



## Victoria Dock Primary School Home Learning Plan



### Year 5

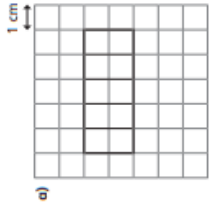
### Week Commencing 22<sup>nd</sup> February

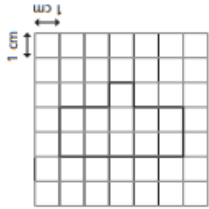
As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional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

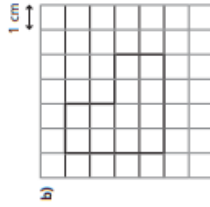
| <b>Year 5 Maths – Online Learning</b>               |   |   |
|---|---|---|
| <b>Area and Perimeter</b>                           |   |   |
| <b>Lesson</b>                                       | <b>Video Link</b>   | <b>Worksheet</b>  |
| Lesson 5- Calculate perimeter<br><b>(2 days)</b>    | <a href="https://vimeo.com/477528979">https://vimeo.com/477528979</a> | <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO2-Calculate-perimeter-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO2-Calculate-perimeter-2019.pdf</a> |
| Lesson 6- Recap counting squares.<br><b>(1 day)</b> | <a href="https://vimeo.com/480242161">https://vimeo.com/480242161</a> | <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-WO2-Counting-squares-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-WO2-Counting-squares-2019.pdf</a>       |
| Lesson 7-Area of rectangles<br><b>(2 days)</b>      | <a href="https://vimeo.com/480242752">https://vimeo.com/480242752</a> | <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO3-Area-of-rectangles-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO3-Area-of-rectangles-2019.pdf</a>   |

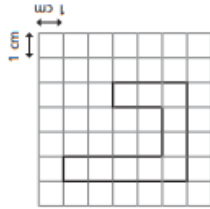
# Calculate perimeter

1 Calculate the perimeter of each shape.

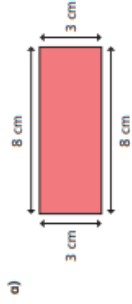


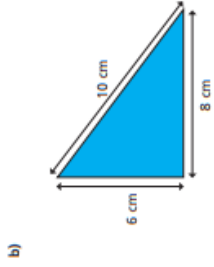




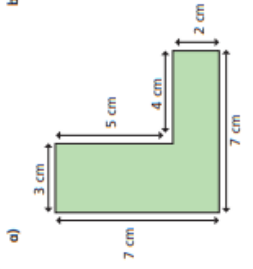


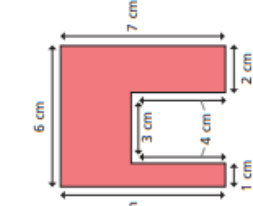

2 Calculate the perimeter of these shapes.



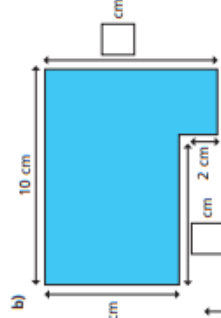
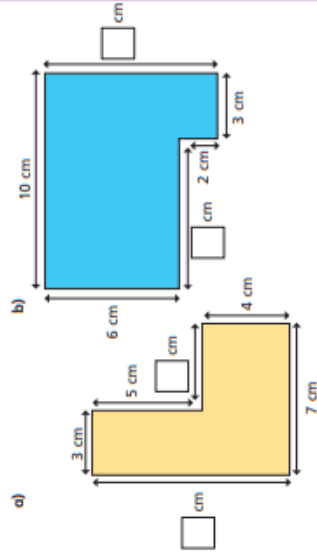



3 Calculate the perimeter of these shapes.



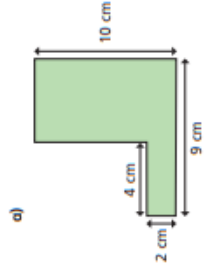


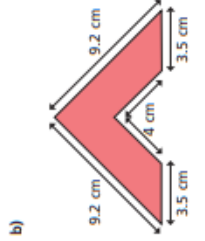

4 Work out the missing lengths on these shapes.



Discuss with a partner how you worked them out.

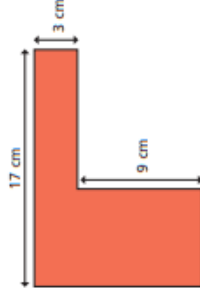
5 Calculate the perimeter of these shapes.






6 Mo thinks that there is not enough information to calculate the perimeter of the shape.

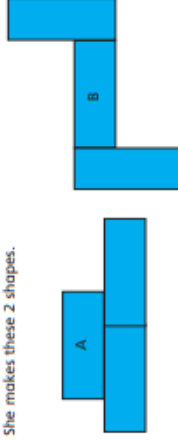
Is he correct? How do you know?



7 Rosie is making shapes made up of 3 rectangles.

Each rectangle has a length of 10 cm and a width of 4 cm.

She makes these 2 shapes.



a) Which shape has the greatest perimeter? \_\_\_\_\_

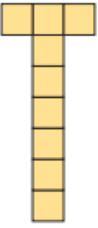
b) What other shapes can you make with 3 rectangles?

What is the perimeter of the shapes?

# Counting squares


1 Count the squares in each shape to find the area.

**A**

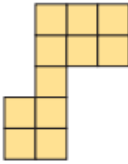


The area is  squares.

**B**



**C**

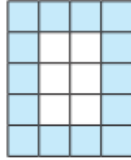


The area is  squares.

The area is  squares.

Which shape has the greatest area? \_\_\_\_\_

2 What is the area of the shaded part of the shape?



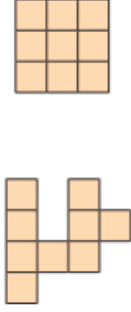
The area is  squares.

3 Here is a kitchen tile.



- a) What area of the tile is blue?  squares
- b) What area of the tile is white?  squares
- c) What is the total area of the tile?  squares

4 These two shapes are made up of squares of the same size.



Jack

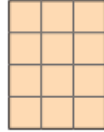
Rosie

These two shapes have the same area.

The first shape is bigger as it takes up more space.

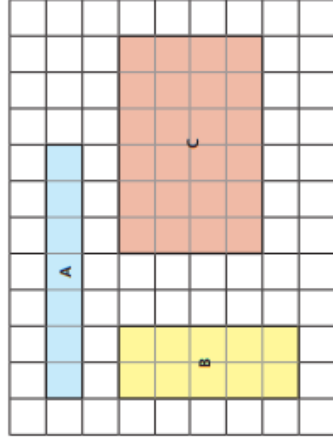
Who is correct? \_\_\_\_\_  
Explain how you know. \_\_\_\_\_

5 Here is a rectangle.



- a) The rectangle has  rows and  columns.
- b) What is the area of the rectangle?  squares
- c) How did you work out the area?

6 Find the area of each rectangle.

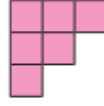


A =  squares    B =  squares    C =  squares

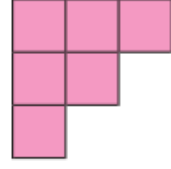
7 Nijjah and Eva are making shapes.

They each use 6 squares.

Nijjah's shape



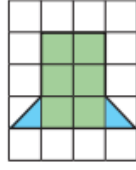
Eva's shape



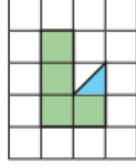
The area of Nijjah's shape is equal to the area of Eva's shape.

Is this true or false? \_\_\_\_\_  
How do you know? \_\_\_\_\_

8 What is the area of each shape?



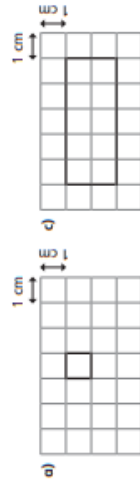
area =  squares



area =  squares

## Area of rectangles

- 1 On the grid, the area of each square is 1 cm<sup>2</sup>. Calculate the area of each rectangle.





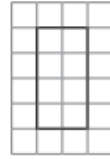
- 2 Complete the sentences to describe the rectangle.

There are  rows.

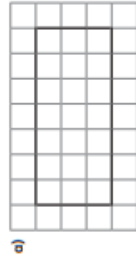
Each row has  squares.

There are  squares altogether.

×  =

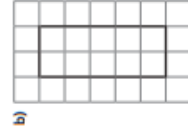


- 3 The area of each square is 1 cm<sup>2</sup>. Work out the area of each rectangle.



×  =   
area =

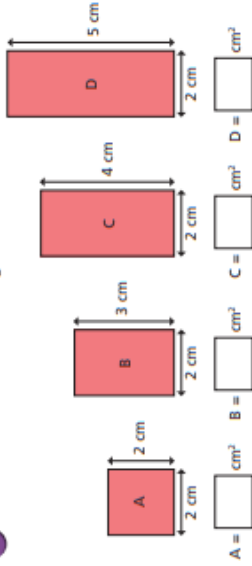
×  =   
area =



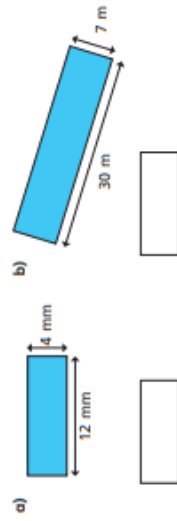
×  =   
area =

×  =   
area =

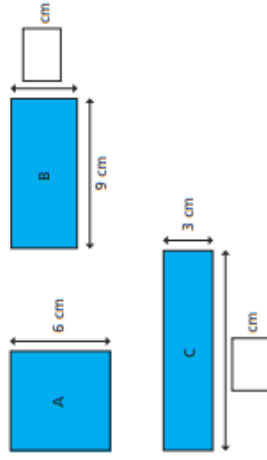
- 4 Calculate the area of the rectangles.



- 5 Work out the area of these rectangles.



- 7 These shapes all have the same area. Shape A is a square. Work out the missing lengths.



- 8 A rectangle has an area of 96 cm<sup>2</sup>. The length of the rectangle is 4 cm longer than the width. Work out the length and width of the rectangle.

length =    width =

- 6 How many rectangles can you draw that have an area of 24 cm<sup>2</sup>? Label the lengths. Your drawings do not have to be exact.

## Fast maths

### Monday

$15 \times 5 = \boxed{\phantom{000}}$

$26 \times 6 = \boxed{\phantom{000}}$

$90 \times 2 = \boxed{\phantom{000}}$

$65 \times 4 = \boxed{\phantom{000}}$

$33 \times 3 = \boxed{\phantom{000}}$

$18 \times 6 = \boxed{\phantom{000}}$

$32 \times 4 = \boxed{\phantom{000}}$

$43 \times 2 = \boxed{\phantom{000}}$

$77 \times 3 = \boxed{\phantom{000}}$

$13 \times 5 = \boxed{\phantom{000}}$

### Tuesday

$22 \times 4 = \boxed{\phantom{000}}$

$17 \times 8 = \boxed{\phantom{000}}$

$55 \times 7 = \boxed{\phantom{000}}$

$88 \times 3 = \boxed{\phantom{000}}$

$20 \times 9 = \boxed{\phantom{000}}$

$$\begin{array}{r} 66 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 69 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 73 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 21 \\ \times 5 \\ \hline \end{array}$$

### Wednesday

$$\begin{array}{r} 78 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 81 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 28 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 48 \\ \times 3 \\ \hline \end{array}$$

### Thursday

$$\begin{array}{r} 37 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 89 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 46 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 95 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 59 \\ \times 2 \\ \hline \end{array}$$

### Friday

1. Ms. Pepper Potts needed to buy 11 dozen of eggs to make enough cakes for a party. How many eggs did she buy?

2. One dozen of ironman's eggs cost Rm 75.00. How much do 3 dozen cost?

3. Hulk scored nineteen touchdowns during the season. If each touchdown is worth 5 points, how many total points did he score?

4. Hawkeye has 9 arrow quivers. Each quiver holds 17 arrows. How many arrows does Hawkeye have?

5. Tony Starks bought 6 tickets for the movie The Avengers. Each ticket cost Rm15. How much do 6 tickets cost?

## Spelling

We are looking at words ending in *-ance/-ancy* or *-ence/-ency*

- 1) dist*ance*
- 2) reluct*ance*
- 3) toler*ance*
- 4) differ*ence*
- 5) eleg*ance*
- 6) innoc*ence*
- 7) obedie*nce*
- 8) hesit*ancy*
- 9) reluct*ance*
- 10) dec*ency*

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

Wed- write the adjectives to go with the nouns.

E.g.

| Adjective | Noun       |
|-----------|------------|
| Distant   | Distance   |
| Reluctant | Reluctance |
| Tolerant  | tolerance  |

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

Tue-

Some of your spelling words have got into a muddle! How many can you put back together?

cansidet    ecnatculer

ccinonene    debioneec

enfieldec

taycheins

eneccdy

Thur-

Make 5 sentences up with the nouns and adjectives. E.g. I looked into the *distance* and saw a *distant* relative.

## Writing

**\*\*We are continuing with our unit of work based around 'One Small Step' for our narrative.**

**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 5

| Planning side            | Writing side – Failure at school |
|--------------------------|----------------------------------|
| 1. Relative clause       |                                  |
| 2. Repetition for effect |                                  |
| 3. Complex sentence      |                                  |

## **Writing Task 2- 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.

- Create a feeling heart about the moment and emotions. Place the class communal feelings and negative times in a bottle/vase (link back to heart in a bottle). Take part in origami space rockets and discuss feelings around failure. Explore if any pupils are able to take on the challenge and note their characteristics, e.g. perseverance, grit, determination and resilience.



**Writing Task 3- sentence stacking 6**

| <b>Planning side</b>  | <b>Writing side – The rejection letter</b> |
|-----------------------|--|
| <b>1. Colons</b>      |  |
| <b>2. Modal verbs</b> |  |
| <b>3. Simile</b>      |  |

**Writing Task 4- Sentence stacking 7**

| <b>Planning side</b>            | <b>Writing side – Her father dies</b> |
|---------------------------------|---------------------------------------|
| <b>1. Pathetic Fallacy</b>      |                                       |
| <b>2. Repetition for effect</b> |                                       |
| <b>3. Complex sentence</b>      |                                       |

### **Writing Task 5- 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.**

- Children to bring an object in from home that hold special sentimental value. Choose three or four children to lead this session talking about why the object holds importance. Teacher and TA both model a special important object from home. Both tell the story and share emotions. Open up a discussion about objects that were special that have become lost.
- In preparation for sentence staking lesson 8, can pupils bring in their favourite entrance song e.g. I'm a rocket man – Elton John.

## Reading

### Reading task 1- chapter 30

Read the chapter and then answer the questions below.

- 1) Who does Michael have to rely on in order to see Skellig now? Why?
- 2) What did Michael dream that Skellig did with the baby?
- 3) Why do you think Skellig was joyful in this chapter?
- 4) What does Mina say that it is possible for friends to do?
- 5) Copy a quote from the text to prove that Mina likes the night.
- 6) What do they nearly end up doing before they go in the house to see Skellig?

**Challenge- do you think Michael was dreaming, or do you think 'his dream' actually happened? Explain using P.E.E**

**Reading task 2- chapter 31**

Read the chapter and then use a word in the word bank to answer each question. You can only use each word once.

|                  |                     |                 |               |
|------------------|---------------------|-----------------|---------------|
| <b>Wings</b>     | <b>Frightened</b>   | <b>Calmness</b> | <b>Strong</b> |
| <b>Breathing</b> | <b>Apprehensive</b> | <b>Elated</b>   | <b>Angels</b> |

- 1) How did Michael feel when they went in the house to look for Skellig?.....
- 2) What does Mina say they must have more of? .....
- 3) What do Mina and Michael hear when they listen? .....
- 4) How do they feel when they are about to open the final doorway? .....
- 5) What do Mina and Michael realise that Skellig is now? .....
- 6) How did they feel when they all started spinning? .....
- 7) What do Mina and Michael grow? .....
- 8) Why is Skellig like this now? Who has helped him? .....

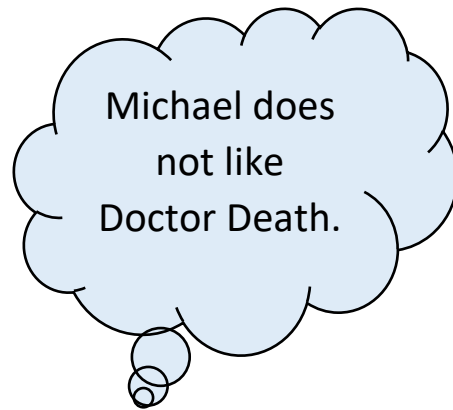
**Challenge- pick 2 questions above and copy a quote from the book to support your answer.**

| <b>Question number</b> | <b>Quote</b> |
|------------------------|--------------|
|                        |              |
|                        |              |

**Reading task 3- chapter 32**

**Read the chapter carefully.**

**Task- write words and phrases from the chapter around each idea bubble. Make sure you get every last bit of evidence from the chapter.**



**Challenge- why do you think that Michael keeps up the lie that he was sleepwalking? Explain.**

**Reading task 4- chapter 33**

**Read the chapter and answer the questions below:**

**Task-1 sequence the story by putting these events in order 1-7. The first one has been done for you.**

|   |          |
|---|----------|
| <b>Michael receives some bad news.</b>                              |          |
| <b>Some of the children pretend to be dead.</b>                     |          |
| <b>Michael hears two heart beats: the baby's and his own.</b>       |          |
| <b>Miss Clart is really impressed with Michael's story.</b>         |          |
| <b>Michael asks the teacher about evolution.</b>                    | <b>1</b> |
| <b>The lads say that Michael played football well as lunchtime.</b> |          |
| <b>Rasputin praises Michael for researching.</b>                    |          |

**Task 2- copy a quote from the book to support the last 3 events that you have sequenced (5-7):**

**5.**

**6.**

**7.**

**Challenge- do you think Michael enjoyed going back to school? Explain using evidence.**

## Reading task 5-non-fiction

### BIG NEWS

# AN ALL-NEW APPLE

**A NEW type of apple called the Cosmic Crisp has gone on sale in America.**

The fruit is said to stay fresh in a fridge for a year!

Those who have taken a bite of the Cosmic Crisp say it's "remarkably firm, with a crisp texture and is surprisingly sweet, making it an excellent eating apple".

The apple was developed by Washington State University. It is a cross between the Enterprise and the Honeycrisp apple. It has taken two decades (20 years) for experts to come up with what they think is the perfect apple.

The name Cosmic Crisp was chosen because the dark red skin is speckled with tiny white dots. This reminded people of the starry night sky.

About £8 million has been spent telling the world about the new fruit. Only farmers in the state of Washington will be allowed to grow the apples for the next ten years. More than ten million Cosmic Crisp trees have already been planted.

Americans can now buy the apples in stores. Hopefully they're cheaper than one website, which is charging £7.50 per apple!



Cosmic Crisp



## Questions on: 'An all-new apple'

1) In which country has this new apple been developed?

2) How long has it taken to perfect this apple?

3) It is said to be a good eating apple because it is...

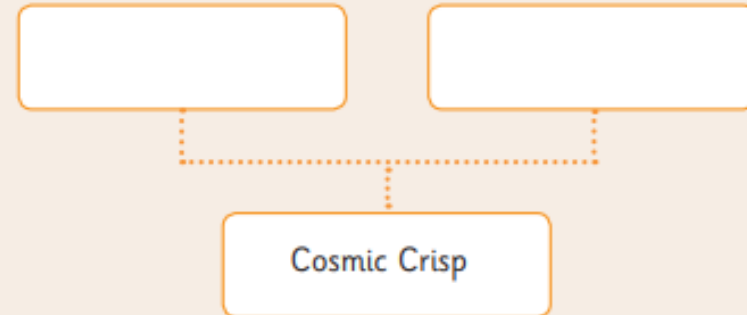
firm

sweet

and has a  texture

4) Why has the apple been called Cosmic Crisp?

5) Fill in the apple varieties used to make the Cosmic Crisp.



6) Which facts tell you that growing apples is **big business** in America?

7) Why do you think one website thinks it can charge so much for an apple?

8) From what you have read, do you think this apple will be popular with apple fans? Explain your reasons.

**\*\*Please read chapters 34 and 35 of Skellig as we are starting on chapter 36 next time.**

## Other Subjects

### Monday 22<sup>nd</sup> February- Topic- We are Hull- Geography

We are looking at counties today and learning a bit about where Hull actually is located, in the United Kingdom, as well as other counties that surround it. Complete the activities below and watch this clip to learn why where you live is so brilliant!



### UK Counties

How many counties of the UK can you name?

Do you know where they are?

Can you name counties in England, Northern Ireland, Scotland and Wales?

### Our County

Let's find the part of the UK that we live in.

Can you find the county we are in?

Can you name any counties that are our neighbours?

### UK Addresses

What does each part of the address tell the Post Office?

Person the letter is for

House number and road

Town

County

Postcode

Mr Oliver  
123 Oak Road  
Treeford  
Greenshire  
GR3 3NS

What is a county and why do we have counties?

### What is a County?

A county is a smaller area of the UK containing lots of towns and villages.

They are the top level of local government. They control the local area and the services within, such as education, transport, policing, fire & public safety, social care, libraries, and waste management.

[https://www.youtube.com/watch?v=i0x\\_Ck0L4vc](https://www.youtube.com/watch?v=i0x_Ck0L4vc)



### Activities-

What **country** do we live in?

What other **countries** make up the UK?

Can you name them all? To show off, can they name **the capital city** for each **country**?

Can you see where **Hull** would be?

Can you see where Yorkshire would be and what the **4 parts** are called?

What do you think of when you say the work Yorkshire? It can be anything that makes you think of the best county. **Create a mind map of the answers that you get.**

Can you tell me the information you have found out? Write a fact file, create a new mind map showing the facts you've learnt, make a poem about Yorkshire, do a news report. It is up to you! **Celebrate Yorkshire!**

*About this map:*

Successive reorganisations of boundaries have brought counties for Local Government, the post and for the ceremonial purposes of the Lieutenancies - to name a few. Through all of this change, the boundaries of the historic county of Yorkshire and its Ridings have never changed, been disbanded nor faded into oblivion.

*Ceremonial Counties:*

- NY - North Yorkshire
- SY - South Yorkshire
- EY - East Riding of Yorkshire
- WY - West Yorkshire

*Local Authority Areas:*

- 1 - Redcar and Cleveland Borough
- 2 - Middlesbrough Borough
- 3 - North Yorkshire
- 4 - City of York Council area
- 5 - East Riding of Yorkshire District
- 6 - Kingston-upon-Hull City Council area
- 7 - City of Bradford Metropolitan District
- 8 - City of Leeds Metropolitan District
- 9 - Calderdale Metropolitan District
- 10 - City of Wakefield Metropolitan District
- 11 - Kirklees Metropolitan District
- 12 - Barnsley Metropolitan District
- 13 - Doncaster Metropolitan District
- 14 - Rotherham Metropolitan District
- 15 - City of Sheffield Metropolitan district

*Administrations mainly outside Yorkshire, but serving parts of it*

- D - County Durham
- GM - Greater Manchester Metropolitan County
- C - Cumbria
- L - Lancashire
- S - Stockton-on-Tees Borough

*The Association of British Counties map of*

# Yorkshire

This unique map shows the historic County of Yorkshire and its three Ridings, together with the current (2013) areas for administration within its borders. While these areas are subject to periodic reorganisation, the historic County remains unchanging.



**Key to the Borders:**

- Historic Counties
- Ridings of Yorkshire
- Ceremonial Counties
- Local Authority Areas

This map is provided for illustrative purposes, no claim is made to accuracy of the positions of features and locations or the scale.

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## What Are We Famous For?

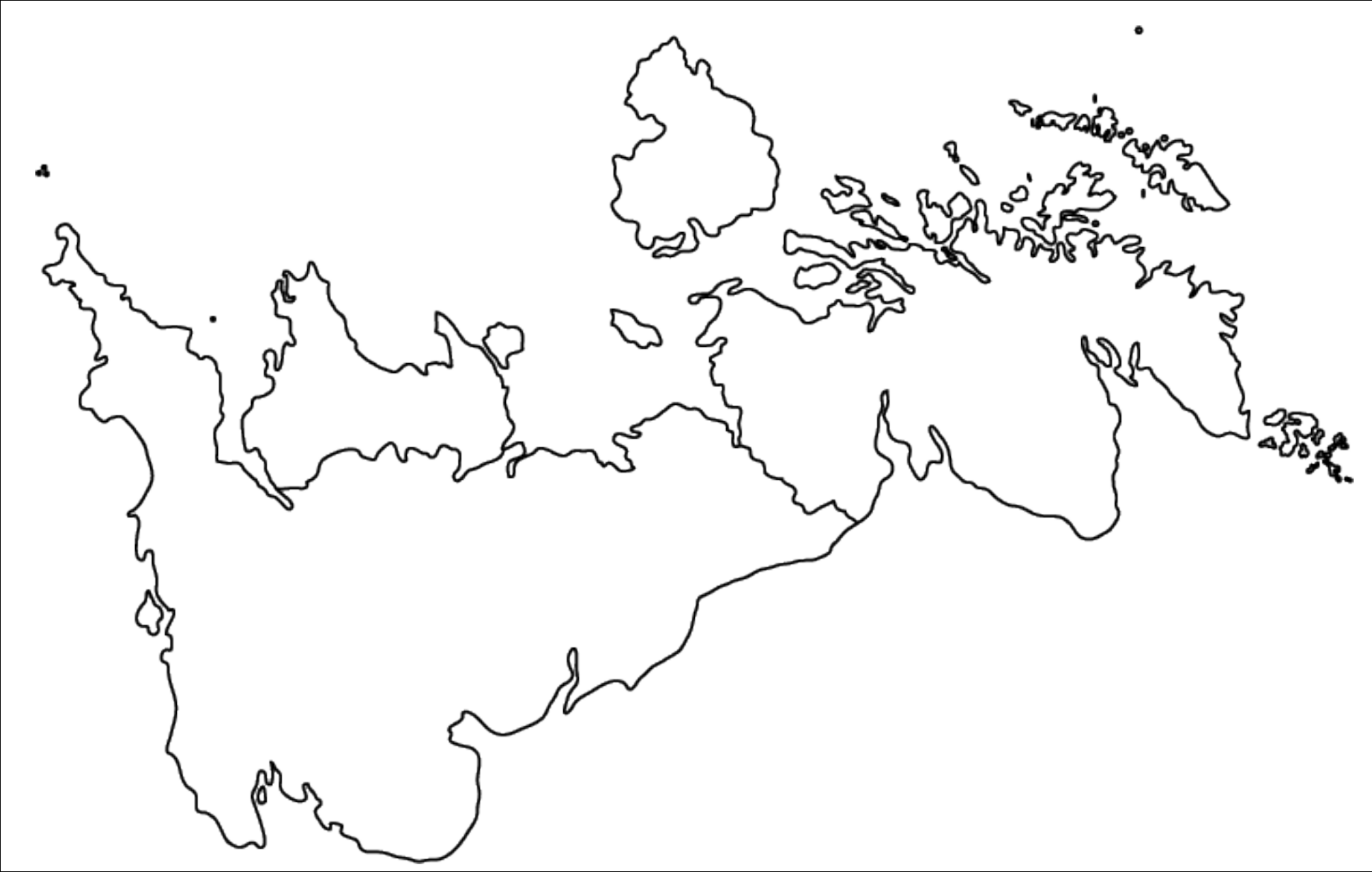


Let's find out more about what our county is famous for.

- ? What foods are associated with this area?
- ? Which famous people grew up here?
- ? Is there a special county day?



! Don't forget to add what you've found out to your fact files!



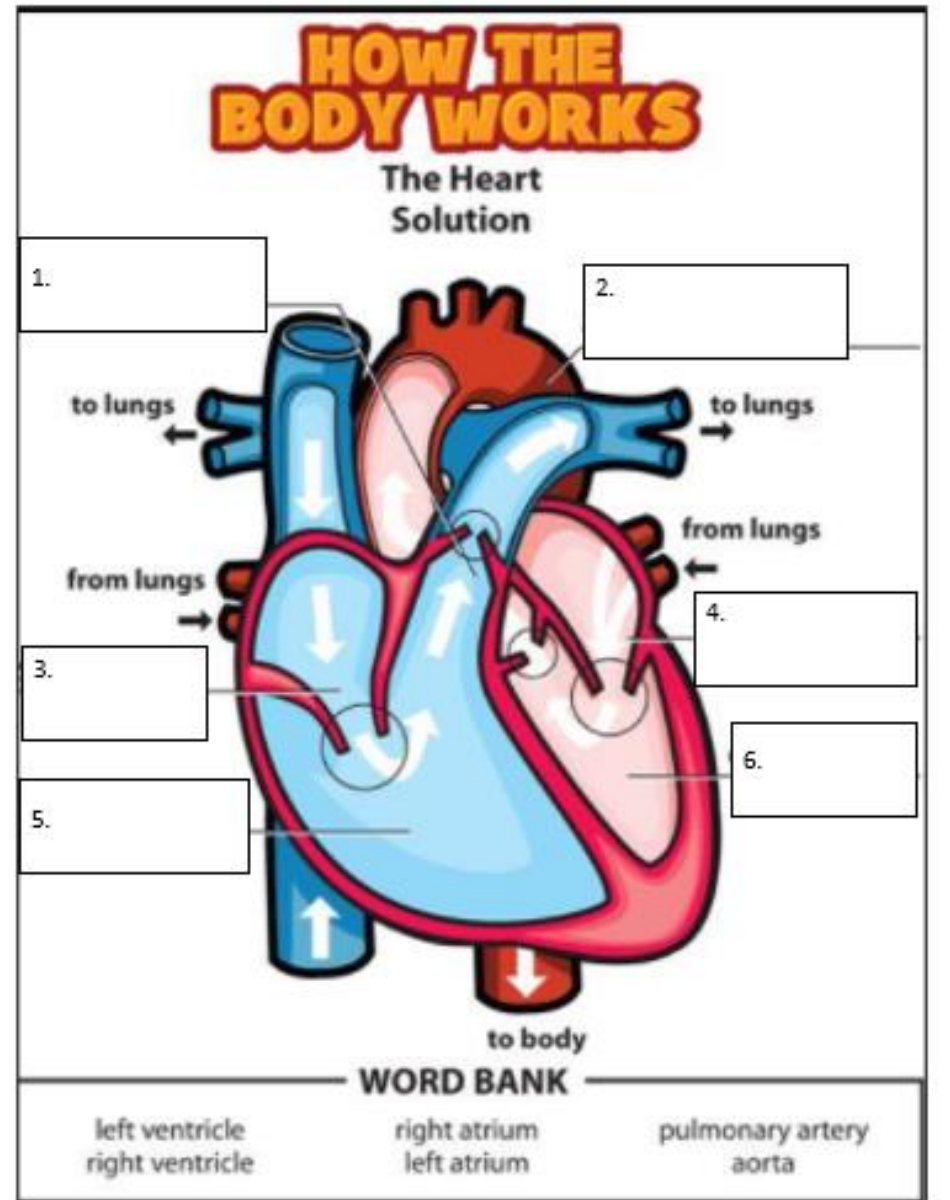
- Tuesday 23<sup>rd</sup> February- Science- build a functioning heart!

Please watch the video clip of the lesson and complete your work. Label the heart on the worksheet after you have built your own functioning heart- use the word bank to help you. Send me a picture/ video if you can.






<https://www.youtube.com/watch?v=BSaW1ZV2XKU>

- The heart- amazing body facts for kids

<https://www.youtube.com/watch?v=DB5HxSPGVp0>



• **Wednesday 23<sup>rd</sup> February- screen free time- please pick from these activities below.**

|   |   |   |  |   |   |   |   |  |  |  |
|---|---|---|--|---|---|---|---|--|--|--|
| <b>Maker Hour</b><br>        | 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><br>       | 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><br> | 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><br>     | 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><br>    | 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 25<sup>th</sup> 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 2**

[https://www.youtube.com/watch?v=lfra8pSPEhE&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy\\_91jDL&index=](https://www.youtube.com/watch?v=lfra8pSPEhE&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL&index=3)

[3](#)

**Link 3**

[https://www.youtube.com/watch?v=tHRvquNKf1Q&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy\\_91jDL&inde](https://www.youtube.com/watch?v=tHRvquNKf1Q&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL&index=4)

[x=4](#)

**Link 4**

[https://www.youtube.com/watch?v=DcGFteFryeA&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy\\_91jDL&index](https://www.youtube.com/watch?v=DcGFteFryeA&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL&index=5)

[=5](#)

**Link 5**

[https://www.youtube.com/watch?v=08AlvWfmJlo&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy\\_91jDL&inde](https://www.youtube.com/watch?v=08AlvWfmJlo&list=PLYGRaluWWTtojV3An2WEgsQ4qGFy_91jDL&index=6)

[x=6](#)



• **Friday 26<sup>th</sup> February- Jigsaw- Puzzle 5: Healthy Me- Ages 9-10 – Piece 1**

Objective- I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.

**Task 1-** write down one thing that you value about your body, e.g. ‘I’m glad that I can run really fast’, or ‘I value being able to do gymnastics’, etc...

|  |
|--|
|  |
|--|

**Task 2-** complete this smoking quiz- find out the answers to the questions-circle your answer.

|   |  |              |              |                         |
|---|--|--------------|--------------|-------------------------|
| 1 | How many people in the world are estimated to die from smoking-related illnesses each year?                        |              |              |                         |
|   | A. 500,000   | B. 1 million | C. 3 million | D. 5 million            |
| 2 | How many people in the world are estimated to die each year from breathing in second-hand smoke (passive smoking)? |              |              |                         |
|   | A. 9,000   | B. 90,000    | C. 900,000   | D. 9 million            |
| 3 | True or false: Low tar cigarettes don't cause that much health damage  |              |              |                         |
|   | A. True  |              | B. False     |                         |
| 4 | What makes smoking addictive?  |              |              |                         |
|   | A. Taste   | B. Nicotine  | C. Tar       | D. Wanting to look cool |
| 5 | Which of these chemicals does the average ashtray contain?   |              |              |                         |
|   | A. Arsenic   | B. Nicotine  | C. Ammonia   | D. All of these         |

I will be doing a quiz for this on Microsoft Teams, so you can find out the answers from there.  
**Thinking points-** Were you shocked about any of the answers? Were any of the easy or difficult to answer?

|   |   |                                |  |  |
|---|---|--------------------------------|--|--|
| 6   | Which group smokes more: boys or girls?   |                                |  |  |
| A. Girls  |   | B. Boys                        |  |  |
| 7   | Which of these facts about E-cigarettes/ vaping are true?                                 |                                |  |  |
| A. Vaping contains fewer chemicals than tobacco | B. Vaping can still cause the body damage   | C. Vaping is still addictive   | D. All of these  |  |
| 8   | True or false: Smoking only damages your health if you have been smoking for years        |                                |  |  |
| A. True   |   | B. False                       |  |  |
| 9   | Is the number of people who smoke, rising, falling or staying roughly the same each year? |                                |  |  |
| A. Rising                                       | B. Staying the same   | C. Falling                     |  |  |
| 10  | If we all know the dangers of cigarette smoking, why do young people start to smoke?      |                                |  |  |
| A. Because their parents smoke                  | B. Because they think it will help them stay slim   | C. Because their friends smoke | D. Because they think they might try it and can easily give up when they want to |  |

### Tobacco's Industry Poster Child

The British Columbia Ministry of Health set out to create an image that conveyed the damage that could actually happen to a young, supposedly invulnerable smoker. It was decided to portray a young girl, about 14, because smoking among girls is increasing more rapidly than among boys. She was to be recognisably pretty, except for the damaging effects of tobacco. **Please see the image below.**

**Task 3- if smokers saw this poster, would it be a good advert for smoking? Would it make them give up? Would it encourage young people to start smoking?** How is smoking portrayed in the media. e.g. by people on TV and films, in celebrity culture. What sort of messages are being promoted? Is smoking still looked on as 'cool' or something that is associated with being 'tough'? Is smoking shown to be 'fashionable'? What about celebrities that smoke? e.g. fashion models, film stars sports and music celebrities. What messages might that be giving to young people? Does the media put 'pressure' on young people to behave in certain ways? **Research and create a poster/leaflet with your ideas and findings on.**

# TOBACCO INDUSTRY'S Poster Child

EIGHTY-FIVE PER CENT OF SMOKERS START BEFORE THEIR 18TH BIRTHDAY.  
DON'T BECOME A TOBACCO INDUSTRY POSTER CHILD.

**ADDICTION**  
Becoming a cigarette addict can be an epidemic in teens and adults. You can't stop.

**WRINKLES**  
Smoking produces free radicals in the skin. This leads to "redness, itching, dryness and accelerated aging."

**CATARACTS**  
The more you smoke, the greater your chance of cataracts -- or eye problems that can cause blindness. You may develop them 10 years earlier than you should (10 years of smoking is 10 years).

**MOOUTH CANCERS**  
Smoking is the most common preventable cause of throat, mouth and skin cancers. Smoking causes a higher risk of oral cancer, which is more likely to be fatal than any other cancer. About 100,000 people die from oral cancer each year in the United States -- 100,000 preventable deaths.

**SKIN DAMAGE**  
As you smoke, you'll lose your hair, your eyelids, your lips and your fingernails.

**THROAT CANCER**  
The risk of oral and throat cancer is 10 times higher for smokers than for non-smokers. Smoking is also a major cause of laryngeal cancer, which is almost always fatal.

**PSORIASIS**  
Smoking is linked to psoriasis, a chronic skin condition that causes red, itchy patches on the skin.

**HEART DISEASE**  
Smoking causes more than 400,000 deaths, 300,000 of them from heart disease. Smoking is the leading cause of heart disease, which is the number one killer in the United States. Heart disease causes more deaths than any other disease.

**LUNG DISEASE**  
If you smoke, you're at least 10 times more likely to die of lung cancer. 150,000 people die from lung cancer each year in the United States. Smoking is the leading cause of lung cancer, which is almost always fatal.

**STOMACH ULCERS**  
Smoking is linked to stomach ulcers. The risk of stomach ulcers is 10 times higher for smokers than for non-smokers. Stomach ulcers can cause pain and bleeding in the stomach.




  
[www.tobaccofacts.org](http://www.tobaccofacts.org)

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