

Monday 8th June

Hi Year 5,

We hope you are all doing well and trying out some of our weekly tasks. It has been lovely to hear from some of you via email, phone or blog.

If you have any problems at all, send an email to:

5L@st-margaretsanfield.liverpool.sch.uk or
5M@stmargaretsanfield.liverpool.sch.uk

English:

All answers to questions will be on the class page in Week 8.

Kensuke's Kingdom by Michael Morpurgo

Please download the video in Week 8.

Day 1: Read Chapter 6, 'Abunai!'

- Read along with Mrs Lee, then read it independently.
- Make a list of unknown words and look them up in the dictionary or online. (If you don't have access send me a Blog.)

Day 2:

1. What does Michael keep in his pocket? p84
2. How long did the storm last? p87
3. What does Kensuke do with Michael's fire-glass? p93
4. Where is Michael stung? P95

Challenge: Collect examples of Kensuke's language and try to work out what the words mean.

Day 3:

1. Why does Michael feel like defying Kensuke?
2. Why does Michael make a sculpture of Kensuke?
3. How does anger help Michael to make a plan to escape?

Challenge: Would you follow Kensuke's advice or would you swim in the water? Explain.

Day 4:

1. How does tension build up in this chapter?
2. How does Michael describe missing home?
3. How does Michael describe Kensuke?

Challenge: There are lots of ambitious words in this chapter. Use a dictionary/iPad etc to make a glossary.

Day 5:

1. How does the chapter show the passing of time?
2. Do you think the reader is meant to like Kensuke?
3. Can you think of any other child characters who become frustrated with the adults around them?

Challenge: What will happen next?

Grammar, Spelling and Punctuation:

Please see SPAG mat Activity 2 and complete the appropriate work from 1 to 3 stars. The answers are included after each worksheet. Remember you don't have to print off the sheet just record your answers on paper or whatever you have available and check them when you have finished.

Writing: Look at the **Geography 'How do we use Rivers?' PPT** and write an argument for or against allowing one of the uses e.g. fishing, factories, tourists, water sports or power generators. Which points would be most persuasive?

Oracy: Game of the Month – June*Sound Tennis*

Agree on an initial letter, e.g. 'P' and take turns in saying a word that begins with that letter. The game will finish when one player cannot think of a new word. The winner selects the next letter.

Challenge – Try to use new and interesting vocabulary. You could use a dictionary or a thesaurus before playing the game to add to your vocabulary bank.

Maths:

This week we are going to go over 'Dividing by 10, 100 and 1000'.

To start, click on the attached presentation called **Maths Part 1**. When you have completed that, choose from the questions below. All answers are in an attached file – to check **afterwards** of course!

Easy:

<p>1a. Match each statement below to the correct answer.</p> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40%; text-align: center;">$14,500 \div 10 =$</div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td>●</td><td>●●●</td><td>●●</td><td></td></tr> </tbody> </table> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40%; text-align: center;">$6,000 \div 100 =$</div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>●●</td><td>●</td></tr> </tbody> </table> </div> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40%; text-align: center;">$21,000 \div 1,000 =$</div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>●●●</td><td>●●</td></tr> </tbody> </table> </div>	TTh	Th	H	T	O		●	●●●	●●		TTh	Th	H	T	O				●●	●	TTh	Th	H	T	O				●●●	●●	<p>1b. Match each statement below to the correct answer</p> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40%; text-align: center;">$7,100 \div 10 =$</div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>●●●</td><td>●●</td></tr> </tbody> </table> </div> <div style="display: flex; justify-content: space-between; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40%; text-align: center;">$4,500 \div 100 =$</div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>●●●</td><td>●●</td></tr> </tbody> </table> </div> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; width: 40%; text-align: center;">$33,000 \div 1,000 =$</div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td></td><td>●●●</td><td>●</td><td></td></tr> </tbody> </table> </div>	TTh	Th	H	T	O				●●●	●●	TTh	Th	H	T	O				●●●	●●	TTh	Th	H	T	O			●●●	●	
TTh	Th	H	T	O																																																									
	●	●●●	●●																																																										
TTh	Th	H	T	O																																																									
			●●	●																																																									
TTh	Th	H	T	O																																																									
			●●●	●●																																																									
TTh	Th	H	T	O																																																									
			●●●	●●																																																									
TTh	Th	H	T	O																																																									
			●●●	●●																																																									
TTh	Th	H	T	O																																																									
		●●●	●																																																										
<p>2a. Calculate:</p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">$51,300 \div 100$</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">$51,300 \div 10$</div> </div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td>●●●</td><td>●</td><td>●●</td><td></td><td></td></tr> </tbody> </table>	TTh	Th	H	T	O	●●●	●	●●			<p>2b. Calculate:</p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">$46,000 \div 1,000$</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">$46,000 \div 10$</div> </div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td>●●●</td><td>●●</td><td></td><td></td><td></td></tr> </tbody> </table>	TTh	Th	H	T	O	●●●	●●																																											
TTh	Th	H	T	O																																																									
●●●	●	●●																																																											
TTh	Th	H	T	O																																																									
●●●	●●																																																												
<p>3a. Use the numbers below to make this statement correct.</p> <p style="text-align: center;"><input type="text"/> $\div 1,000 <$ <input type="text"/> $\div 100$</p> <p>a.</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td>●●●</td><td>●●●</td><td></td><td></td><td></td></tr> </tbody> </table> <p>b.</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td>●●●</td><td>●●</td><td></td><td></td></tr> </tbody> </table>	TTh	Th	H	T	O	●●●	●●●				TTh	Th	H	T	O		●●●	●●			<p>3b. Use the numbers below to make this statement correct.</p> <p style="text-align: center;"><input type="text"/> $\div 100 <$ <input type="text"/> $\div 10$</p> <p>a.</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td></td><td>●●●</td><td>●●</td><td></td></tr> </tbody> </table> <p>b.</p> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td>●●</td><td>●●</td><td></td><td></td></tr> </tbody> </table>	TTh	Th	H	T	O			●●●	●●		TTh	Th	H	T	O		●●	●●																						
TTh	Th	H	T	O																																																									
●●●	●●●																																																												
TTh	Th	H	T	O																																																									
	●●●	●●																																																											
TTh	Th	H	T	O																																																									
		●●●	●●																																																										
TTh	Th	H	T	O																																																									
	●●	●●																																																											
<p>4a. True or false? The following calculations both give an answer of 740.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">$7,400 \div 100$</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">$74,000 \div 1,000$</div> </div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td>●●●</td><td>●●</td><td></td><td></td></tr> </tbody> </table> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td>●●●</td><td>●●</td><td></td><td></td><td></td></tr> </tbody> </table>	TTh	Th	H	T	O		●●●	●●			TTh	Th	H	T	O	●●●	●●				<p>4b. True or false? The following calculations both give an answer of 46.</p> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">$46,000 \div 100$</div> <div style="border: 1px solid black; border-radius: 10px; padding: 5px; text-align: center;">$460 \div 10$</div> </div> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td>●●●</td><td>●●</td><td></td><td></td><td></td></tr> </tbody> </table> <table border="1" style="border-collapse: collapse; text-align: center; width: 100%;"> <thead> <tr><th>TTh</th><th>Th</th><th>H</th><th>T</th><th>O</th></tr> </thead> <tbody> <tr><td></td><td></td><td>●●●</td><td>●●</td><td></td></tr> </tbody> </table>	TTh	Th	H	T	O	●●●	●●				TTh	Th	H	T	O			●●●	●●																					
TTh	Th	H	T	O																																																									
	●●●	●●																																																											
TTh	Th	H	T	O																																																									
●●●	●●																																																												
TTh	Th	H	T	O																																																									
●●●	●●																																																												
TTh	Th	H	T	O																																																									
		●●●	●●																																																										

Medium:

5a. Match each statement below to the correct answer.

$42,000 \div 10 =$

TTh	Th	H	T	O
	●●●●	●●		
	●			

$42,000 \div 100 =$

42

$42,000 \div 1,000 =$

TTh	Th	H	T	O
		●●●●	●●	
		●		

☆ VF

5b. Match each statement below to the correct answer.

$84,000 \div 10 =$

TTh	Th	H	T	O
	●●●●	●●		
	●●			

$84,000 \div 100 =$

84

$84,000 \div 1,000 =$

TTh	Th	H	T	O
		●●●●	●●	
		●●		

☆ VF

6a. Calculate:

$72,600 \div 100$

$72,600 \div 10$

TTh	Th	H	T	O

☆ VF

6b. Calculate:

$29,000 \div 1,000$

$29,000 \div 10$

TTh	Th	H	T	O

☆ VF

7a. Use two of the numbers below to make this statement correct.

$\square \div 1,000 < \square \div 100$

a. $84,700$ b. $99,000$

c.

TTh	Th	H	T	O
●●●●	●●●●			
●●				

☆ VF

7b. Use two of the numbers below to make this statement correct.

$\square \div 10 > \square \div 100$

a. $2,850$ b. $7,200$

c.

TTh	Th	H	T	O
●●●	●●	●●●		

☆ VF

8a. True or false? The following calculations both give an answer of 95.

$95,000 \div 1,000$ $95,000 \div 100 \div 10$

TTh	Th	H	T	O
●●●●	●●●●			
●●●●	●			

☆

8b. True or false? The following calculations both give an answer of 120.

$12,000 \div 1,000$ $12,000 \div 10 \div 10$

TTh	Th	H	T	O
●	●●			

☆

Hard:

<p>9a. Match each statement below to the correct answer.</p> <p>$2,100 \div 10 =$ one ten and eleven ones</p> <p>$2,100 \div 100 =$ one hundred and eleven tens</p> <p>$2,100 \div 1,000 =$ two ones and one tenth</p> <p> VF</p>	<p>9b. Match each statement below to the correct answer</p> <p>$4,700 \div 10 =$ four ones and seven tenths</p> <p>$4,700 \div 100 =$ three hundreds and seventeen tens</p> <p>$4,700 \div 1,000 =$ two tens and twenty-seven ones</p> <p> VF</p>
<p>10a. Calculate:</p> <p>1 thousand, 12 hundreds and 14 tens divided by one hundred</p> <p>1 thousand, 12 hundreds and 14 tens divided by ten</p> <p> VF</p>	<p>10b. Calculate:</p> <p>3 hundreds, 22 tens and 20 ones divided by one thousand</p> <p>3 hundreds, 22 tens and 20 ones divided by one hundred</p> <p> VF</p>
<p>11a. Use two of the numbers below to make this statement correct.</p> <p>$\square \div 1,000 < \square \div 100$</p> <p>a. 11 thousands and 50 hundreds b. 31 thousands and 190 tens</p> <p>c. 20 thousands, 34 hundreds and 40 tens</p> <p> VF</p>	<p>11b. Use two of the numbers below to make this statement correct.</p> <p>$\square \div 100 = \square \div 10$</p> <p>a. 1 hundreds, 5 tens and 24 ones b. 1 thousand and 74 tens</p> <p>c. 16 thousands, 13 hundreds and 10 tens</p> <p> VF</p>
<p>12a. True or false? The following calculations both give an answer of £640.</p> <p>$£64,000 \div 100$ $64,000p \div 10 \div 10$</p>	<p>12b. True or false? The following calculations both give an answer of £5.40.</p> <p>$5,400p \div 10$ $£5,400 \div 10 \div 10 \div 10$</p>

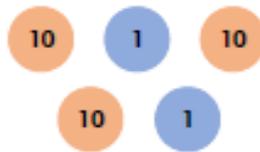
Now watch the attached presentation called 'Maths Part 2' and choose from the activities below:

EASY:

<p>1a. A number divided by 100 equals this:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">TTh</th> <th style="width: 20%;">Th</th> <th style="width: 20%;">H</th> <th style="width: 20%;">T</th> <th style="width: 20%;">O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">●</td> <td style="text-align: center;">●●● ●●</td> <td></td> </tr> </tbody> </table> <p>William says the calculation must have been $1,500 \div 100$.</p> <p>Is he correct? Convince me.</p> <p style="text-align: left;"> R</p>	TTh	Th	H	T	O			●	●●● ●●		<p>1b. A number divided by 10 equals this:</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">TTh</th> <th style="width: 20%;">Th</th> <th style="width: 20%;">H</th> <th style="width: 20%;">T</th> <th style="width: 20%;">O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">●●●● ●●●● ●</td> <td style="text-align: center;">●●●● ●●●● ●●</td> <td></td> </tr> </tbody> </table> <p>Holly says the calculation must have been $7,800 \div 10$.</p> <p>Is she correct? Convince me.</p> <p style="text-align: left;"> R</p>	TTh	Th	H	T	O			●●●● ●●●● ●	●●●● ●●●● ●●	
TTh	Th	H	T	O																	
		●	●●● ●●																		
TTh	Th	H	T	O																	
		●●●● ●●●● ●	●●●● ●●●● ●●																		
<p>2a. Gary is completing the calculation below.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 10px auto;"> $54,800 \div 100 =$ </div> <p>He has shown his answer on the place value chart below.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">TTh</th> <th style="width: 20%;">Th</th> <th style="width: 20%;">H</th> <th style="width: 20%;">T</th> <th style="width: 20%;">O</th> </tr> </thead> <tbody> <tr> <td></td> <td style="text-align: center;">●●●● ●●</td> <td style="text-align: center;">●●●● ●</td> <td style="text-align: center;">●●●● ●●●● ●●</td> <td></td> </tr> </tbody> </table> <p>Explain the mistake that Gary has made.</p> <p style="text-align: left;"> R</p>	TTh	Th	H	T	O		●●●● ●●	●●●● ●	●●●● ●●●● ●●		<p>2b. Sofia is completing the calculation below.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: fit-content; margin: 10px auto;"> $27,000 \div 1,000 =$ </div> <p>She has shown her answer on the place value chart below.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">TTh</th> <th style="width: 20%;">Th</th> <th style="width: 20%;">H</th> <th style="width: 20%;">T</th> <th style="width: 20%;">O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">●●</td> <td style="text-align: center;">●●●● ●●●●</td> </tr> </tbody> </table> <p>Explain the mistake that Sofia has made.</p> <p style="text-align: left;"> R</p>	TTh	Th	H	T	O				●●	●●●● ●●●●
TTh	Th	H	T	O																	
	●●●● ●●	●●●● ●	●●●● ●●●● ●●																		
TTh	Th	H	T	O																	
			●●	●●●● ●●●●																	
<p>3a. Alan is thinking of a five-digit number.</p> <p>He divides the number by 1,000.</p> <p>The answer he gets after dividing by 1,000 is less than 60 but greater than 10.</p> <p>The digits in the number have a sum of 5.</p> <p>What number did Alan start with?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">TTh</th> <th style="width: 20%;">Th</th> <th style="width: 20%;">H</th> <th style="width: 20%;">T</th> <th style="width: 20%;">O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: left;"></p>	TTh	Th	H	T	O						<p>3b. Mia is thinking of a five-digit number.</p> <p>She divides the number by 10.</p> <p>The answer she gets after dividing by 10 is less than 5,000 but greater than 2,000.</p> <p>The digits in the number have a sum of 6.</p> <p>What number did Mia start with?</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">TTh</th> <th style="width: 20%;">Th</th> <th style="width: 20%;">H</th> <th style="width: 20%;">T</th> <th style="width: 20%;">O</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p style="text-align: left;"></p>	TTh	Th	H	T	O					
TTh	Th	H	T	O																	
TTh	Th	H	T	O																	

Medium:

4a. A number divided by 1,000 equals this:

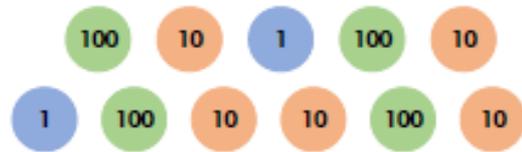


Sinead says the calculation must have been $23,000 \div 1,000$.

Is she correct?
Convince me.



4b. A number divided by 100 equals this:



Luke says the calculation must have been $45,300 \div 100$.

Is he correct?
Convince me.



5a. Daniel is completing the calculation below.

$$62,000 \div 100 =$$

He has shown his answer on the place value chart below.

T Th	Th	H	T	O
			6	2

Explain the mistake that Daniel has made.



5b. Rose is completing the calculation below.

$$7,400 \div 10 =$$

She has shown her answer on the place value chart below.

T Th	Th	H	T	O
7	4			

Explain the mistake that Rose has made.



6a. Josh is thinking of a five-digit number.

He divides the number by 100.

The answer he gets after dividing by 100 is less than 400 but greater than 200.

The digits in the number have a sum of 7.

What number did Josh start with?

6b. Alice is thinking of a five-digit number.

She divides the number by 1,000.

The answer she gets after dividing by 1,000 is less than 40 but greater than 10.

The digits in the number have a sum of 9.

What number did Alice start with?

Hard:

<p>7a. A number divided by 10 then divided by 10 again equals this:</p> <p style="text-align: center;">Three tens and thirteen ones</p> <p>Jenny says the calculation must have been $4,200 \div 10 \div 10$.</p> <p>Is she correct? Convince me.</p> <p> R</p>	<p>7b. A number divided by 10 then divided by 10 and divided by 10 again equals this:</p> <p style="text-align: center;">Two tens and twelve ones</p> <p>Angelo says the calculation must have been $31,000 \div 10 \div 10 \div 10$.</p> <p>Is he correct? Convince me.</p> <p> R</p>
<p>8a. Leah is converting metres into kilometres.</p> <p style="text-align: center;">$12,450\text{m} \div 1,000 =$</p> <p>She has calculated the answer below.</p> <p style="text-align: center;">Twelve ones, three tenths and twenty-four hundredths kilometres</p> <p>Explain the mistake that Leah has made.</p> <p> R</p>	<p>8b. Dan is converting pence into pounds.</p> <p style="text-align: center;">$2,740\text{p} \div 100 =$</p> <p>He has calculated the answer below.</p> <p style="text-align: center;">Two pounds and seventy-four pence</p> <p>Explain the mistake that Dan has made.</p> <p> R</p>
<p>9a. April is thinking of a five-digit number.</p> <p>She divides the number by 10 then by 100.</p> <p>The answer she gets after dividing is less than 80 but greater than 30. It is also odd.</p> <p>The digits in the number have a sum of 8.</p> <p>What number did April start with?</p>	<p>9b. Finn is thinking of a five-digit number.</p> <p>He divides the number by 10 then by 10 again.</p> <p>The answer he gets after dividing is less than 500 but more than 300. It is also even.</p> <p>The digits in the number have a sum of 9.</p> <p>What number did Finn start with?</p>

Science:

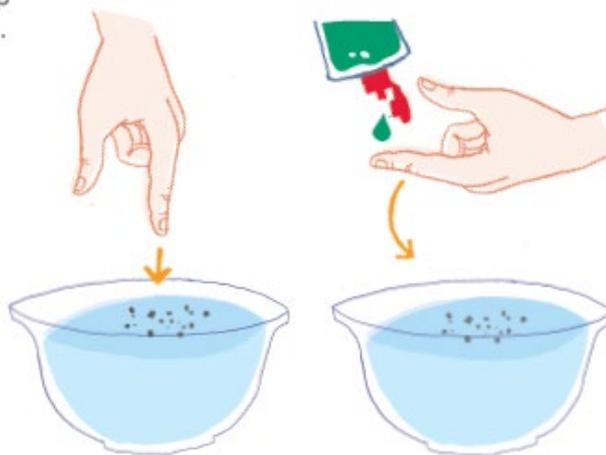
Your challenge this week is called '**Scared Pepper**'. It is really a useful activity at the minute, to help understand the importance of washing our hands with both soap and water.

The brief

Move pepper away from you without touching it.

The method

1. Fill the bowl with water.
2. Add some pepper to the top of the water, do not stir it in.
3. Dip your finger into the water, note down what happens.
4. Put a small amount of soap on your finger.
5. Dip it back into the water.
6. What happens to the pepper?



Materials

Ground black pepper

A bowl

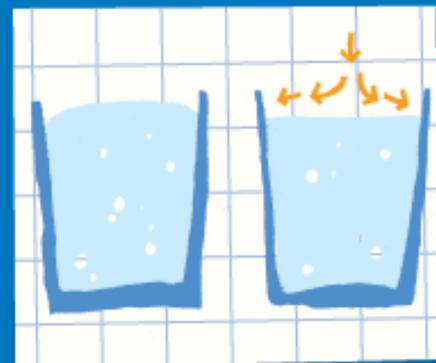
Water and washing up liquid or soap

How does it work?

Water normally bulges up a bit. You can see this by looking at a raindrop or by filling a glass slightly over the rim – the water will not spill out. When soap is added to water, surface tension is lowered. The water tries to spread out. As the top of the water flattens out, the pepper on the surface is carried to the edge of the bowl.

Did you know?

In the cosmetics industry the surface friction and consistency of various liquids are regularly changed in order to make them easier to pour or spray.



PE:

Do PE with Joe Wicks each day and have fun!

Remember to also look out for Miss Spittlehouse's and Mr McHale's PE challenge on the school website and in 'Seesaw.'

Geography: How do we use rivers?

LO: I can explain how rivers can be used.

Key/New Words: Leisure, industry, conservation, pollution

Read through the **power point** named, "**How do we use Rivers?**"

Questions

- How many different ways can rivers be used? Write down your ideas.
- How could we sort the uses into different categories?
- How might fishing help to improve the river and the surrounding area?
- How might it damage the river and the surrounding area?

Uses of Rivers Activity Sheet

For each group of river users, identify the positive effects their presence might have on a river environment.

What negative effects could there be?

Write your answers on a piece of paper if you can't download the worksheet.

Scroll to the end of the activity sheets to find the **answers**.

YLA: Session 5 continued- The Global Community

LO: To explore global issues of injustice.

Who is your neighbour?

Watch Archie's message which revisits Jesus' teaching to 'love your neighbour as yourself' <https://abyyt.schoolology.com/page/2074845615> and highlights that there are many global charities working against injustice to help people like families in Calcutta.

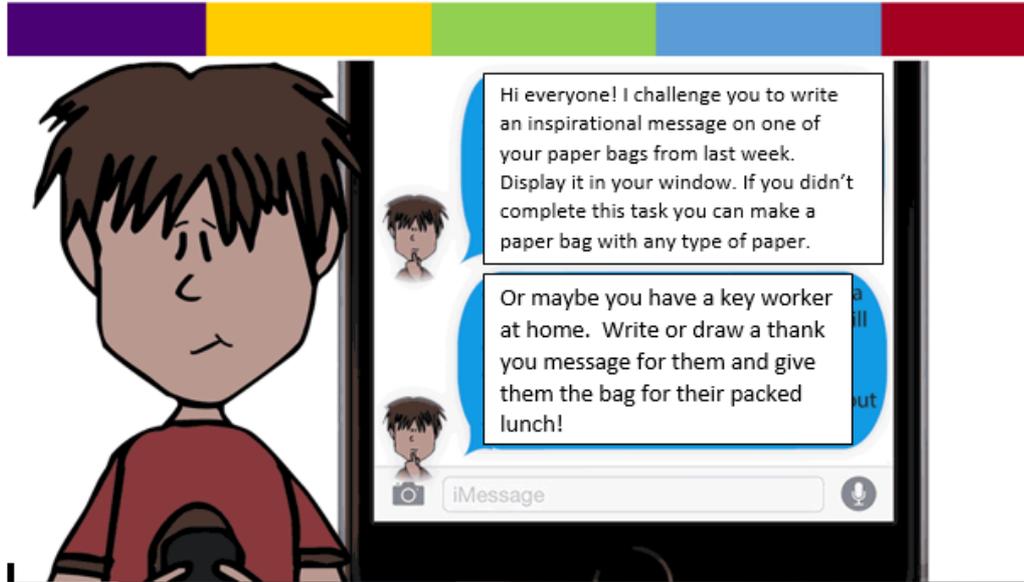
Explore their websites:

<http://www.compassionexplorers.org/> (school activities)

<http://www.tearfund.org/> <http://www.worldvision.org.uk/>

<http://www.christianaid.org.uk/>

ARCHIE'S Challenge



Music:

Hope you are enjoying exploring the famous play 'Macbeth' by William Shakespeare. We're getting sneaky this week looking at assassins! BBC have put together a fantastic resource with an animation of the story and tutorial of a song to learn each week. Week 4 is linked below, it might be worth starting with the third clip on the page 'The Story' before beginning the tutorials of the song.

<https://www.bbc.co.uk/teach/school-radio/music-ks2-macbeth-4-assassins/zbk892p>

Art:

Doodles Academy have adapted their curriculum for home learning. They have activities that are planned to last multiple days, using simple materials with lots of alternative suggestions when you don't have the things required! We have created an account for Year 5 (login details below) so feel free to dive in and test it out! Each time you complete a part of the session, they send an email with some notes and guidance, so I have included these in a separate document. It's totally free to sign up so feel free to use your own email account! Here's a recommended project to start with this week, I have attached all the emails for each day for this first project:

<https://doodles-academy.org/lesson/learning-about-still-life/>

Email: 5m@st-margaretsanfield.liverpool.sch.uk

Password: 5M@STM!

RE:

The Parable of the Pharisee and Tax Collector

<https://www.youtube.com/watch?v=YWK2edNPPXE&>

Watch the story about the Tax Collector. Like the leper from last week, tax collectors were people who were treated very poorly in society. In the story linked above, a man tries to make himself look far superior to someone else. He didn't view the tax collector as another human being who deserved respect, he treated him unfairly and without equality. Equality has been a very important topic in the news this week, with lots of people sharing their opinions over recent events. Jesus told this story to show how important it is that we don't try and make ourselves look better, or 'look after number one'. Instead, Jesus taught people to be **humble**. Being **humble** is a tricky thing! It could be defined as thinking first of other people before you think about yourself.

- Why do you think some people judge other people based on their appearance or other things that they can't even control?
- How would you feel if someone treated you that way?
- How can you be **humble** this week? How can you show your friends, family or the people around you that you are putting them first?

Latin:

Classics for All have released The Olympus Challenge. Pupils from school years 5-8 can sign up to complete the challenge and receive an official certificate! Pupils need to complete three challenges before Friday 17th July 2020. All the information can be found in the attached document. This week's home task is to complete an activity of your choice from badge A: Story explorer.

General:

Make sure you logon to <https://kids.classroomsecrets.co.uk> using the login details provided in your home learning pack.

There are lots of Maths, Reading and EGPS activities on there and more are being added all of the time. They are interactive and will let you know straight away if your answers are correct.

Useful Websites:

<http://www.twinkl.co.uk/resources/parents>

Times tables: <http://trockstars.com/>

Art: <http://www.mrsbrownart.com> and click on lesson plans for lots of arty projects

Science: wonderopolis.org/wonders?category=science

Don't forget to blog on SEESAW. You'll find it on our class pages.

Last reminder about 'Observation day Tuesday 12th May' - be part of history. Don't forget to write your diary for what you did on this day and forward it to your teacher, via class email, using the template provided. Download the template from the Y5 class pages in Wk6 or check your class email dated 12th May.

Many thanks for your continued support,

Mrs Lee
Mrs McQuillan
Mr Lanyon