

White Bubble



Monday March 1st 2021

Suggested Timetable:

Day	9.15-10.00	10-10.30	10.30-11.15	12.00-1.00	1.15-2.00	2.00-2.30	2.30-3.15
I	Maths	BREAK	Writing	LUNCH	Reading	BREAK	Science!

Maths



Please follow this link for a lesson all
about Percentages!

<https://classroom.thenational.academy/lessons/understanding-percentage-6gvpad>

Writing



Week 6	Planning-invent!	Write the first stanza	Write the second stanza	Write the third and fourth stanzas	Publishing
--------	------------------	------------------------	-------------------------	------------------------------------	------------

Day	Instructions
Monday	<p>This week, we will be writing our own poem. We will continue to use the same structure of The Pirates but you can change the imaginary figure to a character of your choosing.</p> <p>First, choose your intruder! Here are some examples of figures that you might choose: Troll, ghost, giant, witch, imp/mischievous elf, kraken, skeleton.</p> <p>Next, find the plan on the next page</p> <p>Last, fill in your plan. Follow the bullet points on the plan to help you structure your poem. Jot down any useful rhyming words on your plan!</p>

















































Planning sheet for Week Two



To be able to plan my writing

Audience:

Purpose:

<p>Stanza One</p>	<p>Lines 1 & 2: time of day or describe the setting</p> <p>3: What can you hear?</p> <p>4: What does this tell you?</p> <p>5: What else can you hear?</p> <p>6: What does this tell you?</p>	
<p>The   ,</p> <p>For      ,</p> <p>But     ,</p> <p>I     ,</p> <p>By     ,</p> <p>I     .</p>		<p>Rhyming words for lines 2 & 4</p> <p>Rhyming words for lines 5 & 6</p>
<p>Stanza Two</p>	<p>1: Why are they there?</p> <p>2: Give more information on the reason</p> <p>3-6: What advantages do you have over the pirate?</p>	
<p>I     ,</p> <p>Take     +  ,</p> <p>In     ,</p> <p>It     ,</p> <p>But     ,</p> <p>Each     .</p>		<p>Rhyming words for lines 2 & 4</p> <p>Rhyming words for lines 5 & 6</p>

Stanza Three

1: How did you trap them?

2. How did they respond?

3-6 They get closer! How do you respond?

He 2 ,
 ,
 But ,
 And ,
 ,
 Ready .

Rhyming words for
lines 2 & 4

Rhyming words for
lines 5 & 6

Stanza Four

1-2. Guard the thing the pirate is after!

34 They finally catch up with goal

5-6. Someone says something with brings you back to reality

So ,

On X ,

Then ,

My .

Then ,

Said, " "

Rhyming words for
line 2 & 4

Rhyming words for
line 5 & 6

The Pirates

The night was as dark as an ink well,
For the moon had gone visiting elsewhere,
But by the scuffling sounds around me,
I knew there was someone there.
By the grunt and the groan and the muffled shout,
I knew there was someone else about.
I knew he had come here to rob me,
Take my silver, my jewels and gold,
In the dark I had the advantage,
It was as if he had a blindfold,
But I was fine, knew the lay of the land,
Each bit as familiar as the back of my hand.
He was caught in the second trap I'd set,
I heard him yelp with pain,
But he was getting closer,
And I reached for my weapon again,
I was willing to die for what was mine,
Ready to strike if he crossed the line.
So I stood there over my treasure,
On the X which marked the spot,
Then suddenly he was behind me,
My stomach twisted into a knot.
Then Dad came in, turned on the light,
Said, "Time to stop playing. Sleep well. Good night."

Reading



Please follow this link for a lesson all about character descriptions!

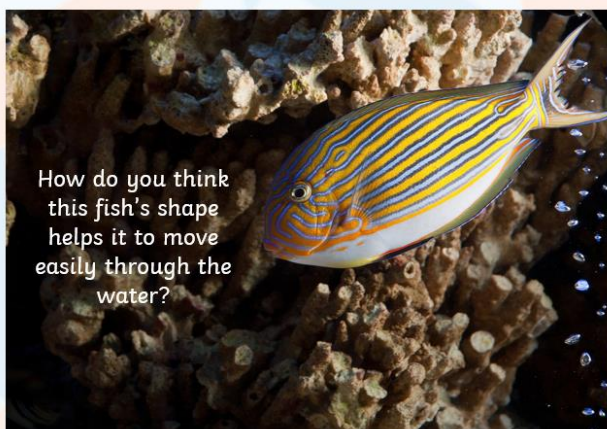
<https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-discussion-of-favourite-characters-c8u68d>

Science



Day	Instructions
Monday	<p>First, discuss the starter questions and read the information about forces. Hunt for the following words and make sure you know what they mean:</p> <ul style="list-style-type: none">• Streamlined• Water resistance• Buoyancy• Up thrust <p>Next, complete the water resistance investigation</p> <p>Last, complete the buoyancy investigation</p> <p>Extension: Draw your boat design onto the design sheet. Think carefully about the shape and size using what you have learned. Add any other details you'd like onto your pirate ship! You'll learn about pirate flags tomorrow!</p> <p>Disclaimer: this is a big lesson so if you need to finish it another time that's ok, it doesn't have to be done all at once 😊</p>

Questions to think about...



Friction is a force that acts **between two surfaces**. It can slow down or prevent them from moving at all.



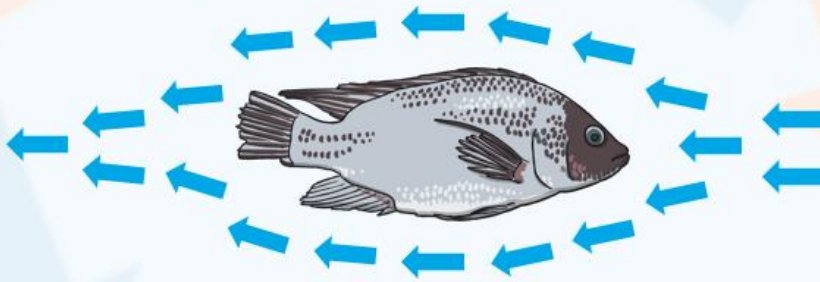
Which car tyre will create the **most** friction with a road?

Today in science we are learning about water resistance and buoyancy. Pay close attention because at the end of the lesson you will have to design your own pirate ship!

To design a good pirate ship we need it to:

- Float in water (of course!)
- Travel through the water quickly to escape other pirates!

The fish's shape is **streamlined** to help it move easily through the water.



Just like **air** creates **air resistance**, **water** creates **water resistance** which makes it more difficult for objects to move through the water.

Think about what it is like to walk in deep water. What do you think has **more** resistance, water or air?

Investigation 1:

Hypothesis:

The more streamlined something is the quicker it will move through the water.

Prediction:

I think the hypothesis is correct/incorrect because

Method:

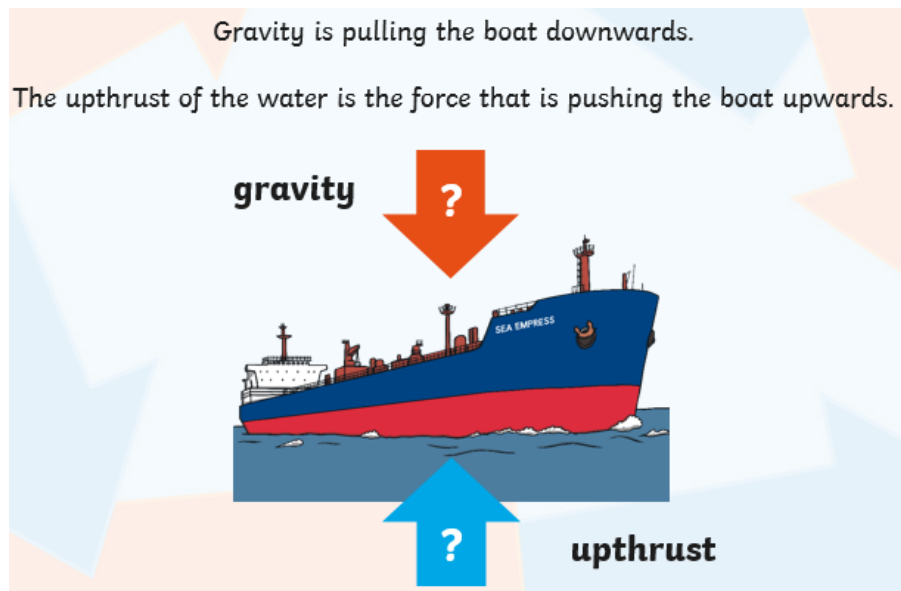
To keep this experiment a fair test you must only change **one** thing. For this experiment you will be changing the shape of the object hitting the water so you must keep everything else the same.

- 1) Find some water – the sink will be a good place to do this.
- 2) Get your equipment – all you need is a spoon/coin (or something else you don't mind getting wet!)
- 3) Drop your spoon into the water (only from slightly above – you don't want to get water everywhere!) once vertically and once horizontally.
- 4) Record what you see. Which spoon/coin travelled faster?

Results:

Was the hypothesis correct?

Investigation 2



For this experiment we are going to think about how boats float.

Hypothesis:

The boat with the greater surface area will hold more weight while still staying afloat.

Prediction:

I think the hypothesis is correct/incorrect because

Method:

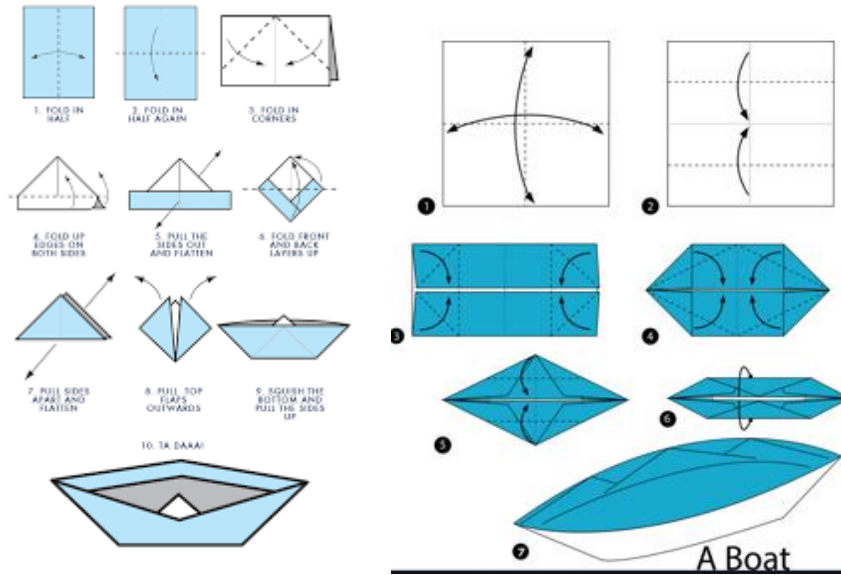
- 1) Create three different boats only using the single piece of paper (you can use tin foil if you have it but each piece has to be the same size!) – remember everything else have to be the same to keep it a fair test.
- 2) Put each boat into the sea (sink) one at a time – load up your boat with whatever you have to hand (pasta, rice, paperclips, marbles etc.)
- 3) Count how many it holds before it sinks and record in table.
- 4) Repeat steps 2 & 3 for your second and third boat.

Results

Boat	Diagram of boat	How many _____ it held	Order of size of surface area (1 = biggest, 2 = middle, 3 = smallest)
Boat 1			
Boat 2			
Boat 3			

Ideas for boat designs!

You don't need to use these but they are here if you need them. You can use glue and scissors if you want. Or even keep it simple and use a flat piece of paper!



Was the hypothesis right? Why do you think this is?

Well done today! We will see you back
on Electa tomorrow!