Week 4 Week 2 Remote Learning

Monday 1st March 2021

Maths

Today we will be continuing to compare and order different lengths based on measurements in mm, cm and m. You will need to use your knowledge of converting between units of measurement to help you compare and order. It is easier to convert all the measurements to the same unit of length before comparing them.

You will need to watch the video and ensure you have a pencil and paper to hand as you can pause the video and complete the questions.

Once you have watched the video you can them complete the 2 activities below on Purplemash:

1. Monday WK2 – Tallest & Shortest
2. Monday WK 2 – Weight, height & length

Secondly, after completing the Purplemash activities you will need to complete the questions below. You can either take a picture of your work and upload it to your folder/email on 2email or write the answers on a blog post ensuring you number each question.

Compare lengths

White Rose Maths

1 Write <, > or = to compare the lengths.

a) 60 mm ◯ 6 cm c) 5 cm ◯ 45 mm

b) 1 m 50 cm ◯ 115 cm d) 100 mm ◯ 1 m

How did you work this out?

2 Eva, Mo, Alex and Dexter have each built a tower.

Use the table to complete the sentences.

Child	Height of tower
Eva	1 m 5 cm
Mo	135 cm
Alex	1 m 45 cm
Dexter	1 m 25 cm

a) _____'s tower is the tallest.

b) _____'s tower is the shortest.

c) Mo's tower is _____ than Dexter's.

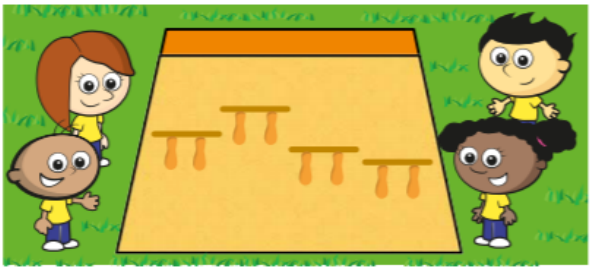
d) Eva's tower is _____ than Alex's.

3 Write the following lengths in order from shortest to longest.

160 cm	950 mm	1m 50 mm	200 cm	1 m 25 cm

shortest ... longest

4 Jack, Tommy, Rosie and Whitney have a jumping competition.



Here are the results.

Jack	Tommy	Rosie	Whitney
870 mm	105 cm	1 m and 30 mm	1 m and 10 cm

The person who jumped the furthest wins the competition.

Put the children in order from 1st to 4th place.

_____ _____ _____ _____

1st 2nd 3rd 4th

5 Measure the height of four of your classmates.

Measure their foot length and then complete the table.

Name	Height in cm	Foot length in cm

What have you found? Do taller people have longer feet?

6 Measure the height of four of your classmates.

Measure how far they can jump and then complete the table.

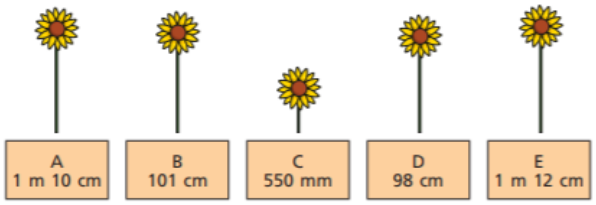
Name	Height in cm	Jump length in cm

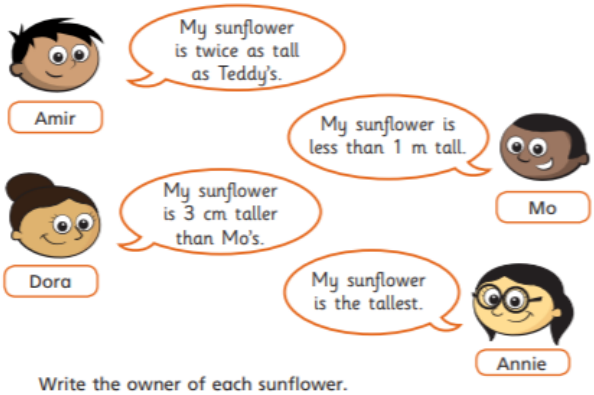
Talk about what your results show.

Can taller people jump further?

7 Teddy, Mo, Amir, Dora and Annie have each grown a sunflower.

Use the clues below to work out which sunflower belongs to which child.





Write the owner of each sunflower.

sunflower A: _____ sunflower D: _____

sunflower B: _____ sunflower E: _____

sunflower C: _____

There are 2 reasoning question below as an added challenge that I would love you to answer on the blog post. As they are reasoning questions it is really important you explain your answer i.e why do you think that?

Monday - https://vimeo.com/506146737

Challenge

1. Always, Sometimes, Never?

mm lengths are smaller than cm lengths.

2. Sort the lengths into the table.

Longer than a metre	Shorter than a metre

1 m 65 cm | 165 mm | 165 m

165 cm | 16 cm 5 mm | 1 cm 65 mm

Are any of the lengths equivalent?

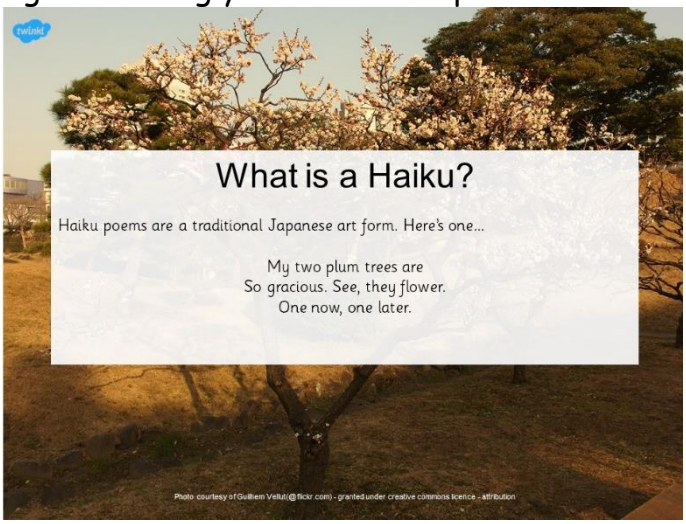
English

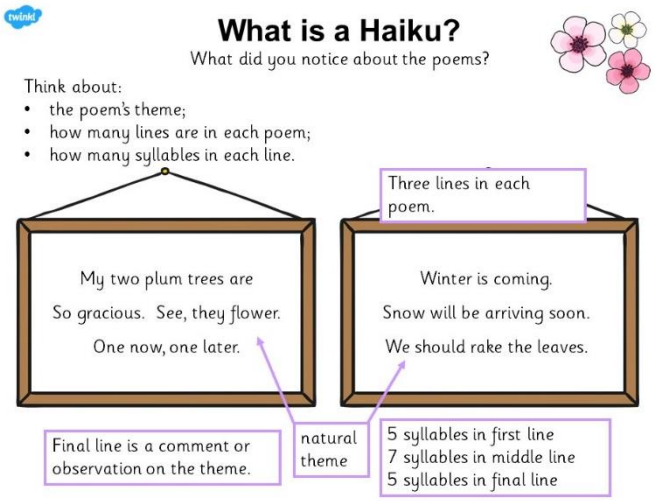
Read Chapter 16.
- This will be attached as a separate document on your class blog ☺

Read through the PowerPoint and pause at the slides when needed to complete the activities on paper. There are a few opportunities to have a go at writing your own short poems! ☺

Monday 1st March

LI: Can I recognise different forms of poetry?





Now we have our ideas, let's try to fit them into the 5-7-5 syllable format.

You might have to alter words or phrases slightly fit the pattern.

Summer

Holidays are ~~coming~~ here

We can go to the ~~beach~~ sea side

and

Hot sand ~~is next to the~~ cool sea

Now we have our ideas, let's try to fit them into the 5-7-5 syllable format.

You might have to alter words or phrases slightly fit the pattern.

Summer

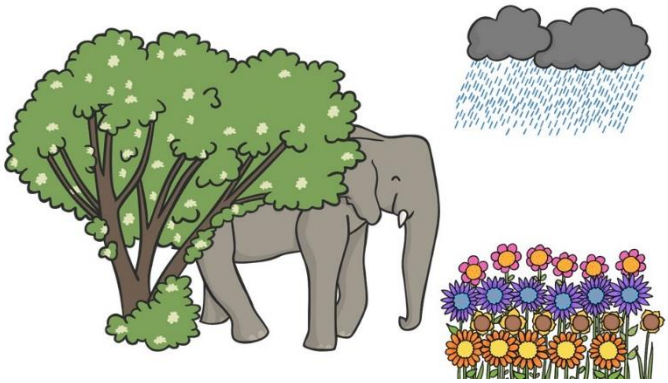
Holidays are here.

We can go to the seaside.

Hot sand and cool sea.

Let's have a go!

You could write a haiku about the seasons, or about an animal or plant.
The choice is yours!



Plenary

What have we learned about Haiku?

- Each poem has only 3 lines.
- The syllable pattern of the poem should be 5-7-5.
- Haiku are often written about seasons and nature.
- So now you know – a haiku is a poem, not something a pigeon says on the top of Nelson's Column!

Limerick Examples

Limericks are light-hearted, funny poems with several common features.
Compare these two limericks.

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

There was an old Martian named Zed
With blue spots all over his head.
He sent out a lot
Of di-di-dash-dot-dot
But nobody knows what he said!

Limerick Features

What did you notice?

Lines 3 and 4 rhyme.

Lines 1, 2 and 5 rhyme.

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Limerick Features

What did you notice?

Lines 3 and 4 are shorter, with the same number of syllables (5-6).

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Lines 1, 2 and 5 are longer and have approximately the same number of syllables (usually 8-10) in each.

Limericks follow a typical rhythm:
di DUM di di DUM di di DUM dum (3 beats)
di DUM di di DUM di di DUM dum (3 beats)
di DUM di di DUM (2 beats)
di DUM di di DUM (2 beats)
di DUM di di DUM di di DUM dum (3 beats)

Limerick Features

What did you notice?

The second line gives more details about the subject.

First lines begin with typical phrases, like this one.

There once was a young man from Ealing,
Who always would hang from the ceiling.
He couldn't wear a hat,
But could hang like a bat,
And said, "What a wonderful feeling!"

Lines 3 and 4 give us some action about the subject.

The last line is the punchline, usually the consequences of lines 3 and 4.

The first line sets up the subject, so it usually ends with the name of a person or place.

Your Turn

Can you complete this limerick template?

1. There once was a _____ from _____,
2. Who _____.
3. He _____,
4. And/but/then _____.
5. _____.

Plenary

What have we learned about limericks?

- Limericks usually start with set phrases.
- They have 5 very rhythmic lines.
- Lines 1, 2 and 5 must rhyme.
- Lines 3 and 4 must rhyme.
- The rhyming pattern is AABBA

Calligram Examples

It's
cold outside.
I don't want to go
outdoors and play.
But mum says
I have to
anyway
It's starting to snow
brrr... and I'm going to freeze – brrr....
I hate playing outside on days like these.
brrr.... But wait a sec, I've had the brrr....
most amazing, brilliant idea!
I'll cover myself up
with snow and I'll
hide in here!

Calligram Examples

Star

Shines bright in the darkness of the night twinkles and winks above.

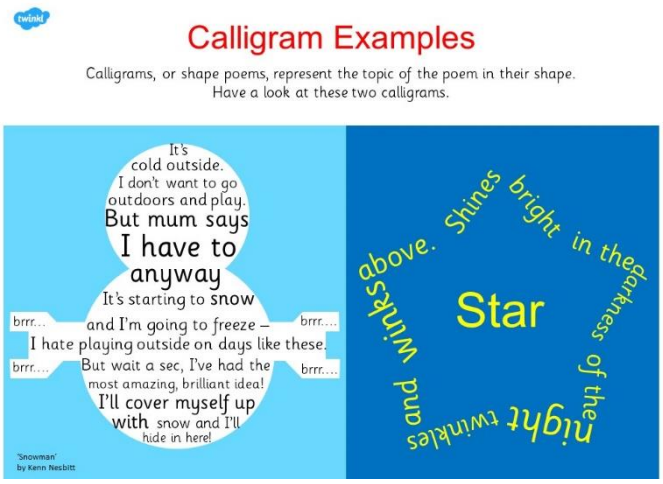
Calligram Features

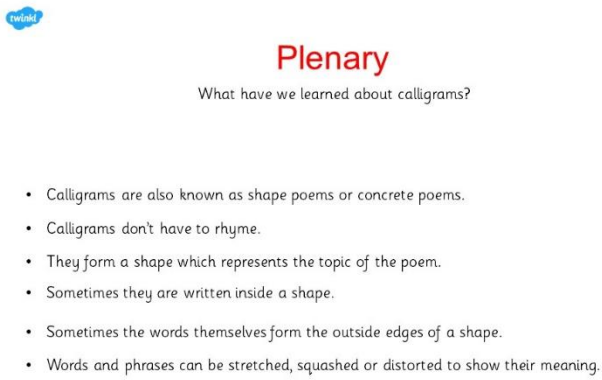
What did you notice?

Think about:
the position of the words or phrases
any colours the poet has used
the shape the poem makes
Calligrams are often written as 'free' verse – they don't have to rhyme!

Some shape poems (like 'The Snowman') are written inside a very light outline of a shape. The words have to be different sizes to fill the shape up just right!

Other calligrams (like 'Star') follow the outline of a shape, so the words make the edges.





Guided Reading

CHAPTER 17 - AUGUSTUS GLOOP GOES UP THE PIPE

We have met all of the characters at this point of the story.

Choose one character and compare them with another character.
Compare him with another character.
What is the same?
What is different?

You might want to choose the character you did the fact file on last Wednesday or a different character.

Spelling

This week we are looking at adding –es to nouns and verbs ending –y. So the rule is to take off the 'y' and add 'ies' e.g. fly turns into flies. Example words are: flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies.

Have a go at the online games here https://www.spellzone.com/word_lists/list-10266.htm to help you learn this spelling pattern. Alternatively, you could find some more examples and use the look, say, cover, write, check method to help you.

Afternoon Activity

Watch the following links- these are all television adverts for chocolate products from the past. Have a look at how the adverts use a song or jingle to advertise their product. Listen carefully for the words they use and any similes (I hope you remember what these are…if not please do a bit of research) they use to help describe their product.

https://www.youtube.com/watch?v=kF_cW4HOAz0
https://www.simplyeighties.com/tv---chocolate-ads.php

Your task for this afternoon is to design a song / jingle to advertise your product. Make it catchy, interesting and informative so that people want to go out and buy your product. You could video yourself singing it, or write it as a poem and send us in your songs and jingles. We can't wait to hear them!

BEDTIME STORY: watch Miss McCarney reading your bedtime story tonight on our school YouTube channel. https://www.youtube.com/watch?v=6d9TfIiTlOA

Tuesday 2nd March 2021
Maths

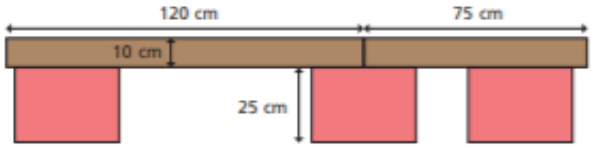
Today we will adding lengths given in different units of measurement. You will need to convert the measurements to the same unit of length in order to add them more efficiently.

You will need to watch the video and ensure you have a pencil and paper to hand as you can pause the video and complete the questions.

Once you have watched the video after completing the Purple Mash activities you will need to complete the questions below. You can either take a picture of your work and upload it to your folder/email on 2email or write the answers on a blog post ensuring you number each question.

Add lengths

1 Scott builds a bridge using planks.



a) What is the total length of his bridge? ☐ cm

b) What is the height of his bridge? ☐ cm

2 Complete the additions.

a) 25 cm + 75 cm = ☐ m

b) 10 cm + 50 mm = ☐ cm

c) 1 m 20 cm + ☐ cm = 2 m

d) 52 mm + ☐ mm = 6 cm

3 Brett is 115 cm tall.

His brother is 20 cm taller.

How tall is Brett's brother?

Write your answer in metres and centimetres.

☐ m and ☐ cm

4 Dora builds a tower that measures 1 m and 5 cm.

Annie builds a tower that measures 80 cm.

Dexter builds a tower that measures 95 cm.

They put their towers together to make one high tower.

How tall is their new tower?

The new tower is ☐ cm tall.

This is the same as ☐ m and ☐ cm.

5 Red bricks are 50 mm long.

Blue bricks are 80 mm long.

a) Whitney and Eva make patterns using the bricks.

How long is each pattern?

Give your answers in centimetres.

Whitney

Eva

Whitney's pattern is ☐ cm long.

Eva's pattern is ☐ cm long.

b) Draw some red and blue bricks to make a pattern that would be exactly 36 cm long.

6 Jack, Tommy and Alex took part in a hop, skip and jump competition.

Their distances are shown in the table below.

Complete the table to show the total distance each child travelled.

Name	Hop	Skip	Jump	Total
Jack	80 cm	60 cm	1 m 20 cm	
Tommy	70 cm	1 m	1 m 10 cm	
Alex	75 cm	75 cm	1 m	

7 Esther builds a tower using some bricks.

Her tower is 24 cm tall.

Which bricks could she have used?

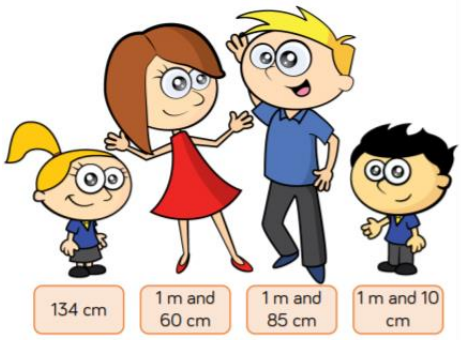
How many different answers can you find?

Tuesday - https://vimeo.com/506146810

There are two reasoning question below as an added challenge that I would love you to answer on the blog post.

Challenge

1. Eva and her brother Jack measured the height of their family.

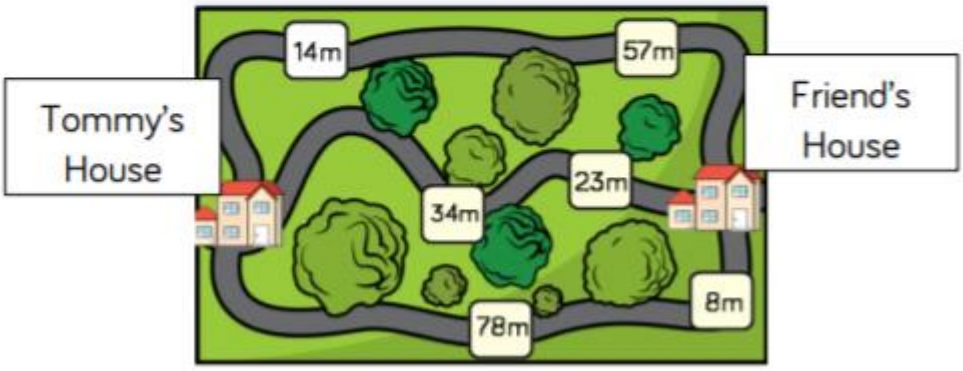


Eva thinks their total height is 4 m and 55 cm

Jack thinks their total height is 5 m and 89 cm

Who is correct? Prove it.

2. Tommy needs to travel to his friend's house.
He wants to take the shortest possible route.
Which way should Tommy go?

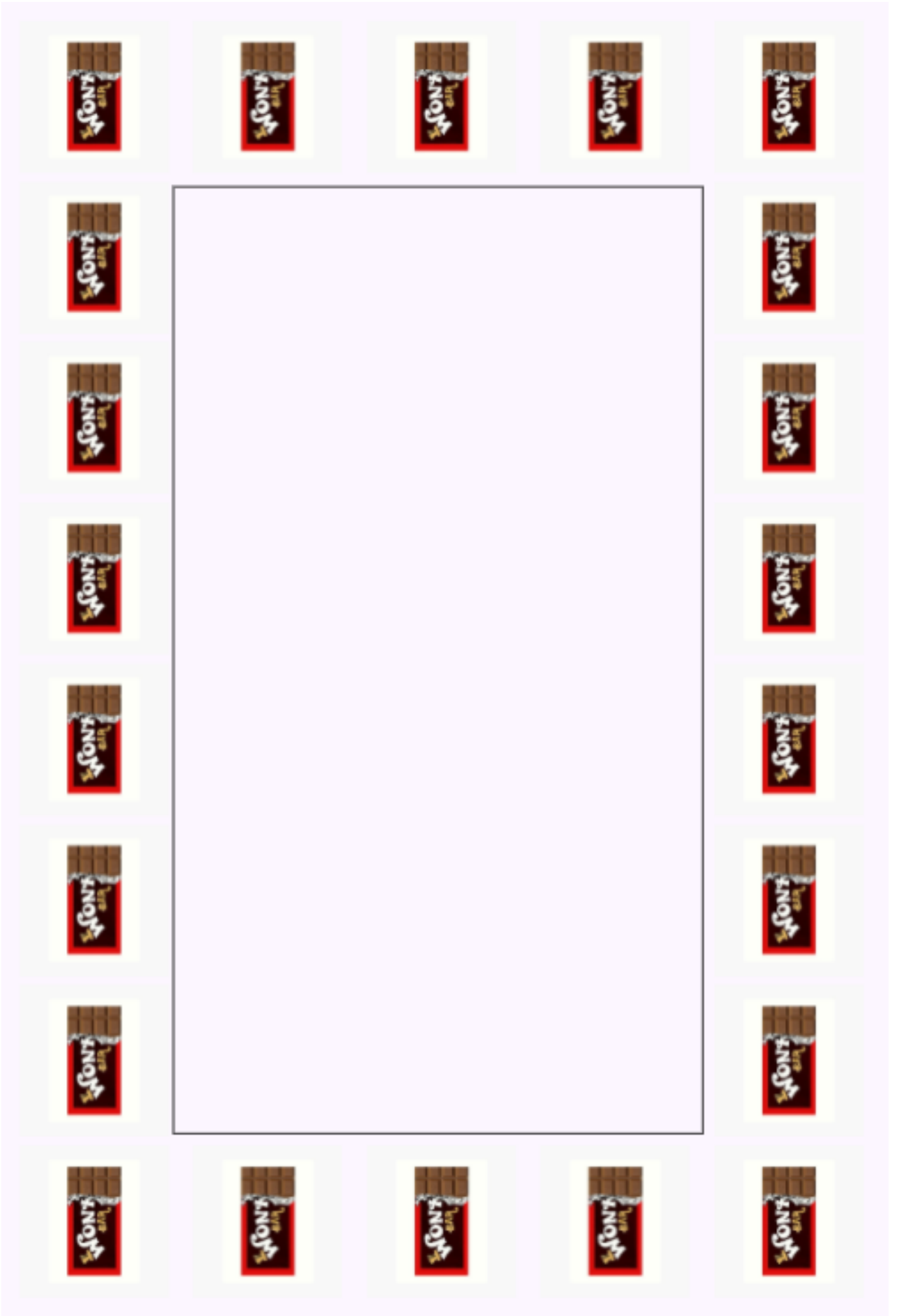


English

Read Chapter 19.
- This will be attached as a separate document on your class blog ☺

Watch Michael Rosen Performs His Poem Chocolate Cake -
https://www.youtube.com/watch?v=bY7AyGRct-E
Attached to the blog is also a PDF version of his poem!

Today, you will be writing your own CHOCOLATE themed poem! You can use one of the poetry types from yesterday (Haiku, Limerick or Calligram), Michael Rosen's style or Free Verse (which is your own layout).
You may need to write few drafts of your poem before you create your final piece! Use the template on Purple Mash to type up your final piece! Don't forget to add a border around your poem!
Can you perform your poem to someone in your house?



Guided Reading

CHAPTER 20 – THE GREAT GUM MACHINE

What do you think of The Great Gum Machine?

If you could design your own sweet machine, what would it be for?

Draw and label your dream sweet machine!

What does it do?

How do you turn it on and make it start?

What is the finished product like (it's flavour/appearance/texture)?

Spelling

This week we are looking at adding –es to nouns and verbs ending –y. So the rule is to take off the 'y' and add 'ies' e.g. fly turns into flies. Example words are: flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies.

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Afternoon Activity

RE Activity set by Mrs Fitter on Purple Mash

BEDTIME STORY: watch Mrs Upchurch reading your bedtime story tonight on our school YouTube channel. https://www.youtube.com/watch?v=otFpiwSc4wc

Wednesday 3rd March 2021

Maths

Today we will be moving onto subtracting lengths. You will need to think of the most efficient way to calculate the answers, whether that be subtraction or counting on.

You will need to watch the video and ensure you have a pencil and paper to hand as you can pause the video and complete the questions.

Once you have watched the video after completing the Purple Mash activities you will need to complete the questions below. You can either take a picture of your work and upload it to your folder/email on 2email or write the answers on a blog post ensuring you number each question.

4 Nijah buys 5 m of ribbon.

She uses 78 cm of the ribbon to decorate a bag.

How much ribbon does she have left?

☐ m and ☐ cm

5 Complete the number sentences.

a) 2 m – 50 cm = ☐ cm

b) 85 mm – 2 cm = ☐ mm

c) 9 cm 5 mm – 20 mm = ☐ cm and ☐ mm

d) 100 mm – ☐ cm = 6 cm

6 Huan has a 10 m ball of string.

He uses 50 cm to replace his shoelace.

He uses some more of his string to make a bow for his arrows.

He has 7 m and 45 cm of string left.

How much string did Huan use to make his bow?

☐ m and ☐ cm

7 Fill in the empty boxes so that each row and column adds up to 2 m.

50 cm		50 cm
1 m 15 cm		
	85 cm	

Talk about what you did with a partner.

Are your answers the same?

Create your own problem like this using a different total.

Ask a partner to find the answer.

Wednesday - https://vimeo.com/504467081

There are two reasoning question below as an added challenge that I would love you to answer on the blog post. As it is a reasoning question it is really important you explain your answer.

Challenge

1.

A bike race is 950 m long.
Teddy cycles 243 m and stops for a break.
He cycles another 459 m and stops for another break.
How much further does he need to cycle to complete the race?

2.

A train is 20 metres long.
A car is 15 metres shorter than the train.
A bike is 350 cm shorter than the car.

Calculate the length of the car.
Calculate the length of the bike.
How much longer is the train than the bike?



<u>English</u>

Read Chapter 22.
- This will be attached as a separate document on your class blog ☺

Read through the PowerPoint about advertisements – you may want to take notes about the key information.

Persuasive Writing in Advertisements

How does persuasive writing help to sell a product or service?

- It helps to aim the advert at a particular type of customer.
- It sends a positive message about the product or service.
- It makes it appeal to the reader's personality.
- Its purpose is to sell to people.

Happier

Better looking

More intelligent

Successful

What types of things should an advert make the reader believe that they will be, if they use the product?

Healthier

Cool

More comfortable

Less stressed

Fashionable

Unique and special

Appealing Language

Here are a few examples of some terms used in adverts:

Healthier

Free

Exclusive

New Improved

Number One!

Special Offer

Can you think of more?

What types of things do adverts promise you?

- To solve all your problems.
- This product will change your life.
- You won't find a better product.
- All the cool people are buying it – you will be too.
- You'll be happy if you buy this product.
- You will miss out in life without it.

How do adverts catch your attention and stick in your memory?

- They focus on a sense e.g. taste or yours and cater to it.
- They ask questions to hook you in.
- They use humour to make you like them.
- They use alliteration, rhyme and word play to come up with catchy slogans.
- Use positive comments made by other customers.

- Focus on the positive
- Use bright colours and images to catch your attention
- Use a mix of facts and persuasive and exaggerated language.

Use catchy slogans and sayings

Today, you will be planning an advertisement for your chocolate bar that you designed last week! On a mind map (spider diagram), collect as much information as you can about your chocolate bar. Colour these in two different colours to show positive and negative points about your design.

You will then need to plan your advert! Think about who your audience is. What will make your advert stand out?
For your chocolate bar advert you need to create -

- A name for your chocolate bar
- A slogan for your product
- A way of describing its benefits
- A healthy warning
- An attractive advert design

Use the worksheet below to plan your advert, ready to write up your script and perform tomorrow!

Describing its benefits:

Exaggeration:

Rhetorical questions:

Healthy warning:

Appealing adjectives:

Product information/special offers:

Guided Reading

CHAPTER 23 – SQUARE SWEETS THAT LOOK ROUND

1. Which characters are left at this part of the story?
2. Explain how the square sweets look round.
3. Would you like to try these sweets? Why or why not?
4. What does Willy Wonka do that the three children then copy?
5. What simile is used to describe Mrs Salt?

Spelling

This week we are looking at adding –es to nouns and verbs ending –y. So the rule is to take off the 'y' and add 'ies' e.g. fly turns into flies. Example words are: flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies.

Have a go at the online games here https://www.spellzone.com/word_lists/list-10266.htm to help you learn this spelling pattern. Alternatively, you could find some more examples and use the look, say, cover, write, check method to help you.

Afternoon Activity

Science: Melting Chocolate Experiment

You've no doubt experienced chocolate melting on a hot day, so let's do some experiments to recreate these conditions as well as a few others before comparing results and coming to some conclusions.

At what temperature does chocolate go from a solid to a liquid? Is it different for white and dark chocolate? Give this fun science experiment a try and find out!

What you'll need:

- Small chocolate pieces of the same size (chocolate bar squares or chocolate chips are a good idea)
- Paper plates
- Pen and paper to record your results

Instructions:

- Put one piece of chocolate on a paper plate and put it outside.

- Record how long it took for the chocolate to melt or if it wasn't hot enough to melt then record how soft it was after 30 minutes.
- Repeat the process with a piece of chocolate on a plate that you put inside. Record your results in the same way.
- Find more interesting locations to test how long it takes for the chocolate pieces to melt. You could try your school bag, hot water or even your own mouth.
- Compare your results, in what conditions did the chocolate melt? You might also like to record the temperatures of the locations you used using a thermometer so you can think about what temperature chocolate melts at.

What's happening?

At a certain temperature your chocolate pieces undergo a physical change, from a solid to a liquid (or somewhere in between). In a hot environment, heat is usually enough to melt chocolate, something you might have unfortunately already experienced. You can also reverse the process by putting the melted chocolate into a fridge or freezer where it will go from a liquid back to a solid.

The chocolate probably melted quite fast if you tried putting a piece in your mouth, what does this tell you about the temperature of your body? For further testing and experiments you could compare white chocolate and dark chocolate, do they melt at the same temperature?

Location (Where did you put your chocolate?)	**Temperature** (What was the temperature in the place you put your chocolate?)	**How long it took to melt** (How long did it take for your chocolate to start melting?)	**Notes**
Inside			
Outside			
On your hand			
On a radiator			
In your mouth			

In a bowl over a saucepan of boiling water			
In a bowl over a saucepan of room temp water			
In a bowl over a saucepan of cold water			

BEDTIME STORY: watch Mrs Hayes reading your bedtime story tonight on our school YouTube channel. https://www.youtube.com/watch?v=Kypa8JvpnGQ

Thursday 4th March 2021
Maths

Today we will be continuing to add and subtract lengths using the column method. You will also be watching a video to introduce perimeter ready for tomorrow's lesson.

You will need to watch the video and ensure you have a pencil and paper to hand as you can pause the video and complete the questions. Once you have watched the video you can then complete the 3 activities below on Mathletics:

1. How heavy?
2. Which unit of measurement
3. Test

After completing the Mathletics activities have a go at the questions below. You will need to pick two sections to complete, if you are feeling confident with adding and subtracting length complete section B and C. However, if you are less confident you will need to complete section A and C. You can either take a picture of your work and upload it to your folder/email on 2email or write the answers on a blog post ensuring you number each question

Thursday – https://vimeo.com/507042543

ADDITION/SUBTRACTION OF LENGTH

TARGET To add or subtract lengths using written methods.

Examples

m	cm
4	28
+ 3	17
7	45
	1

cm	mm
~~8~~ 7	~~4~~ 13
− 5	9
2	4

A

Copy and complete.

1. cm: 53 + 45
2. cm: 36 + 21
3. cm: 45 + 34
4. m: 61 + 19
5. m: 54 + 37
6. m: 45 + 26
7. cm: 45 − 33
8. cm: 79 − 52
9. cm: 57 − 44
10. m: 81 − 16
11. m: 63 − 25
12. m: 94 − 77

13. A playground is 34 m wide. Its length is 19 m more than its width. How long is the playground?

14. A strip of paper is 82 cm long. 25 cm is cut off. How long is the strip which is left?

B

Copy and complete.

1. m: 185 + 73
2. m: 436 + 144
3. m cm: 5 92 + 2 57
4. m cm: 3 47 + 3 29
5. cm mm: 75 0 + 16 5
6. cm mm: 41 4 + 29 8
7. m: 173 − 126
8. m: 618 − 332
9. m cm: 8 64 − 4 59
10. m cm: 4 05 − 2 37
11. cm mm: 73 1 − 39 5
12. cm mm: 54 2 − 26 8

13. A rock face is 240 m high. Lesley has climbed 127 m. How far does she still have to climb to reach the top?

C

Copy and complete.

1. m cm: 38 49 + 2 43
2. m cm: 27 15 + 12 57
3. m cm: 44 63 + 25 72
4. m cm: 53 98 + 41 86
5. m cm: 36 72 + 28 64
6. m cm: 49 56 + 30 45
7. m cm: 26 51 − 13 47
8. m cm: 37 25 − 35 28
9. m cm: 64 08 − 18 16
10. m cm: 93 92 − 57 55
11. m cm: 46 53 − 19 64
12. m cm: 80 47 − 8 59

13. A tree is 13 m 84 cm tall. The top of a block of flats is 28 m 36 cm higher than the top of the tree. How tall is the block of flats?

14. A corridor is 52 m 30 cm long. 29 m 64 cm of its length has been painted. How long is the corridor which has not been painted?

There are two reasoning question below as an added challenge that I would love you to answer on the blog post. As it is a reasoning question it is really important you explain your answer.

Challenge

1.

Annie has a 3 m roll of ribbon.

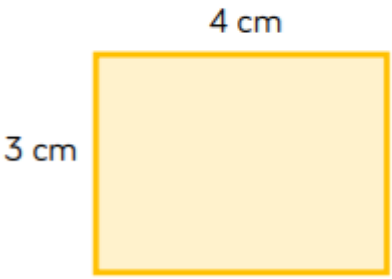
She is cutting it up into 10 cm lengths.
How many lengths can she cut?

Annie gives 240 cm of ribbon to Rosie.
How much ribbon does she have left?
How many 10 cm lengths does she have left?

2.

Amir is measuring the shape below.
He thinks the perimeter is 7 cm.

Can you spot his mistake?



English

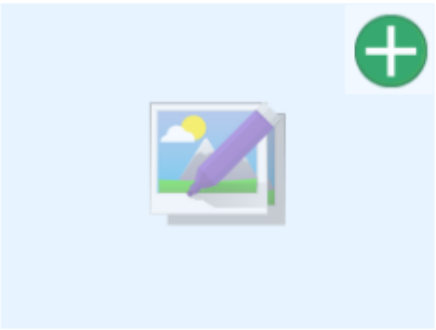
Read Chapter 25.

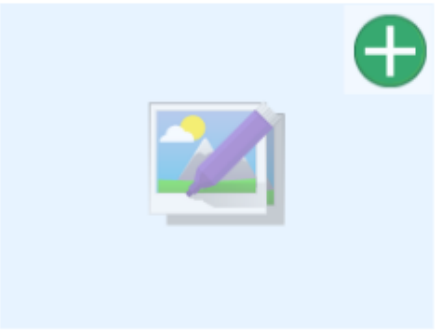
- This will be attached as a separate document on your class blog ☺

Use the template on Purple Mash to write your advert script using your plan from yesterday. What is your key information about your chocolate bar? What was your slogan? How are you going to persuade people to buy your chocolate bar?

Sweet Treat Advert

Use this space to write a script advertising your Sweet Treat product.





Guided Reading

CHAPTER 26 – THE TELEVISION-CHOCOLATE ROOM

A lot of characters in this story are very quirky and have very specific interests.

Design a new character for this story who has a particular interest of their own, imagining they have also won a golden ticket for this tour.

Do they like books? Roast dinners? The internet? Or something else?

Draw a picture of them and describe what they are like. What do they do to show off what they are interested in?

Spelling

This week we are looking at adding –es to nouns and verbs ending –y. So the rule is to take off the 'y' and add 'ies' e.g. fly turns into flies. Example words are: flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies.

Have a go at the online games here https://www.spellzone.com/word_lists/list-10266.htm to help you learn this spelling pattern. Alternatively, you could find some more examples and use the look, say, cover, write, check method to help you.

Afternoon Activity

Discuss what you already know about heating and cooling. What happens when you heat and cool water, heat ice, chocolate? Heat passes from the warmer thing to the cooler thing, if there is a way for it to pass. Things like metals pass heat easily and therefore are not good insulators. Anything with lots of air pockets does not let heat through easily, so wool, bubble wrap, cotton wool etc. are good insulators. They neither let heat out or in, so they keep the warmer thing warm and the cooler thing cool! Flasks keep things really hot, or really cool, because a flask has two layers with a vacuum (nothing, not even air) in- between. So there is nothing to let the heat in or out.
What happens to ice lollies on a hot summer day? Why do you have to eat them fairly quickly? If you want to bring some home to your family do you think it would be a good idea to wrap them up? If so, what sort of material do you think would be best to wrap them up in?

We are going to need to think about which material our packaging for our product needs to be made of so that the product doesn't melt? Have a look at these various materials: Bubble wrap, plastic bag, tin foil, tissue, kitchen roll, paper, fabric, cotton wool etc.
Which of these materials do you think would be the best for keeping a chocolate bar cool? Second best? Worst?

How do you think we could carry out a fair test to try to answer this question?

We could wrap ice cubes in different materials and wait to see how long it takes for each cube to melt. We could compare these with an unwrapped ice cube. For fair testing, what do we keep the same? (Size of ice cube, number of layers of material, surface the ice is on). What do we change? (The material). What do we measure? (The time).

Carry out an investigation to see the effects of materials on the melting of an ice cube. Wrap each ice cube in a different material, plus one unwrapped and time how long it takes for the ice cube to begin melting. Note the order in which the ice cubes melted.

Ice Cube	Material	Time taken to melt
A		
B		
C		
D		
E		

Whichever ice cube took the longest to melt is wrapped in the material that we want to use for our product packaging. I wonder which one it will be?

BEDTIME STORY: watch Miss Hammond reading your bedtime story tonight on our school YouTube channel. https://www.youtube.com/watch?v=eDNO2x1vNHw

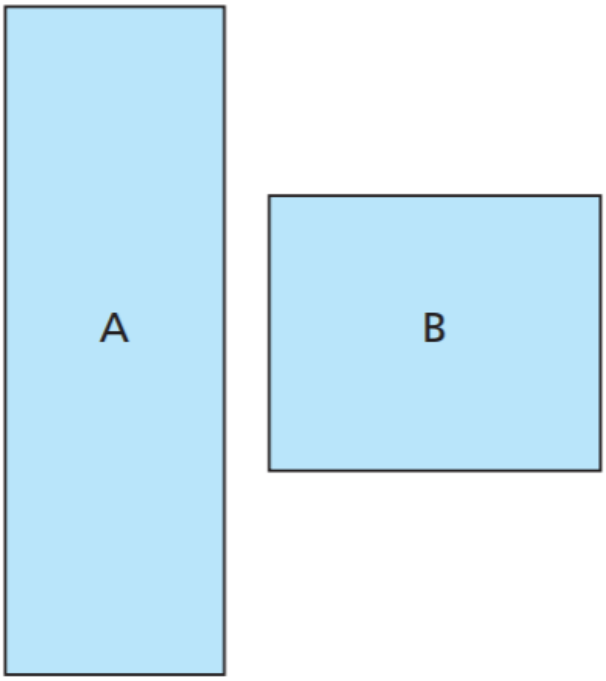
Friday 5th March
Maths

Today we will be comparing lengths of objects using comparison language and symbols. You will need to use the language such as longer than, shorter than, taller than, longest, shortest and tallest. Which is longer 10 centimetres or 10 metres?

You will need to watch the video and ensure you have a pencil and paper to hand as you can pause the video and complete the questions. After watching the video you will need to complete the worksheet below.

Measure perimeter

1 Here are two rectangles.



Use a piece of wool to measure the perimeter of each rectangle.

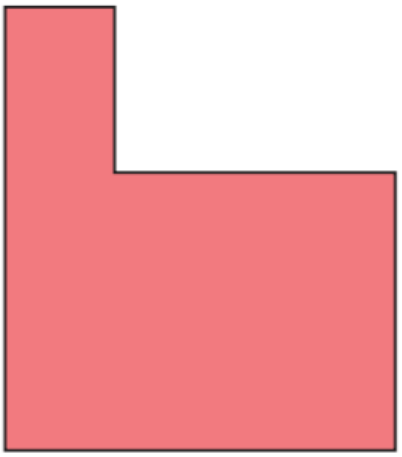
How much wool did you need for each one?

Give units with your answer.

A = ☐ B = ☐

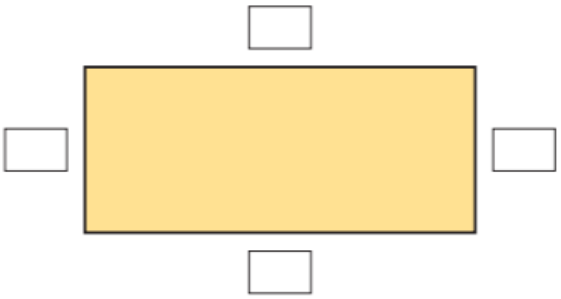
2 Use a piece of wool to measure the perimeter of the hexagon.

How much wool did you need? Give units with your answer.



☐

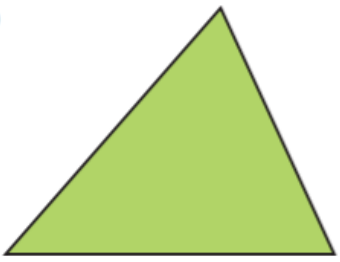
3 **a)** Measure each side of the rectangle and label it.



b) What is the perimeter of the rectangle? ☐

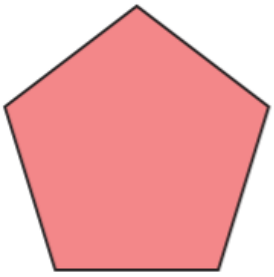
4 Measure the perimeter of each shape.

a)



perimeter = ☐

b)

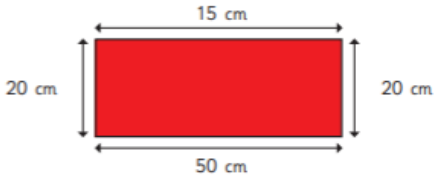


perimeter = ☐

5 Draw a triangle with a perimeter of 15 cm.

6 Aisha is working out the perimeter of a rectangle.

She measures the length of all 4 sides and labels the rectangle.

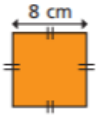


How do you know that Aisha's measurements are wrong?

7 Is it possible to work out the perimeter of each shape?

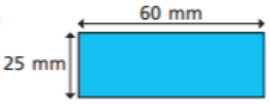
Circle your answer.

a)



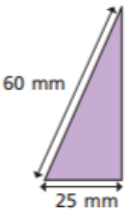
yes no

b)



yes no

c)



yes no

How do you know whether you can or cannot find the perimeter of each shape?

Talk about it with a partner.

Friday – https://vimeo.com/507043505

There are three reasoning question below as an added challenge that I would love you to answer on the blog post. As it is a reasoning question it is really important you explain your answer.

Challenge

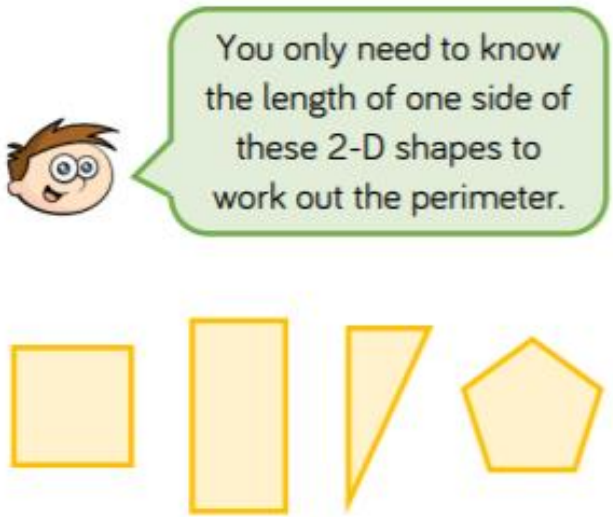
1.

Whitney is measuring the perimeter of a square.
She says she only needs to measure one side of the square.

Do you agree?
Explain your answer.

Teddy says,

2.



Do you agree with Teddy?
Explain your answer.

3.

Each side of this shape is of equal length.
The perimeter is 60 cm.
How long is each side?

<u>English</u>

Read Chapter 28.
- This will be attached as a separate document on your class blog ☺

Watch the chocolate room scene in both films.

- Willy Wonka & the Chocolate Factory (1971)

https://www.youtube.com/watch?v=Ip0yIfnXxi4

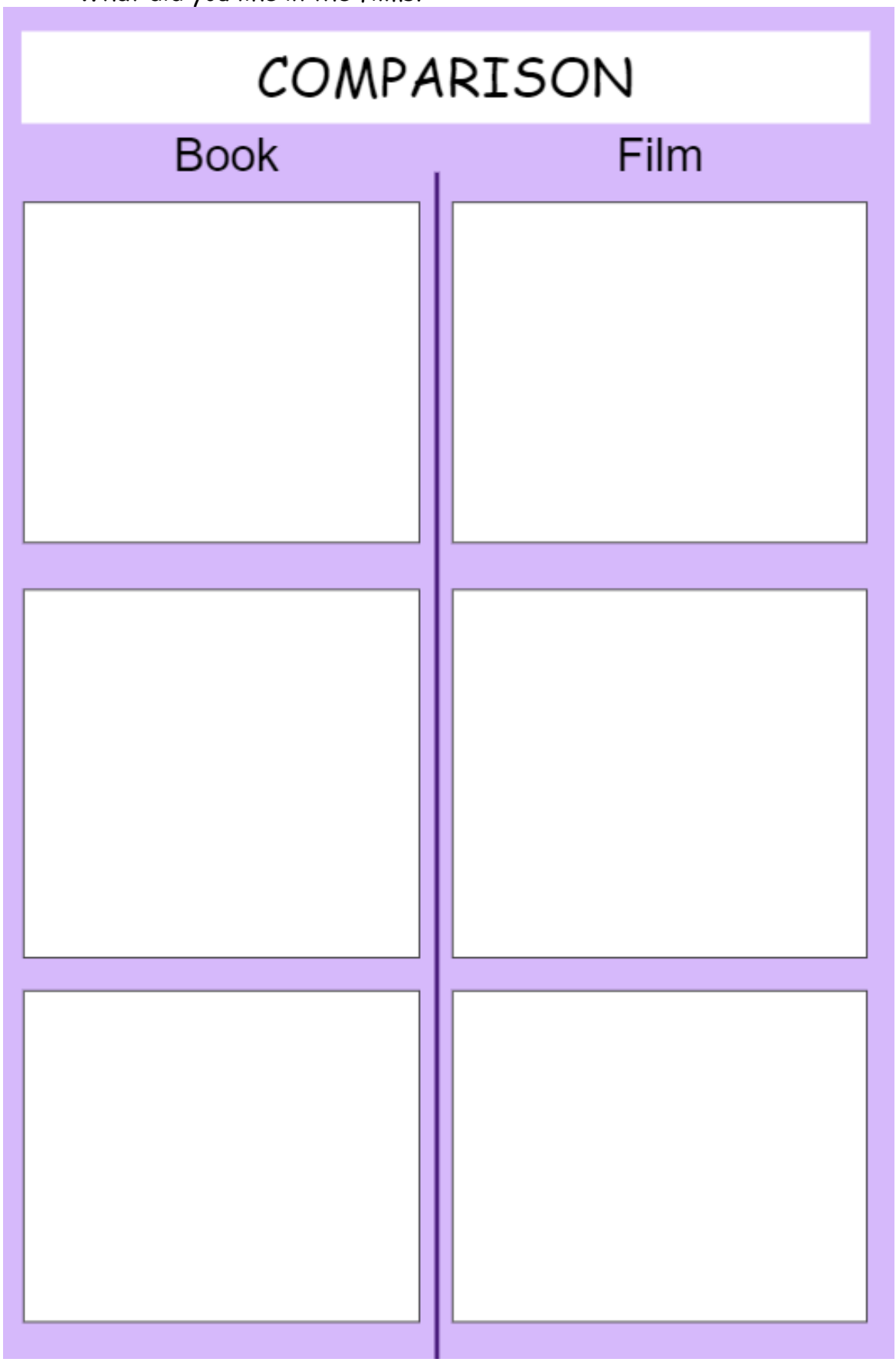
- Charlie and the Chocolate Factory (2005) -

https://www.youtube.com/watch?v=OMFQtY6655E

Use the worksheet on Purple Mash to compare the films with the chapter in the book.

- What is the same?
- What is different?

- How do they compare to <u>both</u> the films?
- How are the characters presented?
- How is the setting portrayed in both the films? Is it similar to the book?
- What did you like in the book?
- What did you like in the films?



Guided Reading

CHAPTER 29 – THE OTHER CHILDREN GO HOME

Reading for pleasure

Spelling

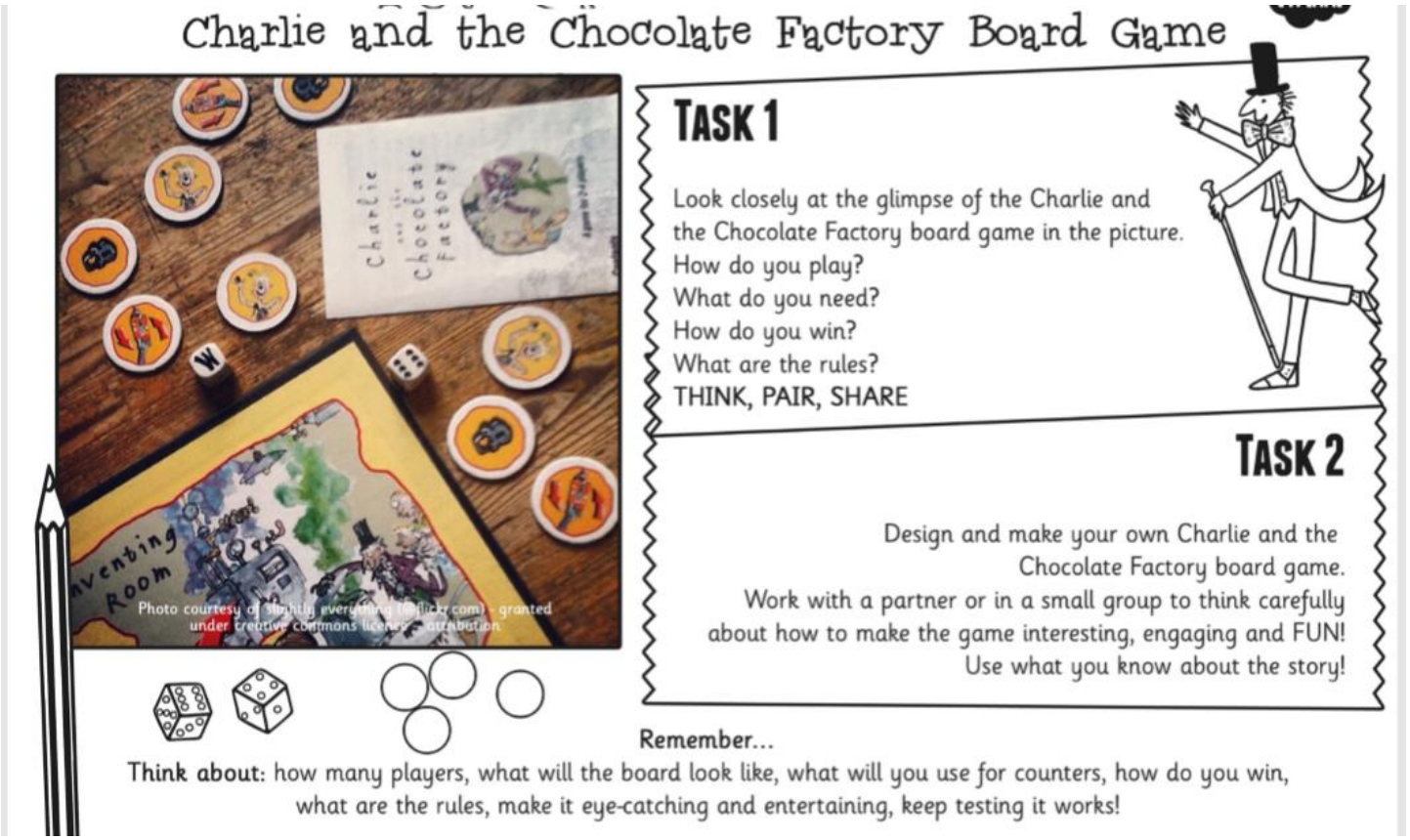
This week we are looking at adding –es to nouns and verbs ending –y. So the rule is to take off the 'y' and add 'ies' e.g. fly turns into flies. Example words are: flies, replies, copies, babies, cherries, factories, families, hurries, carries, bullies.

Have a go at the online games here https://www.spellzone.com/word_lists/list-10266.htm to help you learn this spelling pattern. Alternatively, you could find some more examples and use the look, say, cover, write, check method to help you.

Afternoon Activity

Look closely at the glimpse of the Charlie and the Chocolate Factor board game in the picture

Complete Task 1



Complete Task 2:

Design and make your own Charlie and the Chocolate Factory board game. Think carefully about how to make the game interesting, engaging and fun. Use what you know about the story to add into your board game.

Look on the attached sheet (above) for more ideas and inspiration.

BEDTIME STORY: watch Miss Miskin reading your bedtime story tonight on our school YouTube channel. https://www.youtube.com/watch?v=GkvdCb_a-c8