

Hi Year 5,

We hope everyone is doing really well and keeping themselves busy. We are missing you all more than ever and cannot wait to see your lovely faces. Here are this week's activities to keep you going:

Maths:

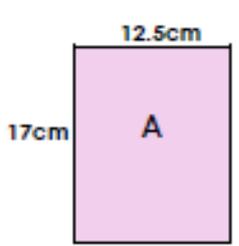
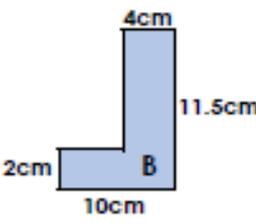
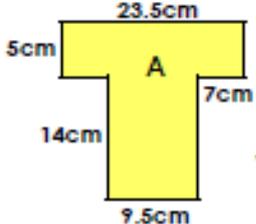
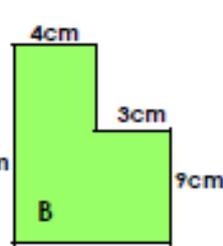
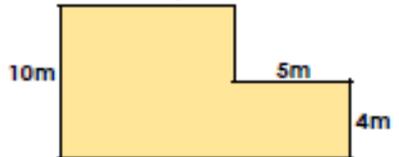
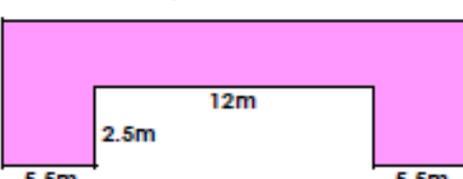
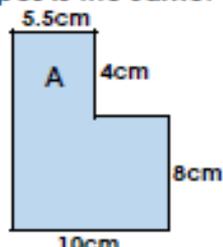
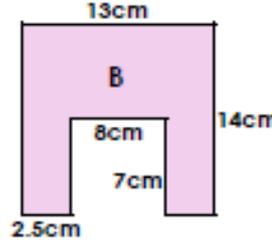
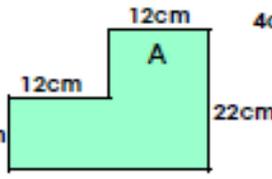
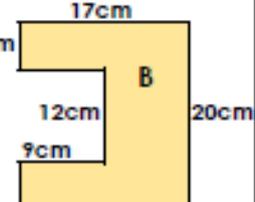
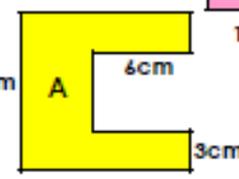
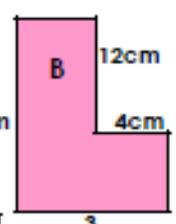
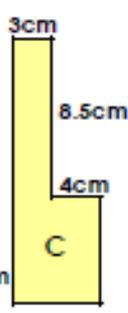
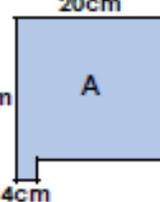
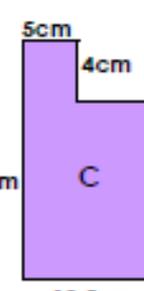
This week we are looking at **Calculating Perimeter**.

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:

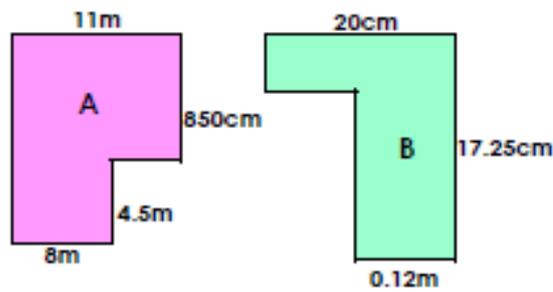
<p>1a. Match the shape to the correct perimeter.</p> <p>80cm 96cm 84cm</p> <p>☆ Not to scale VF</p>	<p>1b. Match the shape to the correct perimeter.</p> <p>70m 80m 90m</p> <p>☆ Not to scale VF</p>
<p>2a. Calculate the perimeter.</p> <p>☆ Not to scale VF</p>	<p>2b. Calculate the perimeter.</p> <p>☆ Not to scale VF</p>
<p>3a. True or false? The perimeter of these shapes is the same.</p> <p>☆ Not to scale VF</p>	<p>3b. True or false? The perimeter of these shapes is the same.</p> <p>☆ Not to scale VF</p>
<p>4a. Tick the shape(s) with a perimeter of 40cm.</p> <p>☆</p>	<p>4b. Tick the shape(s) with a perimeter of 58m.</p> <p>☆</p>

MEDIUM:

<p>5a. Match the shape to the correct perimeter.</p>  <p>12.5cm 17cm A</p>  <p>4cm 11.5cm 2cm 10cm B</p> <p>59cm 43cm 39cm</p> <p>☆ Not to scale VF</p>	<p>5b. Match the shape to the correct perimeter.</p>  <p>23.5cm 5cm 14cm 9.5cm 7cm A</p>  <p>4cm 9cm 3cm 14 $\frac{1}{4}$ cm B</p> <p>42.5cm 48cm 85cm</p> <p>☆ Not to scale VF</p>
<p>6a. Calculate the perimeter.</p>  <p>10m 5m 4m 16.5m</p> <p>☆ Not to scale VF</p>	<p>6b. Calculate the perimeter.</p>  <p>10m 12m 2.5m 5.5m 5.5m</p> <p>☆ Not to scale VF</p>
<p>7a. True or false? The perimeter of these shapes is the same.</p>  <p>5.5cm 10cm 8cm 4cm A</p>  <p>13cm 2.5cm 7cm 14cm 8cm B</p> <p>☆ Not to scale VF</p>	<p>7b. True or false? The perimeter of these shapes is the same.</p>  <p>11cm 12cm 12cm 22cm A</p>  <p>17cm 4cm 12cm 20cm 9cm B</p> <p>☆ Not to scale VF</p>
<p>8a. Tick the shape(s) with a perimeter of 45cm.</p>  <p>10cm 12.5cm 4cm 3cm A</p>  <p>18cm 10 $\frac{3}{4}$ cm 4cm 12cm B</p>  <p>3cm 15.5cm 4cm 8.5cm C</p> <p>☆ Not to scale VF</p>	<p>8b. Tick the shape(s) with a perimeter of 80cm.</p>  <p>20cm 4cm 20cm 16cm A</p>  <p>15cm 22.5cm 5cm 4.5cm B</p>  <p>5cm 14cm 12.5cm 4cm C</p> <p>☆ Not to scale VF</p>

HARD:

9a. Match the shape to the correct perimeter.



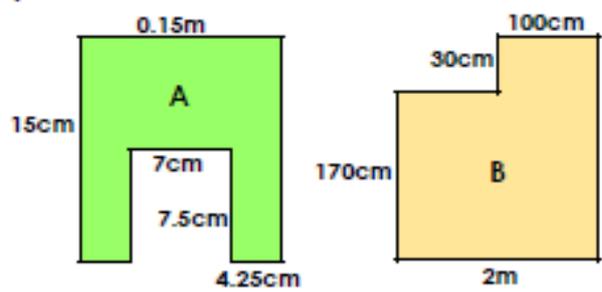
- 46cm 74.5cm 48m



Not to scale

VF

9b. Match the shape to the correct perimeter.



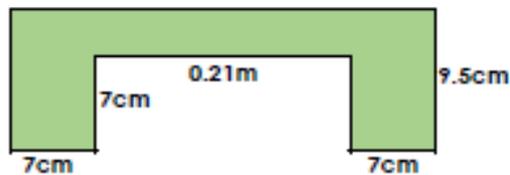
- 75cm 8m 80cm



Not to scale

VF

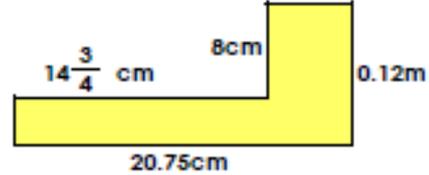
10a. Calculate the perimeter.



Not to scale

VF

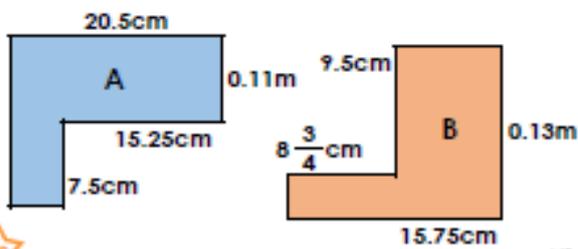
10b. Calculate the perimeter.



Not to scale

VF

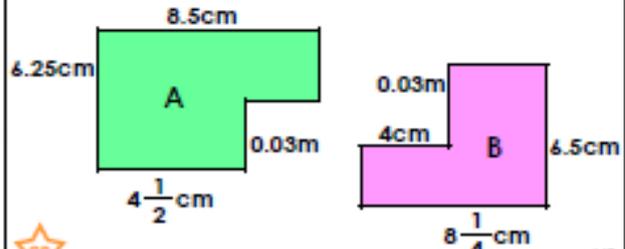
11a. True or false? The perimeter of these shapes is the same.



Not to scale

VF

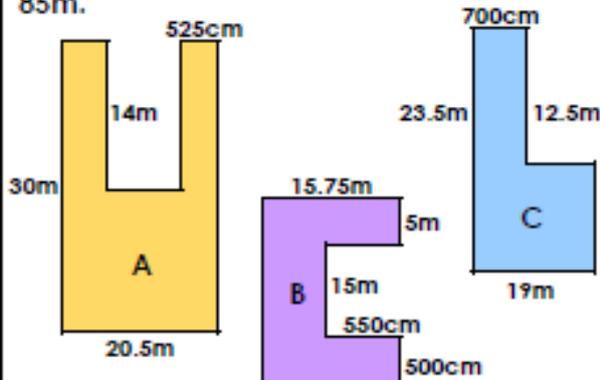
11b. True or false? The perimeter of these shapes is the same.



Not to scale

VF

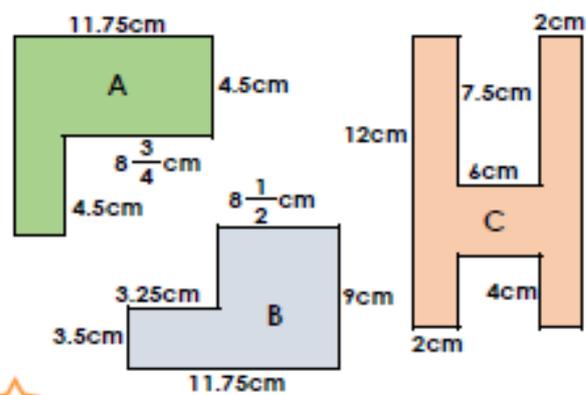
12a. Tick the shape(s) with a perimeter of 85m.



Not to scale

VF

12b. Tick the shape(s) with a perimeter of 41.5cm.

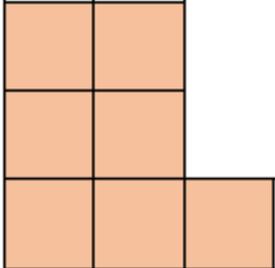
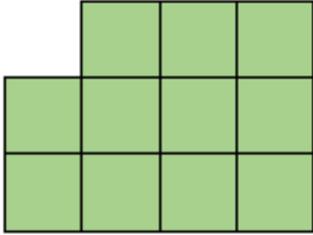
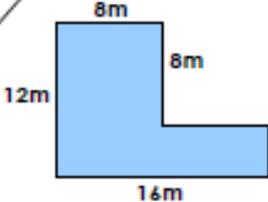
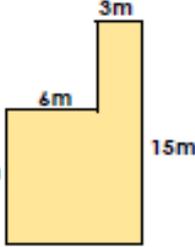


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VF

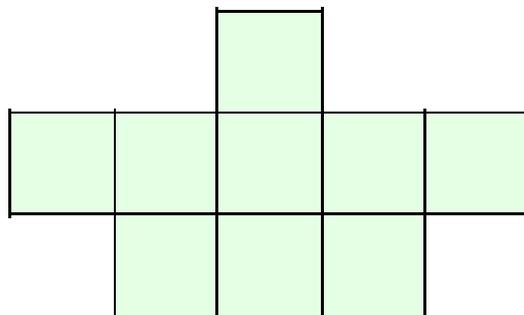
Now watch the attached presentation called 'Maths Part 2' and choose from the activities below:

EASY

<p>1a. This shape has been made using identical squares. One square has a perimeter of 28cm. What is the perimeter of the whole shape?</p>  <p>☆ <i>Not to scale</i> PS</p>	<p>1b. This shape has been made using identical squares. One square has a perimeter of 24cm. What is the perimeter of the whole shape?</p>  <p>☆ <i>Not to scale</i> PS</p>
<p>2a. Mr Barnes is digging a new allotment. It needs to be the following shape and size:</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;">Perimeter 42m</div> <p>What could the length of each side be?</p>  <p>☆ PS</p>	<p>2b. The council are building a new playground. It needs to be the following shape and size:</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;">Perimeter 38m</div> <p>What could the length of each side be?</p>  <p>☆ PS</p>
<p>3a. Cherry says,</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">The perimeter is 44m.</div>   <p>Is Cherry correct? Explain your answer.</p> <p>☆</p>	<p>3b. Oliver says,</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">The perimeter is 33m.</div>   <p>Is Oliver correct? Explain your answer.</p> <p>☆</p>

MEDIUM:

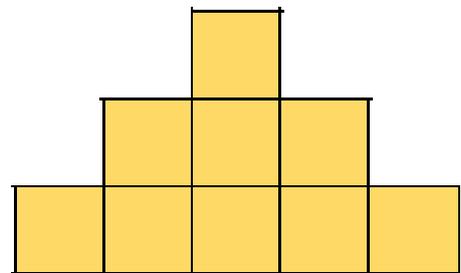
4a. This shape has been made using identical squares. One square has a perimeter of 18cm. What is the perimeter of the whole shape?



Not to scale

PS

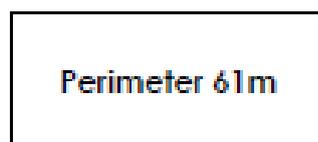
4b. This shape has been made using identical squares. One square has a perimeter of 22cm. What is the perimeter of the whole shape?



Not to scale

PS

5a. A supermarket is building a new trolley bay. It needs to be the following shape and size:

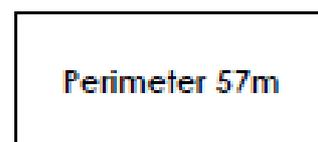


What could the length of each side be?



PS

5b. A school is building a new staff car park. It needs to be the following shape and size:



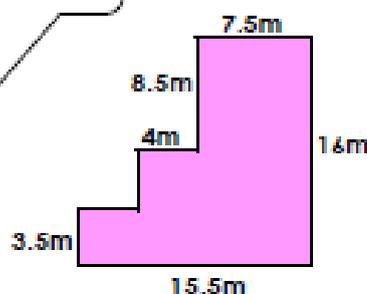
What could the length of each side be?



PS

6a. Lucy says,

The perimeter is 55m.

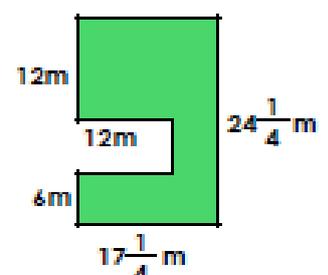


Is Lucy correct? Explain your answer.



6b. Tahir says,

The perimeter is 71.5m.

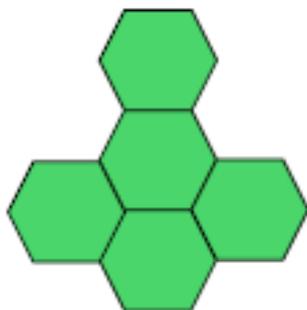


Is Tahir correct? Explain your answer.



HARD:

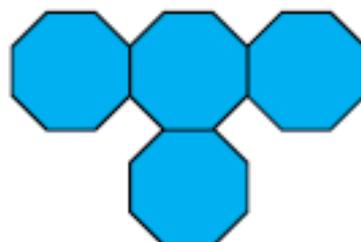
7a. This shape has been made using identical regular hexagons. One hexagon has a perimeter of 21cm. What is the perimeter of the whole shape in metres?



Not to scale

PS

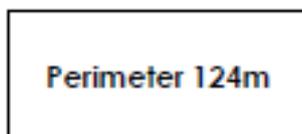
7b. This shape has been made using identical regular octagons. One octagon has a perimeter of 36cm. What is the perimeter of the whole shape in metres?



Not to scale

PS

8a. A farmer is building a new barn. It needs to be the following shape and size:

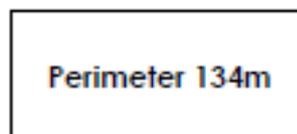


All four sides need to include half metres. What could the length of each side be in metres?



PS

8b. A shop is being extended. It needs to be the following shape and size:



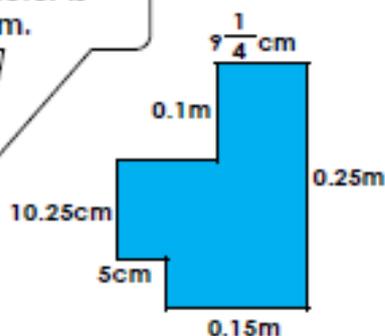
All four sides need to include half metres. What could the length of each side be in metres?



PS

9a. Colin says,

The perimeter is 74.5cm.

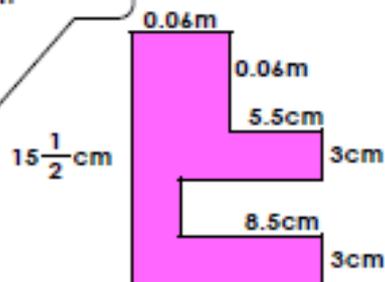


Is Colin correct? Explain your answer.



9b. Connie says,

The perimeter is 47.5cm.



Is Connie correct? Explain your answer.



English:

All answers to questions will be on the class page in Week 10.
Kensuke's Kingdom by Michael Morpurgo
Please download the video in Week 10.

Day 1: Read Chapter 8, 'Everyone Dead in Nagasaki.'

- 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: Questions

1. What are the names of Kensuke's wife and son?
2. What was Kensuke's job?
3. Who has saved Michael's life twice and how?
4. How does Michael know Kensuke trusts him?

Challenge: Who do you trust and why?

Day 3: Questions

1. What makes Kensuke so sad that he wants to die?
2. Why does Kensuke feel so lucky?
3. Why is Michael worried about betraying Kensuke's trust?

Challenge: Should Michael send the message or not?

Write 5 persuasive reasons.

Day 4: Questions

1. How does Kensuke's story help to explain what has happened so far to Michael?
2. How does Kensuke's speech show that he isn't used to speaking English?
3. What does 'guilt' mean?

Challenge: Draw a timeline to show Kensuke's life story.

Day 5: Questions

1. How does Kensuke's life story make you feel?
2. Is there anything else you'd like to know about Kensuke?
3. Do you think Michael should trust Kensuke?

Challenge: Use books and the internet to find out more about Nagasaki.

Grammar, Spelling and Punctuation:

Please see SPAG mat Activity 4 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.

Oracy: Game of the Month – **June, Week 10's theme is 'Nature'**
Sound Tennis

LOUIS PASTEUR

Louis Pasteur was a French Chemist who found that bacteria cause harmful diseases. He also discovered that bacteria can be killed by boiling, a process we call Pasteurisation.

You can see the [effect bacteria and other micro-organisms have on food](#) by leaving them in different conditions and observing what happens. We placed apple segments in vinegar, salt, water and air with some interesting results.



Geography: Mountain Ranges

LO: I can locate key mountain ranges of the world.

Key/New Words: Mountain, range, height, peak

Read through the **power point** named, "**Mountain Ranges**"

Questions

- Do you know the names of any of the highest areas?
- What is a mountain?
- How would you explain to someone what a mountain is?
- When does a hill become a mountain?
- Where do you think the highest mountain in the world is located on this map?
- Do you know its name?

Activity Sheet: Locating Mountains

Using an **Atlas** or **The European Mountain Ranges maps** (found in Week 10)

Locate the mountains.

(Easiest- 1 star) Locate the mountain ranges in Europe.

(Middle- 2 star) Locate the mountain ranges in Europe and their highest peaks.

(Hardest- 3 star) Find out key facts about mountain ranges.

Write your answers on a piece of paper if you can't download the '**Locating Maps.**' PDF. You will also find the answers in this PDF.

YLA: Session 6 Community Action

LO: To 'be the change they want to see' in our local area through our community action project.

Archie's Challenge

Choose one of Archie's challenges. Remember to ask for permission and supervision from an adult first.

Archie's Challenge Grid

Litter pick in a local park, with adult supervision, use gloves.	Put your family's recycling away.	Collect food tins for the local homeless shelter or charity.
Cook a meal for your family.	Collect clothes you don't wear and donate them to the local charity shop.	Collect old newspapers to donate to the local RSPCA centre
Offer to do the dishes for your family.	Organise a random act of kindness for someone in your family.	Write to your local MP about something in your street which needs addressing — potholes, litter, graffiti etc.
Offer to read with your young brother, sister or family member.	Invent your own.	Rake leaves, clean the driveway or wash windows for your family.

'Special People' bonus project – Synaesthesia

We have been talking about special people recently so it feels like the perfect time to do a quick project on something we would not necessarily have time to talk about in our normal school lessons! **Synaesthesia** is a very interesting reaction that some people have when they listen to music. Most of us listen to a song or music and might enjoy the melody or lyrics, but people with synaesthesia may see vibrant colours or even feel like they can taste certain sounds! Famous painter Vincent Van Gogh and musician Pharrell Williams are both examples of people who experience **chromesthesia** – seeing colours when they hear certain musical sounds.

What do you think it would be like to have synaesthesia? To me, it sounds cool! But people are not able to turn it off when they wish, so maybe it would get quite annoying. What do you think?

For our bonus project try to draw something while listening to a song or some music. **Don't pick what to draw before you start listening to the music**, just get comfortable with some paper and drawing materials and see if you get any inspiration from the music. We would love to see your creations on Seesaw, make sure you tell us what music you were listening to at the time!

If you are not sure what song to use, why not listen to 'Happy' by Pharrell Williams! I wonder if he sees colours when he listens to his own song.

<https://www.youtube.com/watch?v=y6Sxv-sUYtM>

Music

Hope you are enjoying exploring the famous play 'Macbeth' by William Shakespeare. BBC have put together a fantastic resource with an animation of the story and tutorial of a song to learn each week. Week 6 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-6-dunsinane/z73bvk7>

Art

Have a go at the synaesthesia project above and take part in another module from the Doodles Academey at home curriculum. Don't forgot other art resources such as #DrawWithRob!

RE

Jesus washes his disciple's feet
<https://youtu.be/bv5ajWNrnt4>

OK, I'll admit it, this one can be a bit confusing! Why on earth would we want to spend any time talking about washing feet? Watch the story from the link above before we go any further. Notice how dirty the disciples' feet are! They didn't have roads and paths like we do today and likely wore open sandals so their feet would have got very mucky. Would you be up for washing someone's dirty feet?

Christians believe that Jesus is the son of God. It doesn't really get much more special than that but the Bible says that human beings, you and I, are God's most loved and prized possession. If someone were to ask God who he thought was a special person, he would say you! Jesus washed his disciples' feet to show that he loved them with all of his heart. Even though it was a horrible, smelly job, Jesus wanted to show that when you love someone it doesn't matter, you'll do the rubbish jobs if it helps them out. He wanted to demonstrate to us what it looks like to serve each other so that we could copy his behaviour. It likely won't mean that we literally have to wash each other's feet but it does mean doing and saying things that will help other people or make them feel better, even if we would really rather not. Jesus used the word 'neighbour' to describe the people who we should show this type of kindness to. Neighbour didn't mean the same as it does now - the people who live next to you - it meant anyone who you come across in your life. Jesus wanted us to live our lives in a way that makes the people around us feel special.

- If we were to retell this story today, what task might we use instead of washing people's feet? It doesn't really make sense to us as an example today, but what is a job that we would all prefer not to do that would make someone feel special?

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 C: Artist in residence.