


Home Learning W.C.17.01.2022

The daily activities on this plan are as closely matched to the learning that is taking place in the classroom. Therefore, it is important that your child completes the activities on the correct day so that they can slot back into class with as little disruption to their learning as possible.

	English	Maths	Geography	PSHE	
Mon	<p>LO: To write a recount.</p> <p>Your task today is to write a recount of our trip to Burwell</p> <ul style="list-style-type: none"> Write your recount in first person because it happened to you! Eg "I felt excited." Use the past tense because it has already happened. Eg "It was the biggest fish I had ever seen!" Recounts are written in the order in which they happened. This is called chronological order. Use adverbs such as: firstly, next, then and finally. Using descriptive words will make it seem like your reader is there with you. Eg "The fish was shiny and slippery." Focus on the most exciting parts. You could write your recount in the style of a diary entry or a letter to a family member or friend. <p>There is an example of a recount attached below.</p>	<p>LO: To add and subtract units of measurement.</p> <p>In maths, we have been looking at mass and capacity. The link below focuses on adding and subtracting mass. Watch the video and then complete the worksheet attached. https://vimeo.com/560858593</p>	<p>LO: To understand the journey of a river.</p> <p>In geography, we have been focusing on the uses of water and rivers. Today questions is what is a river and what does it do?</p> <p>In this short film, we explore the journey of a river from its source to the sea, exploring the key features of each leg of the journey. https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-rivers/z6qsf4j</p> <p>This short clip explores the different features of a river. https://youtu.be/FVttzQZ57yw</p> <p>For your task, I would like you to draw the journey of a river. Annotate with as many features as you can. See below for examples and information on the three stages of a river. Make sure you read the information before you start your work.</p>	<p>Throughout this half term, we have been focusing on the Five Ways to Wellbeing. I would like you to create a poster explaining how we can improve our mental health. See below for examples of different activities you can include to promote for each way to wellbeing.</p>  <p>The logo for 'Five ways to wellbeing' features a yellow handprint with five fingers. Each finger is a different color and has a corresponding phrase written on it: 'Be active' (orange), 'Take notice' (blue), 'Keep learning' (green), 'Connect' (red), and 'Give' (pink). To the right of the handprint, the text 'Five ways to wellbeing' is written in a blue, sans-serif font.</p>	<p>Daily reading – log in to Bug Club</p> <p>KIRFs</p> <p>Purple mash-monster multiplication</p>

English- recount example

Aquarium trip

On Saturday, my mum and I travelled on the bus to the National Marine Aquarium, Plymouth to see all the beautiful sea creatures. We wanted to get there early because of the long queues.

I've been wanting to go for weeks but mum said that we had to wait for the school holidays to arrive. I've always been fascinated by sea creatures and I love looking at the pictures in books of all the different kinds of sea creatures. My favourite is the octopus, the way they crawl across the ground is really funny. We needed to make sure that we could get the bus on time, so I looked online at the timetable and planned to leave at quarter past seven - it's so early! Sleepily, we staggered to the bus stop and caught the bus into Birmingham. After an hour, we eventually reached the Sea Life Centre.

First, we paid for our tickets and got our maps. The lady was very friendly behind the desk and because I was so polite, I got an octopus sticker! Next, we made our way into the 'Plymouth Sound' rock pool with star fish and shallow water creatures. I got to stroke a baby stingray - I was incredibly nervous because I've been told about stingrays before and their poison but there was nothing to worry about! Its skin was really silky as it glided past me.

After we had inspected at the other creatures it was time to head down to the Eddystone Reef. The glass was absolutely huge! There were so many different varieties of fish swimming happily around, it was mesmerising! My favourite part was seeing the stingrays making their way up the glass - their mouths are so funny when they're swimming, it looks like their talking. I think that stingrays are becoming my new favourite sea creature!

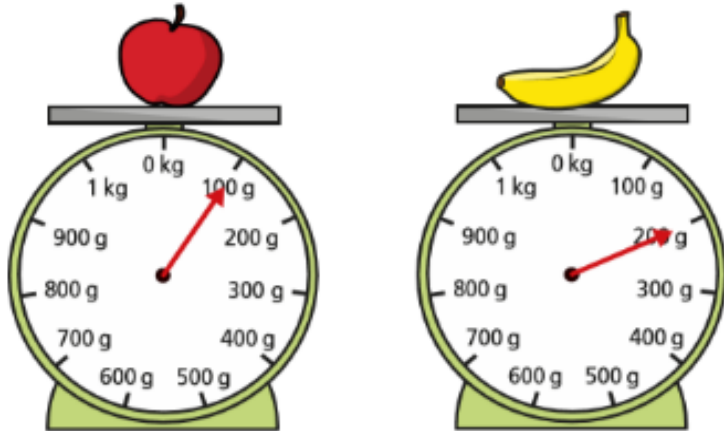
Finally, we made our way to the Atlantic Ocean tank where there are loads of species of sharks. Did you know that that tank holds over 2.5 million litres of sea water? That's a lot of water in one place - I hope the glass doesn't break (don't worry, mum assured me it wouldn't)! Each shark was fascinating. They had their own personality and characteristics.

It was a fantastic day and I learnt so much. For example, there are 230,000 known species of animals who live underwater and jellyfish have been round 650 million years, meaning they have been around longer than the dinosaurs! There have been so many interesting facts that I've learnt but most of all, I know that we need to take better care of our oceans through reducing global warming. I will make sure that I keep turning any lights and plugs off if I'm not using them.

What I enjoyed most was seeing the Sharks in their tank. I loved the way they were swimming round and interacting with each other. Above all else, I learnt that there are so many wonderful and mysterious creatures under our waves. I love the fact that every type of fish is so different in colour, size and shape. I loved my day and I can't wait to go back again soon!

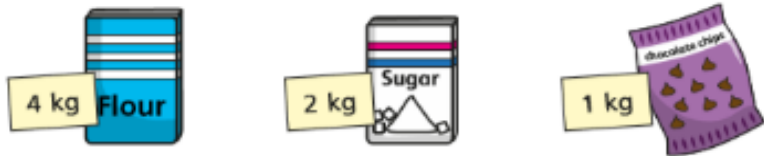
Add and subtract mass

1 Teddy is measuring the weight of some fruit.



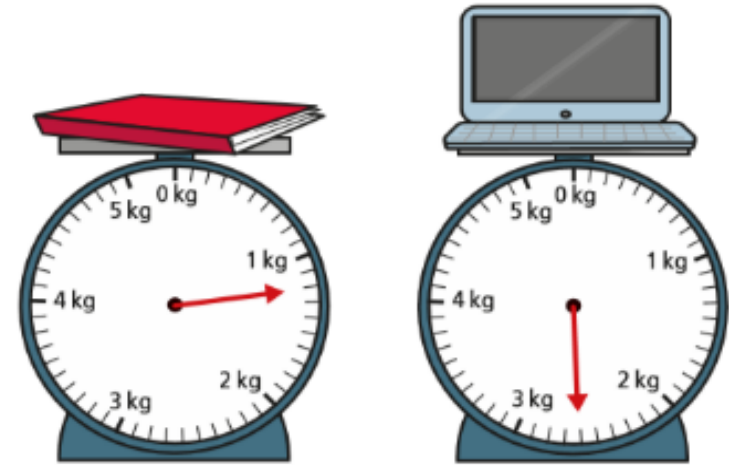
- a) What is the weight of the apple? g
- b) What is the weight of the banana? g
- c) Teddy puts both pieces of fruit on the same scale.
What is the total weight of the apple and the banana? g

2 Alex is measuring the weight of some ingredients.



What is the total weight of the ingredients? kg

3 Ron is measuring the mass of some objects in the classroom.

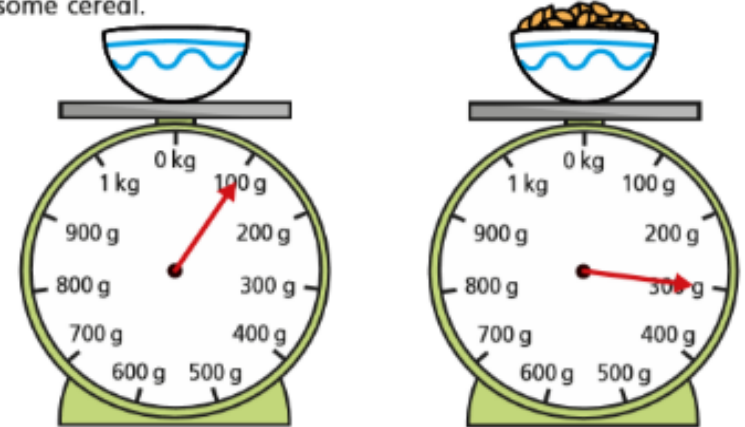


Ron puts both objects on the same scale.

What is the total mass of the objects? kg and g

4 Aisha is weighing out some cereal.

First she puts the bowl on the scales. Then she pours out some cereal.



What is the weight of the cereal in the bowl? g

- 5 A dog weighs 8 kg and 200 g when it is 8 weeks old.

The same dog weighs 12 kg and 900 g when it is 12 weeks old.

What is the difference in the dog's weight between 8 and 12 weeks?

kg and g

- 6 The mass of a tin is 450 g.
The mass of a book is 300 g.



Draw books on the scales to balance the tins.



- 7 Complete the number sentences.

a) $1\text{ kg } 250\text{ g} + 5\text{ kg } 300\text{ g} = \text{ kg g}$

b) $3\text{ kg } 450\text{ g} + 8\text{ kg } 120\text{ g} = \text{ kg g}$

c) $15\text{ kg } 960\text{ g} - 11\text{ kg } 270\text{ g} = \text{ kg g}$

d) $36\text{ kg } 317\text{ g} - 21\text{ kg } 199\text{ g} = \text{ kg g}$

e) $1\text{ kg} - \text{ g} = 200\text{ g}$

- 8 Tommy and Rosie are working out the total weight of the box and the suitcase.



The total weight is 5 kg and 1,200 g.

Tommy



The total weight is 6 kg and 200 g.

Rosie

Who is correct? _____

Talk about it with a partner.

Geography: river information and example river journey

The Upper Course:

The source of a river is often in upland areas. Here, high levels of precipitation (rain and snow) combined with steep slopes and sparse vegetation result in water flowing overland.

In the upper course, the riverbed is narrow and rocky. As it moves over rocks, the water becomes turbulent and appears fast flowing. The water has enough energy to transport boulders and rocks in its swift current.

The river erodes downwards carving the valley floor. As the valley deepens, the sides become unstable and collapse. Over time, this leads to the formation of V-shaped valleys.

Waterfalls are also a feature of the upper course. The river can erode layers of soft rock, leaving behind an over-hang of harder rock.

Eventually, tributaries join together, feeding into the river, increasing its width and speed as it moves downhill.



The Middle Course:

As the land becomes flatter the river moves into its middle course. The river becomes wider and deeper and begins to loop and curve, or meander.

In the middle course, the shape of the river is under constant change. The water erodes, transports and deposits soil and other material.

Erosion: This causes the wearing away of the river bank and river bed. Erosion occurs on the outside of the meander where the water is moving at its fastest. The water can also carve out, or undercut the river bank, taking rocks and soil away and leaving the river bank prone to collapse.

Transportation: Eroded material is then taken away downstream.

Deposition: Any eroded material is finally deposited. Deposition occurs on the inside of a meander, where the water is moving slowly.

Oxbow lakes: As the river moves from the middle to the lower course the meanders can become more pronounced. Rivers can now make extreme loops. Eventually, with continued erosion, these loops join together. Finally, the river will take a straighter, more efficient course, cutting off the meander altogether. An oxbow lake is formed. Eventually the oxbow will dry up.



The Lower Course:

The land is very flat, with gentle, wide valleys – we are nearing sea level. The river will be at its widest here. Many rivers have estuaries, which are characterised by wide, flat land and a wide channel as the river flows into the sea. Deposition occurs at the estuary where the river deposits large amounts of material. At low tide this material a mixture of fine sediment and mud is exposed. However, with the high tide these deposits are washed away by the sea.



Features

Source: The place where the river starts flowing. A source can be found in many different places including glaciers, lakes, marsh areas, caves and springs.

Tributary: A smaller stream or river which flows into a larger one.

Waterfall: A place where the water in a river falls down over a steep rocky ledge into a plunge pool at the base. Waterfalls often appear in the upper course where the water is flowing fast.

Oxbow lake: A curved lake formed from a horseshoe bend in a river where the main stream has cut across the narrow end and no longer flows around the loop of the bend.

Confluence: the place where two rivers or streams of similar size meet each other and join together to create a river with a new name.

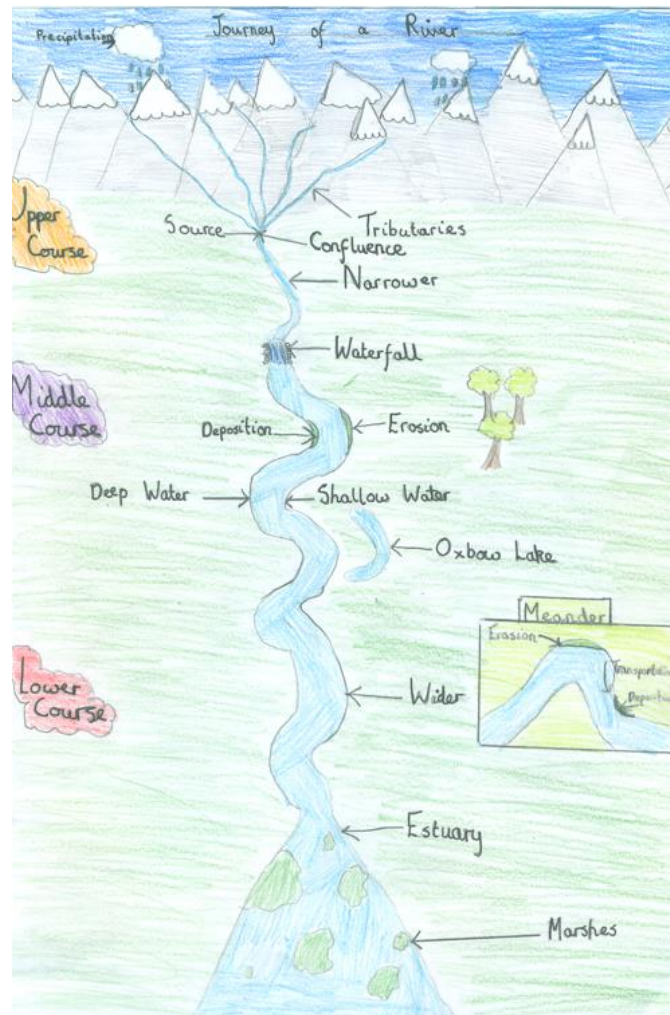
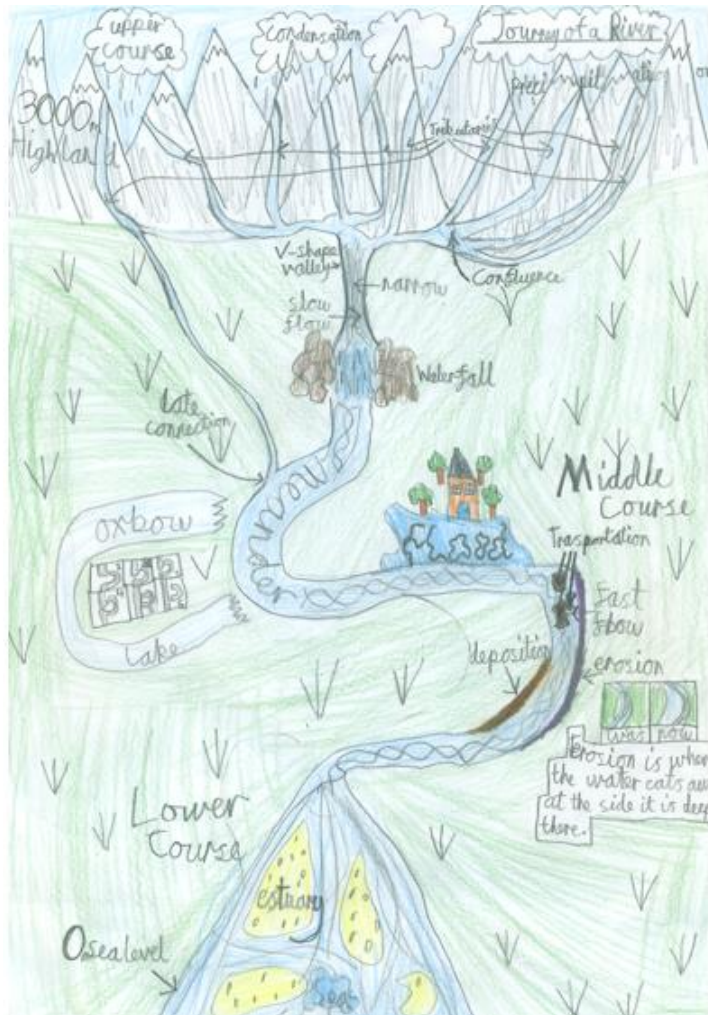
Mouth: The end point where the river flows into the sea, an ocean, a lake or even into another river.

Estuary: A partly enclosed area of water and wetland formed where a larger river meets the sea. The water here is a mixture of freshwater and salt water.

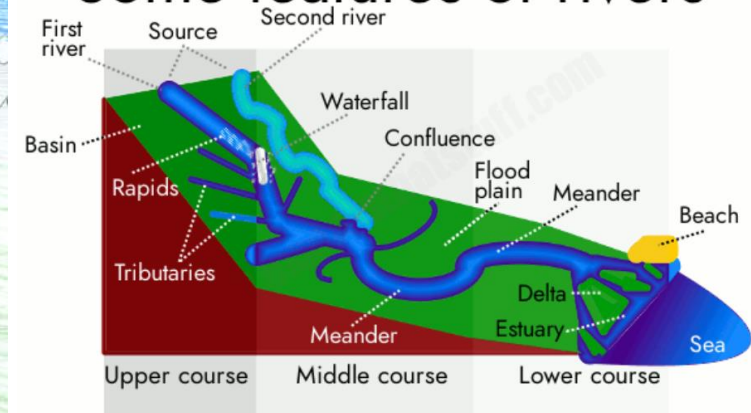
Bank: The land either side of a river. **Riverbed:** the channel in which the river flows.

What other features can you include?

Examples of a river journey



Some features of rivers



If you are unsure of any of the words, use the link below to help you.

<http://www.primaryhomeworkhelp.co.uk/ivers/glossary.html>

Now try this quiz: <https://www.twinkl.co.uk/resource/features-of-a-river-multiple-choice-quiz-tg-464>