



CONTENTS AND A NOTE FROM MISS COWIE

Hi again boys and girls. This document contains everything you will need for your next block of learning. Read your grid first and then use this document for things you will need for your home learning. I have included a table of contents so you know where everything is. Email me if you have any questions or if you need support at any time. I miss you all and it's so lovely to hear from you. I would love to see any photos/videos you have of your learning.

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P6 SPELLING WORDS

CV Book 5 Week 1 – 01.06.20

tt

- 1) attack
- 2) attract
- 3) attend
- 4) attempt
- 5) attic
- 6) courgette
- 7) omelette
- 8) palette
- 9) statuette
- 10) usherette
- 11) attention
- 12) attitude
- 13) prattle
- 14) committee
- 15) pattern
- 16) settlement

Discuss your words with an adult at home!

Find out the meanings of any unfamiliar words.

Try some active spelling strategies that you are familiar with.

Make up some mnemonics to help you learn your spelling words.

Prim-Ed C Week 1 – 01.06.20

Silent letters

- 1) wrath
- 2) wrist
- 3) wrote
- 4) wriggle
- 5) echo
- 6) ache
- 7) school
- 8) chord
- 9) guilt
- 10) guide
- 11) guest
- 12) guess
- 13) knee
- 14) knit
- 15) knock
- 16) knuckle

Discuss your words with an adult at home!

Find out the meanings of any unfamiliar words.

Try some active spelling strategies that you are familiar with.

Make up some mnemonics to help you learn your spelling words.

CV Book 5 Week 2 – 08.06.20

aw and au

- 1) prawn
- 2) awful
- 3) awkward
- 4) drawer
- 5) sawdust
- 6) shawl
- 7) author
- 8) autograph
- 9) autumn
- 10) caught
- 11) daughter
- 12) applause
- 13) audience
- 14) authority
- 15) laundry
- 16) thesaurus

Discuss your words with an adult at home!

Find out the meanings of any unfamiliar words.

Try some active spelling strategies that you are familiar with.

Can you make up riddles for your spelling words this week? Get someone in your household to solve.

Prim-Ed C Week 2 – 08.06.20

tt

- 1) battle
- 2) bottle
- 3) cattle
- 4) rattle
- 5) prattle
- 6) batter
- 7) better
- 8) button
- 9) gutted
- 10) kettle
- 11) litter
- 12) trotted
- 13) gritted
- 14) clotted
- 15) chatter
- 16) rotten

Discuss your words with an adult at home!

Find out the meanings of any unfamiliar words.

Try some active spelling strategies that you are familiar with.

Can you make up riddles for your spelling words this week? Get someone in your household to solve.

P6 TALK FOR WRITING – THE GAME

Boys and girls, all tasks for this unit of work can be found in The Game Talk for Writing booklet which can be found in the Additional Home Learning Grids section of the school website. I have split the booklet up so that there is enough to keep us going until the end of this school session. Please only complete the tasks detailed below so that we keep in sync with each other.

- Likes, Dislikes, Puzzles and Surprises. See p9 and p10 for more details.
- The Game Comprehension questions - see p11, p12 and p13 for further details.
- Grammar - relative clauses for who and which - p14 and p15. Try and use these clauses in your own sentences.
- Sentence Imitations p15 and p16. Try the challenges.
- The Adjective Game - p16.
- Look at the problem section of The Game. See p17. What other problems could the game cause? What else could come out of the game and what could it do? Plan a new idea for the problem part of the story. Make notes as to what may happen or draw a picture to show what will come out of the game. Complete the table shown on p18.
- Using the ideas and sentences from the problem section of the game, try out some of your new plans. See p18 and p19. Follow the pattern shown on p19.
- Where else could this happen? Try a new setting for The Game. Plan your new idea using the table on p20.
- Now write your new problem with a different setting. Start with the first strange event, then introduce the new threat and finally describe what the threat does.

TALK FOR WRITING - SUCCESS CRITERIA

SUCCESS CRITERIA

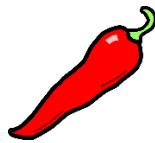
I have made sure:-

- I have identified my likes, dislikes, puzzles and questions about the text.
- I have answered the comprehension questions in full sentences.
- I have added relative clauses for who and which to given sentences.
- I have added adjectives to describe the tarantula.
- I have used my own ideas to rewrite the problem section.
- I have created a new setting for the story.
- I have written my new problem with a new setting.
- I have checked over all of my work.



WONDER COMPREHENSION

Boys and girls, I have created some questions based on chapters 74-84 of Wonder. You might need to read these chapters again to help you in answering these questions. I have set them out as a chilli challenge below. The hot challenge simply shows the questions and the spicy challenge is a little easier as I have provided page numbers to help you. You should choose the challenge that suits your ability and shouldn't go for the easier option if you are capable of the hot challenge.



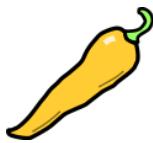
Hot Challenge

1. How does Justin's family differ to Olivia's family?
2. What do you think a 'fluke' is?
3. Why do you think that Via might have blown her audition on purpose?
4. Find and copy a sentence which shows that Justin wasn't happy about how busy the next month would be.
5. What do you think Justin and Via wished for and why?
6. Do you think that Justin should have threatened the boys?
7. Do you think that Justin's threat will stop the boys from being nasty to Jack? Give reasons for your answer.

8. What does it mean if you answer defensively?
9. What does Olivia sometimes remind Justin of? How does he describe this?
10. Why does Via like her new school so much?
11. What's your thoughts on Julian?
12. What does 'snitching' mean?
13. Find and copy a word which means the same as scrunched.
14. Find and copy a word which means the same as threw.
15. Why do you think that people were starting to turn against Julian?
16. Sequence these events in the order they appear in the text. Record as 1 for the first event, then 2, 3 and 4 for the final event.
 - Julian started leaving notes in their lockers. _____
 - Julian dumped pencil sharpener shavings in Jack's backpack. _____
 - Maya gave August a doll. _____
 - Julian started spreading a rumour. _____

WONDER COMPREHENSION

Boys and girls, I have created some questions based on chapters 74-84 of Wonder. You might need to read these chapters again to help you in answering these questions. I have set them out as a chilli challenge below. The hot challenge simply shows the questions and the spicy challenge is a little easier as I have provided page numbers to help you. You should choose the challenge that suits your ability and shouldn't go for the easier option if you are capable of the hot challenge.



Spicy Challenge

1. How does Justin's family differ to Olivia's family? Page 192.
2. What do you think a 'fluke' is? Page 193.
3. Why do you think that Via might have blown her audition on purpose? Page 193.
4. Find and copy a sentence which shows that Justin wasn't happy about how busy the next month would be. Page 193.
5. What do you think Justin and Via wished for and why? Page 195.
6. Do you think that Justin should have threatened the boys? Page 199.
7. Do you think that Justin's threat will stop the boys from being nasty to Jack? Give reasons for your answer. Page 199.

8. What does it mean if you answer defensively? Page 202.
9. What does Olivia sometimes remind Justin of? How does he describe this? Page 203.
10. Why does Via like her new school so much? Page 203.
11. What's your thoughts on Julian? Page 208.
12. What does 'snitching' mean? Page 208.
13. Find and copy a word which means the same as scrunched. Page 209.
14. Find and copy a word which means the same as threw. Page 209.
15. Why do you think that people were starting to turn against Julian? Page 209.
16. Sequence these events in the order they appear in the text. Record as 1 for the first event, then 2, 3 and 4 for the final event.
 - Julian started leaving notes in their lockers. _____
 - Julian dumped pencil sharpener shavings in Jack's backpack. _____
 - Maya gave August a doll. _____
 - Julian started spreading a rumour. _____

WONDER - DISCUSSION DIRECTOR

Boys and girls, we have looked at this role in class so you should be familiar with it. We have looked at literal, inferential and evaluative type questions and we have answered and created examples of these. I have included some examples below to remind you. I would like you to think about chapters 85-95 of Wonder. Can you make up around 10 questions based on your reading? Try to focus more on the inferential and literal type questions.

Literal Questions: The answers can be taken directly from the text.

Example of a literal question from chapters 85-95 – Why did Auggie’s mum organise an appointment at the vets for Daisy?

Inferential Questions: You have to work out the answers by finding clues in the text and figuring them out from these.

Example of an inferential question from chapters 85-95 – Why do you think Auggie, Via and Justin stared at the pile of Daisy’s toys?

Evaluative Questions: The answers can't be found in the text. You need to make a judgement or form an opinion based on your reading.

Example from chapters 85-95 – Why do you think August didn’t want to be called Auggie Doggie anymore?

WONDER TASKS

Wonder is getting really good don't you think? Auggie has to overcome so many things in his life and it is mostly to do with how other people see him. What's your thoughts on the book?

I am going to provide you with some tasks to do over the next two weeks in relation to your class novel. Please don't do all tasks in the one week. I would suggest doing Tasks 1 and 2 in week 1 of learning and completing Tasks 3 and 4 in week 2 of learning.

Task 1: Chapter 74 – Valentine's Day – 01.06.20

In chapter 74, it is all about how Olivia and Justin spend Valentine's Day. Your challenge is to design a Valentine's Day card for either Olivia or Justin. Be creative. Send me your examples and I can share on Twitter.

Task 2: Chapter 82 – The Auggie Doll – 01.06.20

In chapter 82, we learn that some of the characters in the book start to turn against Julian because he is being really mean, especially to Jack. Imagine you were a teacher at their school and you somehow found out about Julian's treatment of Jack and Auggie. Can you write a conversation between the teacher and Julian discussing his behaviour?

Example

Mr Tushman: Julian, it has come to my attention that you have been extremely unkind to Jack Will and Auggie Pullman. Can you tell me more about this?

Julian: This is not true Mr Tushman.

WONDER TASKS

Task 3: Chapter 90 – Understudy – 08.06.20

In chapter 90, Via brought home tickets for her upcoming school play. Your task is to design a ticket or a poster advertising the play. Remember to include all key information on the ticket or poster design and make it bright, bold and informative. The information you need includes:

- Name of Play – Our Town.
- Written by – Thornton Wilder.
- Produced and Directed by – Philip Davenport.
- Date – choose your own date.
- Venue – choose your own venue.
- Ticket price – choose your own ticket price.

Task 4: Chapter 91 – The Ending – 08.06.20

In chapter 91, we find out that every single person thought that the play was wonderful and that Via had performed beautifully as one of the main characters. Your task is to write a short review of the play as if you were Auggie. Think about what was good about it? How did the characters perform?

RIGOUR MATHS

Boys and girls, you will be familiar with The Daily Rigour as we have looked at it many times in class. Rigour Maths have given us access to their free learning materials during the school closure period. You are able to look at videos and textbook pages for many different numeracy and maths topics. Each outcome is split into bronze, silver and gold levels. Most of our class should be attempting silver level tasks, however, some people might like to try the bronze level and some may like to challenge themselves by trying the gold levels or you could try all three. It really is up to you what you try! These tasks should be split up over the next two weeks.

Lots of practical work involving telling the time will be helpful. You could try some of these tasks too!

- Calculate durations of time and start and finish times in minutes and hours by counting on and back. For example, you could think about start and finish times of a movie and work out how long the movie was on for.
- Measure time in seconds and minutes. For example, you could time yourself doing a fitness routine.
- Look at various 12 and 24 hour timetables. You can find these online. Perhaps you could use timetables to plan a journey.
- Convert times e.g. 65minutes is the same as 1 hour and 5 minutes.
- Convert between 12 and 24 hour times.
- Use different timetables to calculate time intervals. For example, you could use a TV schedule to work out time intervals.

The tasks I have picked for you link to time. Watch the online video lessons then try the worksheets attached below. Scroll down to find the worksheets needed.

WEEK 1

01.06.20 – Telling the Time

- **Bronze Level** - <https://youtu.be/CedhNA9Elc0>
- **Silver Level** - <https://youtu.be/3Fa6wo5rohg>
- **Gold Level** - <https://youtu.be/EqIhyHBNVX4>
- **Telling the Time worksheet 34** – scroll down for worksheet.

01.06.20 – 24 Hour Time

- Bronze Level - <https://youtu.be/OWCFFVWqIiM>
- Silver Level - <https://youtu.be/jh24sZs4TTA>
- Gold Level - <https://youtu.be/yflqjiH1kOs>
- 24 Hour Time worksheet 35 – scroll down for worksheet.

01.06.20 – Converting Minutes, Seconds and Hours

- Bronze Level - <https://youtu.be/ANILw9GxGA0>
- Silver Level - <https://youtu.be/8aQtw2hX5fg>
- Gold Level - <https://youtu.be/TPibNgfTtwk>
- Converting Time worksheet 36 – scroll down for worksheet.

WEEK 2

08.06.20 – Adding and Subtracting minutes and seconds

- Bronze Level - <https://youtu.be/IMXf5nLXxgM>
- Silver Level - <https://youtu.be/BqirtE45kag>
- Gold Level - <https://youtu.be/MMbxoYgjrE8>
- Adding and Subtracting worksheet 37 – scroll down for worksheet. Don't do the Gold questions.

08.06.20 – Time Intervals

- Bronze Level - <https://youtu.be/EW11u59WCow>
- Silver Level - <https://youtu.be/lvzPPyMSqzs>
- Gold Level - <https://youtu.be/emu4c9mu9jM>
- Time Intervals worksheet 38 – scroll down for worksheet. Don't do the Gold questions.

08.06.20 – Next Hour Time Intervals

- Bronze Level - <https://youtu.be/UVJOqDa-9qE>
- Silver Level - <https://youtu.be/SfZQ7RC1RS0>
- Next Hour Time Intervals worksheet 39 – scroll down for worksheet. Don't do the Gold questions.

Useful Websites to support Time work

You should be attempting second level games and activities. Some might be geared towards the English Curriculum so you should select Year 5 KS2

- <https://teachingtime.co.uk/>
- <https://www.topmarks.co.uk/time/teaching-clock>
- <https://www.topmarks.co.uk/Search.aspx?q=time>
- <http://www.maths-games.org/time-games.html>
- <https://mathsframe.co.uk/en/resources/resource/116/telling-the-time>

12 and 24 hour time

Change the following 12 hour clock times to 24 hour clock times

(E.g. 7.10am = 0710)

- 1a. 8.50am b. 2.50am c. 4.00am d. 6.30pm e. 1.15pm
- f. 8.00pm g. 1.45am h. 11.20pm i. 3.35am j. 7.55am
- k. 9.15pm l. 10.20am m. 9.20am n. 7.30pm o. 5.55am

Change the following 24 hour clock times to 12 hour clock times

(Remember am and pm)

- 2a. 0430 b. 1050 c. 0710 d. 1435 e. 1650
- f. 2135 g. 0230 h. 1735 i. 1940 j. 1902
- k. 1404 l. 0640 m. 0720 n. 0445 o. 1625

Time Word Problems

LI: Solve mixed time word problems

1. Katie wants to watch Shrek 2. The film lasts 118 minutes, and she has to go out in 2 hours. Does she have time to watch it?
2. Matt and Pete are having a race on their bikes. It takes Matt an hour and a half, but Pete is 6 minutes faster. How long does it take Pete?
3. The football match kicks off at 3:02pm at Emirates Stadium. Altogether, the game lasts 96 minutes. What time does it finish?
4. A super jet flies arrives in New York at 4:20pm. If the flight from London takes 5 hours and 5 minutes, what time did it take off?
5. The cooking time for a pizza is 17 minutes. James wants it to be ready in time for his favourite programme at 8pm. What time does he need to start cooking the pizza?
6. Assembly at Whiteleaf School lasts 25 minutes, and playtime starts at twenty to eleven. What time does assembly start?
7. While his mum is cooking dinner, Bilal plays Super Mario Kart for 55 minutes and then does his homework for 30 minutes. How long does he wait for his dinner?

ART ATTACK – TAPE ART

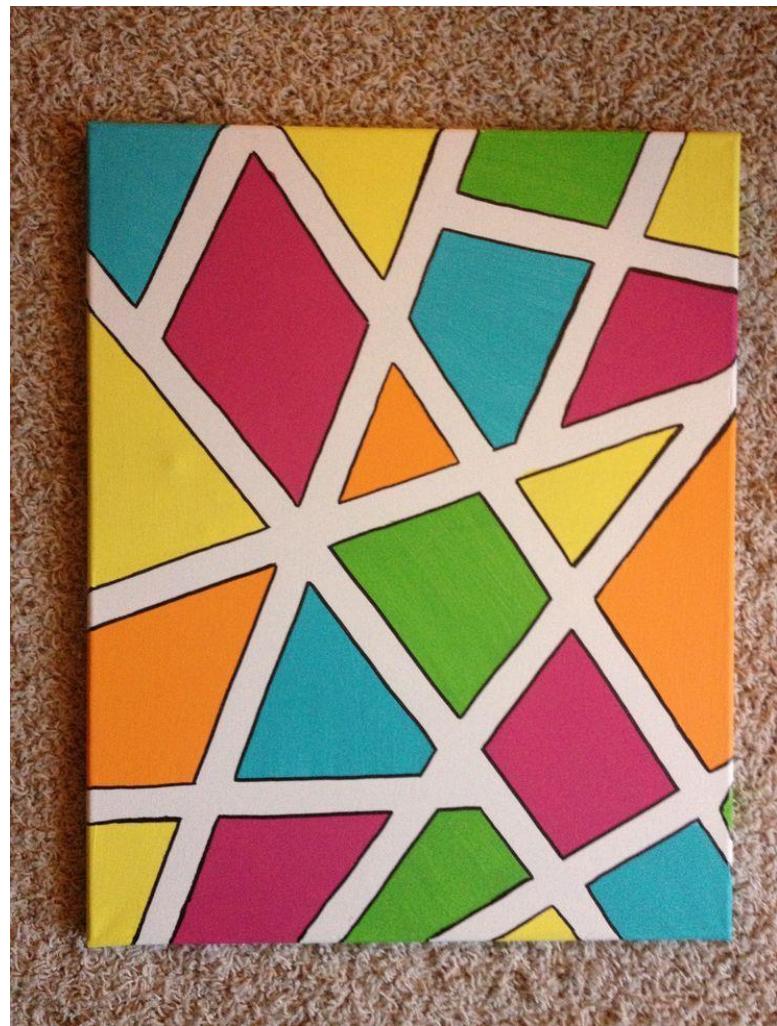
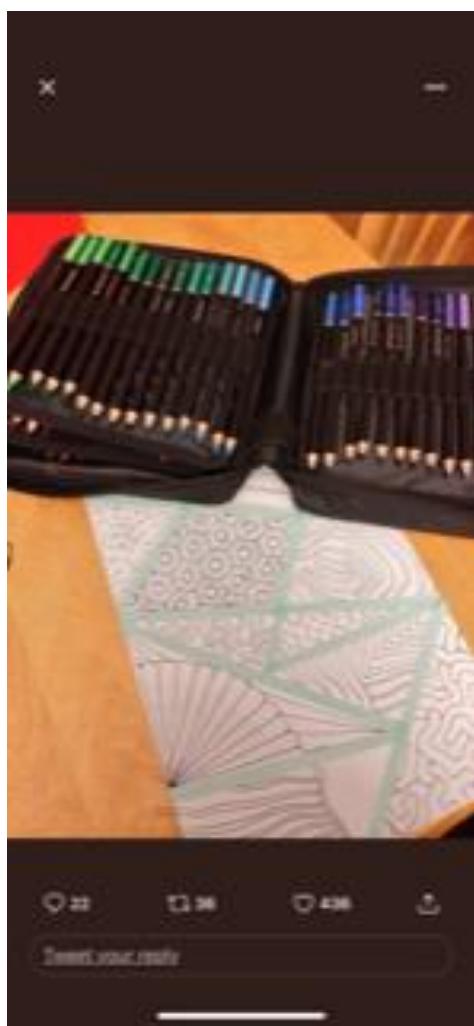
TASK

<https://www.youtube.com/watch?v=Ix-V4YgIAQ>

Use the link above to access You Tube and watch the sticky tape art lesson.

Take an A4 piece of paper and position it in either portrait or landscape style. Position masking tape on your page in lots of different directions, you could also make different shapes etc. Use any form of media you wish e.g. pencils, pens, chalk or paint and fill in each section of your paper. Zentangle designs also work really well (see example below). Let your work dry if you have been using paint. Next, carefully peel off the masking tape and see your design. You might want to fill the parts that were covered with masking tape with glitter or a solid colour. Outlining your work with a black pen will also make it really stand out.

Scroll down and look at the images below for inspiration. You could email me your finished pieces. I would love to see them.





STEM

TASK

I have set 6 tasks for you on Education City. These tasks are a variety of Learn It Screens, game activities and worksheet based tasks. All activities link to dissolving, dissolving speed and separation techniques. I have organised them so that you have to go through them in a given order. I can see what you have been trying and I am able to track your progress. Good luck!

- Sugar Story - Think Its.
- Sugar Story – worksheet.
- Separating water from solids – Think Its.
- Separating water from solids – worksheet.
- Pure and Simple - learning activity game.
- Pure and Simple – worksheet.



BAREFOOT COMPUTING

https://www.barefootcomputing.org/homelearning?utm_source=2nd+Content+Launch+Data+Send&utm_campaign=ff16a1e7b5-EMAIL_CAMPAIGN_2nd+Content+launch+send&utm_medium=email&utm_term=0_80a593cad9-ff16a1e7b5-30185192

You can use the link above to access the Barefoot Computing website and see the tasks online if you wish but they are included below.

Hand Jive Sequence

In this lesson you will be learning about decomposing. Decomposition is the process of breaking down a task into smaller, more manageable parts. Basically this means breaking down a sequence of actions into parts. This idea can be linked to breaking problems down when creating computer programs such as animations or games. You have completed this in class through the use of Scratch.

TASK 1

- Watch a sequence of hand movements such as hand jiving, tutting movements or clapping sequences. (See videos for examples). The sequence of hand movements needs to be quite complex or long so that it is tricky for you to remember without it being broken down into parts.
- Try and recreate the sequence from memory. I think this part will be difficult.
- Can you think of a more effective way to learn this?
- Breaking the sequence down into smaller parts might help. This is called decomposition.
- Use the sequence design sheet to record your own sequence of hand movements. You could discuss the moves with someone at home, record each part, test it out and fix any mistakes (debugging).
- Ensure you are breaking the sequence down into parts. Stop regularly and check it works.
- When happy, perform your hand sequence. Can you teach it to someone else?

BAREFOOT COMPUTING

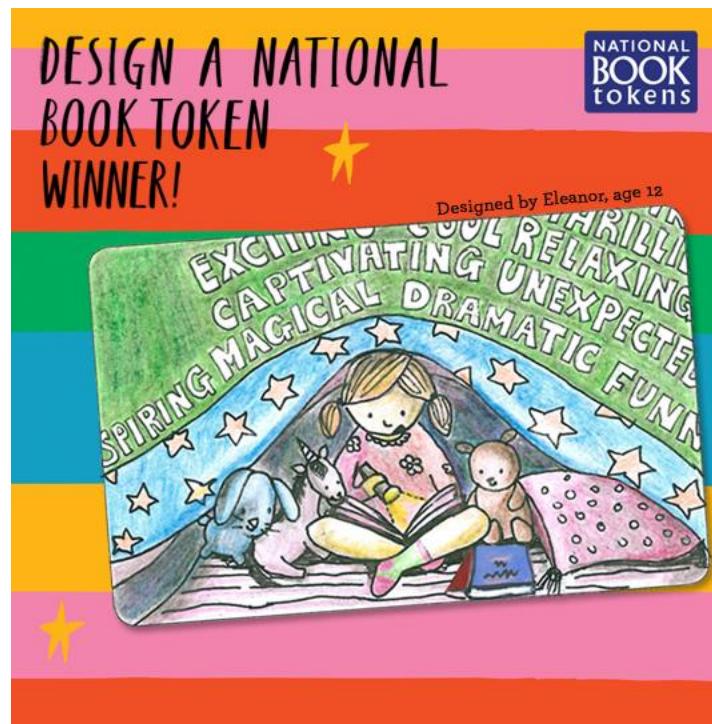
TASK 2

- Discuss with someone at home how breaking down the sequence into parts helped your design process and sharing of the sequence. Points for discussion might include being able to see the overall sequence of parts, being able to spot repetition or being able to focus on one part at a time.
- Now think how computer scientists create computer programs, for example if they were creating a new computer game, say one like Angry Birds. Some designers might work on the first level of the game and others on the next. Some programmers might work on the backgrounds, some on the sound and others on the action. This is breaking down a large project into smaller, more manageable parts (decomposing).
- Decomposition is a fundamental skill when working with computers as it helps to break down complicated problems, focus on one part at a time and share the work with others.

NATIONAL BOOK TOKEN DESIGN COMPETITION

https://www.nationalbooktokens.com/create-a-national-book-token-for-your-class?utm_source=twitter&utm_medium=social&utm_content=create

Please use this link to access all details for the National Book Token Design Competition. There is a printable template on the website that you can use and then all you need to do is complete the entry form and either scan or photograph the completed design.



MAKE A HUG CARD

Many people are unable to see their loved ones at the moment and so people are using social media platforms and postal services to keep in touch with others. My nephew Rudy received a lovely hug card in the post from the staff at his nursery and I thought this could be a nice activity for you to do. You can make your card in any way you want, you might want to change the heart image to a picture of your face. You need to remember to include your hands and arms so that it looks like you are giving the person a hug. Also, remember to put a nice personal message on your card as this will be sure to lift the spirits of the person receiving the card.



send a hug
IN THE MAIL

SOMEWHAITSIMPLE.COM

Outcome 1 - Telling the time

Bronze examples

Examples...
What time is it on the clocks below in WORDS?



Ten fifteen
or quarter past ten



Two forty five
or quarter to three

Silver examples

Examples...
What time is it on the clocks below in WORDS?



Seven oh five
or five past seven



Three twenty five
or twenty five past three

Gold examples

Examples...
What time is it on the clocks below in WORDS?



Eleven fifty
or ten to twelve



Four thirty five
or twenty five to five

Bronze Questions

 Write down the time on the clocks below in WORDS...



1



2



3



4



5



6

Silver Questions

 Write down the time on the clocks below in WORDS...



1



2



3



4



5



6

Gold Questions

 Write down the time on the clocks below in WORDS...



1



2



3



4



5



6

Bronze Answers

1. Nine o'clock
2. Two thirty
or half past two
3. Ten fifteen
or quarter
past ten
4. One fifteen
or quarter past one
5. Two forty five
or quarter to three
6. Seven forty five
or quarter to eight

Silver Answers

1. Five ten
or ten past five
2. Seven twenty
or twenty past seven
3. Eight oh five
or five past eight
4. One twenty five
or twenty five past one
5. Nine ten
or ten past nine
6. Ten twenty
or twenty past ten

Gold Answers

1. Twelve forty
or twenty to one
2. Three fifty five
or five to four
3. Five fifty
or ten to six
4. Eight thirty five
or twenty five to nine
5. Four forty
or twenty to five
6. Two fifty five
or five to three

Outcome 2 - 24 Hour Time

Bronze examples

Examples...

Write the following in 24 hour time...

7 : 52 am 2 : 06 am

0752 0206

Silver examples

Examples...

Write the following in 24 hour time...

7 : 27 pm 3 : 53 pm

1927 1553

Gold examples

Examples...

Write the following in 24 hour time...

12:23 pm 12:38 am

1223 0038

Bronze Questions

Write the following in 24 hour time...

1 8 : 54 am 2 3 : 14 am

3 5 : 49 am 4 9 : 38 am

5 4 : 03 am 6 11 : 57 am

Silver Questions

Write the following in 24 hour time...

1 8 : 29 pm 2 6 : 14 pm

3 2 : 45 pm 4 5 : 37 pm

5 10 : 22 pm 6 11 : 48 pm

Gold Questions

Write the following in 24 hour time...

1 12:19 pm 2 12:42 am

3 12:52 pm 4 12:54 am

5 12:36 am 6 12:21 pm



Bronze Answers

1.	0854	2.	0314
3.	0549	4.	0938
5.	0403	6.	1157

Silver Answers

1.	2029	2.	1814
3.	1445	4.	1737
5.	2222	6.	2348

Gold Answers

1.	1219	2.	0042
3.	1252	4.	0054
5.	0036	6.	1221

Outcome 1 - Converting minutes & seconds and hours & minutes

Bronze examples

Examples...

1 minute = 60 seconds
 Change 76 seconds into minutes and seconds.
 $76 \text{ secs} = 1 \text{ min } 16 \text{ secs}$
 Change 1 minute 53 seconds into seconds.
 $1 \text{ min } 53 \text{ secs} = 60 + 53 = 113 \text{ secs}$



1

Bronze Questions

Change the following into minutes and seconds...

1 68 secs

2 73 secs

3 116 secs

4 81 secs

Change the following into seconds...

5 1 min 42 secs

6 1 min 7 secs

7 1 min 26 secs

8 1 min 51 secs

Gold Examples

Silver examples

Examples...

1 minute = 60 seconds
 Change 439 seconds into minutes and seconds.
 $439 \text{ secs} = 7 \text{ mins } 19 \text{ secs}$
 Change 2 minutes 46 seconds into seconds.
 $2 \text{ mins } 46 \text{ secs} = 120 + 46 = 166 \text{ secs}$



1

Silver Questions

Change the following into minutes and seconds...

1 207 secs

2 389 secs

3 523 secs

4 634 secs

Change the following into seconds...

5 2 mins 28 secs

6 4 mins 32 secs

7 5 mins 48 secs

8 9 mins 56 secs



Bronze Answers

1. 1 min 8 secs	2. 1 min 13 secs
3. 1 min 56 secs	4. 1 min 21 secs
5. 102 secs	6. 67 secs
7. 86 secs	8. 111 secs

Silver Answers

1. 3 mins 27 secs	2. 6 mins 29 secs
3. 8 mins 43 secs	4. 10 mins 34 secs
5. 148 secs	6. 272 secs
7. 348 secs	8. 596 secs

Gold Answers

1. 3 hrs 17 mins	2. 6 hrs 30 mins
3. 7 hrs 28 mins	4. 9 hrs 22 mins
5. 284 mins	6. 399 mins
7. 537 mins	8. 623 mins

Outcome 2 - Adding/Subtracting Minutes and Seconds

Bronze example

Examples...

Matty took 2 minutes 43 seconds to complete a lap of the football pitch. His second lap took him 2 minutes 5 seconds. How long was his total time?

$$\begin{array}{r} 2 \text{ mins } 43 \text{ secs} \\ + 2 \text{ mins } 05 \text{ secs} \\ \hline 4 \text{ mins } 48 \text{ secs} \end{array}$$

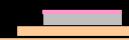


Silver example

Examples...

Simon took 3 minutes 38 seconds to complete a lap of the football pitch. His second lap took him 5 minutes 27 seconds. How long was his total time?

$$\begin{array}{r} 3 \text{ mins } 38 \text{ secs} \\ + 5 \text{ mins } 27 \text{ secs} \\ \hline 9 \text{ mins } 05 \text{ secs} \end{array}$$



Gold examples

Examples...

David completed his practice lap in the first time shown.

min	sec	$\frac{1}{10}$	min	sec	$\frac{1}{10}$
4	52	4	6	19	8



min	sec	$\frac{1}{10}$
4	52	4

Nigel completed his practice lap in the second time shown.

$$\begin{array}{r} 79.8 - 52.4 = 53.4 \\ 5 - 4 = 1 \\ \hline 1 \text{ min } 53.4 \text{ secs} \end{array}$$



How much faster was David than Nigel?

$$\begin{array}{r} 79.8 - 52.4 = 53.4 \\ 5 - 4 = 1 \\ \hline 1 \text{ min } 53.4 \text{ secs} \end{array}$$

Bronze Questions

Add the following sets of minutes and seconds...

1 Lap 1 = 4 mins 23 secs
Lap 2 = 3 mins 6 secs



Bronze Answers

1. 7 mins 29 secs
2. 9 mins 28 secs
3. 17 mins 17 secs
4. 13 mins 39 secs
5. 6 mins 39 secs
6. 25 mins 25 secs

Silver Answers

1. 7 mins 4 secs
2. 12 mins 20 secs
3. 22 mins 20 secs
4. 18 mins 7 secs
5. 9 mins 16 secs
6. 20 mins 12 secs

Gold Answers

1. 2 mins 26·7 secs
2. 3 mins 35·7 secs
3. 2 mins 27·8 secs
4. 9·5 secs

Outcome 1 - Time Intervals

Bronze examples

Examples...

How long is it between...



4:10 am to 4:50 am = 40 minutes

1725 to 1740 = 15 minutes

10:15 pm to 10:35 pm = 20 minutes



Silver examples

Examples...

How long is it between...



4:18 am to 4:39 am = 21 minutes

1722 to 1745 = 23 minutes

10:17 pm to 10:56 pm = 39 minutes



Bronze Questions



Calculate how long it is from...

1. 6:50 am to 6:55 am 2. 2:30 pm to 2:40 pm

3. 8:10 pm to 8:45 pm 4. 1:15 am to 1:35 am

5. 7:10 pm to 7:55 pm 6. 1935 to 1955

7. 0310 to 0350 8. 1135 to 1140

9. 1505 to 1540 10. 1810 to 1840

Silver Questions



Calculate how long it is from...

1. 6:42 am to 6:58 am 2. 2:27 pm to 2:49 pm

3. 8:18 pm to 8:44 pm 4. 1:16 am to 1:32 am

5. 7:06 pm to 7:41 pm 6. 1933 to 1954

7. 0326 to 0358 8. 1132 to 1149

9. 1515 to 1543 10. 1809 to 1844

Bronze Answers

1. 5 minutes	2. 10 minutes
3. 35 minutes	4. 20 minutes
5. 45 minutes	6. 20 minutes
7. 40 minutes	8. 5 minutes
9. 35 minutes	10. 30 minutes

Silver Answers

1. 16 minutes	2. 22 minutes
3. 26 minutes	4. 16 minutes
5. 35 minutes	6. 21 minutes
7. 32 minutes	8. 17 minutes
9. 28 minutes	10. 35 minutes

Outcome 2 - Next hour time intervals

Bronze examples

Examples...

How long is it between...



8:45 am to 9:10 am = 25 minutes

1240 to 1305 = 25 minutes

11:55 pm to 12:20 pm = 25 minutes



Silver examples

Examples...

How long is it between...



7:53 am to 8:08 am = 15 minutes

1945 to 2014 = 29 minutes

9:37 pm to 10:24 pm = 47 minutes



Bronze Questions



Calculate how long it is from...

1 8:35 am to 9:05 am 2 4:45 pm to 5:20 pm

3 2:50 pm to 3:15 pm 4 6:50 am to 7:05 am

5 9:40 pm to 10:05 pm 6 1345 to 1430

7 0840 to 0920 8 1050 to 1110

9 1445 to 1540 10 1655 to 1745

Silver Questions



Calculate how long it is from...

1 2:55 am to 3:08 am 2 5:55 pm to 6:05 pm

3 8:47 pm to 9:11 pm 4 11:35 am to 12:21 pm

5 6:46 pm to 7:19 pm 6 1558 to 1603

7 0438 to 0511 8 1042 to 1108

9 1435 to 1533 10 1952 to 2041

Bronze Answers

1. 30 minutes	2. 35 minutes
3. 25 minutes	4. 15 minutes
5. 25 minutes	6. 45 minutes
7. 40 minutes	8. 20 minutes
9. 55 minutes	10. 50 minutes

Silver Answers

1. 13 minutes	2. 10 minutes
3. 24 minutes	4. 46 minutes
5. 33 minutes	6. 5 minutes
7. 33 minutes	8. 26 minutes
9. 58 minutes	10. 49 minutes

Barefoot

from Computing at School



Hand jive sequencing

Overview

In this activity, your child/children will create hand clapping, hand tutting (see videos attached) or hand jive sequences of movements. Children break the sequence of actions down into parts and in so doing are decomposing. Children can link this idea to breaking problems down when creating computer programs such as animations or games.

Concepts:



Decomposition

Age group: 7 – 11

Duration: 15 – 45 minutes

Materials you will need:

The following are provided to download and print out, but you may want to use pen and paper instead:

- Sequence design sheet
- Example design sheet
- Access to YouTube for example videos:

Basic Tutting moves

www.youtube.com/watch?v=cBu3mTyjqho

Simple tutting

www.youtube.com/watch?v=axpDFvUz8Eo

Clapping

www.youtube.com/watch?v=tXEhm3qVHCc

Hand jive

www.youtube.com/watch?v=n5FXpc1nPr0

Clapping patterns explained

www.youtube.com/watch?v=6k6J1jdQY_w

What will your child/children learn?

Decomposition – decomposition is the process of breaking down a task into smaller, more-manageable parts.

It has many advantages. It helps us manage large projects and makes the process of solving a complex problem less daunting and much easier to take on.

The behaviours **creating, persevering, collaborating** and **tinkering** (changing things to see what happens), are approaches to learning that are encouraged throughout our home activities.

Getting started

- 1** Watch together a sequence of hand movements; this could be a hand jive or tutting moves or clapping sequence (See videos for ideas.) The sequence needs to be relatively complex or long so that your child/children will find it difficult to remember the parts without it being broken down into parts.
- 2** Ask your child/children to recreate the sequence without showing it to them again, or explaining the parts.
- 3** Ask if they could teach it to you in a more effective way, leading to the idea of breaking the sequence down into parts
- 4** Explain that breaking something down into parts is called decomposition.

Their turn

1) Give your child/children paper or the Sequence design sheet on which to record their sequence. Give them time to work out their sequence of movements and record their decomposition. You could help them by discussing moves, recording each part, testing it out and debugging (fixing) it.

2) Ensure they are breaking down their sequence into parts. Stop them occasionally to demonstrate their sequence so far.

Time to talk

- 1)** Discuss how breaking down the sequence into parts helped their design process and sharing of the sequence. Points for discussion might include, being able to see the overall sequence of parts, being able to spot repetition, being able to focus on one part at a time.
- 2)** Ask your child/children to think how computer scientists create computer programs, for example if they were creating a new computer game, say one like Angry Birds. Some designers might work on the first level of the game others on the next. Some programmers might work on the backgrounds, some on the sound, and others on the action.
- 3)** Explain that decomposition is a fundamental skill when working with computers as it helps us break down complicated problems, focus on one part at a time and share the work with others.

More ideas

- It may help your child/children by photographing each part of their sequence.
- Can your child/children spot any repeated moves and how they could use a ‘repeat command’? E.g. after about 4 moves could they add repeat in next rather than writing it out again.
- Create a YouTube style video like the resources attached.

Example sequence design sheet

Breaking my sequence down into parts (example)

A similar sequence but to the left:

www.youtube.com/watch?v=axpDFvUz8Eo&feature=youtu.be

Part	Drawing
start ①	
elevator ②	
push ③	
drop ④	
snap ⑤	
lift ⑥	

Sequence design sheet

Breaking my sequence down into parts

Are all the parts in the right order? Have you got all the parts? How do you start?

Part	Drawing