	V	O	F	A	F	L	O	W	E	R	A	D
I	O	R	O	G	N	F	O	Q	L	N	D	S	T	W	H	H	Z	L	V
J	H	F	I	P	N	E	H	O	W	V	H	U	G	V	L	G	G	I	E
L	C	Q	Z	M	T	U	E	T	A	R	B	E	L	E	C	F	W	A	G



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Fun extra task!

****Please read chapters 28 and 29 of Skellig as we are starting on chapter 30 next time.**

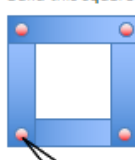
Other Subjects

- **Monday 8th February- Design and Technology**


Your DT challenge is to make the tallest spaghetti structure! Watch this video link and read the PowerPoint slides to help you below. Measure it and take a pic- how tall can you get? If you don't have a glue gun, marshmallows or blue-tack will work fine- just anything sticky!

<https://www.youtube.com/watch?v=7DHs02PbWFs>

Structures
Build this square from card and four fasteners.




As a structure its not very strong – if you press the top, it will collapse.

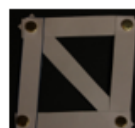


Can you add one more piece of card and stop it collapsing?

How to Make a Structure Stronger



- Creating triangles makes the structure much stronger.
- Triangles are used for reinforcement in many products, such as bridges and aircraft frames.




Rules for using Glue Guns

1. Always treat a glue gun as if it is hot.
2. When not being used, always stand the glue gun up.
3. Always use a board underneath what you are gluing.
4. Only one person can use a glue gun at a time.
5. Never touch anything with the hot end except for what is being glued.
6. Never touch the glue – it could still be hot.


Now try this...

1. You have 15 minutes to build a structure from spaghetti.
2. The structure must be free standing – that means nothing else can support it.
3. You can only use 12 pieces of spaghetti – you can break some of it into smaller lengths if you need to.
4. This is a competition – the tallest structure wins.

Additional Images for Reference

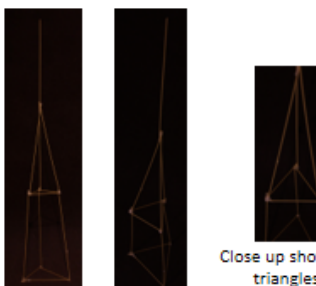


Single hole punch



Fasteners

Example of a Pupils Winning Structure



Close up showing triangles

• Tuesday 9th February- Science- what are forces?

Please watch the video clip of the lesson and complete your work.

<https://classroom.thenational.academy/lessons/what-are-forces-6dh3ec?activity=video&step=1>

Write down the definition of a force and write the three things it can do to an object.

What were the four examples of contact forces?

What are two examples of non-contact forces?

Match the words

Air resistance

Gravitational force

Friction

Magnetic force

Upthrust

- pushes objects upwards on objects that are in water.

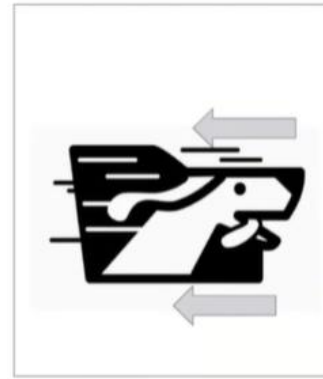
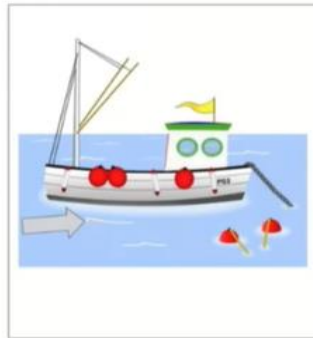
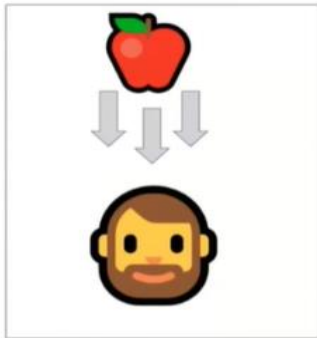
- pulls everything downwards towards the earth.

- acts when something tries to move quickly through air.

- acts between two surfaces that are sliding, or trying to slide, across each other.

- makes magnetic objects attract or repel each other.

Which force is shown in each of the diagrams below:








--	--	--	--	--

Write down which force you think is acting in each case

What has happened	Which force?	Why do think it was that force?
Jenna fell over and scraped the skin on her knee. Which force acted on her skin?	"Friction has acted"	"Because the force was caused by the floor and her knee rubbing against each other"
When Julia's ball fell into a pond she noticed it did not sink. Which force pushes upwards from the water?		
Maryam placed a new fridge magnet onto the side of the fridge and it stayed stuck to the side. Which force keeps it sticking to the fridge?		
Thomas has toy soldiers and he noticed that the one with a parachute falls slowly to the ground when he drops them from the top of the stairs when the others fall quickly. Which force slows it down?		

What are all the forces acting on a boat when it is moving forward in water?

• **Wednesday 10th February- screen free time- please pick from these activities below.**

Maker Hour 	Build the tallest tower	Build a den in your house or garden	Make a boat to float in your bath	Create a large piece of art	Make a sock puppet	Make your own healthy lunch	Paint a pebble	Draw a picture on a cereal box and cut it to make a jigsaw	Create a board game to play with your family	Bake and decorate a cake
Genius Hour 	Play Kim's Game (memory game with a tray of objects)	Learn to read/spell 5 new words	Learn some words in another language	Learn some sign language	Learn a magic trick	Write a rap song	Draw your family and any pets you have	Learn to juggle	Learn to tie a tie	Practice a musical instrument
Indi Reading Hour 	Find a picture in a book you never noticed before	Read a recipe or instructions to complete an activity	Read a poem	How many book titles can you read in 1 minute? Can you improve?	Turn your favourite story into a comic book	Read a description from a book and create your own illustration	Read to someone else in your family for THEIR enjoyment	Time how many words you can read in 1 minute. Can you improve?	Read someone else's favourite book	Begin to read your favourite book again
Fitness Hour 	Have a disco with your family and dance to your favourite tunes	Go on a safe walk with a family member	Make an obstacle course inside and out	Make up a fitness workout – Joe Wicks style	Touch every wall in your home	Take 200 steps around the house	Walk up and down the stairs 10 times	Do 50 star jumps	Throw and catch a ball as many times as you can without dropping	Sit down on the floor and stand up straight again 20 times
Service Hour 	Draw a picture for someone	Make a phone call to a relative	Write a card or letter to someone to say "hello"	Tidy your room	Match Tupperware lids to bottoms	Fold your clothes	Write a card or letter to someone to say "thank you"	Teach someone else how to do something	Hoover a room in your house (ask a parent first)	Do the washing up

- **Thursday 11th February- PE-**

Yorkshire Sport Foundation and national organisations, including afPE, have been working with physical educators from across the country to support parents to teach PE at home. Short two-minute videos have been created that show parents (and teachers) free, fun and easy to follow PE activities for the whole family to enjoy together.

Try this link below.

- **Link 1**

https://www.youtube.com/watch?v=IvySZYSZFNY&list=PLYGRaluWWTojV3An2WEgsQ4qGFy_91jDL&index=2



- Also, try these three challenges below:

 **Step Ups
60 Second Challenge**

Can you focus, concentrating on the step?

How many times can you step up and down a step in 60 seconds?



 You must step up and down with one foot at a time. No jumping!

 **You need a step!**
If you do not have a step use a foot pouffe or a stool.

 **Increase the number of steps!**
Make it harder by stepping up and down two steps (stairs).

 **Compete as a family.**
Adapt the challenge depending who is playing! You could step in and out of a circle.

Achieve Gold
60 step ups 

Achieve Silver
45 step ups 

Achieve Bronze
30 step ups 



Move to the Beat PE Home Learning

Time to Learn:

- Play some music and on the spot can you start by clapping in time to the music?
- Keep clapping but can you now move your feet in time to the music by marching on the spot?
- Now can you start to walk around the space by clapping and walking in time to the music?
- Challenge yourself to add new movements like heel flicks, side steps, knees up, spins, turns. Can you do these in time to the music?



Can you keep trying to clap in time to the beat, even if you find it difficult?

Use slower pieces of music.
As you get more confident try faster pieces of music.

Use faster pieces of music.
You will have to really focus so you can still move to the beat.

Create your own sequence of movements and share them with another family member.

Top Tips

Listen for a beat

- When trying to listen for a beat, make sure you give the piece of music all of your attention. Use headphones or move to a quiet environment with no noise interruptions.



Let's Reflect

What different movement ideas did you come up with?
Could you concentrate and move in time to the beat?



Hopscotch in a Hurry 60 Second Challenge

Can you complete the hopscotch grid without missing out any of the squares?

How many times can you complete the hopscotch grid and run back to the start in 60 seconds?



Each time you complete a hopscotch grid, run back to the start and you will score a point.



Mark out a hopscotch grid.
Using chalk, mark out a ten square hopscotch grid on the floor.

Can you complete the grid hopscotch backwards?
What medal will you achieve?

Compete against other family members.
The first person to achieve gold is the winner.

Achieve Gold
20 completed hopscotch circuits



Achieve Silver
15 completed hopscotch circuits



Achieve Bronze
10 completed hopscotch circuits



• **Friday 12th February- Jigsaw- Puzzle 4: Dreams & Goals - Ages 9-10 – Pieces 5 and 6**

Jigsaw 5

Understand that communicating with someone in a different culture means we can learn from each other

We are able to share a number of things from and with other countries but also sometimes we are able to offer further support to countries/people in other countries that might be in crisis or need support.

- Think of any examples of how you have raised money for charity, taken part in a community event or tried to support others.
- Watch these video clips of fundraising adverts.

<https://www.youtube.com/watch?v=GDXQPuzxG2U>

<https://youtu.be/woyTOXe-hec>

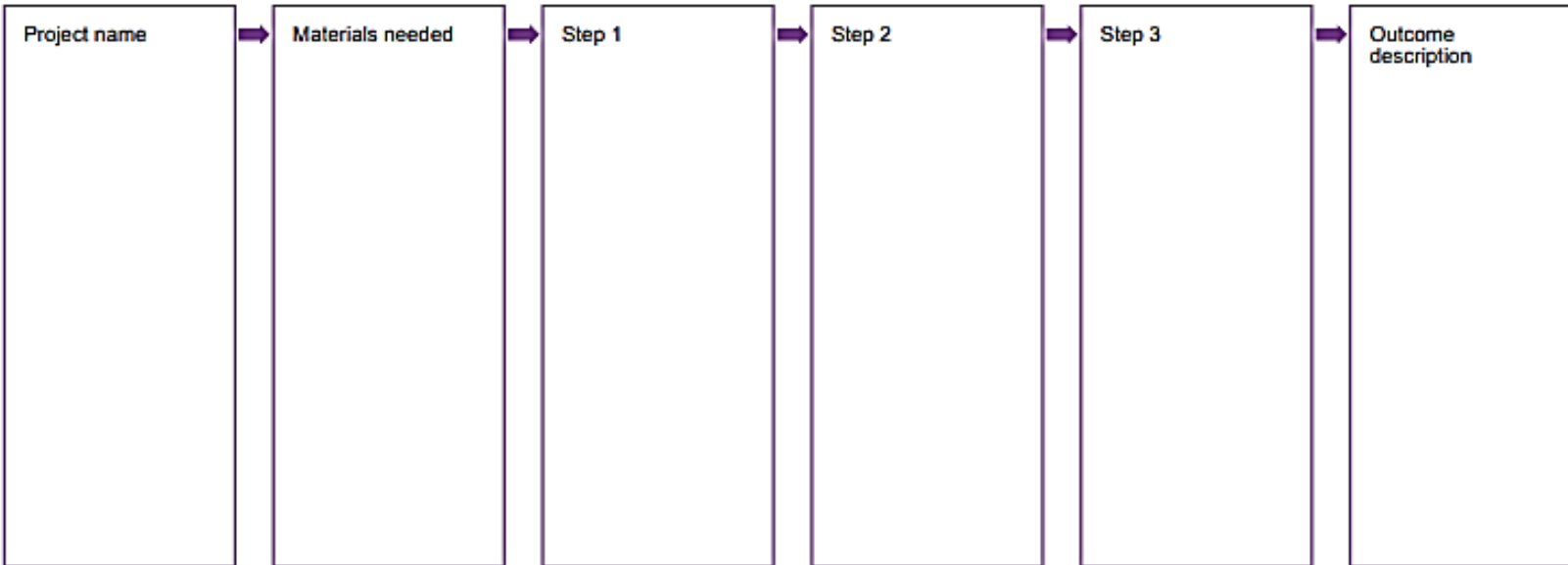
- Watch these fundraising events adverts.

<https://youtu.be/Nyiemg9vuqA>

<https://youtu.be/87ZuelYY3Sk>

- What ways might we share in other cultures?
- How are our lives influenced by other cultures?
- Have you been involved in raising money for charity?

**Task- devise an event or activity that could raise money for charity.
Complete the project planning sheet below.**



Roles for each step of the process and who will do what.

Jigsaw 6

Encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship.

Task 1- record a video/radio advert explaining your fundraising event that you have planned.

Task 2- answer these questions to reflect on your learning over this unit of work:

Question	Answer
How do your dreams and goals compare with those of the children you want to raise money for?	
Why is it important to have dreams and goals?	
Do you think the world is a fair place? How does this make you feel?	
Why do we have different opportunities/ life chances compared to some children in developing countries?	
How does this make you feel?	

*****If you are unable to access resources and would prefer a paper copy of these instructions please contact the school office.**