



## Victoria Dock Primary School Home Learning Plan



### Year 5

### Week Commencing 1<sup>st</sup> 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.

<b>Year 5 Maths – Online Learning</b>		
<b>Multiplication and Division</b>		
<b>Lesson</b>	<b>Video Link</b>	<b>Worksheet</b>
Lesson 13- Divide by 10, 100 and 1,000 <b>(2 days)</b>	<a href="https://vimeo.com/475824080">https://vimeo.com/475824080</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO8-Divide-by-10-100-and-1000-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO8-Divide-by-10-100-and-1000-2019.pdf</a>
Lesson 14- Multiples of 10, 100 and 1,000 <b>(2 days)</b>	<a href="https://vimeo.com/475824701">https://vimeo.com/475824701</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO9-Multiples-of-10-100-and-1000-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO9-Multiples-of-10-100-and-1000-2019.pdf</a>
<b>END OF UNIT TEST</b>		<b>See attached sheet for the test.</b>

Number	Number divided by 10	Number divided by 100	Number divided by 1,000
65,000			
	7,200		
		3,500	

6 Complete the table.

7 Write  $>$ ,  $<$  or  $=$  to make the statements true.

- a)  $4,900 \div 10$    $4,900 \div 100$
- b)  $56,000 \div 100$    $65,000 \div 100$
- c)  $93,000 \div 1,000$    $9,300 \div 100$
- d)  $5,700 \div 100$    $5,700 \div 1,000$

8 Complete the sentences.

- a) Dividing a number by 10 and then by 10 again is the same as \_\_\_\_\_  
\_\_\_\_\_
- b) Dividing a number by 1,000 is the same as dividing by 10 and then \_\_\_\_\_  
\_\_\_\_\_
- Compare answers with a partner.

9 In 2019, 568,000 houses were built.

In 2018, 10 times fewer houses were built.  
In 2017, 100 times fewer houses were built.

a) How many houses were built in 2018?

houses

b) How many houses were built in 2017?

houses

c) How many houses were built between 2017 and 2019?

houses

10 Alex is thinking of a number.

She divides it by 100

The answer has one more in the hundreds column than in the tens column.

The total of the digits is 15

What could the number be?

How many different answers can you find?

## Divide by 10, 100 and 1,000



1 Complete the division sentences.

- a) 

Th	H	T	O
		6	0

 $60 \div 10 =$
- b) 

Th	H	T	O
	4	9	0

 $490 \div 10 =$
- c) 

Th	H	T	O
1	4	9	0

 $1,490 \div 10 =$

d) What happens to the digits when you divide a number by 10?

\_\_\_\_\_

3 Complete the divisions.

- a) 

HTH	TTh	Th	H	T	O
			9	0	0

 $900 \div 100 =$
- b) 

HTH	TTh	Th	H	T	O
	1	6	0	0	0

 $16,000 \div 100 =$
- c) 

HTH	TTh	Th	H	T	O
		9	0	0	0

 $9,000 \div 1,000 =$
- d) 

HTH	TTh	Th	H	T	O
7	6	8	0	0	0

 $768,000 \div 1,000 =$

4 Explain to a partner how to divide a number by 100

Ask them to explain to you how to divide a number by 1,000

5 Complete the division sentences.

- a)  $4,500 \div 10 =$        c)   $\div 10 = 76$
- $62,000 \div 10 =$         $\div 100 = 76$
- $739,300 \div 10 =$         $\div 1,000 = 76$
- b)  $4,500 \div 100 =$        d)   $\div 1,000 = 30$
- $62,000 \div 100 =$         $\div 1,000 = 300$
- $739,300 \div 100 =$         $\div 1,000 = 3,000$

2 Complete the division sentences.

- a)  $90 \div 10 =$        e)  $32,390 \div 10 =$
- b)  $750 \div 10 =$        f)  $6,200 \div 10 =$
- c)  $820 \div 10 =$        g)  $700 \div 10 =$
- d)   $= 1,460 \div 10$       h)  $92,000 \div 10 =$

- 6 Here are two methods to solve  $16 \times 50$

<b>Method 1</b>	<b>Method 2</b>
$16 \times 10 \times 5$	$16 \times 5 \times 10$
$= 160 \times 5$	$= 80 \times 10$
$= 800$	$= 800$

- a) What is the same about the methods?  
What is different?

- b) What other method could you use to multiply by 50?

Show your method:

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- c) Share your method with a partner.

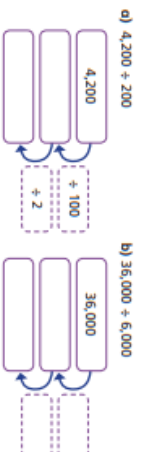
- 7 Jack and Mo are calculating  $3,500 + 70$

<b>Jack's workings</b>	<b>Mo's workings</b>
$3,500 + 10 = 350$	$3,500 + 10 = 350$
$350 \times 7 = 2,450$	$350 + 7 = 50$

- d) Whose workings are correct? \_\_\_\_\_

- e) What mistake has the other person made?

- 8 Complete the division diagrams.



Complete the division sentences.

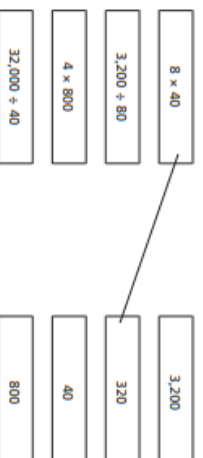
c)  $3,200 \div 80 = \square$       d)  $72,000 \div 9,000 = \square$

$3,200 \div 800 = \square$        $72,000 \div 900 = \square$

$72,000 \div 90 = \square$

- 9 Match the calculations to the answers.

One has been done for you.



- 10 The answer is 400

What could the question be?

Write 4 division and 4 multiplication questions.

Ask a partner to check your questions.

## Multiples of 10, 100 and 1,000

Write  
Rose  
Months

- 1 Mo is multiplying numbers by 20

To multiply by 20, I multiply first by 2 and then by 10



- a) Use Mo's method to complete the multiplication sentences.

$7 \times 20 = \square$

$12 \times 20 = \square$

$20 \times 134 = \square$

- b) Would you get the same answer if you multiplied by 10 first and then by 2? \_\_\_\_\_  
Write an example.

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- 2 Complete the sentences.

- a) To multiply by 50, you multiply by 5 first and then by
- b) To multiply by 200, you multiply by  first and then by
- c) To multiply by 7,000 you multiply by  first and then by

- 3 Complete the multiplication sentences.

Show all the steps in your thinking.

a)  $7 \times 500 = \square$

b)  $6,000 \times 8 = \square$

c)  $300 \times 90 = \square$

d)  $500 \times 300 = \square$

- 4 Complete the calculations.

a)  $300 \times \square = 9,000$       d)  $\square \times 90 = 27,000$

b)  $6,000 \times \square = 18,000$       e)  $500 \times 60 = \square$

c)  $700 \times \square = 28,000$       f)  $8,000 \times \square = 720,000$

- 5

$42 \times 3 = 126$

Use this fact to solve the calculations.

a)  $42 \times 30 = \square$       c)  $300 \times 42 = \square$

b)  $420 \times 3 = \square$       d)  $42 \times 3,000 = \square$

# Year 5

## Multiplication and Division

White  
Rose  
Maths

Name \_\_\_\_\_

- 1 Circle all the multiples of 5

15    30    32    79    175    500

1 mark

- 2 Write one number **less than 50** in each box.

	Multiple of 6	Not a multiple of 6
Square number		
Not a square number		

2 marks

- 3 One juice box is 4 cm wide.  
Eva makes a line of boxes 240 cm long.



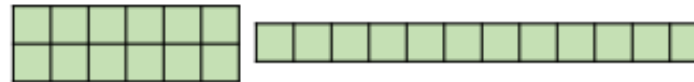
4cm

How many juice boxes does she line up?

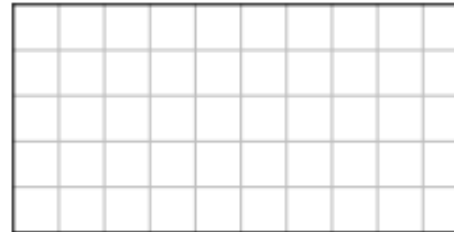
\_\_\_\_\_ boxes

1 mark

- 4 Amir arranges 12 square tiles to make some arrays.



Draw another array of 12 tiles that is **different** to the ones above.



Write down all the factors of 12  
You can use the arrays to help you.

\_\_\_\_\_

- 5 Alex runs 800 metres.

Whitney runs 10 times as far as Alex.

How much further does Whitney run than Alex?

\_\_\_\_\_ m

- 6 Max shades the prime numbers on part of a hundred square.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30

He has missed 2 prime numbers.

Shade the prime numbers Max has missed.

7 Here are four cards.

$\div 10$     $\times 10$     $\times 100$     $\div 100$

Use the cards to complete the calculations.

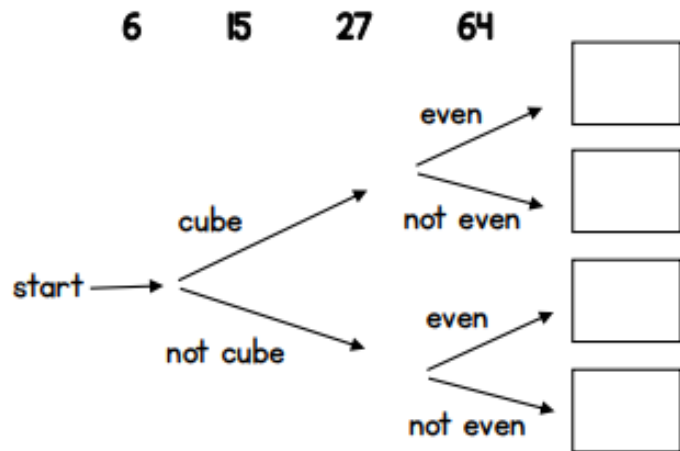
561,000  = 5,610

5,610  = 561,000

561,000  = 56,100

5,610  = 56,100

8 Write each number in its correct place on the diagram.



3 marks

9 A pencil case has 20 pencils in it.  
A box contains 36 pencil cases.  
How many pencils are in a box?

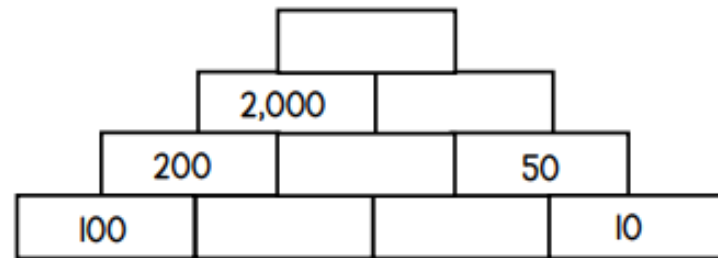
\_\_\_\_\_ pencils

10 Write a digit in each box to complete the number sentence.

- 7 =

2-digit prime number   1-digit square number

11 Complete the multiplication pyramid.



2 marks

Circle how confident you feel with multiplication & division.

1   2   3   4   5

Not confident   Very confident

## Fast maths

### Monday

$9 \times 6 =$	<input type="text"/>
$11 \times 12 =$	<input type="text"/>
$12 \times 4 =$	<input type="text"/>
$11 \times 3 =$	<input type="text"/>
$9 \times 4 =$	<input type="text"/>
$11 \times 11 =$	<input type="text"/>
$9 \times 9 =$	<input type="text"/>
$12 \times 10 =$	<input type="text"/>
$9 \times 1 =$	<input type="text"/>
$11 \times 9 =$	<input type="text"/>
$9 \times 8 =$	<input type="text"/>
$12 \times 8 =$	<input type="text"/>
$9 \times 3 =$	<input type="text"/>
$12 \times 1 =$	<input type="text"/>
$9 \times 11 =$	<input type="text"/>

### Tuesday

$12 \times 11 =$	<input type="text"/>
$11 \times 7 =$	<input type="text"/>
$12 \times 2 =$	<input type="text"/>
$11 \times 1 =$	<input type="text"/>
$9 \times 7 =$	<input type="text"/>
$11 \times 6 =$	<input type="text"/>
$12 \times 3 =$	<input type="text"/>
$11 \times 8 =$	<input type="text"/>
$9 \times 5 =$	<input type="text"/>
$11 \times 2 =$	<input type="text"/>
$12 \times 6 =$	<input type="text"/>
$11 \times 10 =$	<input type="text"/>
$9 \times 0 =$	<input type="text"/>
$11 \times 0 =$	<input type="text"/>
$9 \times 2 =$	<input type="text"/>

### Wednesday

$4 \times 3 =$	<input type="text"/>
$5 \times 5 =$	<input type="text"/>
$7 \times 8 =$	<input type="text"/>
$6 \times 4 =$	<input type="text"/>
$5 \times 7 =$	<input type="text"/>
$10 \times 11 =$	<input type="text"/>
$4 \times 9 =$	<input type="text"/>
$8 \times 12 =$	<input type="text"/>
$7 \times 6 =$	<input type="text"/>
$2 \times 7 =$	<input type="text"/>
$12 \div 6 =$	<input type="text"/>
$90 \div 10 =$	<input type="text"/>
$27 \div 3 =$	<input type="text"/>
$56 \div 8 =$	<input type="text"/>
$121 \div 11 =$	<input type="text"/>

### Thursday

$12 \times 5 =$	<input type="text"/>
$11 \times 5 =$	<input type="text"/>
$9 \times 10 =$	<input type="text"/>
$12 \times 12 =$	<input type="text"/>
$12 \times 0 =$	<input type="text"/>

$11 \times 4 =$	<input type="text"/>
$12 \times 7 =$	<input type="text"/>
$9 \times 12 =$	<input type="text"/>
$12 \times 9 =$	<input type="text"/>
$3 \times 2 =$	<input type="text"/>

$48 \div 4 =$	<input type="text"/>
$63 \div 9 =$	<input type="text"/>
$72 \div 12 =$	<input type="text"/>
$55 \div 5 =$	<input type="text"/>
$49 \div 7 =$	<input type="text"/>

### Friday

Write all Monday's number sentences out as division facts. E.g.  $7 \times 6 = 42$  would be  $42 \div 7 = 6$

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## Spelling

We are looking at words with silent letters.

- 1) knee
- 2) knife
- 3) knight
- 4) knickers
- 5) knitting
- 6) knock
- 7) knot
- 8) know
- 9) gnome
- 10) gnat

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-

### Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

Thur -

### Draw and Label

Draw and label your spelling words. You MUST colour your drawings and labels.

Don't forget to add a lot of great detail! Do your very best work!






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

## Writing

### Writing Task 1- Edit and improve session 1

Look at Mrs Peachey's paragraph about cons in Hull and add all these features to it from the success criteria.

Write it out as a whole paragraph and highlight/underline the features you have added. Take a picture of it and send it to me.

<input type="checkbox"/> Colon <input type="checkbox"/> Parenthesis <input type="checkbox"/> Rhetorical Question		
<input type="checkbox"/> Relative clause <input type="checkbox"/> Compound sentence <input type="checkbox"/> Complex sentence		<input type="checkbox"/> Fronted adverbial  <input type="checkbox"/> Alliteration <input type="checkbox"/> Simile 

*As well as this, there are several disadvantages that come with living in Hull. The weather is disappointing, there is a lot of rain and the temperatures are not exactly the same as in Spain! Crime is above national averages and there is always a certain element of danger living in a city, this may deter some people from living here. There are a lack of opportunities in Hull. The need for benefits is high due to a lack of available jobs.*








## Writing Task 2- Edit and improve session 2-

Look at the feedback that Mrs Peachey has given you for your independent writing. Edit and improve your work by responding to the feedback. I have given you one paragraph to focus on. Please write it out and highlight/ underline the improvements for me. Take a picture of your work.

If you didn't send me your work from last week, then pick one paragraph yourself to edit and improve and send me this. Check for:

- commas
- spellings
- capital letters
- full stops
- everything on the success criteria.

<input type="checkbox"/> Colon <input type="checkbox"/> Parenthesis <input type="checkbox"/> Rhetorical Question		
<input type="checkbox"/> Relative clause <input type="checkbox"/> Compound sentence <input type="checkbox"/> Complex sentence		<input type="checkbox"/> Fronted adverbial
		<input type="checkbox"/> Alliteration <input type="checkbox"/> Simile
		

**Writing Task 3- SpaG lesson 1-** we are recapping some things that we have already done so that

they are fresh in our minds for our next unit of work.

- Help with modal verb questions- <https://youtu.be/5bREQcdMYBA>
- Colon (:) is used to introduce a list or to add more information or explain a main clause.

Q1.

Circle the modal verb in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

1 mark

Q2.

Explain how the modal verb changes the meaning of the second sentence.

- 1) Yusuf and his sister go swimming with their dad.
- 2) Yusuf and his sister might go swimming with their dad.

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1 mark

Q3.

Tick one box in each row to show how the modal verb affects the meaning of the sentence.

Sentence	Modal verb indicates certainty	Modal verb indicates possibility
It will be very cold tomorrow.		
John might have missed the train.		
Ann can speak six languages.		
You could finish your work by the end of the lesson.		

1 mark

Q4.

Insert a colon in the correct place in the sentence below.

Joshua had mastered two new skateboarding skills he could do a perfect aerial jump and execute a complete 180 degree turn.

1 mark

Q5.

Insert a colon in the correct place in the sentence below.

The school offered three clubs for its pupils art and craft, dance and chess.

1 mark

Q6.

Insert a colon in the correct place in the sentence below.

There are two places that I have always wanted to visit the Arctic and Antarctica.

1 mark

**Writing Task 4- SpaG lesson 2 – help with direct speech, remember we need speech marks (‘‘’')**

Q7.

Put the astronomer’s words into direct speech.

The astronomer said it was his ambition to discover as much as possible about our solar system.

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2 marks

Q8.

Rewrite the sentence below as **direct speech**.  
Remember to punctuate your answer correctly.

She asked if he wanted a banana.

She asked him, \_\_\_\_\_  
\_\_\_\_\_

1 mark

Q9.

Rewrite the sentence below as **direct speech**.  
Remember to punctuate your sentence correctly.

I asked her if she needed any help.

I asked, \_\_\_\_\_

1 mark

- Help with direct speech questions-  
<https://youtu.be/uoE9ET6CtaI>

Q10.

Insert one comma in the correct place in the sentence below.

Every night Dad and my brother take the dog for a walk.

1 mark

Q11.

Which sentence is punctuated correctly?

Tick one.

Lately, the days have been growing noticeably longer and, warmer.

Lately the days, have been growing noticeably longer and warmer.

Lately the days, have been growing noticeably longer, and warmer.

Lately, the days have been growing noticeably longer and warmer.

1 mark

Q12.

Insert one comma in the correct place in the sentence below.

Limping slightly the old man walked to the end of the road.

1 mark

## Writing Task 5- SpaG lesson 3-

Q13.

Underline the **adverbial** in the sentence below.

On Wednesday, Felix has a dental appointment.

1 mark

Q14.

Which sentence has been punctuated correctly?

Tick one.

Immediately after, dinner we did the washing up.

Immediately after dinner we did, the washing up.

Immediately after dinner, we did the washing up.

Immediately, after dinner we did the washing up.

1 mark

Q15.

Underline the **adverbial** in the sentence below.

Last week, Ruby went swimming and played football.

1 mark

Q16.

Underline the **relative clause** in each sentence.

We visited the funfair that came to our town.

My uncle who lives in Australia has sent me a present.

My friend whose rabbit I look after is on holiday.

1 mark

•Relative clause help-

<https://youtu.be/SYwiB5XD32M>

•Subordinate clause help-

<https://youtu.be/pWS3Cbf5h9U>

Q17.

Tick one box to show which part of the sentence is a **relative clause**.

The table which is made of oak is now black with age.



1 mark

Q18.

Rewrite the sentence below, adding a **subordinate clause**. Remember to punctuate your answer correctly.

The children played on the swings.

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1 mark

Q19.

Underline the **subordinate clause** in the sentence below.

Hassan and I are going to our dance class; we are going to be late as we missed the bus.

1 mark

## Reading

### Reading task 1- chapter 19

Monday 1<sup>st</sup> February 2021

Skellig by David Almond

Task 1 – Read chapter 19. Pages 67- 69.

Task 2 – Which one of these two main ideas represents what has happened throughout chapter 19?

- 1) Michael goes to see Mina. Mina is creating a model of a bird with clay. Michael joins in and attempts to create a model of the baby.
- 2) Michael spoke to Mina whilst she was sat on the lawn outside of her house; drawing a skeleton of a bird in her sketch book.

Use P.E.E to prove this.

**Challenge** - Where do you think Michael and Mina are planning to go? What do you think might happen?

## Reading task 2- chapter 20

Tuesday 2<sup>nd</sup> February 2021

Skellig by David Almond

Task 1 – Read the first three pages of Chapter 20. Pages 71 - 73.

Task 2 – Which one of these two main ideas represents what has happened in Chapter 20 so far?

- 1) Michael took Mina to see the man in the garage.
- 2) Mina and Michael offered to help the man move to somewhere safer.

Use P.E.E to prove this.

**Challenge** – Why does Michael get the man some cod liver oil? Explain

## Reading task 3- chapter 20

Wednesday 3<sup>rd</sup> February 2021

Skellig – Read the last three pages of chapter 20. Pages 73 - 75.

Task 1– Summarise the next two pages of chapter 20 **in only 30 words**.

Write one word per box. This will help you stick to the word count.


**Challenge** – Think of another book you have read. Summarise a chapter from this book using only 30 words. How does your story compare with Skellig?

## **Reading task 4- chapter 21**

Thursday 4<sup>th</sup> February 2021

Skellig by David Almond

Task 1 - Read chapter 21. Pages 76 and 77.

Task 2 – Mina and Michael decide they are not going to help move the man in case somebody sees them.

- Is this statement true or false? Prove it using PEE.

**Challenge** – In the text Michael says, 'My heart was thundering'. What does this mean and why do you think this happened?



## Fact file: Rainforest Potoo

### **Appearance**

Potoos have huge, gaping mouths and large, yellow eyes which provide the bird with excellent vision. Their feathers are brown, grey and black, and are perfect for giving the bird camouflage among tree trunks and bark. Often, potoos can be found perching vertically, blending into their surroundings with an appearance resembling a broken tree branch. Their camouflage is so effective that very few people have actually seen the bird in the wild.

### **Diet**

The potoo mostly eats bugs and insects, including grasshoppers, moths and beetles. They use their huge eyes for spotting flying insects in the dark and their wide mouth for capturing them and swallowing them whole.

### **Habitat**

Potoos can be found in humid forests in Central and South America. They live in the high branches of trees, camouflaged among the tree bark.

### **Did You Know...?**

- The potoo lays a single egg but generally does not build a nest for it. Instead, the egg is held in a nook or on a stump of a tree branch.
- Both the male and female potoos take turns to incubate the egg before it hatches.
- Potoos can also be prey to other animals such as monkeys or larger birds such as the falcon.



### **Potoos in Danger**

As potoos are native to the rainforest, they have suffered in recent decades due to deforestation. While they are not yet considered rare or endangered, their general habitat is at risk and their population is on a downward decline. Like all rainforest-dwelling creatures, their natural homes will become significantly reduced if rainforest destruction continues at the same alarming rate.

## **Reading task 5-non-fiction**

## Questions about the Rainforest Potoo

1) In what natural environment does the Potoo live?

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2) List two of the Potoo's distinctive features that help them to catch prey?

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3) Using the information from the text, tick or write either **true** or **false** for each statement. |

	True	False
Potoos are mainly active at night		
Potoos do not usually build nests		
Potoos spend their days perched on tress or branches		
The Potoo is 70-80cm tall.		

4) Look at the section 'Potoos in danger'.

Find two words or phrases which mean they 'have become less'.

- \_\_\_\_\_
- \_\_\_\_\_

5) Write two examples of dangers faced by the Potoo

- \_\_\_\_\_
- \_\_\_\_\_

**Challenge- thinking of the Giant Panda Bear from last week and the Potoo, give me some similarities and differences between the two animals.**

**\*\*Please read chapters 22 and 23 of Skellig as we are starting on chapter 24 next week.**

## Other Subjects

### • Monday 1<sup>st</sup> February- Topic- We are Hull- Local Heroes- William Wilberforce

#### William Wilberforce

William Wilberforce, the son of a wealthy merchant, was born in Hull on 4 August 1759.

William's father died when he was young and for a time was brought up by an uncle and aunt.

William's aunt was a strong supporter of John Wesley and the Methodist movement.

At seventeen Wilberforce was sent to St. John's College, Cambridge.

One of Wilberforce's friends at university was William Pitt, who was later to become Britain's youngest ever Prime Minister.

In 1780, Wilberforce became Member of Parliament for Hull, later representing Yorkshire.

Wilberforce became interested in social reform and was eventually approached by Lady Middleton, to use his power as an MP to bring an end to the slave trade. He was encouraged by Pitt and Clarkson to take up the issue.

Wilberforce agreed to Lady Middleton's request, but soon afterwards, he became very ill and it was not until 12th May 1789, that he made his first speech against the slave trade.

When William Wilberforce presented his first bill to abolish the slave trade in 1791 it was easily defeated by 163 votes to 88.

Wilberforce refused to be beaten and in 1805 the House of Commons passed a bill to that made it unlawful for any British subject to transport slaves, but the measure was blocked by the House of Lords.

The bill to end the slave trade was finally passed in 1807.

In 1821 he requested that Thomas Fowell Buxton takes over the leadership of the campaign in the Commons and resigned his parliamentary seat in 1824 after a serious illness. Wilberforce died on 29 July 1833, shortly after the act to free slaves in the British Empire passed through the House of Commons. He was buried near his friend Pitt in Westminster Abbey.

Task- watch this clip on William Wilberforce  
<https://www.youtube.com/watch?v=new-rGbA4N8>

.Read the profile sheet attached

Then, write 10 facts that you have learnt about him around the picture of him below to create a poster about how he changed history.







- **Tuesday 2<sup>nd</sup> February- RE- Saints and Heroes**

Task 1- all these places in Hull have been names after saints. When you find the name of a place, write the name down next to it. Can you get a full house and get them all?





### Christianity

A **saint** is someone who is seen to have a likeness or closeness to God.



### Sikhism

Sikhs call people **Gurus**. This refers to someone who guides and teaches others. They are the dispeller of darkness.



### Hinduism

**Rishi** is a term for an accomplished and enlightened person. They are thought to have the supreme truth and eternal knowledge, which they composed into hymns.



### Buddhism

In Buddhism, an **Arhat** is one who has gained insight into the true nature of existence and has achieved **nirvana**.



### Judaism

The name **Tzadik/Tzadikes** which translates to 'righteous'. This term is given to someone who is considered a biblical figure and later a spiritual master.



### Islam

**Wali** translates to the word 'master'. This is given to someone who is seen as a literal friend of Allah.



Task 2- using the slides above, and your own research, fill in the table below to find out a bit about saints in different religions.

	Judaism	Hinduism
What is the name used to refer to their 'saint'?		
How do they become a saint?		
Name two 'saints' of this religion		
How do people of this religion celebrate saints?		



# Tuesday 1<sup>st</sup> February- Science- Air Pressure- Investigation



Have some fun at home with these science activities from Science Sparks and the Primary Science Teaching Trust

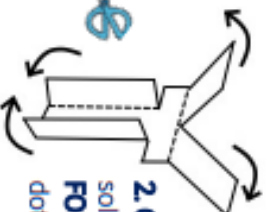


- BEFORE YOU START!** Please read through this with an adult:
- \* Make sure you have read the 'IMPORTANT NOTICE' on the back of this page.
  - \* If you have a space outside that you can use safely, then you can do the 'Try this outdoors' activity outside. Don't worry if not as you could still do it indoors.
  - \* Talk to your adult about sharing the science you have done and if they want to share on social media, please tag @ScienceSparks and @pstt\_whyhow and use #ScienceFromHome

## SPINNING SCIENCE

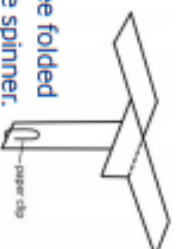
### 1 TRY THIS INDOORS .... MAKE A SPINNER

1. Cut out the spinner - you can download a template [here](#)



2. CUT along the solid lines and FOLD along the dotted lines.

3. PAPER CLIP the three folded pieces of the tail of the spinner.



### WHAT DO YOU NOTICE? Things to talk about ...

What happens when you let the spinner go?  
Can you slow the spinner down? How?  
What happens if you use different sorts of paper? Does tissue paper fall fast or slower than cardboard? What happens when you make the wings longer or shorter? What if you make a giant one? A tiny one?

**You will need**

- \* paper
- \* paper clips
- \* Scissors
- \* different types of paper or card

4. FOLD the two 'wings' of the spinner in opposite directions. Hold the spinner high up, let go and watch what happens!

5. MAKE more spinners .... you could make different sizes, use different types of paper, use more paper clips or change the length of the wings.

## The science behind it

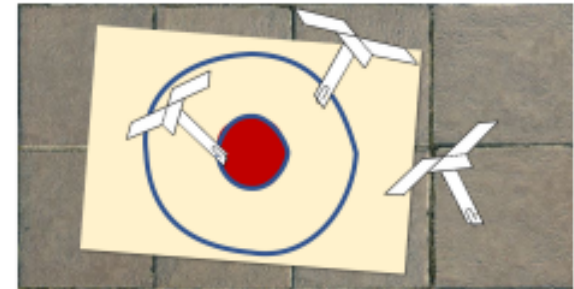
<https://www.youtube.com/watch?v=o9lwghOHL5E> – I dare you to try this amazing glass experiment at home, I did, and it works!

### **2 TRY THIS OUTDOORS ...**

Take your spinner outside. Make a target on the ground – you could do this by drawing a circle on a large sheet of paper, or you could use a big shallow bowl. Hold your spinner up and drop it, trying to get it to land on your target. Have ten goes and count how many times you hit the target. Try moving the target to a different place outside and see if your score increases or decreases.

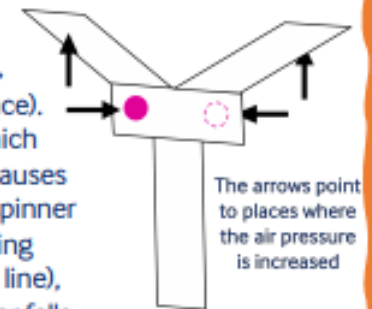
#### **WHAT DO YOU NOTICE? Things to talk about ...**

Where outside is it easiest to get the spinner to hit the target? Why do you think that is? What happens if you make the target bigger or smaller?








### **3 WHAT IS THE SCIENCE?**

The paper spinner spins as it falls. When it starts its fall, the air pressure under the wings increases (air resistance). This causes an upward force underneath the wings which slows the spinner down. The increased pressure also causes a sideways push on the vertical part at the top of the spinner (where the pink dot is). The same thing will be happening diagonally opposite under the other wing (dotted pink line), which causes the spinner to spin. The faster the spinner falls the greater the sideways push, and so the more it spins.




• **Wednesday 3<sup>rd</sup> February- screen free time- please pick from these activities below.**

<b>Maker Hour</b> 	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
<b>Genius Hour</b> 	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
<b>Indi Reading Hour</b> 	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
<b>Fitness Hour</b> 	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
<b>Service Hour</b> 	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 4<sup>th</sup> February- PE-

Task 1- I hope you are continuing with your walking challenge from last week, here is a reminder if you need it-

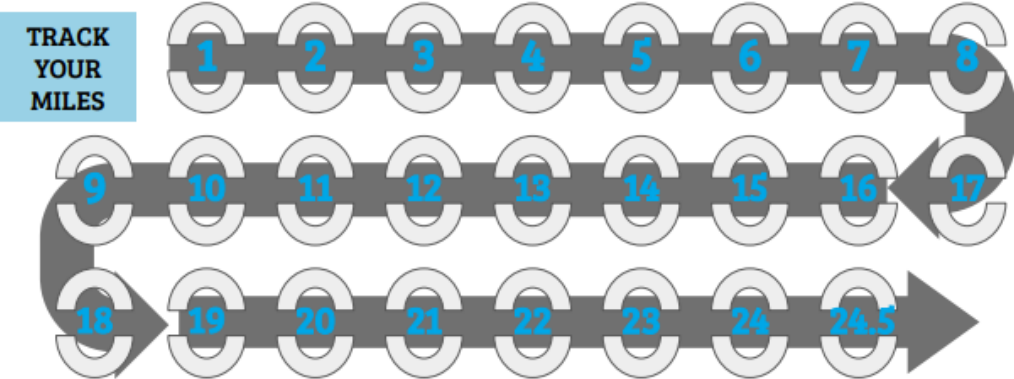
**HULL ACTIVE SCHOOLS: Physical Activity Challenge!**



**THE YORKSHIRE 3 PEAKS CHALLENGE**

The Yorkshire 3 Peaks is a 24.5 mile walking challenge and includes the Pen-y-Ghent, Wharfedale and Ingleborough peaks found in Yorkshire. Use this recording sheet to complete the same distance 'virtually' and receive our recognition certificate when you've completed the challenge!

**TRACK YOUR MILES**




Track your progress 1/2 of a mile at a time. For every 1/2 of a mile you complete, color in 1 section of a numbered track.

When you have colored in all the icons you will have completed 24.5 miles - **THE YORKSHIRE 3 PEAKS**

**SCHOOL NAME:**  **CLASS NAME:**

**Class Recording Sheet**



Task 2- complete this 20 minute workout with the one and only Joe Wicks.

<https://www.youtube.com/watch?v=sIWSKoIP3vc>



• **Friday 5<sup>th</sup> February- Jigsaw- Puzzle 4: Dreams & Goals - Ages 9-10 - Piece 3**

Objective- describe the dreams and goals of young people in a culture different to mine and reflect on how these relate to my own.

1) Look at the pictures of children in different countries/cultures. Think about what might these children's dreams/ goals be? Write down a potential dream for each picture.

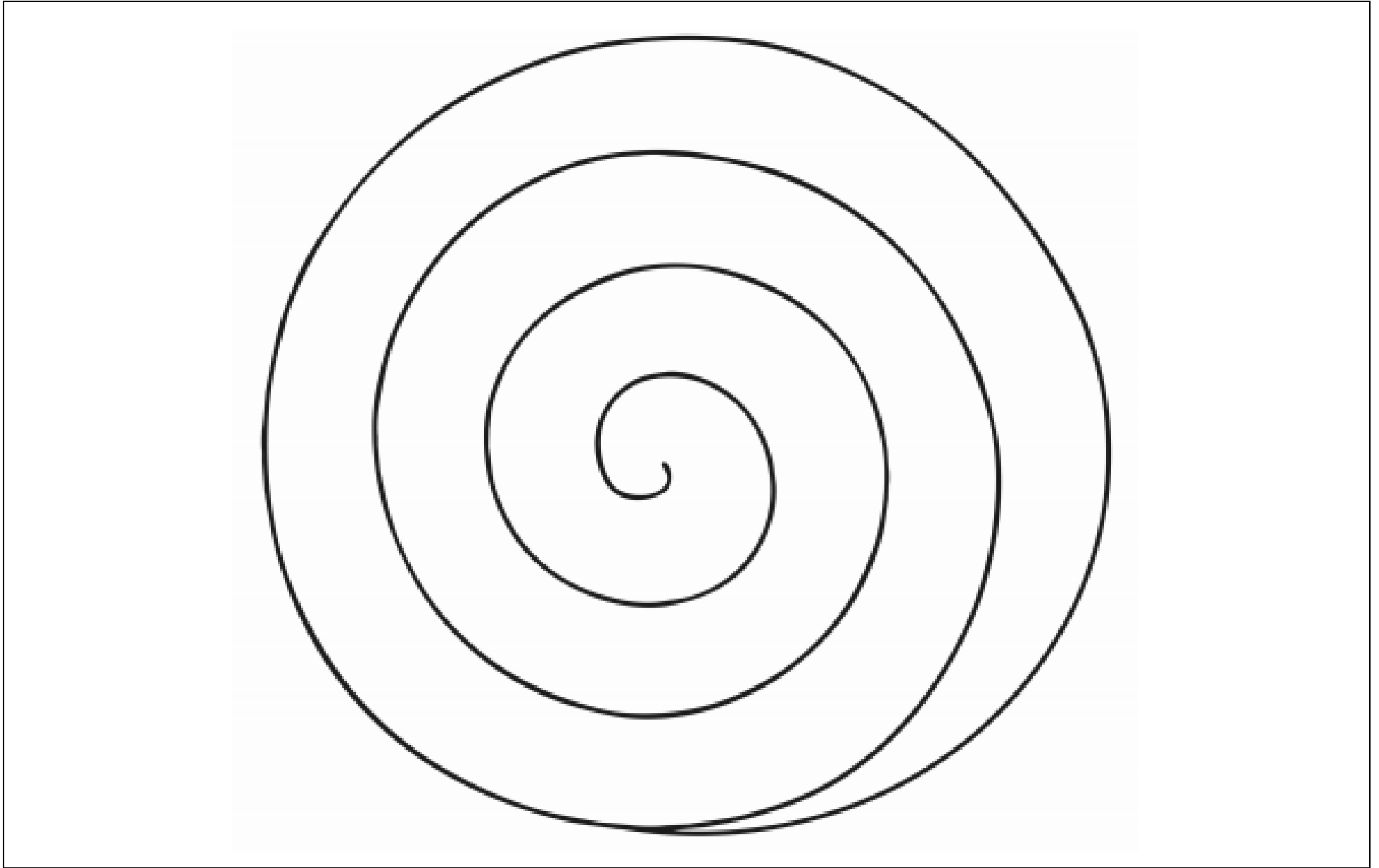


2) Watch this educational clip which shows a child's life from a different culture, this will provide you with a picture of a child growing up in a different country and culture to your own. <https://www.youtube.com/watch?v=RwSYrsjTiW4>

3) Discuss and describe their ideas in response to the following questions:

- How are the lives of these children the same as yours?
- How are the lives of these children different from yours?
- What aspirations/dreams might these children have?
- How are their dreams the same/different to yours?

4) Choose one of the children either from the picture cards or the video clip and think what that child's dream/goal might be. Write what you think the chosen child's dreams might be around the spiral. Carefully cut around the spiral so that it opens out. You have created a Dream Spiral which you can hang up. You can add some colour as well if you like.



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