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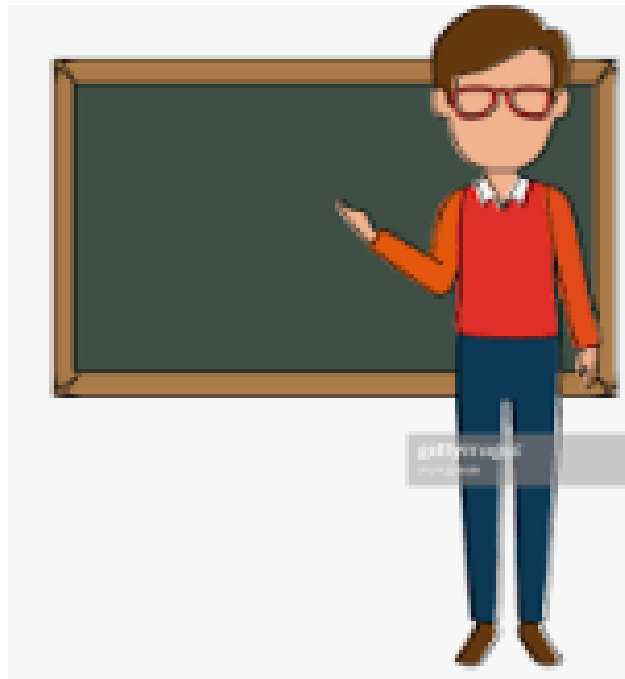
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"With Jesus as our guide; we love, live and learn together."

WEEKLY HOMEWORK LETTER

YEAR GROUP	5	NO.	11	DATE:	22.06.20
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Thank you to those of you who are logging on to Reading Plus each day in addition to the other tasks which you are completing. If you have not yet done so, please try to use Reading Plus on a daily basis. I hope that you are all keeping well and I hope to see you all soon. Remember to upload any pictures of you working from home to the school website. I'd be particularly pleased to receive pictures of you completing the new 'Awe and Wonder' task attached below.

Mr Shanahan.

English

FOCUS	TASK(S)	GUIDANCE
READING	Please try to login to Reading Plus daily for at least 15 minutes.	Reading Plus logins are attached to the front of the exercise book sent home in March.
ENGLISH		Below this letter on the Y5 website page, you will find pdf documents which you can download daily to support your child's learning in English.
DAY 1	Woolly Mammoth – reading comprehension	<ul style="list-style-type: none"> • Carefully read the question • Mark key words • Look for those words in the text and words with similar meanings • Answer the question.
DAY 2	Grammar – Building cohesion within paragraphs	<p>Adverbs and conjunctions can be used to link ideas within a paragraph.</p> <p>This link will provide further explanation: https://www.teachingenglish.org.uk/article/cohesion</p>
DAY 3	Spelling – Adding suffixes to words ending in 'fer'.	<ul style="list-style-type: none"> • Copy down each word twice • Cover the words, write them and check them. (x2)
DAY 4	Bridget Riley – reading comprehension	<ul style="list-style-type: none"> • Carefully read the question • Mark key words • Look for those words in the text and words with similar meanings • Answer the question.
DAY 5	<p>Writing- write a balanced argument Your task is to write a balanced argument about whether the summer holidays should be shortened.</p> <p>Watch the video lesson and look closely at the modelled example that they show you, so that you know what a good balanced argument looks like.</p>	<p>Follow the link below for a taught lesson on balanced arguments, including an example of what a one looks like.</p> <p>https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-composition-57e5c1/</p>

Maths

MATHS	This week, the five tasks (1 per day) are linked to lessons from the Oak National Academy. These lessons start with a taught session and then provide an activity to complete. Please record your workings and answers in your homework book.	
DAY 1	Mental multiplication strategies https://classroom.thenational.academy/lessons/decimals-to-use-mental-multiplication-strategies/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/decimals-to-use-mental-multiplication-strategies/activities/2
DAY 2	To solve decimal problems https://classroom.thenational.academy/lessons/decimals-to-solve-and-represent-decimal-problems/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/decimals-to-solve-and-represent-decimal-problems/activities/2
DAY 3	Multiplying TO x TO https://classroom.thenational.academy/lessons/decimals-to-represent-two-digit-multiplication/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/decimals-to-represent-two-digit-multiplication/activities/2
DAY 4	Multiplying HTO x TO https://classroom.thenational.academy/lessons/decimals-to-solve-three-by-two-digit-multiplication/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/decimals-to-solve-three-by-two-digit-multiplication/activities/2
DAY 5	Solve multiplication problems using long multiplication https://classroom.thenational.academy/lessons/decimals-to-solve-long-multiplication-problems/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/decimals-to-solve-long-multiplication-problems/activities/2

RE

R.E.	<ul style="list-style-type: none">• Read the story of the Beggar at the Beautiful Gate.• Identify where this gate is on the map of the City of Jerusalem.• Make a table to record the words of the beggar, the words of Peter and John and the reactions of the people.• From the information gathered, how was Peter able to heal the man?• In whose name did he heal him?	https://www.youtube.com/watch?v=orp4ZT9710Y https://www.biblegateway.com/passage/?search=Acts+3%3A+1+%E2%80%93+16+&version=ICB
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Research

RESEARCH	<u>Geography: Britain's National Parks</u> Look at the OS maps Resource 26 and Resource 27. Use the map key of signs and symbols to create a picture in your minds of what the landscape between Merrivale and Princetown might look like. <ul style="list-style-type: none">• What do the height values and spacing of the contours suggest about relief (height and shape of the land)?• What covers the landscape here? See the vegetation section in the key.• What evidence is there of people having lived in the area in the past?• How are people using the environment today?• What clues are there that this place in Dartmoor National Park is a popular destination for visitors and tourists?• Draw a sketch, based on the evidence on the map, of what they think this place looks like.	Download the two OS maps from the Y5 Curriculum Page on the website to support your work in this lesson. It is an upland area rising to 500 m with contours evenly spaced, which means generally rounded hills rather than very steep slopes. There is evidence of scrub, bracken, heath or rough grassland together with marsh, reeds or salting. There are hut circles, cairns (a conical mound of stones marking a grave), standing stones, stone rows. Look for quarries, television masts, prison, farms, roads etc
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Art

ART	<u>Automatic Drawing</u> Watch the lesson opposite and then create an abstract piece of artwork using automatic drawing.	https://classroom.thenational.academy/lessons/juan-miro-and-automatic-drawing
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Awe and Wonder

<p>Awe and Wonder</p>	<p>This is your chance to make your own glue!</p> <p>Follow the instructions below to investigate which glue is the strongest.</p>	<p>This activity is designed to get children thinking about the different properties of glue. The children have been asked to read a letter printed in the Weekly Woodworker magazine from Ineda Bond. She's not sure which glue is the most suitable to build a cart and needs some help. Through this activity you will support your child to:</p> <ul style="list-style-type: none">• Make three different glue recipes• Conduct different tests on all their glue mixtures to compare different properties• Write a letter to tell Weekly Woodworker magazine about their results <p>Glue ingredients: • Flour • Vinegar • Skimmed milk (or non-fat milk powder with hot tap water) • Baking soda (bicarbonate of soda, NOT baking powder) • Cornflour</p>
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What to do

1. Introduce the activity using the letter from Ineda Bond. Ask them about the different properties of glue.
2. Give out activity cards and equipment to the children.
3. Explain that they will be using the equipment provided to make three different glue mixtures and test them.
4. Encourage children to discuss their ideas and how to carry out their investigations. Prompt questions:
 - What makes a 'good' glue?
 - What properties will they test and how will they test them?
 - How will they record their results?
 - How will they make sure their test is fair?
5. Support children to conduct their tests and make their own records of their results. They could also take photographs or make drawings.
6. Ask the children to present their findings to the rest of the group, they can be as creative in their presentation as they want, the activity card suggests they could write a reply to Weekly Woodworker magazine. Could also take photographs or make drawings.

Things to think about

You should be able to store the glue in plastic containers in the fridge for a short time. Keep the containers sealed. If the paste dries up, just put the sealed container in a bowl of warm water.

The only way to measure glue performance accurately is through laboratory testing. Because of this, the children's tests will not be perfect, but it is important that they are encouraged to try to make fair comparisons between glues.

Keywords

- Glue
- Adhesive
- Bonds
- Properties

Watch out!

These glues can be messy but are perfectly safe. Pay extra attention where hot water is used. Children need to wash their hands and rinse equipment when finished. They may need plastic aprons and gloves.



A Sticky Problem

Activity Card

Dear Weekly Woodworker magazine,

I am making a box cart and could do with some advice. I need to know:

- Which glue is the strongest (in case it's a bumpy race)?
- Which glue is the most waterproof after it dries (in case it's a rainy day)?

- Which glue will clean off my clothes most easily (in case of accidents)?

I hope you can help me to solve my sticky problem.

Yours faithfully,

Ineda

Ineda Bond
(age 9)



Your challenge

Can you help Ineda Bond to find out what kind of glue would work best for her box cart? **Make and compare some different recipes for glue.**

Some of your fellow investigators have had some ideas to get started with.

"Let's find out about glue strength. I think we can glue two blocks of wood together and see how easy it is to pull the blocks apart once the glue has dried. We could even use a force meter to measure the force needed."

"I think we should find out if the glues can be removed from cloth. I think we could stain some cloth with different glues and wait for them to dry. Then we can stir the cloth in soapy water for a minute, squeeze out the water and see what has happened to the glue."

"We could find out about how waterproof the glues are. I think we could stick two lolly sticks together with the glue. We will find out how strong the glue is when it is dry and then after we have wet it."

Discuss

Do you think that all glues are the same?

What do you think are the most important properties for glue?

How are you going to test the glue recipes to find out how well they work?

What will you try to stick together?

What will you need to observe or measure in your tests?



Getting started

Now make and test your glue recipes. Remember to label your containers of glue.

Recipe A

Ingredients

$\frac{1}{4}$ cup of water
 $\frac{1}{2}$ cup of flour

Method

Add $\frac{1}{4}$ cup of water to $\frac{1}{2}$ cup of flour and mix until smooth.

Recipe C

Ingredients

3 tablespoons of cornflour
4 tablespoons of cold water
2 cups of boiling water

Method

Mix 3 tablespoons of cornflour and 4 tablespoons of cold water in a small bowl.
Pour in 2 cups of boiling water, stirring all the time.
When liquid is clear and thick, let it cool for your finished glue.

Recipe B

Ingredients

2 tablespoons of vinegar
 $\frac{1}{2}$ cup of hot skimmed milk (or non-fat milk powder mixed with water from a hot tap)
 $\frac{1}{2}$ teaspoon of bicarbonate of soda (NOT baking powder)
2 teaspoons of water

Method

Pour 2 tablespoons of vinegar into a cup and stir in $\frac{1}{2}$ cup of hot skimmed milk (or non-fat milk powder mixed with water from a hot tap).

Let the mixture sit for about 3 minutes.

Line a funnel (or sieve) with a paper towel.

Carefully pour the mixture into the funnel and catch any liquid that drips through in an empty cup.

You should have a solid lump collected in the paper towel.

Scrape this into an empty cup and stir in $\frac{1}{2}$ teaspoon of bicarbonate of soda (NOT baking powder) and 2 teaspoons of water.

Watch for bubbles of gas. When no more bubbles can be seen, you have made glue.

Test your ideas

You may want to record what you find in a table like this.

	How strong is the glue?	How waterproof is the glue?	How removable is the glue?
Glue A			
Glue B			
Glue C			

Share your ideas

Were there any problems with your tests? Why?

How could you improve your tests?

Which glue should Ineda use when making her box cart?

Why have you chosen this glue?

Do you think you could improve any of the glue recipes? How?

One way to share your ideas is to write a short reply to Ineda's letter to go in the Weekly Woodworker. Remember to say what tests you carried out and what you found.

Why not add drawings or photographs? You could put samples of glue in small bottles or tubes and make labels for them.

