Writing

- This week, we are going to be continuing with the alien theme.
- We have 2 creative challenges to complete: designing your own alien, then a planet called, ‘Zargon’.
- We will begin to think about specific features of newspapers, e.g. headlines, quotes and the 5 ‘w’ questions before we collate it all together and write our own newspaper report next week.
- Have fun!

Writing - Day One

★ <u>Creative challenge:</u> On a separate piece of paper, create your own alien. How many eyes will it have? How many legs? What colour will its skin be? What special powers will it have? Label your alien to show what it can do e.g. *laser eyes for fighting enemies.*

Reading – Day One

- https://www.bbc.co.uk/bitesize/articles/z62fvk7
- Click on or copy and paste the link above and listen to Ed Petrie reading extract 1 from ‘Dindy and the Elephant’. The extract is also in written form a little lower on the page.
- Answer the 3 questions after listening/reading the extract.
- 1) What is a cobra snake and what does it look like?
- 2) How do you think Pog is feeling in this extract?
- 3) Do you think the characters will now go home?

Spellings for week 4 - Homophones & near homophones.
Words that sound the same but are spelled differently and have different meanings

- Group 1 - new knew, blue blew, sea see, so sew, sun son, meet meat, bye buy

- Group 2 - hole whole, vein vain, aloud allowed, father farther, isle aisle, cereal serial, whether weather, pause paws, feet feat

Spelling activities for week 4

- Try and learn the words for 5 – 10 minutes each day. Break down the words into syllables and/or use the 'Look, Say, Cover, Write, Check' method to help you learn them. Complete one of the activities below during the week: New ones are highlighted in green.

- Write your words using one colour for the vowels and another colour for the consonants
- Word classes – sort your spelling words into nouns, verbs, adjectives, adverbs etc
- Find an antonym (opposite) for each of your spelling words
- Write your words, then write them again with the letters mixed up. Can you unscramble them the next day and spell them correctly?
- Write your words. Then use a coloured pencil to divide your words into syllables, e.g. sen-tence, re-mem-ber
- Use a thesaurus to find some synonyms
- X words – write 2 words with 1 letter in common so that they cross over each other, as if they were on a scrabble board
- Type out your words on the computer – try to use at least 4 different fonts
- Set a timer for 2 minutes. See how many times you can write each word perfectly during that time.
- Ask an adult to test you at the end of the week. Good luck!

06.05.20 - Answers

Question 1 a): 12 squares is a larger area than 10 squares, so Aki's bed is larger.

Question 1 b): Kate has 26 squares of empty space.
Aki has 23 squares of empty space.

Question 1: Rectangle A = 20 squares
Rectangle B = 18 squares
Rectangle C = 18 squares

Question 2: The area of Shape A is 30 squares.
The area of Shape B is 30 squares.

1. a)

Object	Area (squares)
Desk	10
Chair	5
Wardrobe	18
Mat	10
Bookshelf	7
Bed	32
Answers will vary	Answers will vary

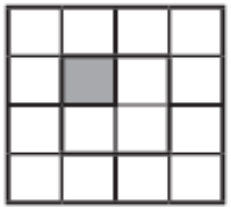
b) Answers will vary depending on object.

2. Rectangle A has an area of 18 squares.
Rectangle B has an area of 10 squares.
Area of A + B = 18 squares + 10 squares = 28 squares.
The whole shape has an area of 28 squares.

3. Answers will vary depending on rectangles drawn.
Total area will be a multiple of 3.

4. 20 squares

5. Different answers possible. Each field should have an area of 3 squares; for example:

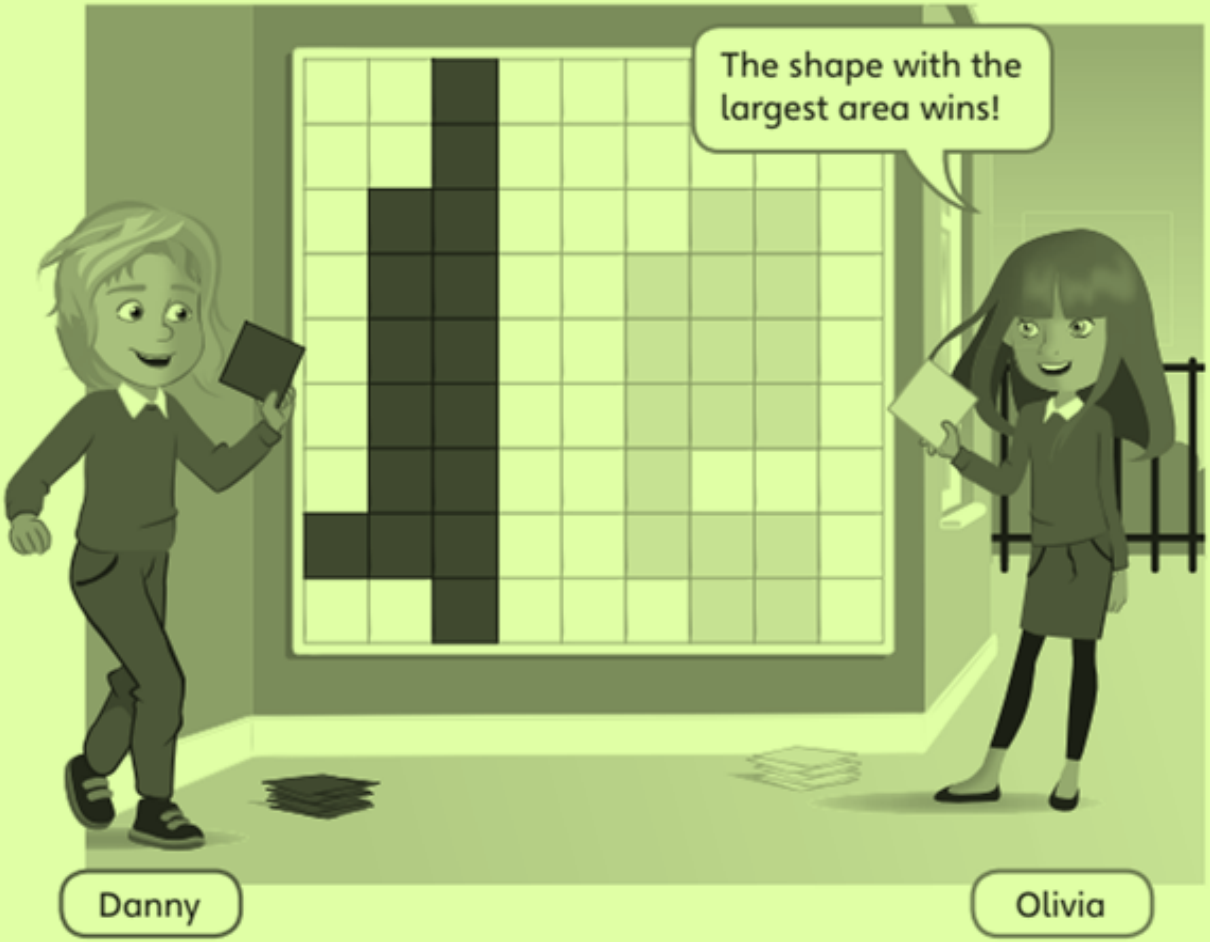


Reflect

Methods may vary; for example:
Line up the sides of the shape with the edges of the squares as much as possible. Draw around the cardboard shape and then count the number of squares within the shape outline.

Lesson 24 – WALT: Compare area.

Discover



1 a) Who is winning the game? How do you know?

b) Which is larger: the area of the board that is covered or the area of the board that is not?

Can you predict who is winning the game just by looking? Which shape is taller, does that mean it will have the greater area?

How can you compare the areas?

Share

a) The more squares that fit inside a shape, the larger its area.

Count the squares inside each shape.

Danny's red shape has an area of 16 squares.

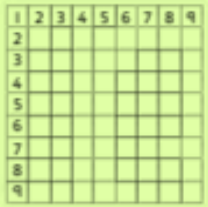
Olivia's yellow shape has an area of 17 squares.

17 > 16, so Olivia is winning the game.

b)

I am going to count all of the white squares.

I will multiply to find the total area of the board. Then I will subtract the coloured squares.



total area of the board

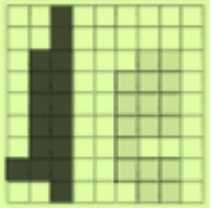
= 9 × 9

= 81

area of coloured squares

= 16 + 17

= 33



area of the white squares

= 81 – 33

= 48

The area of the board that is covered is 33 squares. The area that is not covered is 48 squares.

33 < 48

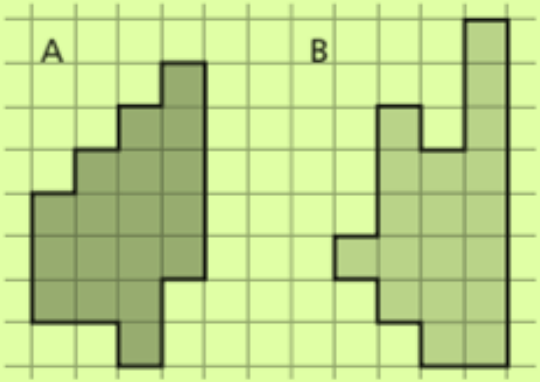
The area of the board that is not covered is larger.

Can you tell who is winning just by looking? How can you check which shape has a larger area?

One way to find the number of white squares is to count all the white squares. Is there another way?

Think together

1 Which shape has the larger area?



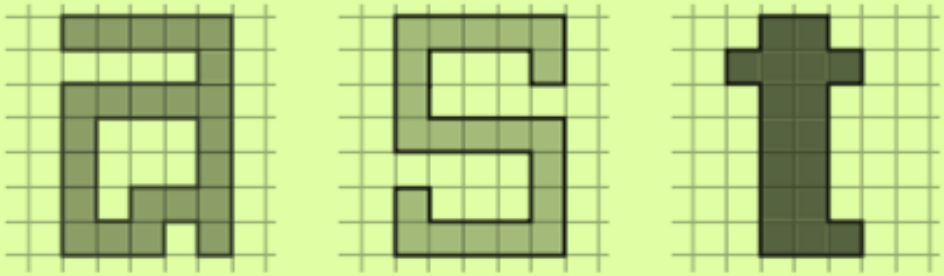
Area of A = ☐ squares.

Area of B = ☐ squares.

☐ > ☐

Shape ☐ has the larger area.

2 **a)** Find the area of each of these letters.



Letter a = ☐ squares

Letter s = ☐ squares

Letter t = ☐ squares

b) Put the letters in order of size, from smallest to largest area.

☐ , ☐ , ☐

What is the only way to compare areas accurately?

Are the squares inside the middle of the shape a part of its area? Why/Why not?

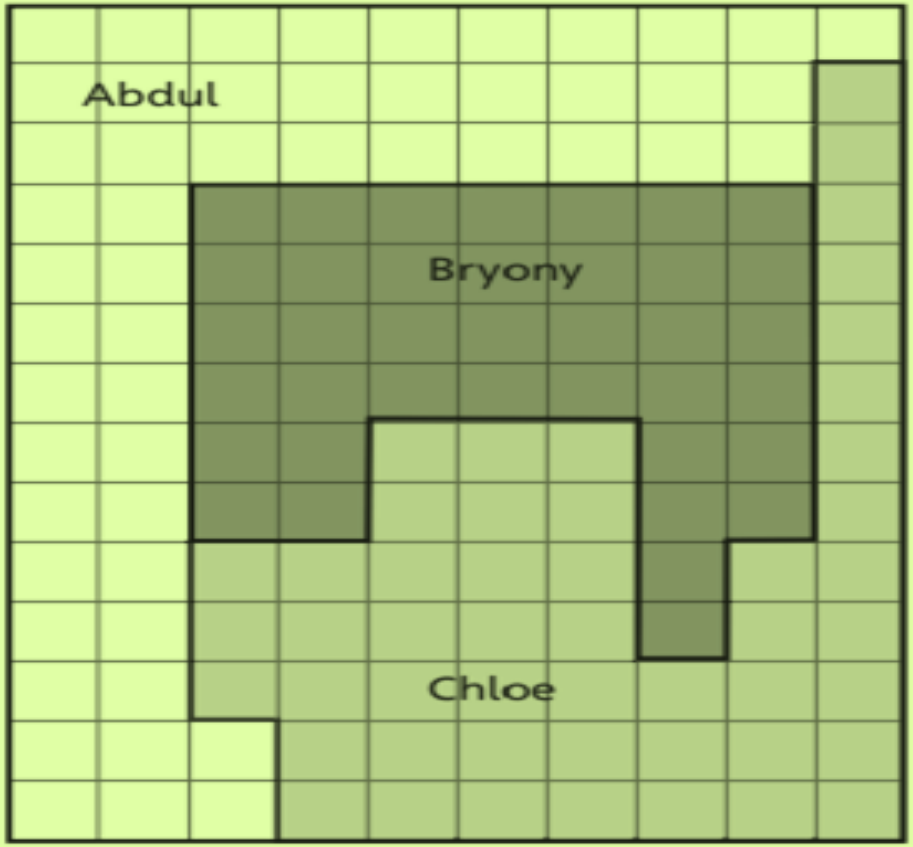
Practice Questions

1 Abdul, Bryony and Chloe have finished playing a game.

The winner is the person who has made the shape with the largest area.

a) Without counting, who do you think has won the game?

_____



b) Now count the squares to complete the table.

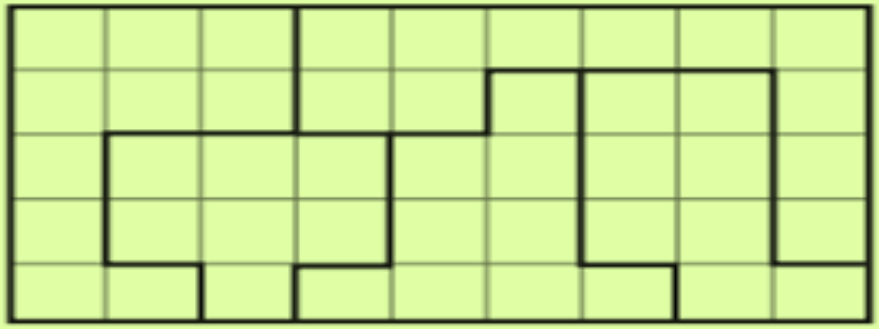
Player	Area of shape
Abdul	
Bryony	
Chloe	

c) Who has won the game? Explain how you know.

_____

_____

2 Look carefully at the shapes on this board.

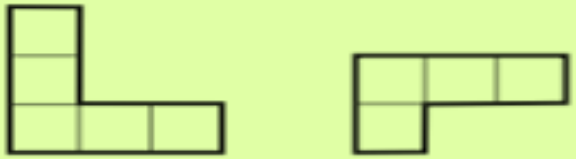


a) Label the shape with the smallest area A.

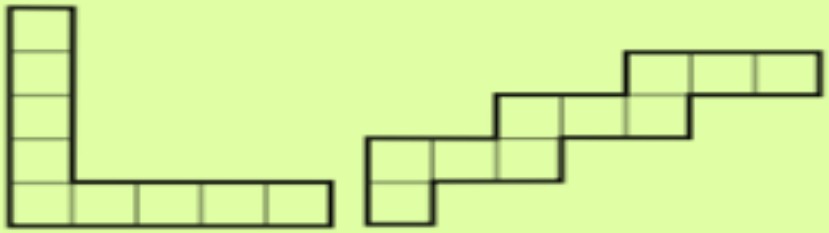
b) Label the shape with the greatest area B.

c) The area of the whole board is ☐ squares.

3 Write the area of each shape in the box underneath, then colour in the shape with the larger area in each pair.

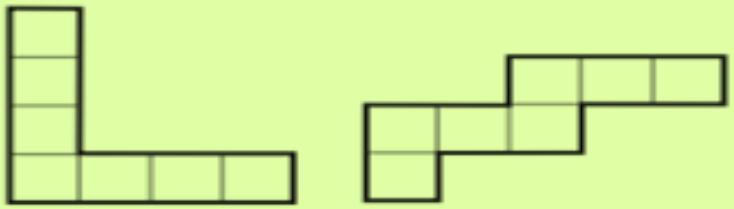


a) ☐ squares ☐ squares



c) ☐ squares ☐ squares

b) ☐ squares ☐ square



d) ☐ squares ☐ squares

4 Is it always, sometimes or never true that taller, wider shapes have a greater area than shorter, narrower shapes?

CHALLENGE

_____

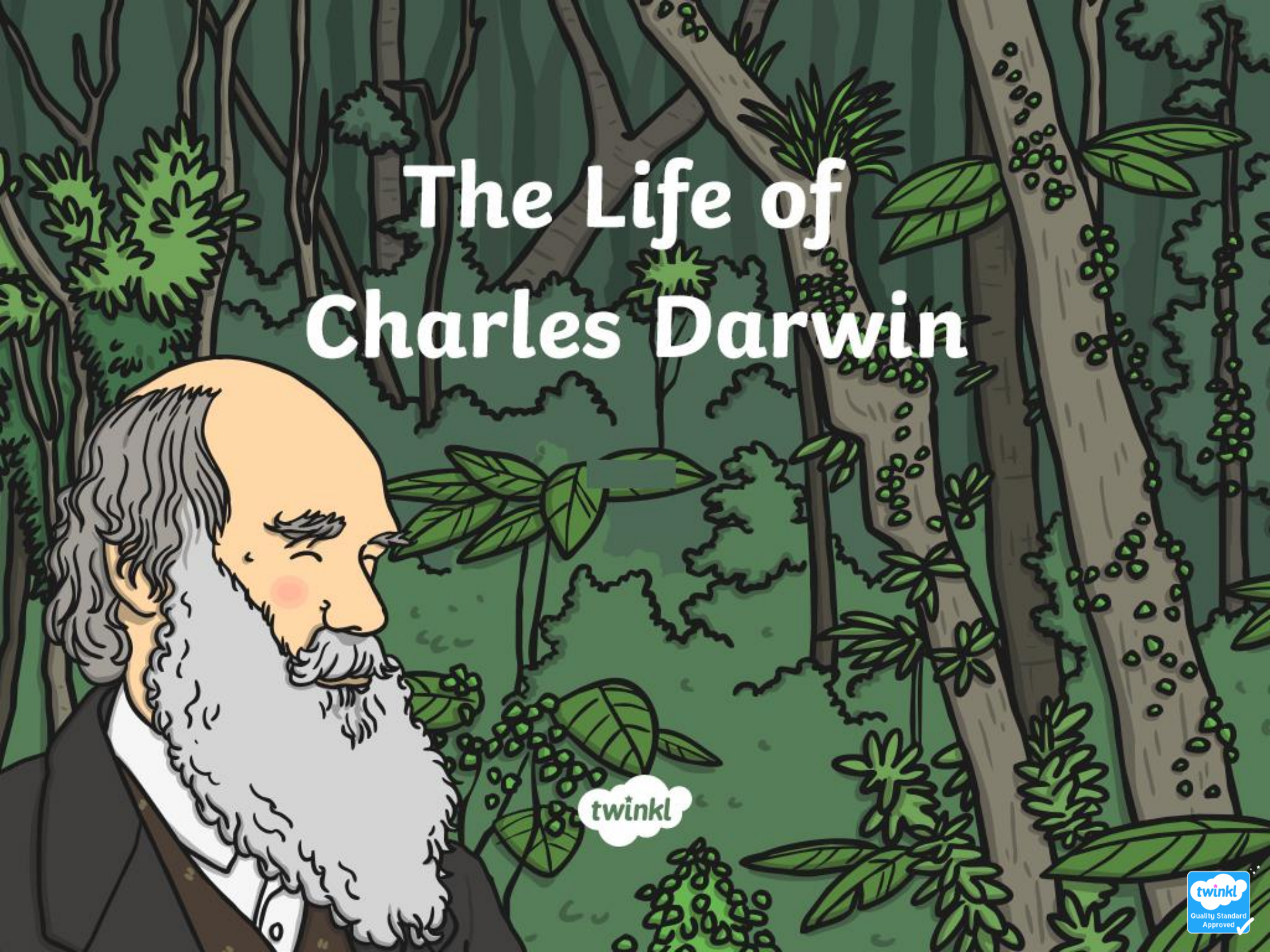
_____

Draw some shapes to try out your ideas.

Reflect

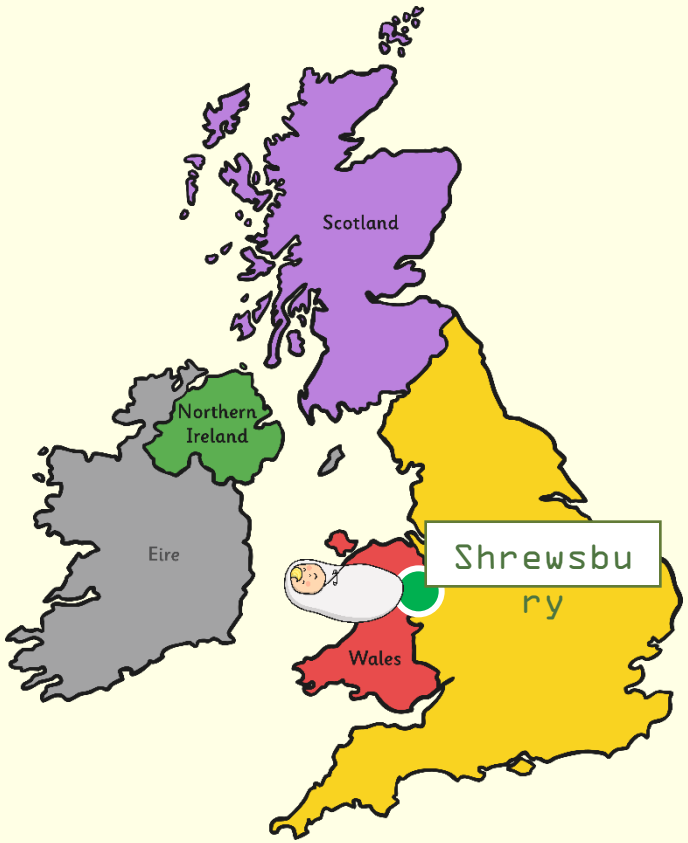
- To compare the areas of two shapes, I would _____

The Life of Charles Darwin



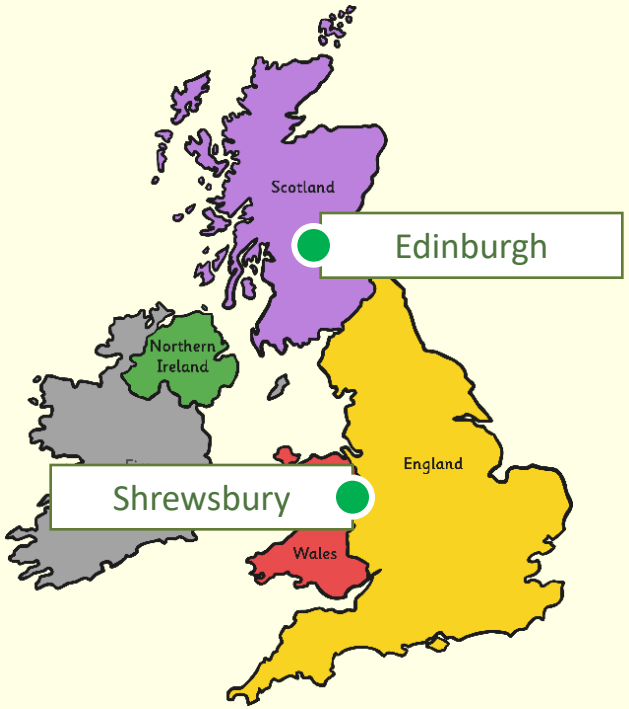
Who Was Charles Darwin?

Charles Darwin was born on 12th February 1809
in Shrewsbury, England.



When he was nine years old, Charles Darwin went to Shrewsbury School for boys. Darwin did not particularly enjoy school and found some of the work, like Latin and Greek, hard. He did, however, love science and was always asking questions. When he was 13 years old, he set up a science lab in his garden shed.

When he was 16 years old, Darwin was sent to Edinburgh to train to become a doctor, like his father, grandfather and brother, who were also all doctors.

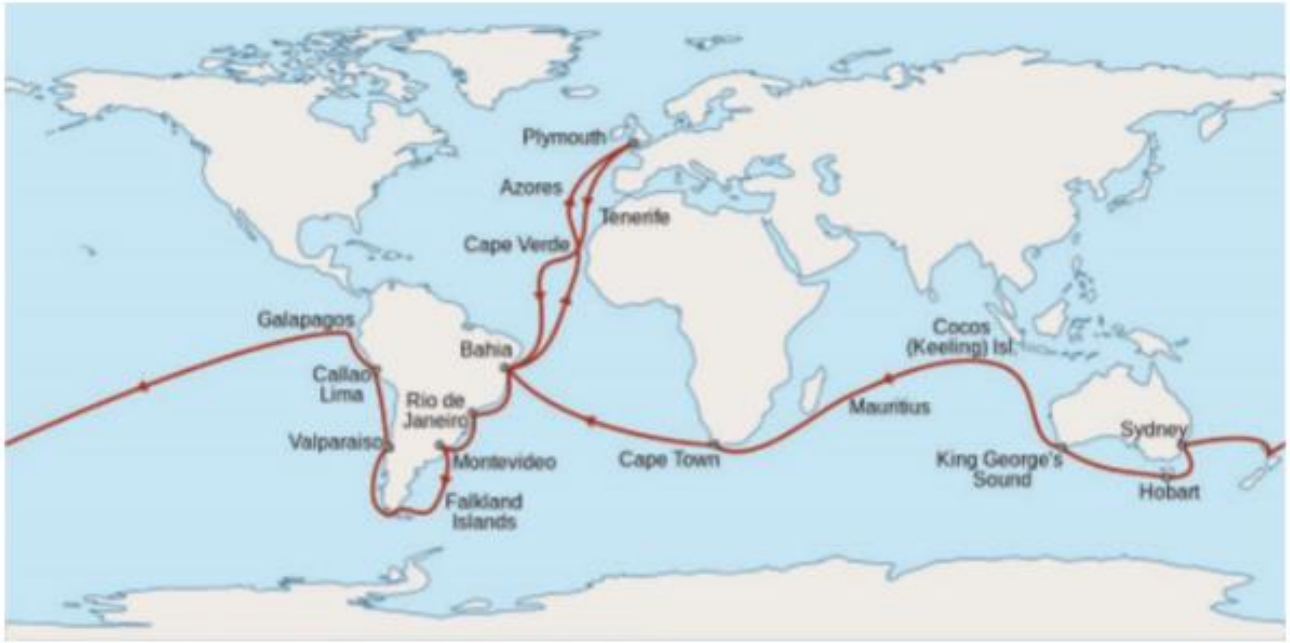


However, Darwin did not enjoy it and knew he did not want to become a doctor. He didn't like looking at blood. His father then sent him to Cambridge to become a vicar but he was more interested in learning about nature and animals. He had lots of friends and teachers at university who helped him to learn more about these things.

Darwin passed his exams to become a vicar but he did not want this to be his job. John Henslow, a teacher from Cambridge, sent him a letter saying that Robert FitzRoy, the captain of the ship HMS Beagle, was looking for someone to be the ship's naturalist. The person would have to explore, collect and record information about the rocks, plants and animals that they found on their trip. Darwin knew this was his dream job and so persuaded his father to let him go on the trip.

A model of HMS Beagle

The Voyage of the Beagle



Interesting Fact

In 1831, Charles Darwin was invited to join the HMS Beagle on a world trip of discovery; it left port in Plymouth in England on 27th December 1831. On 31st May 1836, the Beagle landed at Simon's Town, near Cape Town. Darwin spent 18 days in the Cape meeting up with an old friend, Sir John Herschel (a British astronomer), and investigating some of the local flora and fauna. He went on to publish the findings of his trip in a collection of books called 'Zoology of the Voyage of H.M.S. Beagle'.

Can you locate these places in an atlas or using google maps?

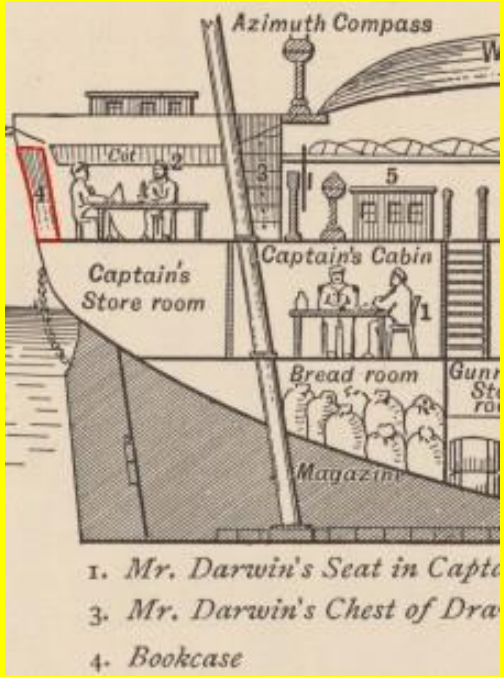
The Beagle: Darwin's Kit List

Charles was the ship's **naturalist**. Each time the ship docked he would explore and investigate the local area. He was probably quite happy to be on dry land for a while, as he got very seasick! As the ship's naturalist, Charles captured and collected endless species. He was fascinated by what he saw and wrote many detailed descriptions with illustrations. Some he preserved in special liquid in jars to be studied later. Other specimens were stored in barrels and crates that were sent back to the UK.

David Attenborough is a **naturalist**.

Some specimens even landed up as supper! One story tells how Darwin and his crew were feasting on a particularly tasty bird when half way through the meal he realised it was a new species, and quickly rescued any bits of bone that remained!

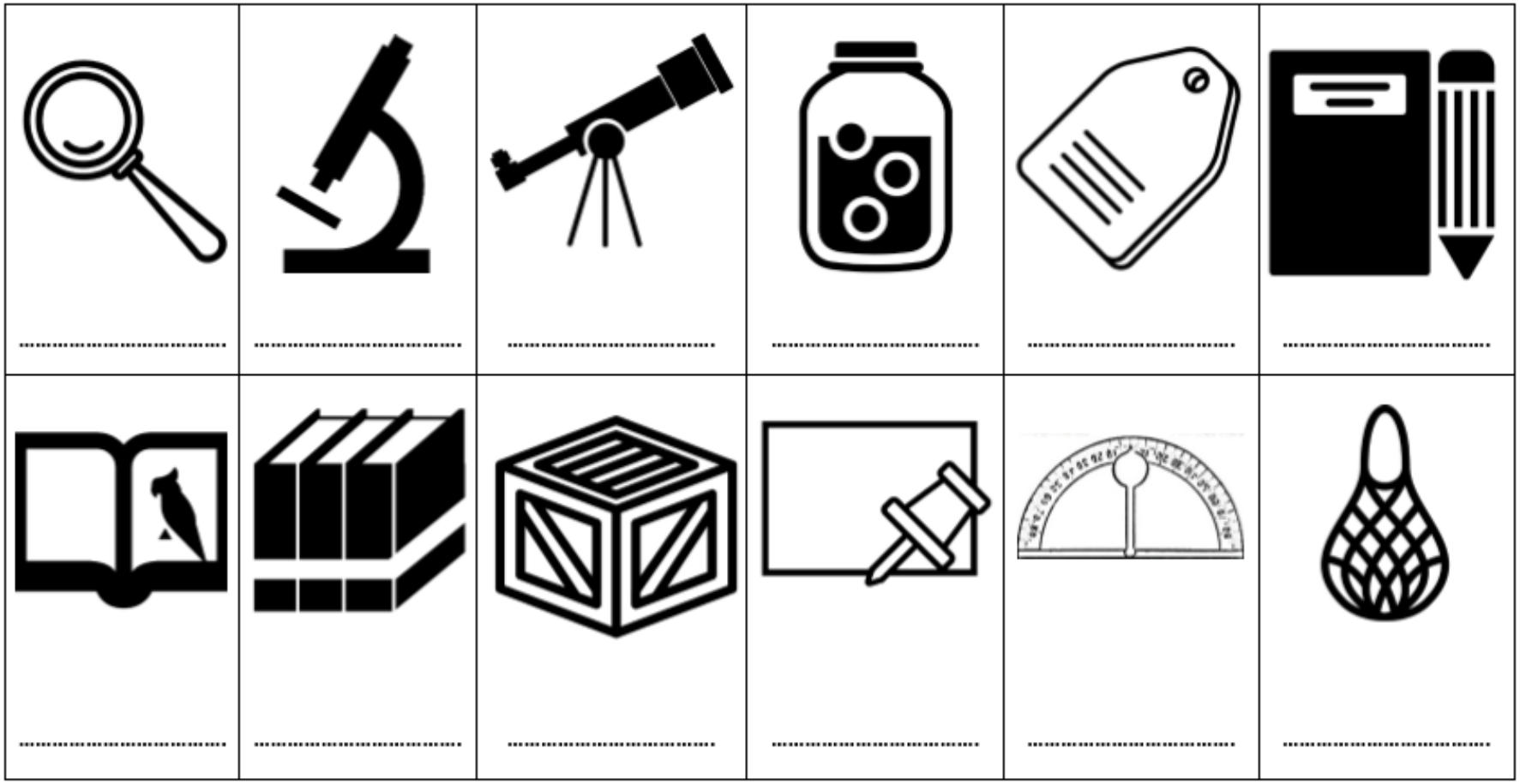
Darwin shared the poop deck cabin with two other crew members. It measured only 3 x 3.5 metres and contained a library, instrument stand and a large chart table in the middle. It was here that Darwin studied and preserved specimens, wrote letters and notes and rested in his hammock during the bouts of sea-sickness.



What would a naturalist need on board HMS Beagle? Use the picture clues below to help you write a kit list for Charles Darwin.

Either print out this sheet and write the name of the kit below or just write the kit list in your books.

Darwin's kit list images



Try yourself first and if you get stuck look at the next slide.

What would Charles Darwin need on board HMS Beagle?

What equipment would he have needed to carry out his research?

Have a look at the images of his 'kit list' on your worksheets and decide what each item is and what it would be used for.

- hand lens
- microscope
- telescope
- storage jars and preserving liquid
- card labels
- notebook and pencils / pens
- taxidermy book
- reference books
- storage crates
- boards and pins
- clinometer
- plankton nets

Have a look at the answers. How accurate were your ideas? Are there any you find tricky? Look up the meaning of any you are unsure of.

Which pieces of equipment do you think we still use now?

How do you think these pieces of equipment have changed over time?

How new technologies help naturalists and scientists today

Scientists have replaced light microscopes with powerful microscopes that can magnify specimens up to 10,000,000x!

Whilst scientists still make notes in the field using pen and paper, they are able to share thoughts and findings instantly . Darwin would have to wait weeks, sometimes months for his letters to be carried by ship. There were no telephones or internet for rapid communication.

Now information can be found instantly using internet search engines like Google, rather than relying on searching through large reference books such as those that filled Darwin's shelves.

Digital technology is even used for preserving species. Many plant and seed samples that were preserved and mounted on sheets of paper and card are now being digitised and are accessible online to anyone in the world that wants to see them.

We enjoy these technologies when watching wildlife programmes. Watch David Attenborough in the Galapagos.

https://www.youtube.com/watch?v=czpPbDGHOZA