

Bedmond Academy

Home Learning

Week 5

Challenge 2

Guided Reading

Some of the resources used on this document are from Twinkl.



Remember to carry on reading every day, as we would do in school.



Tara peered timidly around the brick wall, her clothes a beautiful kaleidoscope of colour. Vivid beads and a jaunty red trim stood out on a background of emerald green. She watched as the other children laughed and shouted to one another. Her heart ached within her. She put out one foot but then swiftly retreated. She hung her head, several gold earrings clung to the top of her ears as if worried they might slip off. Tara withdrew further behind the wall but her sorrowful, nut-brown eyes continued to linger on the horde of children.

Activity one:

1. Read the short character description and highlight all the adjectives and adverbs used. Once you have highlighted the words, use a dictionary to find the meaning of words that you do not know.
2. **Personification** is when you give an animal or object qualities or abilities that only a human can have. Use a different colour to highlight the use of personification.

Activity two:

1. How do you think Tara is feeling? How do you know? What clues can you find in the text?
2. Predict- What do you think might have happened for Tara to be feeling like this?

English

This week we will be focussing on Poetry and writing our own sound poems.

The Sound Keeper

I read a book this morning
With photos of the past;
Of memories when I was young,
And sounds that always last.

The pictures were of holidays,
The pictures were of me,
But the ones that I remembered best
Were right beside the sea.

The crying of the seagulls,
The laughter in the air,
The hum of all the people,
And the music of the fair.

The slurp of drippy ice cream,
The fizz of cola pop,
Applying sun cream to my back,
Slippy, slappy, slop.

The whooshing of the pebbles,
The crashing of the waves,
The gurgling and rushing
Of the water in the caves.

The sound of my legs splashing,
Swimming in the sea,
Dad is paddling to my left
And Mum is here with me.

I read a book this morning,
The sounds, they always last.
It keeps them there, fresh like now,
Memories of my past.



twinkl
Quality Standard Approved

Activity one: Read the Poem 'The Sound Keeper' and answer the following questions.

1. What were the pictures of? Tick two.

holidays seagulls me Grandpa

2. The crying of the seagulls

What other word could the poet have used instead of crying to show how the seagulls sounded?

3. What two sounds did the ice cream and cola pop make?

4. What happened when the water hit the rocks?

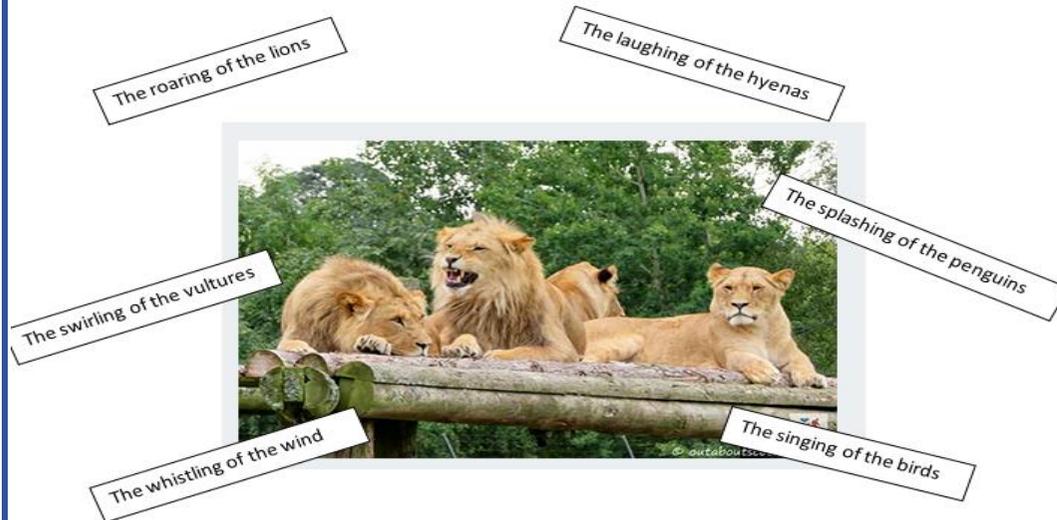
5. Number the events below to show the order in which they happen in the poem. The first one has been done for you.

- pebbles whoosh
- Dad paddles
- 1 seagulls cry
- sun cream slops
- legs splash

Activity two: In poetry we call sound words Onomatopoeia. **Onomatopoeia** is a word that mimics the sound of the object or action it refers to. The poet also uses Personification in her poem. **Personification** is when you give an animal or object qualities or abilities that only a human can have. For example: The crying of the seagulls.

In the poem 'The Sound Keeper', the poet is looking through photos of a special holiday and thinking about all the sounds that she could hear. Could you find a photo of a special holiday or a special day that you had (birthday party, family visiting or exciting things that you have been doing at home) and think about all the sounds that you could hear. Draw a picture of your special holiday or day and around the picture write down all the sounds. Look at my example below and create your own one, you can use the Onomatopoeia word mat to help you if you need it.

My holiday to a Safari park

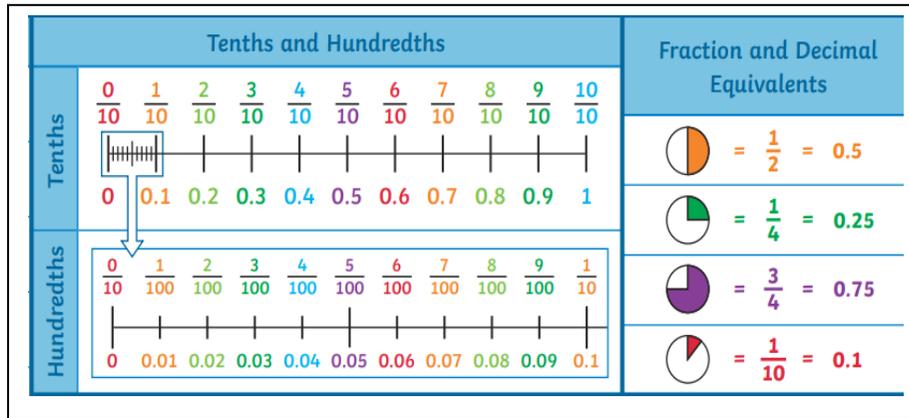


Activity three: Now can you write your own Sound Keeper poem. Yours could be about the task you did in activity 2 or you could do a new one. Remember to include some onomatopoeia words and some personification. Once you have written your poem, read it out loud to someone. You could ask them to close their eyes and imagine being there.

Challenge X: If your Sound Keeper poem was a happy one, then try writing one that has a different feeling. It could be a scary, sad, spooky or a mythical one.

Maths

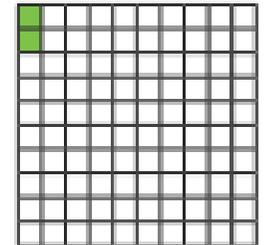
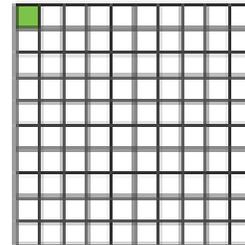
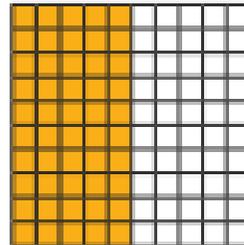
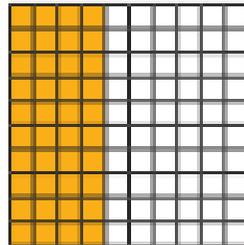
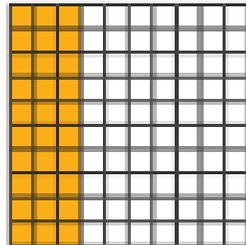
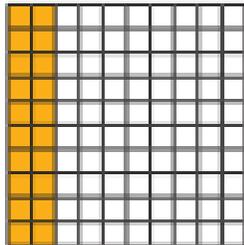
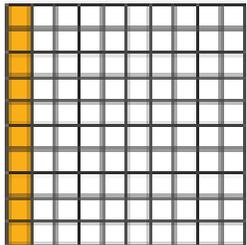
This week we will be learning about decimals.



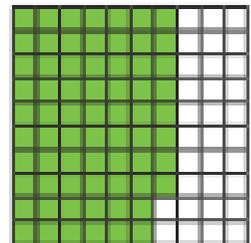
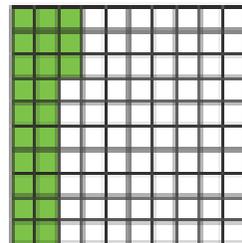
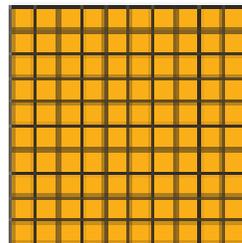
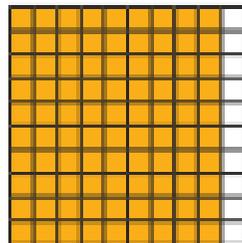
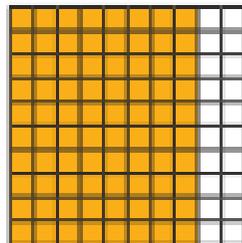
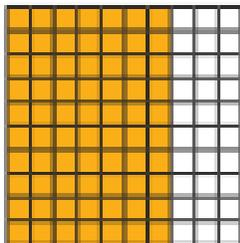
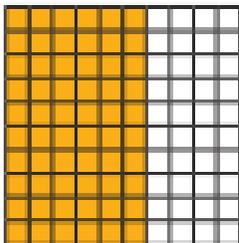
Key Vocabulary
tenths
hundredths
decimal tenths
decimal hundredths
decimal equivalents
part-whole model
rounding
decimal point
place value

Activity one:

Complete the following: Look at the grids and write them as a fraction and as a decimal.



$$\frac{1}{10} = \frac{10}{100} = 0.1$$



Activity two: Multiply and divide decimals by 10,100 and 1000.

Multiply the following numbers by 10, 100 and 1000 to complete the table.

	x 10	x 100	x 1000
5.7	57	570	5700
23.02			
0.92			
0.306			
24.67			

Divide the following numbers by 10, 100 and 1000 to complete the table.

	÷ 10	÷ 100	÷ 1000
43	4.3	0.43	0.043
219			
703			
64.8			
2560			

	x 10	÷ 10	÷ 100
507			
17.6			
			0.063
	2037		
		0.193	

Activity three: Order the following decimals from smallest to biggest.

0.61 0.58 0.42 0.2 0.81

--	--	--	--	--

0.57 0.29 0.14 0.48 0.26

--	--	--	--	--

0.67 0.09 0.7 0.28 0.81

--	--	--	--	--

Challenge x: Solve the following problems

1) Explain the mistake that Noah has made.



I have ordered these numbers in descending order..

2.7 2.17 2.5 1.95 1.9

2) Spot the mistake in these sets of ordered numbers. Underline the incorrect number and draw an arrow to show where it should be. The first one is done for you.

a) In ascending order:

1.09 2.1 2.01 2.21 2.3

c) In ascending order:

10.03 10.3 10.35 10.45 10.25

b) In descending order:

7.28 7.2 7.19 7.32 7.1

d) In descending order:

11.08 10.97 10.75 10.6 10.66

Science

This week we will be learning about sound and how it travels.

Activity one: Watch the following video clip which shows how sounds are made.

<https://www.bbc.co.uk/bitesize/clips/z9h6n39>

Have a go at the experiment below. If you don't have a drum, you could use an empty tin and if you don't have rice then use some small pebbles.

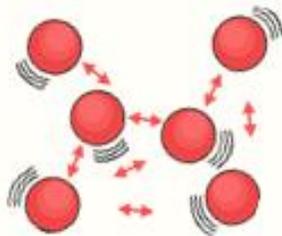
Try this mini investigation to find out if the vibrations change when the loudness of the sound changes.

Place some rice on the skin of a drum.

Bang the drum three times: gentle, medium and hard.

Observe the way the rice vibrates each time.

Is there a link between the loudness of the sound and the size of the vibrations?



Predict what you think will happen first. Do you think that the loudness of the sound will affect the size of the vibrations?

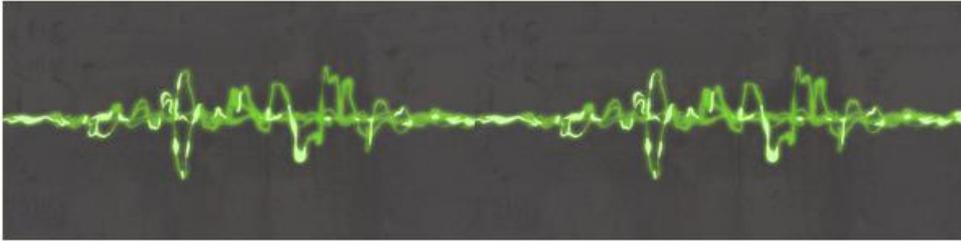
Activity two:

Which travels quicker: Light or sound?

How Does Sound Travel?

Sound can travel through solids, liquids and gases.

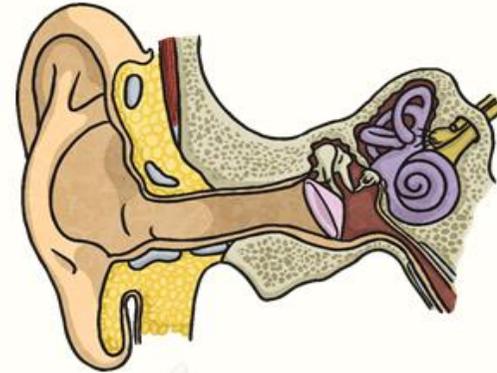
Sound travels as a wave, vibrating the particles in the medium it is travelling in.



So in our example, when you hit the drum, the drum skin vibrated. This made the air particles closest to the drum start to vibrate as well. The vibrations then passed to the next air particle, then the next, then the next. This carried on until the air particles closest to your ear vibrated, passing the vibrations into your ear.

Hearing Sounds

Once in your ear, the vibrations travel into the ear canal until they reach the eardrum. The eardrum passes the vibrations through the middle ear bones (the hammer, the anvil and the stirrup) into the inner ear. The inner ear is shaped like a snail and is called the cochlea. Inside the cochlea, there are thousands of tiny hair cells. Hair cells change the vibrations into electrical signals that are sent to the brain through the hearing nerve. The brain tells you that you are hearing a sound and what that sound is.



Which travels quicker: light or sound? Let's investigate.

You will need a balloon and some flour or powder.

1. Pour some flour into a deflated balloon
2. Then ask an adult to blow the balloon up
3. Go outside and while the adult holds the balloon, you should stand a couple of metres away
4. Adult pops the balloon

Did you see the flour first or did you hear the pop first?

Write up your conclusion to this investigation.



