



# St Uny CE Academy Weekly Home Learning

Class: Morvah



Monday		Tuesday		Wednesday		Thursday		Friday	
Morning Motivation									
Joe Wicks morning activities Monday, Wednesday, Friday (9am) <a href="https://www.youtube.com/playlist?list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZaJCX-b">https://www.youtube.com/playlist?list=PLyCLOPd4VxBuPuwfVuS-OBtK_kZaJCX-b</a> Tuesday & Thursday – get active together.									
2		2		2		2		2	
Spellings Refer to weekly spelling list and practise spellings.		Spellings Refer to weekly spelling list and practise spellings.		Spellings Refer to weekly spelling list and practise spellings.		Spellings Refer to weekly spelling list and practise spellings.		Spellings Spelling test	
<p>'The Write Stuff' virtual lesson link: <b>Feast session 1</b> <a href="https://www.youtube.com/watch?v=44mVf05-Crl">https://www.youtube.com/watch?v=44mVf05-Crl</a></p> <p><b>Alternative task:</b> This week, you will be writing a non-chronological report about Emperor penguins.</p> <p>- Watch the BBC documentary <a href="https://www.bbc.co.uk/iplayer/episode/p06mvqic/dynasties-series-1-2-emperor">https://www.bbc.co.uk/iplayer/episode/p06mvqic/dynasties-series-1-2-emperor</a></p> <p>Be on the lookout for the answers to the following questions: 1. What do the penguins travel to Atka Bay for? 2. How long will the winter ice sheet last? 3. How long do penguins pair up for? 4. How do penguins pair up? 5. How do the penguins cope with the cold and snowy Antarctic weather? 6. Why does the mother leave the unhatched egg? 7. How do the parents feed their penguin chicks? 8. Where does the father keep the penguin egg? 9. What is molting? 10. Where do the penguins go in the summer?</p> <p>Use the National Geographic Kids website to research Emperor Penguins.</p> <p>You will have to use the free sign up at the bottom of the page to be able to download the three PDF pages: <a href="https://www.natgeokids.com/primary-resource/emperor-penguins-skilledsurvivors/">https://www.natgeokids.com/primary-resource/emperor-penguins-skilledsurvivors/</a> • Collect and present key facts about Emperor Penguins from: <a href="https://www.natgeokids.com/uk/discover/animals/birds/emperor-penguins/">https://www.natgeokids.com/uk/discover/animals/birds/emperor-penguins/</a> • Use the pages and the website below to draw an Emperor Penguin life cycle map. <a href="http://www.antarctica.gov.au/about-antarctica/wildlife/animals/penguins/emperor-penguins/breeding-cycle">http://www.antarctica.gov.au/about-antarctica/wildlife/animals/penguins/emperor-penguins/breeding-cycle</a></p> <p>You can even complete a blubber investigation – see your 'Project' section for more details.</p> <p><b>You can select whether you want to do the virtual lesson or the alternative task.</b></p>		<p>'The Write Stuff' virtual lesson link: <b>Feast session 2</b> <a href="https://www.youtube.com/watch?v=NYUxhnhOG54">https://www.youtube.com/watch?v=NYUxhnhOG54</a></p> <p><b>Alternative task:</b> This week, you will be writing a non-chronological report about Emperor penguins.</p> <p>- Main heading / Hook / Location</p> <p><u>Steps to success:</u> 1) Alliteration and pun 2) Relative clause 3) Expanded noun phrase and superlative</p> <p>1) - Collect words to describe the penguins' unique attributes and combine these to create phrases/alliterative phrases – survivor, super, skilled, feathery, fighters. - You may choose to write a catchy pun – Antarctica's Got Talent; I'm a Penguin – Get me out of Here; The Ice Factor; Huddling on Ice.</p> <p>2) Locate Antarctica on a world map and discuss the harsh climate/conditions. Gather words/phrases to describe its position and climate – the most Southern continent; at the base of the globe; a fierce white world; a billowy white ocean; where even the sun bows its head to the ice queen.</p> <p>3) Watch clips of Antarctic weather. Collect words for the weather/landscape – coldest; windiest; barren wilderness; polar wasteland; dark night lasting for months; vast plains of ice; biting; mountainous. - Collect positive superlatives for the penguins – hardest, strongest, most enduring, most robust.</p> <p><b>E.g. The Emperor Penguin – Super Survivor.</b></p> <p>Antarctica, which is on the most southern continent, has one of the cruellest climates on Earth. Most species would perish within a matter of minutes on this continent's vast icy plains, but this frosty wilderness is home to one of the hardest species on Earth – the Emperor Penguin.</p> <p><b>You can select whether you want to do the virtual lesson or the alternative task.</b></p>		<p>'The Write Stuff' virtual lesson link: <b>Feast session 3</b> <a href="https://www.youtube.com/watch?v=RI1kX2zEh8Y">https://www.youtube.com/watch?v=RI1kX2zEh8Y</a></p> <p><b>Alternative task:</b> This week, you will be writing a non-chronological report about Emperor penguins.</p> <p>- Question / Unique</p> <p><u>Steps to success:</u> 1) Rhetorical question 2) Modal verb and adjectives 3) Complex sentences and superlative</p> <p>1) Create a list of positive rhetorical questions to draw in your reader – Isn't this the toughest animal on the planet? The King/Queen of the ice? The coolest animal on Earth? Are they just playing it cool? Special forces or born survivors?</p> <p>2) Collect modal verbs – might, could, must, may, can, shall, should, would. Orally create a sentence using a modal verb and the word 'swimming'. Look at images/clips of penguins and describe its movement/appearance – adorable, clumsy, shuffling, comical, waddling, flippers, flightless, webbed feet, yellow-headed, tobogganing.</p> <p>3) Collect conjunctions for opposition – but, whereas, however, although, in contrast. Gather words for evolved – adapted, developed. Develop some phrases that would suitably describe the Antarctic – a land where the sun doesn't rise for months at a time; a white world with no horizon; stark twilight world; perilous place.</p> <p><b>E.g. Special forces – trained or born survivor?</b></p> <p>You might think of penguins as clumsy, flightless flappers, with their waddling walk and their habit of tobogganing across the ice on their bellies. But, unlike other species, the emperor Penguin has evolved to become the only creature capable of spending its winter on this ferocious ocean of white ice.</p> <p><b>You can select whether you want to do the virtual lesson or the alternative task.</b></p>		<p>'The Write Stuff' virtual lesson link: <b>Feast session 4</b> <a href="https://www.youtube.com/watch?v=xYao268pLEA">https://www.youtube.com/watch?v=xYao268pLEA</a></p> <p><b>Alternative task:</b> This week, you will be writing a non-chronological report about Emperor penguins.</p> <p>- Subheading / Fascinating facts / Time of the year</p> <p><u>Steps to success:</u> 1) Relative clause and pun 2) Fronted adverbial and brackets 3) Subordinate conjunction</p> <p>1) Recap your blubber investigation and use the sub-heading – Blubberous! Collect vocabulary for extreme weather conditions – freezing, horrendous, perilous, blizzard-beaten. Gather synonyms for 'protects' – shields, guards, insulates, fortifies, defends.</p> <p>2) Refer back to your research on – the life cycle of a penguin, the time of the Antarctic summer and a penguin's diet Discuss how the blubber is created. Create sentence openers to introduce the time of the year – Each summer; Every summer; In the summer months; During the Antarctic summer; When the sun stands over the Antarctic landscape; When the sun is a constant in the Antarctic skies; In the days when the sun never sets; When the sun stands guard above the horizon.</p> <p>3) Discuss the benefits of blubber and use your research to consider the uses of blubber. How does it help the penguin?</p> <p><b>E.g. Blubberous!</b> Additionally, penguins have a thick layer of excess fat, which is called blubber, to help protect them from freezing exposure in this perilous world. Each Antarctic summer (between December and March), the penguins feast on fish, krill and squid to double their body weight, creating a thick layer of blubber beneath their feathers. While playing a crucial role in keeping the penguins warm, this blubber gives them the stamina to survive without food for prolonged periods of time.</p> <p><b>Now use your research to complete the following sections – Habitat; Life cycle; Relationships/Mating; Raising young; Dangers/predators.</b></p> <p><b>You can select whether you want to do the virtual lesson or the alternative task.</b></p>		<p>'The Write Stuff' virtual lesson link: <b>Feast session 5</b> <a href="https://www.youtube.com/watch?v=Bv1cNPhD0yk">https://www.youtube.com/watch?v=Bv1cNPhD0yk</a></p> <p><b>Alternative task:</b> This week, you will be writing a non-chronological report about Emperor penguins.</p> <p>- Subheading - Conservation / Fascinating fact / Labelled photograph / Caption</p> <p><u>Steps to success:</u> 1) Rhyme 2) Fronted adverbial 3) Passive voice and relative clause</p> <p>1) Look at the Antarctic infographic (<a href="https://visual.ly/community/Infographics/environment/why-protect-antarcticas-ocean">https://visual.ly/community/Infographics/environment/why-protect-antarcticas-ocean</a>) and discuss threats to the area. Collect words which rhyme with 'conservation' – salvation, nation, recommendation, consideration, contemplation.</p> <p>2) Collect negative adverbials – tragically, sadly, disturbingly, horribly, horrifyingly, terribly, appallingly. Give words for consider – worry, concern. Collect words for uncertain – unclear, precarious, dubious, undetermined, unsure, indefinite.</p> <p>3) The passive voice can be used to describe the dangers to the penguins without giving a subject (a person/people who have caused these negative things to happen) E.g. The window was smashed; Civilians were shot at; The match was cancelled; The meeting was called off. List some of the threats to the Antarctic – dramatic drop in penguin prey; thinning of the ice; rise in temperatures; oil spills, pesticides, construction; the dumping and burning of rubbish. Why would a writer not want to say who was causing the damage to Antarctica?</p> <p><b>E.g. Conservation Nation</b> Sadly, experts are considering how long this remarkable life cycle can continue as the risks of global warming make the Emperor Penguins' future uncertain. A dramatic drop of penguin prey in the waters has conservationists concerned that this unique environment could be destroyed forever.</p> <p><b>Find an appropriate image of an Emperor Penguin and label its features – webbed feet for swimming; packed plumage; strong flippers for swimming.</b> <b>Collect penguin jokes of puns to write a caption or your image – Krill-ax/Krill-out; Squidding around; What to you call a cold penguin? A br-r-d.</b> <b>Add some fact boxes to share any information that does not naturally fit into your previous sections - Three Feathery Facts:</b> 1) Emperor Penguins partner anew each year. 2) Every penguin has a unique call so they can find one another among hundreds of others. 3) The Emperor Penguin is the largest of all penguins – growing up to 115cm tall.</p> <p><b>You can select whether you want to do the virtual lesson or the alternative task.</b></p>	

Follow the link below to watch a demonstration lesson on reviewing factors and complete the questions as you go.

<https://vimeo.com/464220956>

If you cannot watch the clip, or if you want extra practice, try the questions below.

2. True or false? All of these numbers are factors of 22.

4	1	22
2	6	11

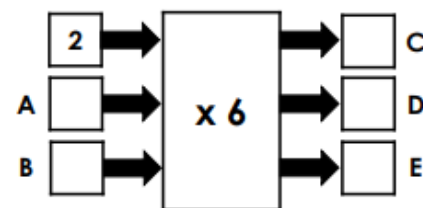
4. Complete the missing factors of 27.

1			27
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5. Complete the square using factor pairs for each number in the shaded boxes.

		42
4		24
28	36	

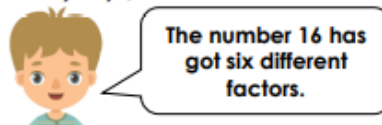
6. Three factors are put into the machine below. Use the clues to work out what the missing factors and products could be.



D is double C.  
B is an odd number.  
E is bigger than D but smaller than 40.

7. Class 5 have been finding factors.

Tommy says,



Is he correct? Prove it.

Follow the link below to watch a demonstration lesson on using common factors and complete the questions as you go.

<https://vimeo.com/464241360>

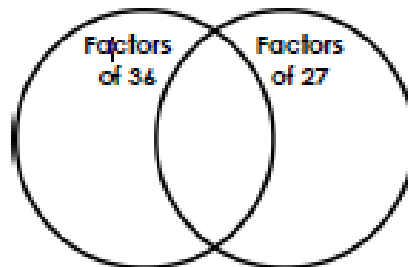
If you cannot watch the clip, or if you want extra practice, try the questions below.

5a. Tick the factors of each number to find some common factors of 56 and 72.

	56	72
6		
7		
8		
9		

6b. Sort the numbers into the Venn diagram.

3	6	4
2	9	12



1b. Investigate common factors to find the odd one out.

5	6	15
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Explain your reasoning.

3a. A baker is packing 15 cupcakes and 20 chocolate cakes.

The same number of cakes must be packed into each box.

What is the largest number of cakes that can go into each box?

Prove it.



Follow the link below to watch a demonstration lesson on using common multiples and complete the questions as you go.

<https://vimeo.com/465048249>

If you cannot watch the clip, or if you want extra practice, try the questions below.

5b. True or false?

The lowest common multiple of 7 and 8 is 56.

Key Facts	
7 x 2 = 14	8 x 2 = 16
7 x 5 = 35	8 x 5 = 40
7 x 10 = 70	8 x 10 = 80
7 x 12 = 84	8 x 12 = 96

6b. Here is part of a 100 square.

41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90

A common multiple of 3 and 4 has been circled. Circle the next 3.

Key Facts	
3 x 2 = 6	4 x 2 = 8
3 x 5 = 15	4 x 5 = 20
3 x 10 = 30	4 x 10 = 40
3 x 12 = 36	4 x 12 = 48

5a. Chen says,



The lowest common multiple of 9 and 12 is 108 because 9 x 12 = 108

Is he correct? Explain why.

Key Facts	
9 x 2 = 18	12 x 2 = 24
9 x 5 = 45	12 x 5 = 60
9 x 10 = 90	12 x 10 = 120
9 x 12 = 108	12 x 12 = 144

6a. Below are 5 common multiples of 4 and 5. What numbers could be covered by the splats?

40	60	100
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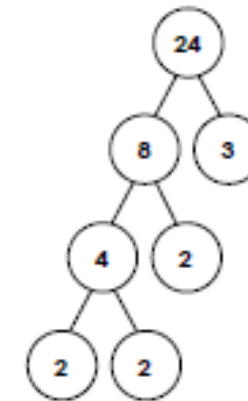
Key Facts	
4 x 2 = 8	5 x 2 = 10
4 x 5 = 20	5 x 5 = 25
4 x 10 = 40	5 x 10 = 50
4 x 12 = 48	5 x 12 = 60

Follow the link below to watch a demonstration lesson on division using prime numbers to 100 and complete the questions as you go.

<https://vimeo.com/465049678>

If you cannot watch the clip, or if you want extra practice, try the questions below.

7a. Colour all the prime factors in the factor tree.



8a. True or false?

The only prime factors of 35 are 7 and 5.

5a. Make 2 prime numbers up to 100 using the digit cards below whose total is 94.

1	5	3
9	4	

6a. Whose statement is correct?



The sum of two prime numbers equals 32.

The sum of two prime numbers equals 55.



Explain why.

Practise your times tables up to 12 x 12 – you need to be able to shout out the answer within 6 seconds.

Play these games to help practise first:

<https://www.topmarks.co.uk/mathsgames/hit-the-button>

<https://mathsframe.co.uk/en/resources/resource/383/Marlons-Magical-Maths-MissionMultiplication>

<https://mathsframe.co.uk/en/resources/resource/289/KS2-Maths-Invaders>

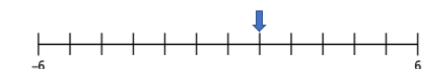
Use TTRS to build your pace – see if you can beat Miss Griffiths' weekly challenge on Rockslam!

## Flashback 4 Year 6 | Week 7

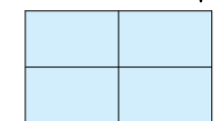
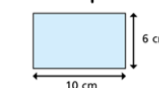
- Do the counters represent 3 squared or 3 cubed?
- What are the first 5 multiples of 12?
- Calculate  $640 \div 80$
- How many millimetres are there in half of a metre?

## Flashback 4 Year 6 | Week 5

- Work out the missing number.  $78 \div ? = 8$
- Will  $996 \div 3$  have a remainder in the answer?
- What number is the arrow pointing to?



- Use the first shape to work out the perimeter of the second shape.



<b>5</b> <b>Reading</b>	<p><b>Reading</b></p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p><b>Link to free online e-books:</b>  <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a></p>	<p><b>Reading</b></p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p><b>Link to free online e-books:</b>  <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a></p>	<p><b>Reading</b></p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p><b>Link to free online e-books:</b>  <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a></p>	<p><b>Reading</b></p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p><b>Link to free online e-books:</b>  <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a></p>	<p><b>Reading</b></p> <p>20 minutes of reading with an adult. Make sure you log in reading record.</p> <p><b>Link to free online e-books:</b>  <a href="https://home.oxfordowl.co.uk/reading/free-ebooks/">https://home.oxfordowl.co.uk/reading/free-ebooks/</a></p>
<b>6</b> <b>Project</b>	<p style="text-align: center;"><b>PE</b></p> <p>Use the following link (<a href="https://www.getset.co.uk/tokyo-ten">https://www.getset.co.uk/tokyo-ten</a> ) to access the Tokyo Ten activities, which are a range of cross curricular resources and ideas that can be done at home around the theme of the 2020 (now 2021) Tokyo Olympics.</p> <p>Tokyo Ten activities provide simple ways to get active with family or classmates. All you need is ten minutes and simple equipment, and you will find discover new, simple ways to get moving.</p> <p>Watch the animations below to see the Tokyo Tens 'Duster Dodge' and 'Random Routines' in action!</p> <p><b>RECOMMENDED AGE GROUP:</b> 5-11 and their families  <b>TIME REQUIRED:</b> 10 minutes  <b>EQUIPMENT:</b> simple household/classroom equipment – balls, music, dusters</p> <p style="text-align: center;"><b>Science – Link to writing session 1</b></p> <p><b>Blubber investigation</b> – you will need:</p> <ul style="list-style-type: none"> <li>• Three plastic Ziploc bags</li> <li>• Shortening or margarine</li> <li>• Bowl of ice water</li> <li>• After a discussion about blubber, what it is, and its purpose, place a bowl full of ice water on the table. In advance, fill and seal two Ziploc bags with shortening/margarine at room temperature. Place these inside another open Ziploc bag.</li> <li>• Firstly, have each pupil put their free, bare hand into an empty plastic bag and into the ice water. Describe how it feels. (Warning: Do not have the water too cold or let them leave their hand in it for too long). Then have them put their other hand inside the Ziploc bag, in between the two bags of margarine (wearing the bag like a glove) and put this hand into the bowl of ice water. Describe the difference in feeling. Which hand was colder in the ice water?</li> <li>• Discuss how the margarine insulates the hand and prevents heat loss, similarly to blubber.</li> </ul> <p style="text-align: center;"><i><u>You can also select on-going 'Chilli Challenge' homework tasks.</u></i></p>				