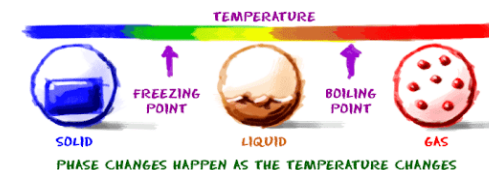




# Year 4 - Home Learning Tasks

WB: 29.06.20



Our theme for this half term will be the concept of 'change'.

The world has experienced many changes recently. This week, we will explore and reflect on those things that have changed in our lives and the lives of others around us.

|           | Activity 1   | Activity 2   | Activity 3  | Away From Screen Time!   |
|-----------|--|--|---|--|
| Monday    | <p><b>The 3x tables</b><br/>Explore the 3x tables and look at the strategies you know to help you. Then, see if you can dive deeper!</p>   | <p><b>Changes to our lives</b><br/>What has changed? What hasn't and won't change? What might change? A lot has happened in our lives recently so take this chance to reflect on it.</p> | <p><b>Changes for good – Art</b><br/>Create an art piece to show a good change in your life. It could be something linked to your lockdown experience or something completely different.</p>      | <p><b>Times tables hop scotch</b><br/>Turn this out doors games into times tables fun. All you need is some chalk.</p>   |
| Tuesday   | <p><b>Times Tables chanting</b><br/>Listen to the times tables video with Mrs Knight where you can practise your 3s and then have a go at the multiplication and division board game.</p>  | <p><b>Day Explorer - 'Robot staff keep restaurant diners safe'</b><br/>Read through the article and record your answer to the big question in your home learning book.</p>               | <p><b>Norilsk Oil Spill - Science</b><br/>Find out about the devastating oil spill in the North and carry out a Science investigation which creates the event. What do you notice?</p>            | <p><b>Reading Genre Bingo</b><br/>Have a look at the grid and see which genres you have already read! Make sure to add the name of the book. Then, see if you can find books to fit in the other genres and read them!</p> |
| Wednesday | <p><b>The 3x and 6x Tables</b><br/>Explore the link between the 3x and 6x tables before having a go at the times tables dominos. There are also some great videos to watch as well!</p>  | <p><b>Amazon Rainforest – Geography and Maths</b><br/>Explore what is happening in the Amazon rainforest before having a go at some Maths linking to the rainfall and temperature.</p>   | <p><b>Design a Device - D&amp;T</b><br/>After reading the day explorer article yesterday, design your own device which we might use now – could be in school, shops, at home...</p>               | <p><b>Times Tables Family Games</b><br/>Have a go at the range of different games which you could play with all the family!</p>  |
| Thursday  | <p><b>Audio Times Tables Test</b><br/>Ask somebody to read the times tables questions to you or listen to the audio video on Google Classroom.</p>   | <p><b>Langstone Journal</b><br/>Recap on your experiences since school first closed. CAMHS</p>   | <p><b>Outcome - Reflection</b><br/>Reflect on your learning this week: What do you think change is? Can you link your thinking to the learning you have done this week? What about last week?</p> | <p><b>Act it out!</b><br/>Work with your family, to act out the play using the play script provided. Upload videos to Google Classroom.</p>  |
| Friday    | <p><b>Catch up and Chill</b> – Today is the day to take part in any of the activities above if you hadn't had a chance yet. Instead, you may have some ideas of your own! No matter what you choose to do today, make sure you relax and take some time for you!</p> |  |   |  |

These are the details and links to some of the activities posted on Google Classroom this week. Where possible, below you will find the task sheets which will explain the activities in more detail. If you experience any problems, please contact your child's class teacher via email.

## Monday – Activity 1 – 3x Tables

This week we will be focusing on the 3 and 6 times tables. Today, is all about the 3s!

Complete the table below by using the facts that are given to you.

|                 |    |
|-----------------|----|
| $0 \times 3 =$  | 0  |
| $1 \times 3 =$  | 3  |
| $2 \times 3 =$  | 6  |
| $3 \times 3 =$  |    |
| $4 \times 3 =$  | 12 |
| $5 \times 3 =$  | 15 |
| $6 \times 3 =$  |    |
| $7 \times 3 =$  |    |
| $8 \times 3 =$  | 24 |
| $9 \times 3 =$  |    |
| $10 \times 3 =$ | 30 |
| $11 \times 3 =$ |    |
| $12 \times 3 =$ |    |

**How many strategies can you think of to work out  $6 \times 3$ ?**

**List them below.**

**How many strategies can you think of to work out  $12 \times 3$ ?**

**List them below?**

**Do the strategies above work for all tables? If so why?**

### Prove your Thinking

If  $5 \times 3 = 15$ , which number sentences would find the answer to  $6 \times 3$ ?

- $5 \times 3 + 6$
- $5 \times 3 + 3$
- $15 + 3$
- $15 + 6$
- $3 \times 6$

Explain how you know.

**Your answer:**

### Dive Deeper in Your Thinking

Once you know your 3 X table, can you work out your 30 x table, 300 x table, 3000 x table or 0.3 x table?

Take one and try working it out. Why does it follow a similar pattern to the 3s?

## Songs

Songs are a great way to learn your tables. Add these to your favourite playlist. You could listen to them when your washing up, dusting or even making your parents/guardians a cup of tea!

<https://www.youtube.com/watch?v=aU4pyiB-kq0>

<https://www.bbc.co.uk/sport/av/supermovers/45361474>

## Clever Party Trick!

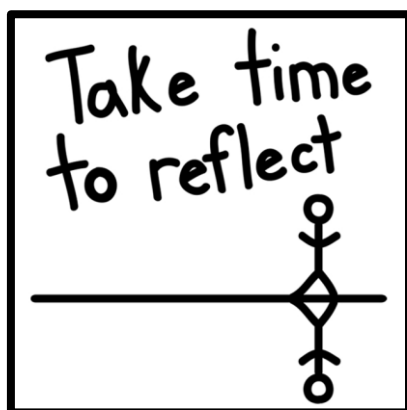
Sometimes it is difficult to remember all the facts. That is why you need a strategy that can help you! Take a watch of this really cool strategy that may help you to remember your 3 X table.

[https://www.youtube.com/watch?v=8b\\_ghkD8jBE](https://www.youtube.com/watch?v=8b_ghkD8jBE)

## Monday – Activity 2 – Changes to our lives



The world has looked very different these past few months because of the Coronavirus. You have all coped tremendously well and we are so proud of you all. Therefore, we thought it would be beneficial to take a minute to reflect as Langstone Learners and consider how this change has or has not impacted our lives.



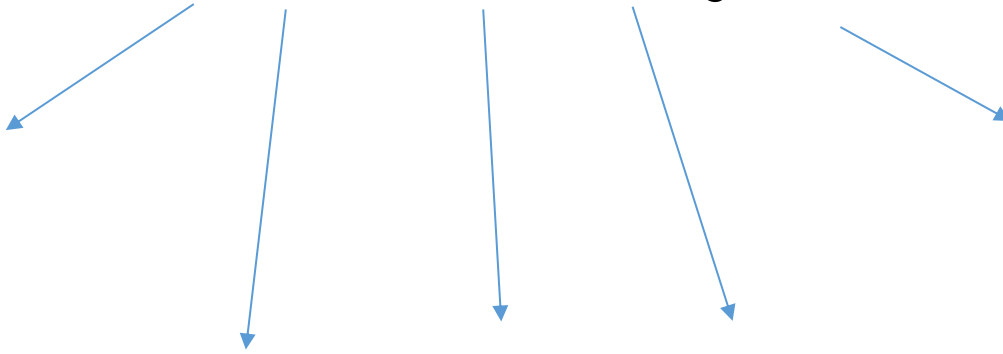
For each question, you could write words/phrases or draw to mindmap your ideas.

What has changed?

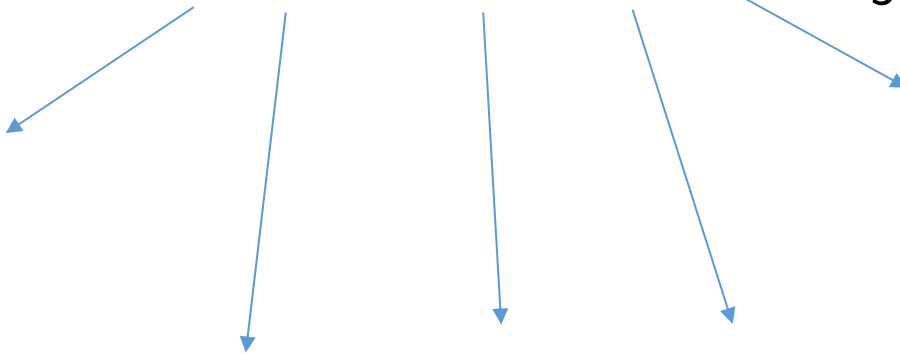
What hasn't and won't change?

What may change in the future?

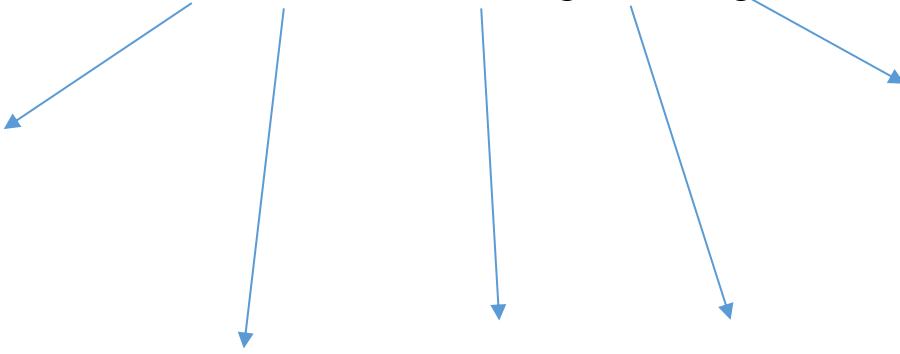
What has changed?



What hasn't or won't change?



What may change?





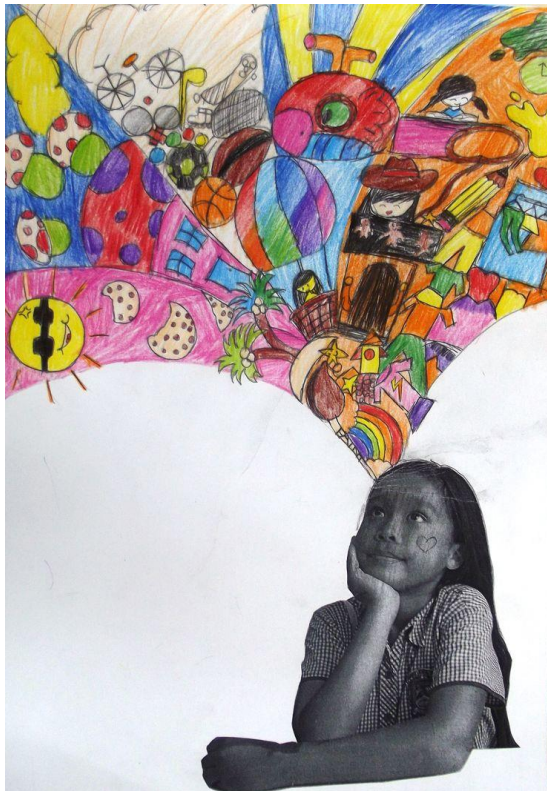
## Monday – Activity 3 – A Positive Change

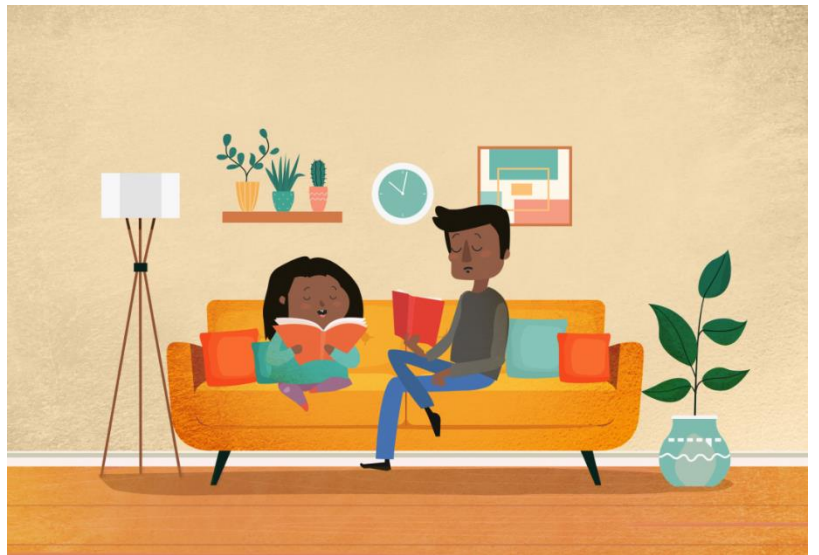
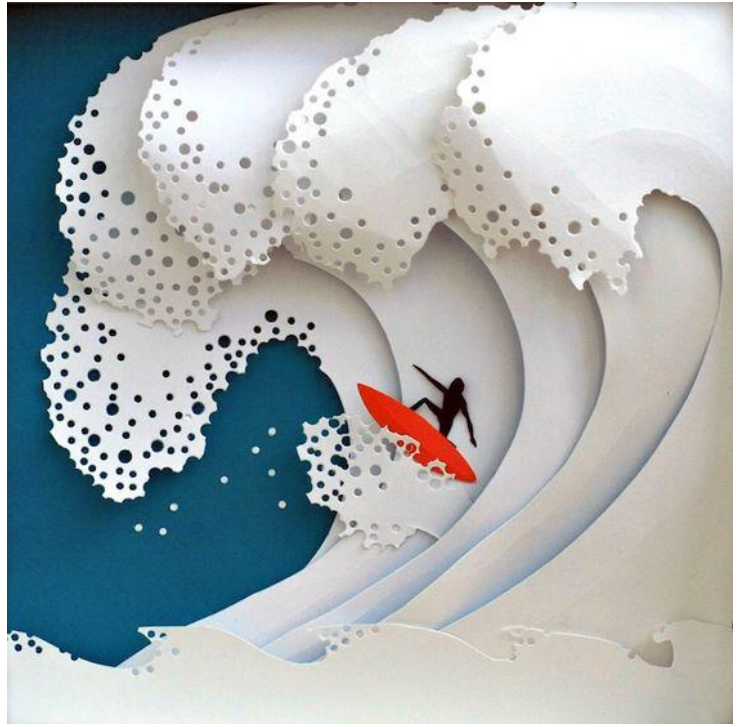
This week we really want you to reflect as a Langstone Learner and consider the changes that have been made to your life because of the Coronavirus. For this activity, we would like you to create a piece of art that represents a positive change that has happened as a result of this time.

For example, you could create a painting of a family portrait as you have had more opportunity to spend time with your loved ones. You could create something that represents a hobby you have taken up – a drawing of yourself running.

This task is very open so it is completely up to you what you represent and how you represent it!

Here are some examples below:







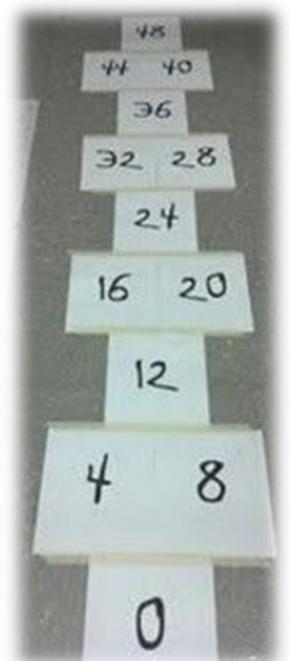
## Monday – Activity 4 – Times tables hopscotch!

### 1 – 10 Times Tables Chart

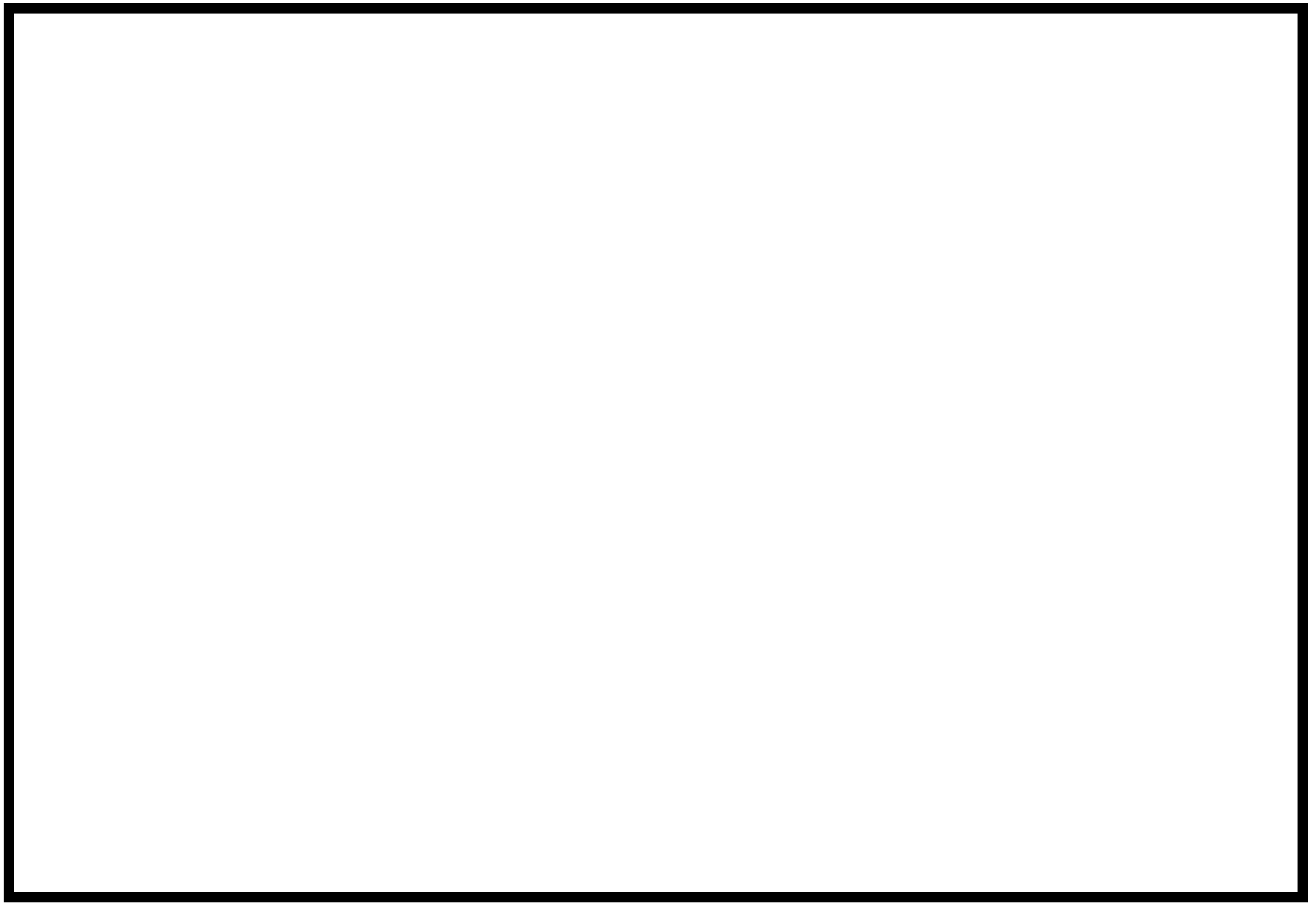
Why not have a go at practising your times tables in a different way? Using chalk, draw out a blank hopscotch on the ground (make sure you ask permission first!) Or you could draw out a blank hopscotch in your book and use your fingers to jump on the numbers!

There are different ways you could use this to practise your times tables. You could write questions in each square and then you have to shout out the answers when you land on them. Or you could write down all the answers for a certain times table and then each time you land on a number you have to say the related facts for that times table. (eg 5 times table – land on 30 – say '5x6=30, 6x5=30, 30÷5=6, 30÷6 = 5'). Use the pictures below to give you some ideas.

| 1 X     | 2 X     | 3 X     | 4 X      | 5 X       |
|---------|---------|---------|----------|-----------|
| 1x1=1   | 2x1=2   | 3x1=3   | 4x1=4    | 5x1=5     |
| 1x2=2   | 2x2=4   | 3x2=6   | 4x2=8    | 5x2=10    |
| 1x3=3   | 2x3=6   | 3x3=9   | 4x3=12   | 5x3=15    |
| 1x4=4   | 2x4=8   | 3x4=12  | 4x4=16   | 5x4=20    |
| 1x5=5   | 2x5=10  | 3x5=15  | 4x5=20   | 5x5=25    |
| 1x6=6   | 2x6=12  | 3x6=18  | 4x6=24   | 5x6=30    |
| 1x7=7   | 2x7=14  | 3x7=21  | 4x7=28   | 5x7=35    |
| 1x8=8   | 2x8=16  | 3x8=24  | 4x8=32   | 5x8=40    |
| 1x9=9   | 2x9=18  | 3x9=27  | 4x9=36   | 5x9=45    |
| 1x10=10 | 2x10=20 | 3x10=30 | 4x10=40  | 5x10=50   |
| 1x11=11 | 2x11=22 | 3x11=33 | 4x11=44  | 5x11=55   |
| 1x12=12 | 2x12=24 | 3x12=36 | 4x12=48  | 5x12=60   |
| 6 X     | 7 X     | 8 X     | 9 X      | 10 X      |
| 6x1=6   | 7x1=7   | 8x1=8   | 9x1=9    | 10x1=10   |
| 6x2=12  | 7x2=14  | 8x2=16  | 9x2=18   | 10x2=20   |
| 6x3=18  | 7x3=21  | 8x3=24  | 9x3=27   | 10x3=30   |
| 6x4=24  | 7x4=28  | 8x4=32  | 9x4=36   | 10x4=40   |
| 6x5=30  | 7x5=35  | 8x5=40  | 9x5=45   | 10x5=50   |
| 6x6=36  | 7x6=42  | 8x6=48  | 9x6=54   | 10x6=60   |
| 6x7=42  | 7x7=49  | 8x7=56  | 9x7=63   | 10x7=70   |
| 6x8=48  | 7x8=56  | 8x8=64  | 9x8=72   | 10x8=80   |
| 6x9=54  | 7x9=63  | 8x9=72  | 9x9=81   | 10x9=90   |
| 6x10=60 | 7x10=70 | 8x10=80 | 9x10=90  | 10x10=100 |
| 6x11=66 | 7x11=77 | 8x11=88 | 9x11=99  | 10x11=110 |
| 6x12=72 | 7x12=84 | 8x12=96 | 9x12=108 | 10x12=120 |









## Robot staff keep restaurant diners safe



The human touch: A competition is underway to find names for the robot waiters. © Royal Palace Renaissance

### WORD WATCH

**Mental** – A job that doesn't require much skill.

**Humanoid** – Something that looks like a human without actually being one.

**Vital** – Absolutely necessary; essential.

**Social distancing** – Restaurants are only allowed 30 people inside, and everyone must keep a distance of two metres.

**Industry** – A particular branch of economic activity. Restaurants and hotels are in the hospitality industry.

**Mimicking** – Copying.

**Interaction** – Communication; conversation that can be with words and gestures.

**Programmed** – When a computer is provided with coded instructions to behave in a particular way.

## Should robots replace human jobs? A restaurant in the Netherlands has just employed mechanical waiters. The robots are reliable, polite, and

### WHAT'S HAPPENING

Robots are a fact of life. They make cars and they appear in shops as self-checkout machines. Soon, they will be driving our cars. Robots can take over tasks we find boring, and more **menial** jobs are being replaced by them each year. But some people are worried about how this will affect humans.

### FIND OUT MORE

The Royal Palace restaurant has two new employees. Just like normal waiters, they can greet customers, deliver drinks, and pick up dishes. There is one important difference though – they are robots.

Restaurant owner Leah Hu ordered the **humanoid** waiters before the pandemic to help when the restaurant was busy. Now, she thinks they could be **vital** for keeping her diners safe by helping to reduce human-to-human contact. Restaurants in the Netherlands re-opened on 1 June with **social distancing** rules in place.

Though the mechanical waiters have been given human clothes, critics say they lack character. Hu acknowledges that they are not perfect, admitting, "We will always need people in this **industry**."

Should robots replace more human jobs?

### SOME SAY...

Definitely! Robots don't get bored or tired, making them very good at repetitive, dull tasks. Using them to replace jobs allows us to spend time doing more interesting work. Robots are ideal for avoiding human contact, and they are hygienic. In restaurants, they won't forget orders and might actually give people more attention than busy humans can.

### OTHERS THINK...

Of course not! While robots are useful for performing simple tasks, they cannot deal with unusual requests. They are also incapable of **mimicking** true human **interaction**. They cannot talk like people, and they are **programmed** to be polite rather than genuinely friendly. And replacing jobs with robots is also unfair on people who need to work.

Do you think robots should replace human workers? Can you give both sides of the argument?

Share your thinking in your home learning or on the Google doc on Google Classroom.

## Tuesday – Activity 3 – Norilsk Oil Spill

Sometimes terrible accidents happen. Follow this link to find out all about the oil spill that happened in Russia earlier this month. <https://www.bbc.co.uk/newsround/52917640>

# 20,000-tonne oil spill in Arctic Circle

© 4 Jun 2020 Last updated at 09:19



The leaked diesel oil drifted some 12km (7.5 miles) from the site of the accident

Based on what you have read, who or what do you think will be affected by this crisis? Why?



Here are some examples of creatures which live in the Arctic, the area in which this incident happened. How do you think their lives will be affected by this change to their environment?

## Narwhal Whale

The narwhal is a medium-sized toothed whale that lives in the Arctic.

They can live to be up to 50 years old.



It has a long tusk which can measure up to 3.1m.



A narwhal can measure between 3.95 - 5.5m and weighs between 800 - 1,600kg.

### Did You Know?

The male narwhals use their long tusks to duel in the summer feeding ground.



## Arctic Fox

Arctic foxes will eat any small animals, such as lemmings and voles.

If food is scarce the fox will scavenge leftovers from other animals, such as the polar bear.



An arctic fox can weigh between 3 - 8kg and measures approximately 46 - 68cm.



Arctic foxes have a thick warm coat which is brown in summer and white in winter. This means they can stay well camouflaged all year.

### Did You Know?

This fox's thick tail is very useful as warm cover in cold weather and also helps its balance.



## Arctic Hare

The arctic hare lives on the rocky slopes and upland tundra of the Arctic. It can run up to 40 miles per hour.



An arctic hare can weigh between 2.5-5.5kg and measures approximately 43 - 70cm.

It has a pure white coat in winter and a brown coat during the summertime. This helps to keep the hare camouflaged and helps to protect it during both seasons.

### Did You Know?

The arctic hare's ears are small to help keep the hare warm during the cold winters.



## Walrus

Walruses are the largest fin-footed mammals (pinnipeds) in the Arctic and Subarctic areas. Some males can weigh over 1,700kg.



Unlike other pinnipeds that have to drag their rear end along while walking, the walrus can walk on their hind fins.

Walruses use their tusks to help them climb out of the water and also to create breathing holes in the ice. During the mating season bull walruses will use their tusks to fight and show their dominance.

### Did You Know?

You can tell how old a walrus is by the number of rings you can find in a cross-section of its teeth.





## Snowy Owl

Snowy Owls nest in the Arctic tundra of the northernmost stretches of Alaska and Canada and Eurasia.



Snowy owls measure between 52 - 71cm. They have a wingspan of between 1.3 - 1.5m



Unlike most owls the snowy owl is nocturnal and diurnal. This means as well as being active at night they are also active and hunt during the daytime.

### Did You Know?

Snowy owls are often found in airports as it reminds them of the wide-open space of the tundra.



## Polar Bear

Polar bears have a great sense of smell and can smell seals from almost 1 km away and under 1 metre of snow.



A polar bear weighs between 175 - 650kg and measures approximately 2 - 3m.



Polar bears need to hunt earlier each year due to climate change which is melting the sea ice. This means their feeding season is shorter giving them less time in which to build up their fat reserves.

### Did You Know?

A polar bear's paws prevent them from breaking through the ice and snow.



## Experiment time!

We are going to replicate this disaster and have a look at the effects it has on the environment. For this you will need:

- A cup
- Some water
- Oil
- Ruler or measuring tape



**STOP!** Before you do the experiment it is important you write a prediction. What do you think will happen when you add water and oil? Make sure you give reasons for your prediction.

## Instructions:

Step 1: Take your cup and fill it with water. Don't put in too much as we will be adding to this in a moment.

Step 2: Slowly pour a small amount of oil into the water.

Step 3: Observe what happens to the oil

Step 4: Write down what happened to the oil. You could add to this by drawing and labelling a diagram to show what happened. (You could take a photo and add it here.)

Step 5: Think about what would happen if an animal was swimming in that water, what effect do you think it might have on them?



**STOP!** Go back to your prediction, were you correct? Can you find out why this happens to oil and water?

**Extension:** What if something else was spilled into the ocean? Now that you have tried this with oil, what other liquids could you pour into water to see their effect on the environment?

Try these and then think of your own:

- Squash
- Fizzy drinks
- Washing up liquid

Don't forget to write a prediction and draw a diagram for each one.



Tuesday – Activity 4 – Away from the Screen

GENRE BINGO

Below are some genres of reading. In each box, write the name of a title of a book that you have read or want to read. Circle the genres that you have already read. Now, read the ones you haven't read so that you can circle them.

Adventure

Comedy

Mystery

Fantasy

Science  
fiction

Historical  
fiction

Dilemma  
stories

Plays

Myths

Newspaper

Poetry

Magazine

### Wednesday – Activity 1 - The 3x and 6x Tables

This week, so far, we have practised the 3x tables. Today, we are going to explore the link between the 3s and the 6s. Start by completing the tables below:

| 3x              | 6x              |
|-----------------|-----------------|
| $1 \times 3 =$  | $1 \times 6 =$  |
| $2 \times 3 =$  | $2 \times 6 =$  |
| $3 \times 3 =$  | $3 \times 6 =$  |
| $4 \times 3 =$  | $4 \times 6 =$  |
| $5 \times 3 =$  | $5 \times 6 =$  |
| $6 \times 3 =$  | $6 \times 6 =$  |
| $7 \times 3 =$  | $7 \times 6 =$  |
| $8 \times 3 =$  | $8 \times 6 =$  |
| $9 \times 3 =$  | $9 \times 6 =$  |
| $10 \times 3 =$ | $10 \times 6 =$ |
| $11 \times 3 =$ | $11 \times 6 =$ |
| $12 \times 3 =$ | $12 \times 6 =$ |

Now, colour in the answers that match in both columns. What do you notice?

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Have a look at this fun and active video to help you practise your 6 times tables:



<https://www.bbc.co.uk/teach/supermovers/ks2-maths-the-6-times-table-with-fred-the-red/zrq3xyc>

This video will show you an amazing pattern between the 3, 6 and 9 times tables:

<https://www.youtube.com/watch?v=D2p5eC19za0>



Then, have a go at this times tables game! You can choose the 3s or 6s to practise or you could focus on another area:

<https://mathsframe.co.uk/en/resources/resource/306/Maths-Fishing-Multiplication>

Why not have a go at these 6x tables dominos!!!

Cut them out or even make your own!

|    |              |    |               |    |               |    |               |
|----|--------------|----|---------------|----|---------------|----|---------------|
| 6  | $6 \times 3$ | 12 | $6 \times 11$ | 24 | $6 \times 8$  | 60 | $6 \times 6$  |
| 18 | $6 \times 7$ | 66 | $6 \times 9$  | 48 | $6 \times 5$  | 36 | $6 \times 12$ |
| 42 | $6 \times 2$ | 54 | $6 \times 4$  | 30 | $6 \times 10$ | 72 | $6 \times 1$  |

# Lockdown brings no respite for rainforest

Is the coronavirus a threat to the rainforest? There may be fewer cars on the road and planes in the sky, but the Amazon is struggling as lockdown encourages increased illegal activity.



Need an umbrella? The trees are so thick in the Amazon that rainwater takes 10 minutes to reach the ground. © BBC

## WHAT'S HAPPENING

The Amazon is the largest rainforest in the world. It is home to 390 billion trees and covers an area 17 times greater than Britain. It is a **carbon sink** that balances the global climate. For years, it has been threatened by deforestation. Now, it is suffering as a result of the coronavirus pandemic.

## FIND OUT MORE

**Deforestation** is a major threat to the rainforest. It destroys animal and insect habitats, encourages **poaching**, and risks huge floods. Deforestation is caused by industries, such as logging and mining, and by fires.

Laws are in place to protect the forest, but many ignore the rules and fell more trees for profit. Farmers use the space for growing crops and **rearing** cattle.

Since January, deforestation in the Amazon has increased by 50%. More than a third of the rainforest lies in Brazil, where the virus has affected more than 600,000 people. Those who usually protect the rainforest have left, and the government is being less **vigilant**. Poachers and illegal **miners** have become more active.

Is the virus the biggest threat to the rainforest?

## SOME SAY...

Yes. Governments and individuals are focusing on how the crisis affects humans. As a result, illegal activity, like poaching and **logging**, is increasing. There are not enough resources to prevent this happening, and experts fear these new habits will be difficult to **reverse**. After the pandemic, the danger to the rainforest could be greater than before.

## OTHERS THINK...

The rainforest has greater problems. We should also be worried about the legal deforestation that has been taking place. The Brazilian government allows mining and logging that threaten the habitats and lives of millions of animals and plants. Meanwhile, global warming means that hugely destructive forest fires are becoming more and more common.

## SOME PEOPLE SAY...

“What we are doing to the forests of the world is a mirror reflection of what we are doing to ourselves and to one another.”

Mahatma Gandhi  
What do you think?



## WORD WATCH

## Task

**Carbon sink** – A natural area that absorbs more carbon than it releases. The billions of trees in the Amazon absorb carbon and release oxygen through photosynthesis.

**Deforestation** – The action of clearing a large area of trees permanently.

**Poaching** – Hunting on land that does not belong to you; killing animals that are protected by law.

**Rearing** – Bringing up and caring for.

**Vigilant** – Keeping careful watch for possible danger. The Brazilian government is usually vigilant over protected areas of rainforest.

**Miners** – People who take valuable minerals other geological material from the Earth. There is a lot of illegal gold mining in the Amazon.

**Logging** – Cutting down trees and loading them onto trucks to transport elsewhere.

**Reverse** – Change back to how things were; go backwards.

Do you think it is wrong to use the rainforest for profit?

Why do you feel this way?

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### Additional activities you could do:

1. Re-read the quote from Mahatma Gandhi. To what extent do you agree with this?  
Create a mind-map with words that describe your emotions in reaction to this.
2. Write an acrostic poem about the rainforest, with each line starting with a letter from the word "Amazon"
3. Research which animals are at risk of becoming extinct. Choose one and create a poster to raise awareness for this animal.



## Wednesday – Activity 2b – Rainfall in the Rainforest

You should have read the Day Explorer article all about the destruction and deforestation that is still happening even at this very moment in the Amazon rainforest!



The Amazon rainforest is a remarkable place. It is the largest tropical rainforest in the world, covering over five and a half a million square kilometres (1.4 billion acres). Over half of the Amazon rainforest is located in Brazil but it is also located in other South American countries including Peru, Venezuela, Ecuador, Colombia, Guyana, Bolivia, Suriname and French Guiana.

Do you know where these countries are located? Can you complete the map below? You could use an atlas or Google maps to help you!

Complete the map of South America with:

- name labels for each country;
- the names of the oceans around South America.

Colour in the Amazon rainforest with a green pencil.

How many countries does the Amazon rainforest cover **completely**?

---

How many countries are **partly** covered by the Amazon rainforest?

---

Which ocean is touched by the rainforest?

---

Find out what the area of the Amazon rainforest is in square kilometres.

---



### Did you know...?

More than one fifth of the Amazon rainforest has already been destroyed. The forest which remains is threatened.

- 10% of the world's known species live in the Amazon rainforest.
- 20% of the world's bird species live in the Amazon rainforest.
- It is home to around 2 and a half million different insect species as well as over 40000 plant species.

- There are also a number of dangerous species living in the Amazon rainforest such as the cougar, jaguar and anaconda.

People who care for the environment warn about the loss of biodiversity (the animals and creatures which live there). They also point out that releasing the carbon which is stored in the trees will increase global warming!



### Sunshine and rain

It may surprise you but it rains a lot in the rainforest! And, as it is found in the tropics, it is more than just a little warm.

Look at the tables below which show the average rainfall and temperature for both London and

Manaus which is located in the centre of the Amazon.

#### Manaus (Central Amazon)

|               | J   | F   | M   | A   | M   | J  | J  | A  | S  | O   | N   | D   |
|---------------|-----|-----|-----|-----|-----|----|----|----|----|-----|-----|-----|
| Rainfall (mm) | 249 | 231 | 262 | 221 | 170 | 84 | 58 | 38 | 43 | 107 | 142 | 203 |
| Temp (°C)     | 28  | 28  | 28  | 27  | 28  | 28 | 28 | 28 | 29 | 29  | 29  | 29  |

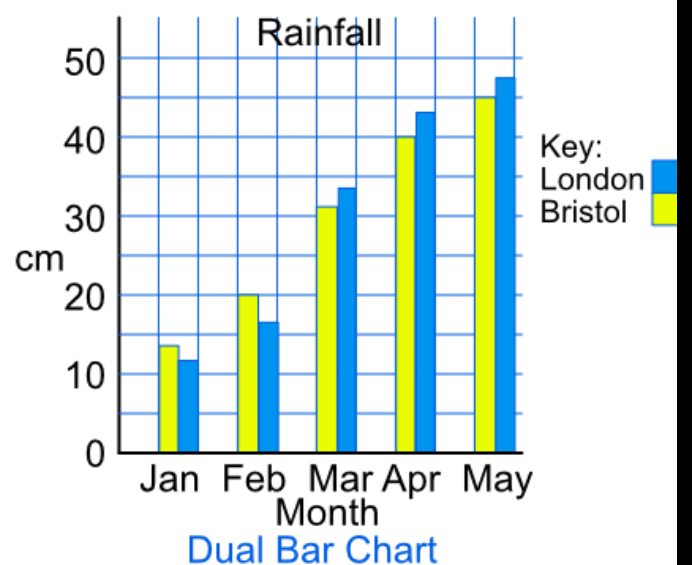
#### London

|               | J  | F  | M  | A  | M  | J  | J  | A  | S  | O  | N  | D  |
|---------------|----|----|----|----|----|----|----|----|----|----|----|----|
| Rainfall (mm) | 52 | 37 | 50 | 45 | 47 | 47 | 60 | 58 | 52 | 75 | 63 | 65 |
| Temp (°C)     | 1  | 2  | 5  | 7  | 10 | 15 | 17 | 14 | 11 | 8  | 6  | 5  |

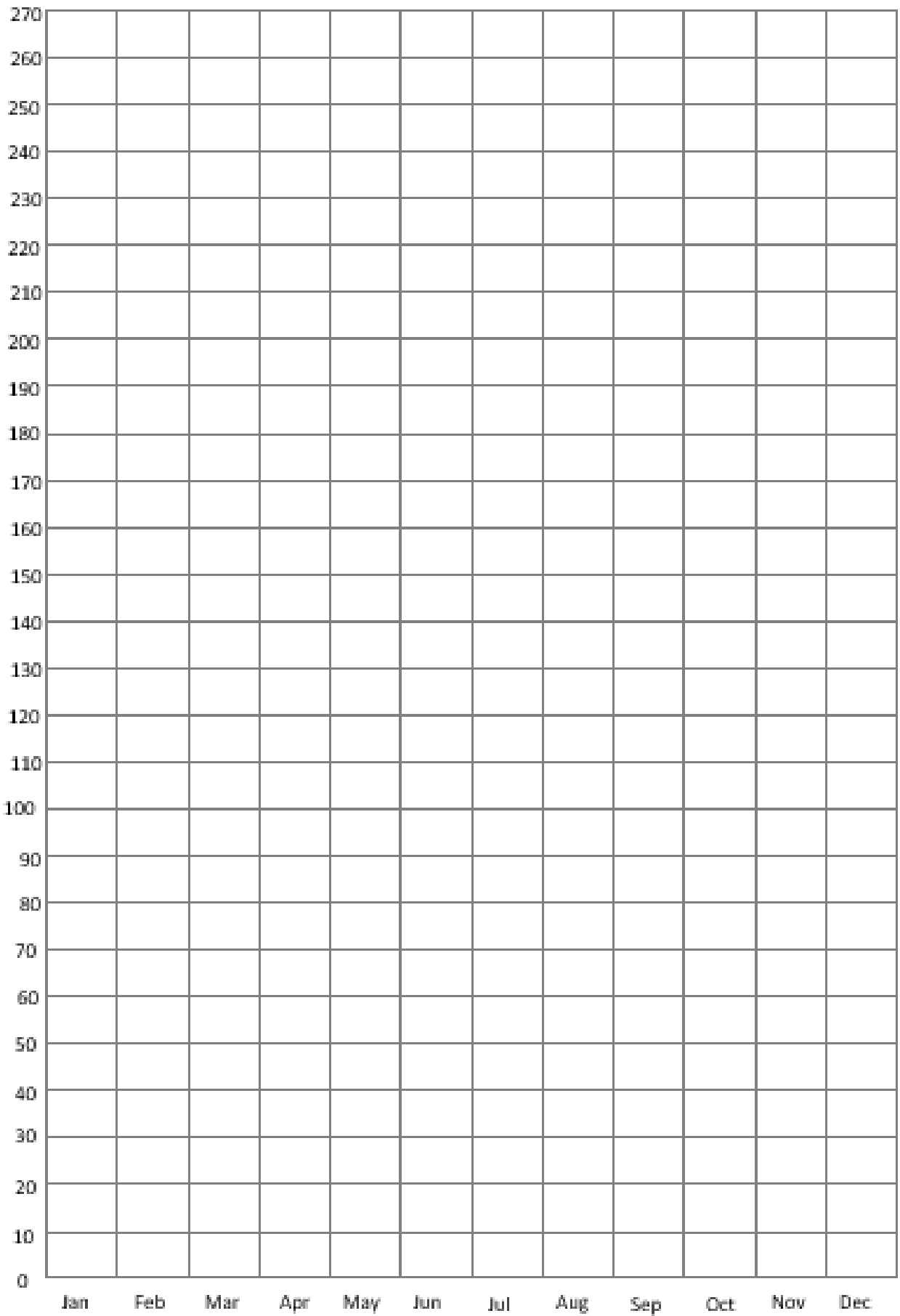
### Task

Create a bar graph which shows the average rainfall in the Amazon rainforest and a bar graph which shows the temperature. Use the graph paper below to help you.

You could challenge yourself to create a bar graph which shows the average rainfall in both London and the Amazon in each month. It might look something like this:



You may want to draw it out yourself so you have more room.





Now, answer the questions below:

|   |  |
|---|--|
| 1) Which month has the most rainfall in London?                           |  |
| 2) Which month has the most rainfall in Central Amazon?                   |  |
| 3) What is the difference between the amount of rainfall in these months? |  |
| 4) Which month has the least rainfall in London?                          |  |
| 5) Which month has the least rainfall in Central Amazon?                  |  |
| 6) What is the difference between the amount of rainfall in these months? |  |
| 7) What is the combined amount of rainfall in London?                     |  |
| 8) What is the combined amount of rainfall in Central Amazon?             |  |

Some other Maths activities you could try at home:

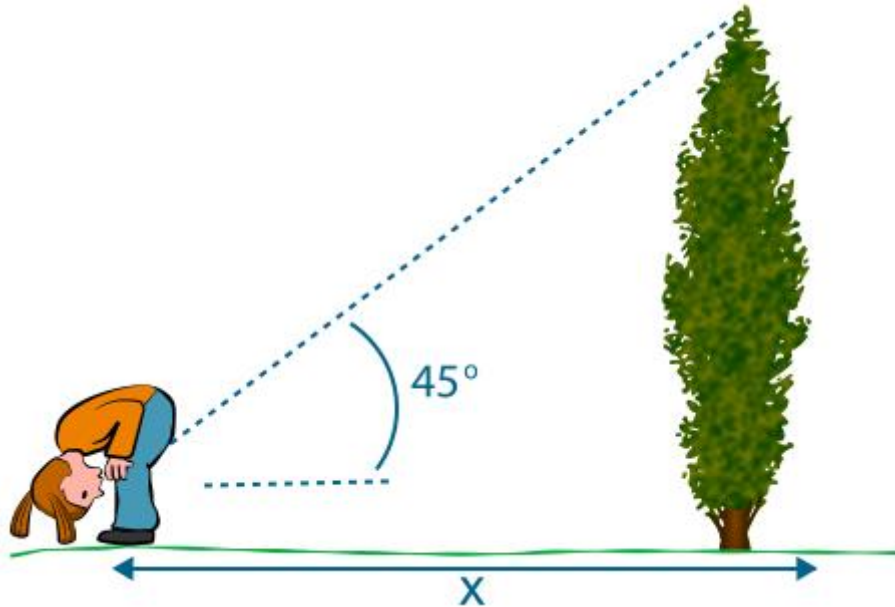
Rainforest trees weigh hundreds of tonnes and are some of the tallest living structures on Earth, yet they are rooted in soil that's only a few centimetres thick. This is because the rain falls so heavily here, much of the soil is washed away. To compensate for their poor foundations, canopy trees build enormous buttress roots to stabilise the tree. Take a look at [Learning about the Rainforest](#) for an example.

Activities:

- Have a go at estimating about how tall and wide the buttress roots are.
- The tallest trees in the rainforest are called the emergents – they can reach almost 90m in height. Can you measure out 90m down your street or in the playground? How many children would it take to stand end to end to be as tall as the tree?
- How many times taller is a tree in the emergent layer than a tree in your playground or street?



- You could estimate the height of the trees in the playground using a method used by the Native Americans. They would bend over and look through their legs. They would walk far enough from the tree to find a place where they were just able to see the top of the tree (from their upside down position). The distance from this place to the base of the tree was approximately the height of the tree.



## Deforestation

One and a half acres of rainforest are lost every second – it may be simpler to round this up or down depending on the ability of the children in your class. As a rough guide, a square enclosing one acre is approximately 63.6 metres on a side.

Can you measure an acre outside? How many acres would be cut down in one hour? A day? A year?

How long do you think it would take to cut down the trees if the playground was a forest? How many school playgrounds would be cut down in a day?

### Wednesday – Activity 3 – D&T - Design a device

In yesterday's activity, we learnt about how robots are being used to act as waiters!

These machines and devices can be very useful in helping businesses, companies and families with staying safe and keeping healthy. Using your imagination, design your own device that could be used at home, in schools or by a business to help them cope with the issues which are affecting the world at this time.

You could create something to help people stay clean or help with hand washing. It could be to help people when they are at the supermarket. It might even help teachers at school.

Use the planning sheet below to help you.



Prototype name: \_\_\_\_\_

Who is your device aimed at? \_\_\_\_\_

In a couple of sentences, explain what your device is meant to do and why it is needed:

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#### Design

What special features will your device have?

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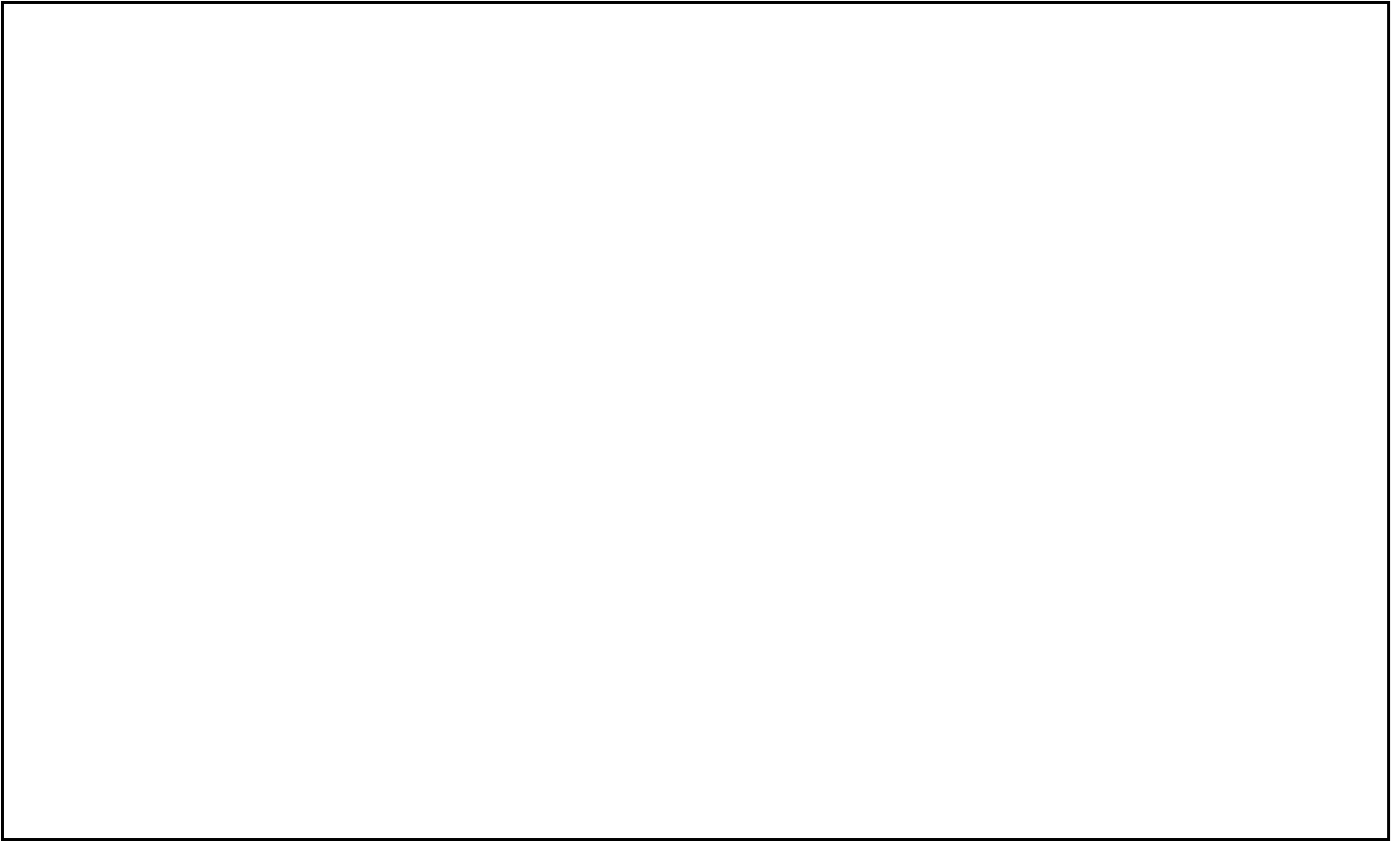
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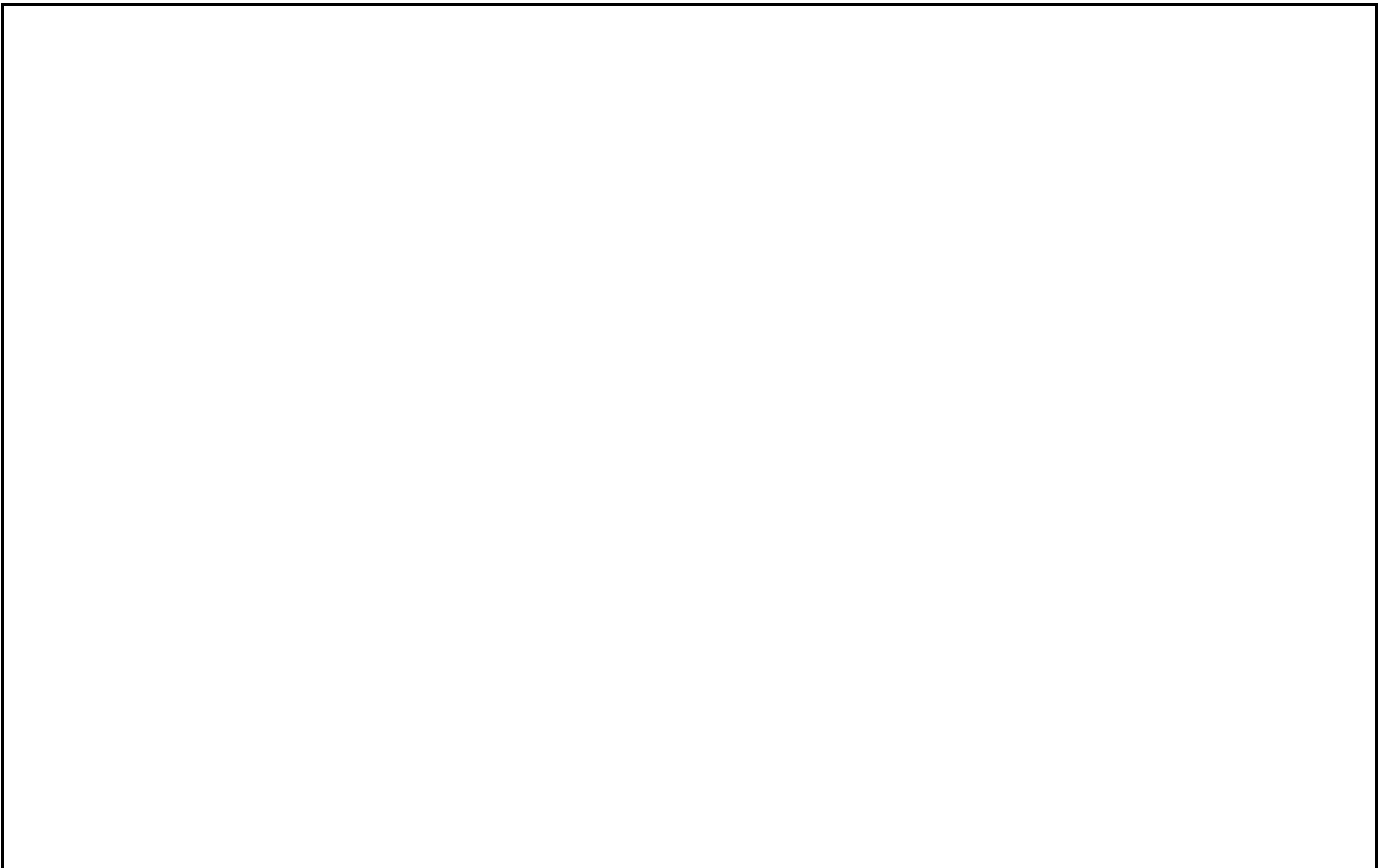
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What will your prototype look like? Draw your design below. You could annotate it.



Now have a go at a cross section of your device. A cross section is what your device would look like on the inside if it was cut in half. This will allow you to draw and label the different parts of your device that you might need to make it work.





## Wednesday – Away From Screen Time – Times Tables Games

Have a go at playing some of these times tables games with your family. You can practise the tables we've been working on this week or ones that you find particularly tricky. Let us know how you get on!

### Speed tables



Race against a friend, family member or play alone. Choose a times table. How quickly can you write it out? Who is the fastest in your family?

### Bingo!

Choose a times table (eg 9s). Each person must write down 6 numbers from the 9 times table. Ask someone to be the caller. They need to call out a times table (eg  $6 \times 9$ ). If you have that number, put a cross through it. The winner is the person who crosses off all their numbers first!



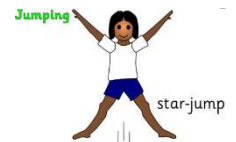
### Throw the dice



Throw two dice and race against a family member to write down the multiplication. If you want to work on tables higher than one to six, use small stickers to change the numbers. The winner is the person with the most correct calculations written down in a given time frame.

### Keep fit challenge

Can you say your times tables while completing a 'keep fit' activity? Who can recite their times tables while also doing star jumps?



### Back-to-back



2 players stand back-to-back. A question is called out, such as 'what is  $7 \times 6$ ?' The first player to turn, face their opponent and shout the answer wins the round. This is then repeated until a number of points, decided at the start of the game, is reached. That player is then the winner.

### 4 in a row

Each player needs a set of coloured counters or different coins (2ps vs 10ps as an example). Make a grid containing the answers to the times tables being worked on (you can choose which times table you want to tackle). You will also need a set of cards with the multiplication questions. (You can just write these on small bits of paper). Each player takes it in turns to pick a card, work out the answer and cover the answer with their counter. The first player to cover four in a row is the winner.

|     |    |   |   |
|-----|----|---|---|
| 400 | 32 | 8 | ● |
| 40  | 88 | ● | ● |
| 16  | ●  | ● | ● |
| ●   | ●  | ● | ● |

## Thursday – Activity 1 – Times Tables Test

Use the video on Google classroom or ask an adult to read the following questions out to you! Give yourself 5 seconds to answer each question before you move on to the next one.

|                 |                 |
|-----------------|-----------------|
| $3 \times 5 =$  | $10 \times 3 =$ |
| $6 \times 2 =$  | $12 \div 3 =$   |
| $15 \div 3 =$   | $9 \times 6 =$  |
| $24 \div 6 =$   | $6 \times 3 =$  |
| $11 \times 3 =$ | $1 \times 3 =$  |
| $27 \div 3 =$   | $6 \times 6 =$  |
| $2 \times 6 =$  | $7 \times 6 =$  |
| $3 \times 0 =$  | $66 \div 6$     |
| $30 \div 3 =$   | $0 \times 6 =$  |
| $8 \times 3 =$  | $8 \times 6 =$  |



## Thursday – Activity 2 – Langstone Letter

Share your experiences during the Coronavirus lockdown by writing a letter about some of the things that have happened to you over the past few months.

The letter could be written to your older self, a loved one or just an open letter about something you want to say.



At school, we will be making a compilation of all the letters to keep as a memento of these unprecedented times so please submit your work either by using the google doc or by attaching a picture of your letter to this task.

If you wish, you can also ask your parent/carer to submit your letter to Hampshire CAMHS who are compiling a book of letters written by young people in the area. To do this, email it to [spnt.hantscamhsinnovation@nhs.net](mailto:spnt.hantscamhsinnovation@nhs.net) and title the message 'Covid letters FAO Helen Dove'. Include your name, age and contact details. **The letter may be no longer than 600 words.**

Ideas you may wish to include in your letter:

- How long you have been off school
- How you felt at the beginning of lockdown and how you feel now
- What you have done in lockdown (Have you learnt a new skill? Have you spent more time with your loved ones?)
- What is the best thing?
- What is the worst thing?
- What advice would you give to someone who might experience this in the future?

Below is a WAGOLL to give you an example of what you might wish to write about:

Thursday 2nd July 2020

To my future self,

I have been in lockdown for over three months now and life has changed dramatically in that time. It is hard to remember what life was like before all this happened when we could go to school and play with our friends whenever we wanted.

When this all started in March, I was so confused and had so many questions: How would I do my work? When would I see my friends again? Would my family be OK? Now, three months on, I have settled into a routine.

Since lockdown began, I have been spending lots more time with my family - it's been fun most of the time but I have argued with my brother quite a lot! Every week, we play board games as a family and once a week, we have a zoom chat with Nan and

Grandad. It took them a while to work out how to use it but they are experts now! I like chatting to them but it's not the same as being able to give them a hug :-)

One of my favourite things about lockdown is that I have spent lots of time playing in my back garden in the sunshine. I have learnt lots of new skills: I can make my own bed, ride my bike and make a cup of tea for my mum! The worst thing about lockdown is that I miss my friends and teachers but I am trying to keep in contact with them by using facetime and messaging them.

I hope to go back to school soon but until then, I keep working and learning new things!

Love  
Sam  
xx

It might be nice to write your final letter on paper in your neatest handwriting so that we can put it straight into our book!



**NHS**  
Hampshire Child and  
Adolescent Mental Health Service



Why not try getting your whole family involved to perform this humorous play? Read the script through, assign your family members to be characters, get the props together and get them practising!

## **Dreadlock Jones** by Marie Thom

The play has a cast of seven characters but more than one character could be played by the same person. All cast members could be the chorus!

### **Characters & Props**

#### **Characters**

**Bodgett** – a daft robber

**Hatchett** – a daft robber

**Master Criminal (MC)** – Bodgett and Hatchett's boss. He gets very exasperated because Bodgett and Hatchett get everything wrong

**Butler** – works for Madam, at the big house

**Madam** – rather posh and lives at the big house, interrupts and gets irritated easily

**Dreadlock Jones** – police detective, looks down on his assistant and admires himself

**Assistant** – (assistant to Dreadlock) very clumsy

**Chorus** for the raps – this can be any size you want

#### **Hats**

**Bodgett & Hatchett** – two matching hats, possibly flat caps

**Master Criminal** – a gangster style wide brimmed hat

**Butler** – a top hat

**Madam** – a big floppy hat or an over the top fascinator

**Dreadlock Jones** – a dreadlocks wig

**Assistant** – a police helmet

**Chorus** – baseball caps

#### **Props**

**Stage:** Living Room

Entrance to living room to be the 'doorstep'

Big No. 55

Egg box

Two telephones

Wellington boot

Chair

File

Wood block & beater

Large box with an egg box, a wellington boot, a ball of string and a jar of strawberry jam inside

Frying pan

## Scene 1

Props: stage block to be a doorstep with a big No. 55 and an egg box on it

Characters: Bodgett & Hatchett

(Bodgett & Hatchett enter stage L)

Bodgett: Is this the right house?

Hatchett: Number 55 the boss said.

(Both look at big No. 55 on steps in an exaggerated manner)

Bodgett: Look (points at No. 55) It is, it is!

Hatchett: And look what's on the doorstep! (He picks up egg box) An egg box, just like the boss said (opens it and shows it to Bodgett).

Bodgett: Wow! It's even got eggs in it! The boss will be so happy!

Hatchett: Come on, let's get back to the boss' house – he'll be really pleased with us.

(Bodgett & Hatchett walk to back of stage)

## Scene 2

Props: egg box

Characters: Master Criminal (MC), Bodgett & Hatchett

(MC enters stage R)

MC: Right lads. Show me what you've got.

Bodgett: Well, it's like this...

MC: What is?

Hatchett: What is what?

MC: What's like this?

Bodgett: What's like what?

MC: You said 'It's like this'

Hatchett: No I didn't

MC: Yes you did

Hatchett: When?

MC: Just then.

Bodgett: No, I said that.

MC: You said what?

Bodgett: That it's like this.

MC: What's like this?

Hatchett: I don't know what you're talking about

MC: Aaaaarggggghhhh! WHAT DID YOU GET FROM THE BIG HOUSE LAST NIGHT?

Hatchett: Aaaahhhh... An egg box

MC (crossly): An egg box? AN EGG BOX? What on earth am I meant to do with an egg box? I told you to get an XBOX!

Bodgett (sadly): But it's got eggs in it and everything!

(Bodgett & Hatchett exit stage R)

Rap: No-one's listening

To the big boss

That's gonna make him really cross

He asked for an Xbox

What did he get?

A box of eggs (MC wails and puts his head in to his hands)

Are ya al'reet pet? (all lean to look over at MC)

(MC exits stage R)

### Scene 3

**Characters: Butler, Madam (owner of the house)**

(Madam and butler enter stage L. Madam lays down 'in bed')

Butler (runs over to Madam): Madam, wake up! Wake up!

Madam: What's the matter? Is my breakfast ready?

Butler: No madam it's...

Madam: Is it time to get dressed?

Butler: No madam it's...

Madam: Has someone let the dogs out?

Butler: No madam it's...

Madam: Well what is it, for goodness sake?

Butler: Well madam, It's...

Madam: Come on man, get on with it!

Butler: Madam I've been trying to! (Clears throat) I'm very sorry... but your eggs have been stolen from the doorstep

Madam: WHAT? WHAT?

Butler: Madam, I said...

Madam: Yes, yes, yes I HEARD what you said. I just don't LIKE what you said!

(Butler exits stage R)

RAP: Madam's eggs Oh my goodness

Have disappeared What will she do?

She's very upset This needs sorting

Just as we feared. Let's look for a clue.

### Scene 4

**Props: two telephones**

**Characters: Madam, Dreadlock Jones (police detective)**

(Dreadlock enters with a telephone stage L. Madam picks up her telephone)

Madam: Hello, hello

Dreadlock: Yes madam...

Madam: I said hello, hello, are you there?

Dreadlock: Yes madam I'm...

Madam: Speak up for goodness sake, I can't hear you

Dreadlock (shouting): I SAID, YES MADAM! What do you want?

Madam: My eggs have been stolen. From my doorstep

Dreadlock: Oh dear. I'm very sad to hear that but it's not really a matter for a detective like me. You need to speak to a police constable.

Madam: No, no, no, I need to speak to you. I've heard you're the best in the land. They don't call you Sherlock Holmes for nothing.

Dreadlock: They don't call me Sherlock Holmes madam because that's not my name. My name is Dreadlock Jones.

Madam: What?

Dreadlock: You heard. Come down to the station and we'll get some details.

(Madam and Dreadlock exit stage L)

RAP: Come on down

To the station now

Dreadlock'll sort it

We don't know how



## Scene 5

Props: wellington boot

Characters: Master Criminal, Bodgett & Hatchett

(MC + Bodgett & Hatchett walk across the stage from stage R. MC is wearing one wellington boot)

MC: I can't believe you brought me an egg box.

Bodgett: But that's what you asked for!

MC: No I didn't. I asked for an X.....box.

Hatchett: Well you should speak clearer.

MC: WHAT?

Hatchett (looking sheepish): Nothing, nothing boss

MC: It's just like the last time. I asked for a tele, and you brought me a welly! (points at foot and lifts it up)

Bodgett & Hatchett: Sorry boss.

(MC, Bodgett & Hatchett exit stage R)

## Scene 6

Props: chair, file

Characters: Dreadlock's assistant, Madam, Dreadlock Jones

(Assistant enters from stage R, Madam enters from stage L)

Assistant: Yes madam, can I help you?

Madam: I've come to see Sherlock Holmes, no Wetlook Bones, no Bedrock Groans oh... what's his name?

Assistant: Dreadlock Jones?

Madam: Yes, I've come to see him.

Assistant: Walk this way (madam walks same way as assistant, who trips, to the other side of the stage where Dreadlock enters from stage L)

Dreadlock: Come in madam and sit down (shouts to assistant) CHAIR!

Madam (jumps): Good grief! That was rather rude, haven't you heard of the word please?

Dreadlock: CHAIR ...please (assistant brings chair over, madam sits down. Assistant walks away and trips)

Madam: Thank you (sits down then turns to the assistant). Goodness, are you always this clumsy?

Assistant: Afraid so.

Dreadlock: Bring the file...please (assistant brings file over and drops it)

Madam: Good grief!

Dreadlock (looking in the file): Now, you say you've had a box of eggs stolen – from your doorstep.

Madam: That's right

Dreadlock: I think I might know the culprits.

Madam: Really? Gosh that was quick!

Dreadlock (preening himself): I'm very good you know

Assistant: Well, you think you are

Dreadlock: What?

Assistant: Nothing, nothing boss.

Dreadlock: Anyway. I think it's the gang of two – Hatchett and Bodgett. They work for MC.

Madam: What does MC stand for?

(Dreadlock opens his mouth to speak but his assistant speaks over him)

Assistant: Master Criminal

Dreadlock: That'll do thank you. You can go now (assistant exits stage L tutting loudly, and tripping up.

Dreadlock shakes his head) Last year the same two took a welly – just the one – turned out the boss had asked for a tele. They clearly don't listen. I think this time they might've been asked for an X-box.

Madam: What?

Dreadlock: Sounds like egg box – you see? Leave it to me, I'll get it sorted.

(Dreadlock stays on stage L side, Madam exits stage L)

## Scene 7

Props: wood block to provide door knocking sound effect, large box with an egg box, a wellington boot, a ball of string and a jar of strawberry jam inside, frying pan

Characters: Master Criminal, Dreadlock Jones, Bodgett & Hatchett, assistant

(Assistant enters from stage L and with Dreadlock goes across to MC's house. Knock on door – woodblock played off stage)

MC (enters from stage R, mimes opening door. Looks sad): Oh hello it's you. Actually I was just coming to see you.

Dreadlock: You were? Why?

MC: I've decided to turn myself in and stop my life of crime.

Dreadlock: Why's that?

MC: Because these two are useless (fetches Bodgett and Hatchett from stage R, holding them both by the backs of their shoulders).

Bodgett: Sorry boss

Hatchett: Sorry boss

Dreadlock: In what way are they useless?

MC: They don't listen. Look (MC, DJ, assistant walk across stage and MC opens a box) Look at all the things they've got wrong (he takes them out of the box as they are mentioned in the rap):

Rap: He asked for an X box

They brought him an egg box

He asked for a tele

They brought him a welly

He wanted a ring

But they brought him string

He wanted a car

And they brought him a jar

Bodgett: But it had jam in it!

Hatchett: Strawberry flavour!

MC: See what I mean?

Dreadlock: Yes. But is there any other reason you're going to stop your life of crime? Anything to do with it being - wrong? (prods MC in chest after last two words)

MC: Ah yes, I was coming to that. I've realised that it's not right to take things that don't belong to me.

Maybe that's why I was never any good at it – because I shouldn't have been doing it in the first place.

Dreadlock: Correct. Well you'll have plenty of time to think about your actions down at the police station (leads MC, Bodgett & Hatchett off stage R. Walks back to assistant with a frying pan behind his back)

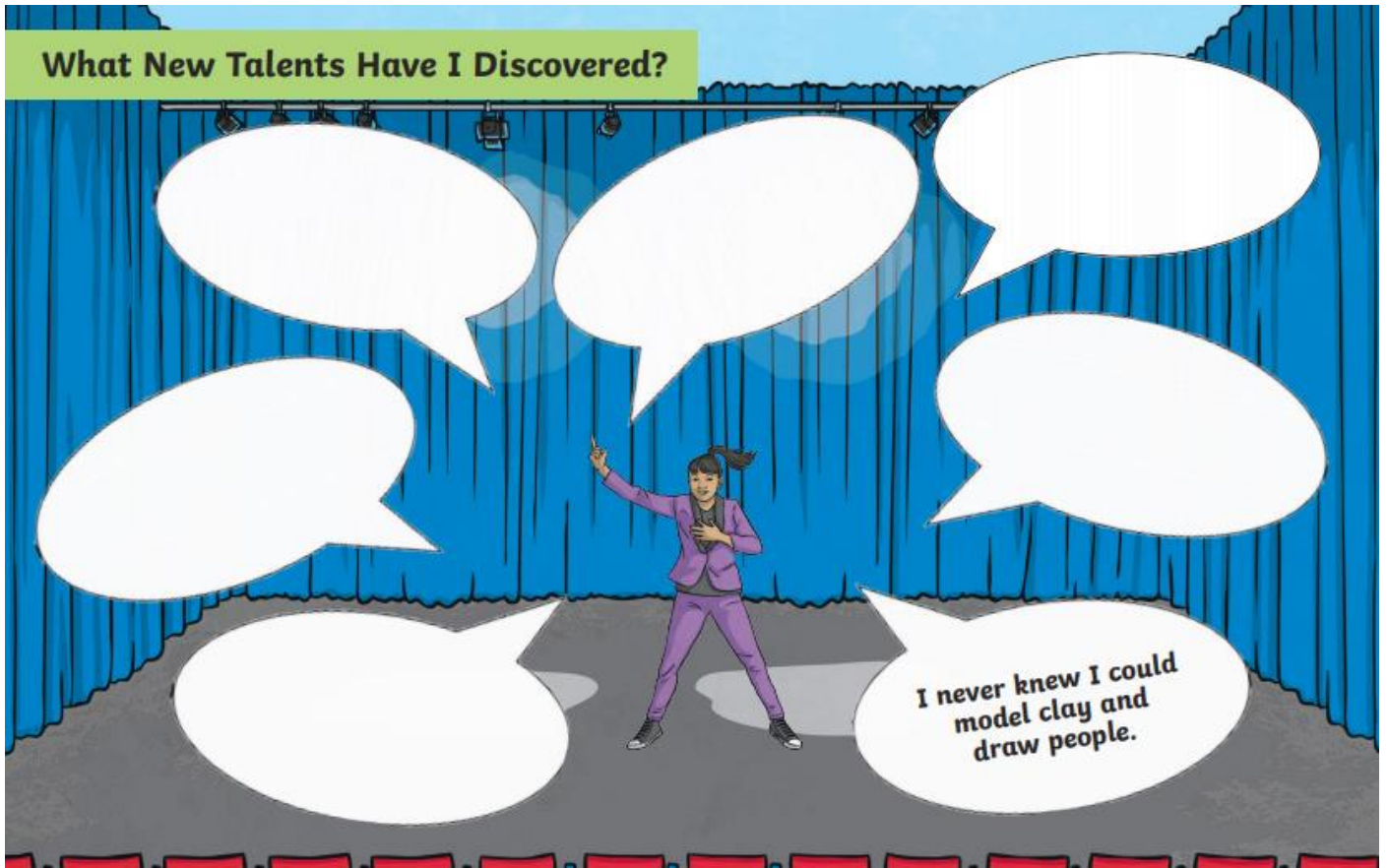
Assistant: Shall I ring madam and tell her the good news?

Dreadlock: Good idea. Tell her we've found her eggs... and we're all coming round for an omelette! (Waves frying pan in the air)

## Friday – Catch up and Chill

Today is the day to take part in any of the activities above if you haven't had a chance yet. Instead, you may have some ideas of your own! No matter what you choose to do today, make sure you relax and take some time for you!

### What New Talents Have I Discovered?



### What Special Qualities Have I Discovered?



# Sudoku

Fill in the missing numbers!

|   |  |   |   |
|---|--|---|---|
| 2 |  |   |   |
|   |  | 2 |   |
| 4 |  |   |   |
|   |  |   | 3 |

|   |  |   |   |
|---|--|---|---|
| 1 |  |   |   |
|   |  | 1 |   |
| 3 |  |   |   |
|   |  |   | 4 |

|   |   |  |   |
|---|---|--|---|
| 3 |   |  |   |
|   |   |  | 3 |
|   | 1 |  |   |
|   |   |  | 2 |

|  |   |  |   |
|--|---|--|---|
|  |   |  | 3 |
|  | 3 |  |   |
|  |   |  | 4 |
|  | 4 |  |   |

Every mini-grid, column and row must contain the numbers 1 to 4.

## Sudoku 6 x 6 Puzzles

Each row and column contains all the digits 1 to 6.

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   | 2 |   | 3 | 6 |   |
|   |   |   | 5 |   | 2 |
| 1 | 5 |   |   |   | 4 |
| 2 |   | 3 | 1 | 5 | 6 |
| 4 | 3 |   | 6 | 1 |   |
| 6 | 1 |   | 4 | 2 |   |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
|   | 5 |   |   | 4 | 3 |
| 6 |   |   |   | 1 | 5 |
|   |   | 6 |   | 3 |   |
|   |   | 3 |   | 6 |   |
| 4 | 6 | 5 | 3 |   | 1 |
| 3 |   |   | 4 | 5 |   |



