Hi Year

WELL DONE to you (and your hard-working families) for completing another week of home-learning - the effort you are putting in now will make such a difference when you get back to school! Welcome to your brand new Week 8 Home Learning Pack. In these packs, we try to include a choice of lots of new activities to keep you engaged while you are at home. But remember - we are not expecting you to have completed everything from the last pack yet, however you may want to have a go at some new activities (or you may still be working on some from week 7!).

So you’re in charge: choose which ones you most want to do! Pick two or three to do each day (Reading/Writing + Maths + one other) and remember to share your work with us on Seesaw!

Stay safe, stay kind, stay clever!
Alicia, Anna and Heather

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Can you find six more of these in your pack?
SATS...What SATS?

Here are some more questions from past papers...

Which sentence is punctuated correctly?

Tick one.

Abdul called out, “will you come and help me?”  
Abdul called out “Will you come and help me”  
Abdul called out, “Will you come and help me”?  
Abdul called out, “Will you come and help me?”

1 mark

Which sentence is grammatically correct?

Tick one.

Tomorrow we went shopping at the sales.  
In three weeks’ time, I will be on holiday.  
Next weekend, we had gone to the river to fish.  
Last summer, we swim at the beach and collect seashells.

1 mark

Insert full stops and capital letters in the passage below so it is punctuated correctly.

Declan has always been fascinated by animals he has read many books about exotic creatures jellyfish interest him the most and he would like to study them when he is older.

1 mark

Which sentence is punctuated correctly?

Tick one.

Joe went upstairs, turned on his computer took out his homework and started.  
Joe went upstairs turned on his computer, took out his homework, and started.  
Joe went, upstairs turned on his computer, took out his homework, and started.  
Joe went upstairs, turned on his computer, took out his homework and started.

1 mark
9 − 3.45 = 

37.8 − 14.671 = 

The numbers in this sequence increase by the same amount each time.

Write the missing numbers.

The children at Farmfield School are collecting money for charity. Their target is to collect £360. So far they have collected £57.73. How much more money do they need to reach their target?
Your adults should all have received details of how to access Rising Stars: Reading Planet On-line Library. Your teacher will have assigned several books for you to read on this website- there is a quiz at the end of each book for you to show your understanding. Please email admin@hitherfield.co.uk if you have not yet received these details. Continue reading every day; you can repeat the reading activities grid from week 4 for many different books.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Draw a map of one of the places mentioned in the story.</td>
<td>See how much you can include and how much detail you can add.</td>
</tr>
<tr>
<td>Pick a character, who is a child, from your book.</td>
<td>Draw what you think they would be like as an adult. What is their job? What are their hobbies? Where do they live?</td>
</tr>
<tr>
<td>Draw a story mountain to show the plot of the book.</td>
<td>What happens at the beginning; what is the dramatic event or problem; how is it resolved; how does the book end?</td>
</tr>
<tr>
<td>Would you be friends with the main character? Why or why not?</td>
<td>Can you find evidence from the book to explain your reasons?</td>
</tr>
<tr>
<td>Change this story into one of the following: a play; a comic strip; a poem; a musical.</td>
<td></td>
</tr>
<tr>
<td>Write to a friend and persuade them to read this book.</td>
<td>What was good about the story? Was it similar to any other books you have read?</td>
</tr>
<tr>
<td>Imagine you could interview a character from the story - what would you ask them?</td>
<td>What do you think their replies would be? Write your interview with the character. Set it out so you have two different colours for your questions and the character’s answers.</td>
</tr>
<tr>
<td>Find five words from the book you do not know. Guess what they mean before you look the words up. (For example, do you recognise any patterns in the word? Is there a suffix or prefix? Can you identify the root word?)</td>
<td></td>
</tr>
</tbody>
</table>
Chapter Four
Gibbons and Ghosts

Sit down. Relax (well, if you can - it’s quite an action-packed chapter!) Listen to Heather reading Chapter 4 on Seesaw!

You may not realise it, but you are all experts in these key reading strategies.

Every time you answer a reading question you are strengthening one of these key skills.
1. Michael goes through many different emotions in this chapter. **Select an emotion word (or use your own) for each event that happens to him.**

<table>
<thead>
<tr>
<th>Event</th>
<th>Emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wakes up on the beach</td>
<td></td>
</tr>
<tr>
<td>Sees Stella is on the beach as well</td>
<td></td>
</tr>
<tr>
<td>Explores the island</td>
<td></td>
</tr>
<tr>
<td>Finds no food or water</td>
<td></td>
</tr>
<tr>
<td>Tries to sleep in the cave but gets bitten by flies</td>
<td></td>
</tr>
<tr>
<td>Finds food and water has been left out</td>
<td></td>
</tr>
</tbody>
</table>

2. What are the many dangers facing Michael in this chapter? What is the worst thing that could happen to him? What evidence do you have that he is aware of this?

3. List all the words and phrases Michael Morpurgo uses to show Michael is scared of the jungle.

4. How would you cope if you were on your own on a desert island? Would you do the same as Michael or would you do things differently? Would you be fearful or overjoyed finding food and water in the morning? Why?
6. The Chapter ends on the arrival of a Man. What do you think he is doing on the island? Do you think he will be helpful or dangerous for Michael?

7. This is a long chapter. When planning this novel, what ‘jobs’ did Michael Morpurgo need this chapter to do? Think about plot and setting and characters. How many jobs does this chapter have? Is it successful?

8. Read the following extract. Then listen to the chapter again for even more details about what is on the island. Then draw your own map of where Michael is, based on the information given by the author.

The island looked perhaps two or three miles in length, no more. It was shaped a bit like an elongated peanut, but longer at one end than the other. There was a long swathe of brilliant white beach on both sides of the island, and at the far end another hill, the slopes steeper and more thickly wooded, but not so high as mine. With the exception of these twin peaks the entire island seemed to be covered with forest.

To help with your map here is a peanut in a shell...

.... and here is the definition of the word elongated!

Elongated adjective = extended; lengthened. long and thin.
Kensuke’s Kingdom: Writing Task 1

Imagine you have been stranded on a desert island after you fell overboard during a round-the-world yacht adventure. Unlike Michael, a box of random items has been washed up next to you. In the box, in perfect condition, are:

- A large tropical shirt
- A dog grooming kit
- A pile of DVDs
- Two large golf umbrellas
- A packet of large balloons

Top tips: think survival (shelter, water, fire, food) and think about different possible uses for the different parts of what you have found. When the children we are teaching in school tackled this task, they created fishing rods, rafts and even paddles from different parts of different objects!

Task: explain what you would do with what you have found in order to survive on the island. Remember to extend the sentences in your explanation using;

Example: If I were stranded on a desert island, I would use the tropical shirt as a hat. I would undo all the buttons and tie the shirt in a big knot around my head because then I would have some protection from the sun and I might not become dehydrated.

Use as many different objects as you can to help you survive. When you have finished your writing, draw an illustration of yourself on an island with the inventions you have created from your box of random items.
Grammar Activity
Alicia shouted across the laundrette, “I hope we are doing something fun for grammar this week!”
“This week we are looking at direct speech,” stated Anna, while she folded laundry.
“Are we really?” Heather asked excitedly. “I can hardly wait to begin!”

Activity 1

Activity 2
Can you copy this extract out and add in speech marks? Remember to use a new line for a new speaker!

Excuse me, said the man. Can you tell me what the time is? I think it’s about 8 o’clock, replied Graham. I haven’t got my watch on but I remember seeing the time on the town hall clock a few minutes ago. The town hall! said the man. That’s just what I’m looking for. Can you point me in the right direction? Certainly, said Graham. You just go down there
Activity 3

Extension Task
Show me what you’ve learnt. Write a passage that uses direct speech. Show me that you know where to put speech marks and other punctuation. Show me that you can remember to start a new line for each new speaker.

Some suggestions for what your passage could be about:
(a) Two friends having a chat about last night’s television.
(b) A person going to buy a car/computer etc. from a salesperson.
(c) A telephone conversation between a person who is reporting a lost pet and a policeman.

Writing task 2
Indirect speech is when you recount what somebody has said without using speech marks. For example: He said he will be back by 4pm. She told me to wait outside.
Try to use direct speech in your writing task below.
Your writing task is to keep imagining that you have been stranded on the desert island. A bottle washes up on the beach. You have a pen and one piece of paper. Who would you write to? Explain what you have been up to and add an exciting element - what could have happened on the island?

Example (with indirect speech highlighted):
I have been stranded on this beach for 10 days now. Every day has been identical to the one before it: wake up, fish for hours to try and catch my dinner, mend the shelter, collect rain water to drink, start a campfire and cook my fish, sleep, repeat. But today was different... You won’t believe what happened! I met somebody. That’s right, another person is living on this island. If you can call them a person...monster might be a more fitting description. You see, when I first saw them they were hiding in the shadows. I shouted for them to come into the light but they screamed no! That was when I saw a tentacle creeping around in the darkness. They moved like a spider but had the tentacles of a sea creature. How could this creature speak like a human? I have never felt so scared yet intrigued in all my life. I went forward into the darkened jungle to find out for myself what this creature was, but it was too fast for me. As soon as I took one step into the undergrowth, it disappeared! How on earth will I sleep tonight?
### Spelling

Choose two spelling activities to do each day with the spellings you don’t already know.

<table>
<thead>
<tr>
<th>1. ABC Order</th>
<th>Write all of your spelling words in alphabetical (ABC) order.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Word Parts</td>
<td>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</td>
</tr>
<tr>
<td>3. Other Handed</td>
<td>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</td>
</tr>
<tr>
<td>4. Vowel Spotlight</td>
<td>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</td>
</tr>
<tr>
<td>5. Use Technology</td>
<td>Type out your spelling words on the computer. Try to use at least 4 different fonts.</td>
</tr>
<tr>
<td>6. Pyramid Words</td>
<td>Write 3 or more sentences that use all your spelling words.</td>
</tr>
<tr>
<td>7. “Ransom” Words</td>
<td>“Write” your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</td>
</tr>
<tr>
<td>8. Rainbow Words</td>
<td>Write your spelling words with coloured pencils. Make each letter a different colour.</td>
</tr>
<tr>
<td>9. Scrambled Words</td>
<td>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhat</td>
</tr>
<tr>
<td>10. Silly Sentences</td>
<td>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. important happiness</td>
</tr>
<tr>
<td>11. Prefixes and Suffixes</td>
<td>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</td>
</tr>
<tr>
<td>12. Word Search</td>
<td>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</td>
</tr>
<tr>
<td>13. Flashcards</td>
<td>Draw a picture defining each word. Write a sentence about your picture using the word.</td>
</tr>
<tr>
<td>14. Picture &amp; a Story</td>
<td>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q-st-n = question</td>
</tr>
<tr>
<td>15. Words without Vowels</td>
<td>Write a story using all your spelling words. Underline the words you used.</td>
</tr>
<tr>
<td>16. Train Words</td>
<td>Write a story, Poem or Song with Words</td>
</tr>
<tr>
<td>17. Bubble Letters</td>
<td>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</td>
</tr>
<tr>
<td>18. Words Within Words</td>
<td>Draw a picture and hide your spelling words in the picture.</td>
</tr>
</tbody>
</table>

Look at the back of your ‘Grammar, Spelling and Punctuation SATsRevision’ book for the spelling words you need to know.
This week’s topic is…………………ANGLES!

Task 1: INTRODUCTION

TO START WITH...

Watch the video to remind yourself of the different types of angles. Complete the matching game and the fill-in-the-blanks tasks to refresh your understanding.

What is an angle?

AND THEN…

Listen to Mr Math Antics to remind yourself how angles are measured in degrees.

Math Antics - Angles & Degrees

FINALLY…

Fire up the rocket ship, use a digital protractor (drag the red button) to draw the angles shown in degrees and defend your planet from alien angles!

Alien Angles
Task 2: ANGLES ON A STRAIGHT LINE

Great work! Now you’ve reminded yourself what angles are and how they are measured, you can start to learn some ANGLE RULES that apply to different lines and shapes in geometry. Here’s one about straight lines...

Here are two ways (can you find the other four?)

Many different angles can make up a straight line, but they will always add up to 180°
So the ANGLE RULE for straight lines is...

**Angles on a straight line always add up to 180°**

![Diagram showing angles on a straight line with examples of calculations](image)

The missing angle is 63°.
The missing angle is 38°.

**Work out the missing angles. Use the rule you know, not a protractor.**

![Diagram with various angle problems](image)

PQ is a straight line.

Not drawn accurately

Calculate the size of angle x.

Do not use a protractor (angle measurer).
**TASK 3: ANGLES AROUND A POINT**

Using what you know about straight lines, can you see what happens if a straight line turns around a point.

That becomes $180 + 180$ so now we have another rule which is...

---

**Angles around a point total 360°**

The two known opposite angles total 100°.

$360° - 100° = 260°$

$260° ÷ 2 = 130°$

The missing angle is 130°.

The two known opposite angles total 246°.

$360° - 246° = 114°$

$114° ÷ 2 = 57°$

The missing angle is 57°.

---

**Find the angle given by each letter (NOT DRAWN ACCURATELY)**

1) $80°, 130°$

2) $70°, 245°$

3) $48°, 95°, 140°$

4) $93°, 75°, 148°$

5) $160°, 120°$

6) $u, 57°, 28°, 32°$

7) $45°, e, 53°$

8) $c, c, c, c, c$
Extend your thinking. How is an angle like a turn? Turn a pencil a quarter turn. Can you see that this is also a $90^\circ$ turn/a right angle?

This regular 12-sided shape has a number at each vertex.

Ben turns the pointer from zero, clockwise through $150^\circ$

Which number will the pointer now be at?

Layla completes one-and-a-half somersaults in a dive.

How many degrees does Layla turn through in her dive?

Think carefully about these two SATS questions which link turns to angles.
**TASK 4: VERTICALLY OPPOSITE ANGLES ARE EQUAL**

Yes, I know, ‘vertically what - what?!!’ But this is what is meant by vertically opposite angles:

If you have some squared paper, draw one line on a horizontal line and another one crossing it diagonally like this.

Label each angle you can see.

Use some thin printer paper/a tissue/some greaseproof paper to trace over your lines and angles.

Hold a pencil down where the lines cross and move your traced angles around. What do you notice?

You have proved our third ANGLE RULE for this week. Which is...

**Missing Vertically Opposite Angles**

**Opposite angles are equal.**

- The missing angle is 50°.
- The missing angle is 123°.
COMMON CONFUSION…

For angles to be vertically opposite two straight lines have to intersect (or cross). So this rule does not apply to angles that just happen to be on different sides of a point, like 95 and 115 degrees here.

But in this example two straight lines intersect (or cross) so the rule about vertically opposite angles being the same does apply. So \(b=65\) and \(a=115\).

MIND WORKOUT

Can you see how your knowledge of angles in a straight line = 180° and angles around a point = 360° could help you solve missing angle problems like this even if you only had one of the angles?

Find the angle given by each letter
(NOT DRAWN ACCURATELY)

1) \(\frac{a}{b} 130° 50°\)  
2) \(\frac{145°}{35°} c\)  
3) \(\frac{57°}{123°}\)  
4) \(\frac{j}{h} 140° k\)  
5) \(\frac{m}{n} 136° p\)  
6) \(\frac{62°}{y}\)
**TASK FIVE…**

Remind yourself of what different angles from 0-360° look like (and use your angle knowledge to save yet another planet from a terrifying invasion!) With this game:

https://www.topmarks.co.uk/Flash.aspx?a=activity16

Here are some extraordinarily helpful underwater creatures to take you through all those angle rules again. Get ready to make some secondary style notes about key facts!

*Geometry - Angles on a straight line (Grade 5)*

**When you are feeling ready…**

*Using all the rules!*

Find the angle given by each letter. You **MUST** give reasons for your answer (NOT DRAWN ACCURATELY)

\[
\begin{align*}
112° & \quad 56° \\
82° & \quad 64° & \quad 87° & \quad 130° \\
a & \quad b & \quad c & \quad d & \quad e & \quad f & \quad g & \quad h \\
a = & \quad b = & \quad e = & \quad f = & \quad g = & \quad h =
\end{align*}
\]
One final challenge - and it *is* a challenge!

Can you fit all the pieces into the rectangle and work out the missing angles?

Worksheet 7
The Windrush generation

1. Your country
   a) Think of two things that you really like about your country.
   b) Think of two things that you would miss very much if you went to live abroad
   c) What sorts of things attract visitors or new immigrants to your country?

2. Going away

   Imagine that you or your parents have decided to try life in a new country.
   
   a) Name two things you would definitely take with you.
   b) Think of two possible difficulties on arrival.
   c) What are the main reasons for people changing countries?
   d) Do you know anyone who has moved abroad?
      o Why did they go?
      o Was it a positive experience?
      o Were they homesick?
      o Did they stay?

3. Your identity

   Apart from a passport, what other things help you define your culture?
   
   • What makes someone British, French, Spanish or German?
   • What is your cultural identity?
   • Think of three things which help describe your identity?
     - is it the language you speak?
     - Is it where your parents were born?
     - Is it the region where you live?
     - Is it the religion you practise?
     - Is it the type of food you eat?
     - Is it your taste in music?
“The current crisis has highlighted the centrality of Black people in Britain, to the NHS and care work, transport systems, food supplies, utilities, research, education and so much more. The NEU supports this competition to celebrate what we have always known; that Britain’s history is irrefutably rooted in Black and global history and that our members do a fantastic job in teaching this. It will be a fabulous opportunity to showcase some of their work and that of their pupils”.

Kevin Courtney, Joint General Secretary, NEU (sponsors of the competition)

Go on the website 100 Great Black Britons and look at all the biographies in the resources attached to the competition page. You can choose one or several Great Black Britons. You then need to create a unique and innovative project to celebrate their work and legacy. This could be:

- for a presentation (examples could include a slide presentation, a short film, a speech, poetry, a drama or dance performance)
- for a display (such as artwork, photography, sculpture)
- a project or campaign (such as recorded interviews, a magazine, a music project)
- any other way of promoting the stories of Great Black Britons (perhaps a social media campaign, website design, posters)

The winning projects will be the ones that are the most innovative and that clearly show why the chosen Great Black Britons were important. Judges will need to see your work so don’t forget to send a picture or a video of your project!

**Prizes**

Prizes will include a voucher for the winners and black/multicultural educational resources (books, games, software packages) will be awarded in the following categories to the school of their choice with, the following monetary value:

KS1: £150    KS2: £200    KS3: £300
Your heart works like an engine for your body, pumping blood constantly to keep your organs functioning. If you put two fingers to your neck or wrist, you can feel this happening! This is your pulse. You can feel how many times a minute your heart beats!

**How to build a working model of the heart**
It is time to put our engineering hats on and design a working model of the heart.

**Items you will need:**

- 3 x plastic bottles (710 mL), labels removed.
- 4 x Bendy straws
- 3 Cups of water
- Food colouring (red if you want it to look like blood!)
Tape

Modeling clay or play dough or duct tape

Instructions

**Setting up your heart model**

1) First, place your three bottles on the table. Discard the lids. Mix your water with some red food colouring.

2) Next, Fill the first two bottles with your water to about 80% full. (Copy what you can see in the photo). Leave the third one empty.

3) Take two straws, stretch and bend them to create a 90 degree angle. Slide one straw into the other straw (pinch one to make it smaller so it slides in), and tape up the join. Put this into your first and second bottle, as you can see in the photo.

4) Repeat with the second set of straws.

5) Using modelling clay, playdough or duct tape, secure the straws onto the bottles. Do this for bottle 1 and 2. For bottle 2, make the tape/clay a bit tighter around the straw. Make sure it is air tight so no liquid can come out the top!

**Making your heart model work**

In our simple model, the first bottle is the **atrium** of the heart, the second bottle is the **ventricle**, and the third bottle represents either the lungs or body. Our fingers function as the **valves** of the heart.
To make your heart model work, squeeze the middle bottle only. Start by pinching the straw between the atrium (1st bottle) and ventricle (2nd bottle). Squeeze the middle bottle and watch your “blood” squirt out into the body!

Keeping the middle bottle “squeezed” move your fingers and pinch the straw between the ventricle and body. Now release the middle bottle and watch your blood move from the atrium into the ventricle.

Repeat, repeat, repeat to pump blood from the atrium, into the ventricle then out to the body!

Once your blood in the atrium gets too low, you can take blood from the “body” and add it back into the atrium. Then start again.

We hope you enjoyed making your heart model! If you would like to know more about how the heart works, read on!

When we breathe in oxygen, it travels to the lungs and enters the bloodstream. Next, the oxygenated blood goes to the heart. The heart pumps blood through the arteries to other parts of the body. Oxygen is exchanged for waste products. After deoxygenated blood travels back to the heart through the veins, where your heart pumps it back into the lungs. You breathe out carbon dioxide. And then the whole process starts again! Clever heart right?
Health - Circulatory System

Find the following words in the puzzle.
Words are hidden ↑↓→← and ↘↑.

ARTERY    LIFESTYLE    PULSE
BLOOD     LUNGS      RESPIRATORY
CIRCULATORY MUSCLE    SYSTEM
DIET      NUTRIENTS  TRANSPORT
EXERCISE  ORGAN     VEIN
FUNCTION  OXYGEN     VESSEL
HEART     OXYGENATED
ART

Task: **Sketch** out at least three different ideas for your card design based on the theme of ‘MEMORIES OF HITHERFIELD’
Sketching is just to think about ideas - nothing needs to be perfect yet!
Remember, with this sort of design, simple works best.

1. Clear, simple images
2. Strong, bold colours
3. Meaningful ideas.

The design process is a process. A good design will evolve.
This is just the first stage. What memories will you pick for your design?
Design and Technology

Now we are allowed out more than once a day and while the weather is sunny, many people are choosing to picnic outside! Pinwheel sandwiches (or ‘kid’s sushi’ as some websites call them) are a great, fun way to make lots of different sandwiches to take out with you - or to enjoy inside on a rainy day, if the weather changes!

TOP TIPS

Use tortilla bread OR take the crusts of sliced bread and roll it flat
Make your fillings colourful - red pepper, carrot, avocado, spinach
Mix protein (egg/tuna/meat/cheese) with vegetables and/or fruit

Don’t use too much filling and remember to roll up your sandwich very tightly. You then can ‘slice’ each mini-sandwich from one piece of bread

(If you’ve got a member of your family who is a bit fussy about eating certain fruits or vegetables this can be a great way to encourage them. Don’t force them to eat - just sit opposite them showing how much you like eating these pinwheel sandwiches! They may well want to join you and eat some too)

Remember to photograph and share your creations on Seesaw.
Go Big: Be Awesome

Session 1: What’s stopping you from being awesome?

The change from primary to secondary involves thinking about what you like about yourself and what you might want to improve on...

Kid average is someone who:

• doesn’t try hard enough
• thinks everyone else is talented
• is lazy
• is scared of taking risks
• is worried about looking foolish
• doesn’t put their hand up in class
• thinks they will be okay, until it is too late.

Kid awesome is someone who:

• tries hard
• puts time into learning things
• is dedicated to what they want to achieve
• is focused
• doesn’t give up easily
• stays positive during hard times
• asks for help
• overcomes fears
• tries new things.

AWESOMENESS takes masses of practice to PERFECT.
Session 1
Being awesome

**TASK:** Is there anything holding you back?

- Worried you can’t do things
- Feeling embarrassed
- You find it hard to focus
- Scared of hard work
- Feeling stressed or anxious
- Fear of looking foolish
- Scared of taking risks

**TASK:** Write down what you can learn from your primary school experience ahead of going to secondary school.

- How did you handle things when they went wrong?
- How did you react when you got stuck?
- Think about a time when you showed a ‘kid awesome’ attitude. Write about it here:
- Write down the kind of person you want to be at secondary school.
**PE: Circuit Training**

Circuit training is a good way to keep fit and challenge yourself. A circuit includes different exercises each done for a certain amount of time before moving on to the next. Over the next few weeks we will be setting you circuits to complete while trying to beat your own score each time.

**Before you exercise remember to warm up!**

1. Raise heart rate with our top 10 cardiovascular endurance exercises.
2. Mobilise joints with our top 10 flexibility exercises
3. Build muscles with our top 10 muscular strength exercises

This week we would like you to record your heart rate for the different types of exercise. Take a one minute break after 5 exercises. You could use a table like this to record your results:

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Bpm before exercise</th>
<th>BREAK: Bpm during break</th>
<th>Bpm after exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cardiovascular endurance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Muscular strength</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Radial Pulse**

- On the front of the wrist, on the thumb side.
- Next to the first big tendon.
- Press gently with your index and long fingertips.
- Count the pulse for 30 seconds and multiply by 2 to get the pulse rate.
*For climbing wall, try a rep of ordinary push ups instead.

**Challenge:**
Increase the number of reps you complete for each exercise!
**USEFUL WEBSITES**

**PSHE:**  
*Think Secondary!*

[https://www.dunraven.org.uk/](https://www.dunraven.org.uk/)  
[https://www.the-elmgreen-school.org.uk/](https://www.the-elmgreen-school.org.uk/)  
[https://www.btg.ac/](https://www.btg.ac/)  
[https://www.thenorwoodschool.org/](https://www.thenorwoodschool.org/)  
[https://cityheightsacademy.e-act.org.uk/](https://cityheightsacademy.e-act.org.uk/)  
[https://www.lambeth-academy.org/](https://www.lambeth-academy.org/)  
[https://www.burntwoodschool.com/](https://www.burntwoodschool.com/)  
[http://www.chestnutgrove.wandsworth.sch.uk/](http://www.chestnutgrove.wandsworth.sch.uk/)  
[https://www.graveney.org/](https://www.graveney.org/)

Go on your secondary school website (sorry if it’s not listed; you’re going to lots of different ones!). Look at the newsletters. Research clubs and teams you might want to join. Imagine being there; you will be soon!

Get some great advice on making new friends, finding your way around, what might be different about lessons and homework on the childline website:  

Also on childline are some great activities helping you to stay calm - there are many things you can do to stop stress taking over!  

[https://www.childline.org.uk/toolbox/calm-zone/](https://www.childline.org.uk/toolbox/calm-zone/)

Got questions about the current situation? Talk to your adults and download and read this free book together.  
Aspire Active

https://www.aspire-sports.co.uk/aspire-active-hub
A variety of activities for all subjects, with support / advice for home learning.

Premier League Primary Stars
Resources cover Maths, English, Physical Activity and Health and Wellbeing, with fun activities to keep children active and learning at home.

Hungry Little Minds
https://hungrylittleminds.campaign.gov.uk/
A newly created government resource to help parents with younger children.

ScoutsUK
https://www.scouts.org.uk/the-great-indoors/
UK Scouting have put together a selection of great looking activities for crafts, science and more, under the banner 'The Great Indoors'.

ParentInfo
https://parentinfo.org/
Useful website with all sorts of advice, including lots of ideas for families stuck inside.

Homelearning UK
https://homelearninguk.weebly.com/parents.html
A new website where parents can find lots of resources.

Purple Mash
https://2simple.com/blog/using-purple-mash-when-school-closed/
A normally paid for website that has been made free while schools are closed.

Free Homeschool
Lots of free ideas for home activities, such as this 30 day Lego challenge.

**English:**
Audible
https://stories.audible.com/start-listen
While school is on pause, kids can listen to stories for free free.

World Book Online
https://worldbook.kitaboo.com/
World Book Online have made their collection of over 3,000 ebooks and audiobooks free to read and listen online.

Literacy Trust
https://literacytrust.org.uk/parents-and-families/
The parent-facing site Words for Life provides milestones, tips, fun resources and advice to help parents support their children's literacy development.

My Storybook
https://www.mystorybook.com/
A website where children can make their own storybooks and some other activities which can be done at home.

I Can Read
https://www.icanread.com/
Harper Collins’ website offers books for children of all ages and activities to accompany them.

Write Now
https://mcusercontent.com/462fd7b9bcff8afe827177c78/files/d19d7c2e-b926-48c9-8bfe-28e59e50d4ee/Write_Here_Write_Now_Handout.pdf
This is a simple tool offering prompts to help children write.

Write the World
https://writetheworld.com/
This website offers lots of ideas to help get young people writing.

Our Story
https://diversebooks.org/our-programs/ourstory/
A free app that helps children find stories from a diverse range of authors.

First News
https://subscribe.firstnews.co.uk/free-downloadable-issue/
A newspaper design for children, which can be downloaded for free on the website.

CLPE YouTube Channel

https://www.youtube.com/playlist?list=PLFtPjlfGAYJxRik7kNvW4Jc5rnad2nx7r&utm_campaign=11413002_POP+resources+to+help+parents&utm_medium=email&utm_source=CLPE

Lots of videos of books and poems being read.

Handwriting Heroes

https://appytherapy.com/handwriting-heroes/

Website to help children practise their handwriting skills.

Maths

Hamilton Trust (home learning section)

Website: https://www.hamilton-trust.org.uk/blog/learning-home-packs/

Key stages: key stage 1 and key stage 2  Description: downloadable resource packs with teacher guidance. A week’s worth of resources is provided for each year group. Registration: not required

Mathematics Mastery

Website: https://www.mathematicsmastery.org/free-resources

Key stages: early years foundation stage, key stage 1 and key stage 2  Description: downloadable guidance and resource packs for parents and pupils. Registration: not required

Nrich

Website: https://nrich.maths.org/

Key stages: early years foundation stage to key stage 2  Description: a range of activities. Some are interactive and some are to be completed offline. Activities are categorised by age range. Registration: not required

We particularly recommend: https://nrich.maths.org/fortwo and https://nrich.maths.org/countdown/main.html

Top Marks

Website: https://www.topmarks.co.uk/maths-games
Key stages: early years foundation stage, key stage 1 and key stage 2 Description: a range of interactive maths games categorised by age group. Home for the ever popular HIT THE BUTTON Registration: not required

White Rose Maths (home learning)

Website: https://whiterosemaths.com/homelearning/

Key stages: early years foundation stage to key stage 2 Description: presentations and downloadable workbooks which are easy to use for parents. New material is being released each week. Registration: not required

Great website full of home lessons and activities - parents can now register directly and access resources with their child
https://thirdspacelearning.com/

Want to access a real teacher for some real lessons:
http://www.iseemaths.com/home-lessons/

IXL
https://uk.ixl.com/
Personalised learning to help children practise their maths skills.

French

Duolingo
https://www.duolingo.com/
A language learning tool your child could use to practise their French. Or even start learning a new language!

Art

Mo Williems: Lunchtime Doodles
https://www.youtube.com/playlist?list=PL14hRqd0PELGbKihHuTqx_pbvCLqGbOkF
Mo Willems—a bestselling author and illustrator—has announced that he will be teaching drawing every weekday on YouTube to kids who are now at home.

Draw Alongside an Author / Illustrator
https://www.youtube.com/playlist?list=PLFtPjlfGAYJzSDhrcKrXdBWy7LgpQ2Kar&utm_campaign=11413002_POP+resources+to+help+parents&utm_medium=email&utm_source=CLPE
This YouTube channel allows children to learn how to draw some of their favourite story characters alongside the authors / illustrators.

**Science:**

**Mystery Science**

https://mysteryscience.com/

A site full of lessons complete with videos, activities and tips for educators (and homeschooling parents) on how to teach them.

**BP Educational Resources**

https://bpes.bp.com/resources/list

A variety of science experiments / educational videos.

**The Pod**

http://www.jointhepod.org/students?dm_i=5HV9,6G8W,20K5HO,O8J6,1

Useful information, activities, movies and games to help you learn all about energy, biodiversity, climate science and much more.

**Chester Zoo**

https://www.chesterzoo.org/schools/resources/

An online bank of activities focussed on animals and nature.

https://www.stem.org.uk/home-learning

Watch Tim Peake answer questions from children about being an astronaut - free access to all resources from home educators. Check out the STEM ambassador section for future career ideas!

**P.E**

**Marathon Kids**

https://marathonkids.org/

Resources to help kids stay active at home.

**Kids Run Free**

https://www.kidsrunfree.co.uk/

This website is uploading daily videos of games and activities you can play with the family at home.
**Topic**

**World Geography Games**


Challenging and entertaining quiz games to improve your geographical knowledge. Learn the 5 oceans, 7 continents and the layers of the earth and atmosphere.

**National Geographic Kids**

[https://www.natgeokids.com/uk/](https://www.natgeokids.com/uk/)

Packed with science and nature facts for all kids as well as a whole pack of resources on how to teach them - including discussion topics, activities and downloadable packs.

**DK Findout**

[https://www.dkfindout.com/uk/](https://www.dkfindout.com/uk/)

A safe place online for your child to see, learn, and explore almost everything. Download for free teaching resources and lesson plan ideas.