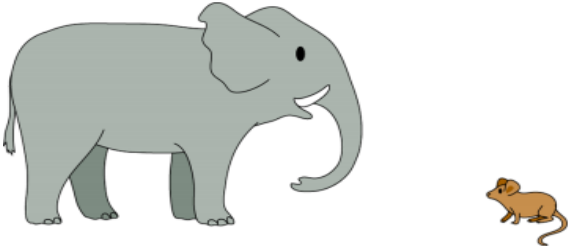




## WC 13.7.20 ONLINE Learning Project - Transport

Age Range: Y5/6

Weekly Reading Tasks	Weekly Spelling Tasks																						
<p><b>Monday-</b> Encourage your child to listen to an audiobook on their daily walk <a href="#">here</a>. Perhaps they could choose a journey tale? Read a book in an interesting place?</p>	<p><b>Monday-</b></p> <table border="1"> <tr> <td>Y5</td><td>Y6</td></tr> <tr> <td>musical</td><td>ambled</td></tr> <tr> <td>political</td><td>tottered</td></tr> <tr> <td>accidental</td><td>strolled</td></tr> <tr> <td>mathematical</td><td>staggered</td></tr> <tr> <td>functional</td><td>sauntered</td></tr> <tr> <td>tropical</td><td>sprinted</td></tr> <tr> <td>bridal</td><td>raced</td></tr> <tr> <td>central</td><td>darted</td></tr> <tr> <td>global</td><td>dashed</td></tr> <tr> <td>industrial</td><td>galloped</td></tr> </table>	Y5	Y6	musical	ambled	political	tottered	accidental	strolled	mathematical	staggered	functional	sauntered	tropical	sprinted	bridal	raced	central	darted	global	dashed	industrial	galloped
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<p><b>Tuesday-</b> Click <a href="#">here</a> for a reading activity about <b>The Titanic</b>. Discuss what you have read and explore unfamiliar words.</p>	<p><b>Tuesday-</b> Can your child create a transport glossary of these terms: <b>underground, cargo, gangway, pedestrian, terminal &amp; voyage?</b></p>																						
<p><b>Wednesday- Complete the questions about The Titanic</b></p>	<p><b>Wednesday-</b> r p a o s n t t r</p> <p><b>How many words (3 letters or more) can you make from these 9 letters? Can you find the 9 letter word related to the theme, this week?</b></p>																						
<p><b>Thursday-</b> Your child can learn all about Robert Fulton <a href="#">here</a>. <b>Complete the questions.</b> Discuss what you have read and explore unfamiliar words.</p>	<p><b>Thursday-</b> Can your child work out the Year 5/6 words from <a href="#">these bouncing anagrams?</a></p>																						
<p><b>Friday-</b> Create your own multiple choice questions about a text you have been reading (pick a page) or The Titanic text. Get someone to answer them.</p>	<p><b>Friday-</b> Put the words from Tuesday into a crossword, think about how you could describe them so someone else can work out what they are.</p>																						

Weekly Writing Tasks	Weekly Maths Tasks- Volume Choose a task or tasks from each day. These are to be used flexibly
<p><b>Monday-</b> Travelling around Cornwall can be really long and tiresome because the roads are winding and there is a lot of traffic in the summer. You need to design a new form of transport that will take you to wherever you would like to go at the flick of a switch. Please design your vehicle and label it to show what different features your vehicle will have. Be descriptive!</p>	<p><b>Monday-</b> Go for a volume hunt around the home. Using the concept that volume is the amount of space which something occupies get pairs of objects and identify which ones have the greatest volume Compare the objects by using the following sentence stems as in the ideas from the NCTEM Professional Development Materials below</p> <ul style="list-style-type: none"> <li>• 'Which takes up more space, the elephant or the mouse?'</li> </ul>  <ul style="list-style-type: none"> <li>• 'The amount of space the elephant takes up is its volume.'</li> <li>• 'The amount of space the mouse takes up is its volume.'</li> <li>• 'The elephant has a larger volume than the mouse.'</li> </ul> <p>NCTEM Professional Development Materials</p> <p><a href="#">White Rose Maths</a> online daily maths lesson <a href="#">Bitesize Maths</a> online daily maths lesson</p> <p><a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 1 Week 10</p>
<p><b>Tuesday-</b> Thinking about the mode of transport your child designed yesterday...</p> <ul style="list-style-type: none"> <li>-What it looks like and safety procedures whilst on board.</li> <li>-Write an advert that could be played on the radio (10-20 seconds)</li> <li>-Design a poster for a magazine.</li> </ul>	<p><b>Tuesday-</b> Create your own poster showing what volume is. You may want to use from this <a href="#">website</a> to help you. You may also want to include these facts too.</p> <p>Volume is the amount of space that something occupies. Volume is measured in cubic units, such as cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>).</p> <p>The volume of a cuboid can be calculated by multiplying the length, width and height. The choice of which order to multiply in can be made according to the simplest calculation.</p> <p>You may also want to do these <a href="#">activities</a> to support your understanding of</p>

	<p>this area</p> <p><a href="#">Bitesize Maths</a> online daily maths lesson</p> <p><a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 2 Week 10</p>
<p><b>Wednesday-</b> Read the information about Sir Francis Drake and 'life on board' (end of the document) think about what conditions would have been like on board ships in the Tudor times. Write a fictional diary entry from Sir Francis about his day on board the ship.</p> <p>Feelings? Good? Bad? Worried? Excited? Smells? Sounds? Hopes and dreams?</p>	<p><b>Wednesday</b></p> <p>Using sugar cubes, marshmallows or cubes( if you have them), encourage your child to make a shape with a volume of 24 centimetres cubed. How many different shapes can they make? Remember the formula is length x width x height Can they draw each shape they make with a ruler. As an extra challenge select your own target number and explore how many different cubes or cuboids you can create using your target number.</p> <p>Ask your child to find the volume and surface area of these rectangular prisms in this <a href="#">online game</a>.</p> <p><a href="#">Bitesize Maths</a> online daily maths lesson</p> <p><a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 3 Week 10</p>
<p><b>Thursday-</b></p> <p>The Tunnel</p> <p>You are on a mode a transport and you go through a tunnel. When you come out of the other end, everything is different!</p> <p>PLAN your ideas!</p> <p>Where is the main character going and why? What happens on his/her journey? Are they looking forward to the journey?</p> <p>Descriptions – adjectives, adverbs Feelings – how does your character feel during the journey? What things change? Sounds?</p>	<p><b>Thursday Converting Measures length</b></p> <p>Using the attached sheet practise converting the distances from km to metres. Remember there are 1000m = 1 km (so you need to <i>multiply the distances by a 1000</i> when converting from km to m).</p> <p>Then research the distances from your home to places in Cornwall. Record the distance in km and practise converting the distances to metres by multiplying by 1000 so 5.3 kilometres = 5300 metres.</p> <p>Activity Create your own digit cards 0 – 9 pick up 3 , 4 or 5 cards. Write down the distance in metres such as 4653 metres. Then practise converting it to km so 4653 metres = 4.653 km Remember to <i>divide by 1000</i> when converting from metres to kilometres.</p> <p><a href="#">Bitesize Maths</a> online daily maths lesson</p> <p><a href="#">CODE Maths Hub Daily Fluency Activities</a> - Day 4 Week 10</p>

**Friday-** Write your 'Tunnel' story – check for errors and read it to someone at home.

### Friday

Get a collection of objects from around the home where the mass is written grams or kilograms.

Or weigh a selection of objects instead.

From this divide a piece of paper into 12 squares – in each square draw a picture of the object and its mass underneath.

Then cut out the squares and practise ordering the objects lightest to heaviest.

You may also want to show the mass in both grams and kilograms using the formula  $1000 \text{ grams} = 1 \text{ kilogram}$ .

Then pick up 2 cards and compare the mass of the different items using the comparison signs  $>$  greater than and  $<$  less than

Extra challenge ensure that all of your measures are converted into grams.

Then practise converting them into milligrams -  $1000\text{mg} = 1 \text{ gram}$

Therefore you need to multiply by 1000 to do this i.e.  $2.5 \text{ grams} = 2500 \text{ mg}$

[Bitesize Maths](#) online daily maths lesson

[CODE Maths Hub Daily Fluency Activities](#) - Day 5 Week 10

### Monday – Wednesday

[Practise your problem solving and calculation skills by playing these number card activities by Babcock.](#)

Click on the link which will take you through to the resources

[CODE Maths Hub Daily Fluency Activities](#) Week 11

## Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about transport. Learning may focus on modes of transport, transport in the past, the science behind transport, road safety and how to be safe around water.

- **Is it a Bird? Is it a Plane? Is it a paper aeroplane-** Look at [this link](#) and choose a few different paper aeroplanes to make. Which ones flies the best? Why do you think that is? Could you modify the design at all to make it even better? Then think about how you are going to test them, how you can make it a fair test, and what results you want to find. Make a chart to show your results! (This is really about enjoying making and testing the planes!)
- **Coming down without a bump! –** Using everyday household objects, you need to make a parachute that works effectively. Your challenge is to make it work well enough to hold an egg and stop it from breaking when you drop it from a height (and upstairs window!) Make sure you test your parachute before you put the egg in it! (NB – it's worth hard-boiling the egg first to stop it from being too messy!)



- **Beep beep!** - Make a balloon powered car using the instruction [here](#). Can you make the car more efficient? Can you decorate it so that it looks like a car you would like to be seen in!?
- **Faster Than a Speeding Bullet...Train-** The Shanghai Maglev, also known as Shanghai Transrapid, is currently the fastest train in the world, running between Shanghai and Beijing in China. Challenge your child to be just as speedy and complete the following 5 activities as fast as possible: Star jumps, tuck jumps, press-ups, squats and lunges. Ask them to record how many repetitions of each activity they can perform in 1 minute. Can they beat their personal best? Challenge them to record their heart rate (beats per minute) after each activity. **Recommendation at least 2 hours of exercise a week.**
- **Make and Do - Make it Go!**- Support your child to try this [hover balloon activity](#). You will need the following equipment: CD, bottle top with push/pull closure, like those on some sports drinks or water bottles, blu-tack or glue and a balloon. Alternatively, they could have a go at creating a [baking powder powered boat](#). You will need the following equipment: empty water bottle, baking powder, kitchen roll or tissue, scissors, straw, vinegar, sellotape. If you don't have access to this equipment, your child can watch and read about the experiments and can discuss with you their favourite, providing reasons for their opinions.
- **Mindfulness** - Sometimes when we think about new situations, or when we know things are going to change, it can make us feel worried. Feeling anxious or worried is normal; it's a step your body takes to make sure you are safe. There are techniques we can use to help us feel calm, even when things are changing or when times are difficult. Today we will learn one of these techniques. It's all about increasing your superpowers! Stand in a quiet space with your legs slightly apart, your back straight and your head tall, with your arms bent and your hands on your hips. Make sure your position is tall and strong. Just like Superman or Wonder Woman might stand! Keep still in this position and start to take long, slow breaths. If you like, you can also try focusing on the positive feeling, or the superpower, you want to have to help you through the difficult time. For example, you could say to yourself 'I am brave' or 'I am confident'. Notice how you feel after spending a few moments in this big, strong position. Try it anytime you are feeling worried or nervous... it will really help you to feel powerful!

### STEM Learning Opportunities #sciencefromhome

#### Brilliant Boats

- Watch [this video](#) about boat designs.
- Try creating your own boat designs and testing them. You might like to use something smaller and more waterproof than a bag of sugar for testing though!

### Additional learning resources parents may wish to engage with

- [Times Table Rockstars](#) and [Numbots](#). Your child can access both of these programmes with their school logins. On Times Table Rockstars, children should aim to play Soundcheck for 20 minutes daily.
- IXL online. Click here for [Year 5](#) or here for [Year 6](#). There are interactive games to play and guides for parents.
- [CODE Maths Hub Daily Fluency Activities](#)
- <https://www.topmarks.co.uk/maths-games/daily10> - arithmetic challenges
- [BBC Bitesize](#) - Lots of videos and learning opportunities for all subjects.
- [Y5 Talk for Writing Home-school Booklets](#) and [Y6](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

**#TheLearningProjects**  
in collaboration with



[www.robinhoodMAT.co.uk](http://www.robinhoodMAT.co.uk)

## **Life on Board**

### **Disease and Infection**

At sea 16th century ships were hotbeds for disease and infection brought about by the lack of proper sanitation, cramped sleeping conditions on straw filled mattresses on the hard decks (hammocks were not introduced in English ships until around 1596) and constant wet and damp. Half the crew of a 16th century ship were often dead by the end of a long voyage, poor food and diet related diseases being a major cause.

Larger ships would have a barber/ surgeon on board, he would be able to dress wounds and set bones, but against disease the effectiveness of his medicine was virtually non-existent. The most dreaded disease was scurvy (lack of vitamin C) which was responsible for tens of thousands of deaths alone. Although some captains in the 16th century were advocating diet was the cause it was to be another several hundred years later that this theory was finally medically proven. The scurvy sufferer first became listless, then his skin broke into angry boils, his gums began to swell and bleed and his teeth fell out. Within days arms and legs became swollen, ugly black bruises appeared and breathing became almost impossible. This was followed by coma and death.

### **Food and Drink**

Drake's crew were probably better off than 17th and 18th sailors, as their circumnavigation diet was very varied and included many types of meat, vegetables, staples and fruits - due to the length of the journey Drake's crew were forced to buy supplies as they sailed around the five continents. Ships in Tudor times had to carry enough food and drink to last the crew for the voyage. Because many voyages lasted a long time, and there were no fridge-freezers, sailors had to find ways to stop their food going off. The most common way was to salt the food. This meant storing meat and fish in barrels or sacks with salt. Some vegetables, and even eggs, were also pickled, ie stored in vinegar. Small animals were carried where practical and could include goats, pigs, chickens and lambs. As well as providing meat, animals also supplied eggs and milk for the ships crew. On Tudor ships, food was cooked over an open fire in the 'ships cook box'. The cook box had three sides and a bar across the top to hang pots called cauldrons. The fire was on a tray at the bottom of the cook box, which was on legs to lift off the deck of the ship. It was obviously vital to keep the hot coals away from the timber structure of the ship to prevent fire and so the firebox was always placed 'downwind' if it was lit when the ship was at sea.

The typical Elizabethan navy sailor would have eaten biscuits, a little fish or meat, butter and cheese. Typically weak beer (or grog) would have been drunk as it lasted longer than stored water. Drake's ship, however, would have been different in that on a voyage over 1000 days the crew would

have eaten whatever food that they could buy, or find, en route from the locality that they were in. This included tropical foods and tropical fish in the Caribbean to penguins from the icy cold waters of the South Atlantic. It is known that on the circumnavigation the crew ate many kinds of fish, including flying fish. They also ate chickens, dolphins, penguins, seals, turtles, oysters, mussels, mutton, pork (various ways), goat and game birds such as partridges. In terms of fruit and vegetables they ate bananas, plantains, figs, lemons, limes, oranges, grapes, melons, coconuts, cassava, cucumbers, potatoes, macaroni, currants, beans, pulses, and raisins. Staples were also carried including maize, rice, sugar, honey, butter, sago, suet, lard, various oils, salt, spices, herbs, preserves and various items made from flour. They also drank Chilean wine, beer and water, either fresh or collected on sails hung to channel rainwater into barrels. Due to the lack of fresh water, sailors were not wash themselves or their clothes very often and only had very few clothes worn day and night throughout the voyage.

### **Punishment**

Strict discipline was essential onboard ship and punishment was swift and severe. Almost all aspects of life on board ship were covered by a set of rules. Punishment on ship was governed by the laws of Oleron, believed to have been instituted by Queen Eleanor of Aquitaine, wife of Henry II. They covered everything from blasphemy to gambling and the issue of sailors' vituals. A seaman caught stealing was tarred and feathered then forced to run the gauntlet of the whole crew, finally being dismissed from the ship. A murderer was lashed to his victims body and thrown overboard. For blaspheming, offenders had a marlin spike (metal pin), clamped into their mouths until they are very bloody; an excellent cure for swearers. Drawing a knife on a shipmate could result in the loss of the right hand. The worst punishment, though rare was keel-hauling, when a sailor was tied to a rope, thrown over the side of the ship, dragged through the water underneath the rough, barnacle covered ship's bottom, and hauled up the other side of the ship. Few survived this gruesome torture.

Thomas Doughty was accused and found guilty of mutiny aboard the Golden Hind, this was one of the worst crimes onboard and he was sentenced to death by beheading. Look out for the Thomas Doughty display on board the Ship!

### **So Why go to Sea?**

Life on land in the 16th century was very hard, it was a time when people hardly ventured outside their own village. Going to sea was a great adventure were the pay was relatively good and signing on with a privateer like Drake made it possible for a sailor to win glory, fame as an explorer and capture fabulous wealth, If they returned alive, that is!