

# BPS Learning from home - Stage 2, Week 11 - ONLINE



You may need help from a parent/carer to complete your Online Learning tasks. Parts of this program may require you to view a video, access a website or complete a task through your Google Classroom. Please keep a record of any work that you complete that is not uploaded into your Google Classroom.

| Week           | Monday  | Tuesday  | Wednesday  | Thursday   |
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| <b>Morning</b> | <p><b>English - Writing</b></p> <p><b>Comic Book Writing-</b><br/>Today you discovered that you are a superhero. <b>Plan</b> a comic book of your first adventure.</p> <p>Look up comic books online to see how they should look.</p> <p><a href="https://www.kidsgen.com/comics/">https://www.kidsgen.com/comics/</a></p> <p>Today is to create your plan. Think about your superhero profile:</p> <p>Name:</p> <p>Powers:</p> <p>Side kick:</p> <p>Where do you live:</p> | <p><b>English - Writing</b></p> <p>Draft and Publish your comic book. Follow the steps of the writing process.</p> <p>Draft, Edit, Proofread, Publish.</p> <p>Apps to use online:</p> <p><a href="http://www.readwritethink.org/files/resources/interactives/comic/">http://www.readwritethink.org/files/resources/interactives/comic/</a></p> <p>Or</p> <p><a href="https://www.storyboardthat.com/storyboard-creator">https://www.storyboardthat.com/storyboard-creator</a></p> <p>Or</p> <p>Draw and send photos to your teacher.</p> | <p><b>English - Writing</b></p> <p>Typing.com - Complete 30 minutes of activities.</p> <p>Handwriting - F, f, G, g, H, h, I, I - Write onto paper.</p> <p>Create 5 sentences using words with each letter.</p> <p><b>English - Open ended task-</b></p> <p>Come up with an idea for the next best superhero movie. Watch some movie trailers online for inspiration. Film yourself in a movie trailer as the star of the next big superhero movie.</p> | <p><b>English - Writing</b></p> <p>BTN - watch the latest BTN episode. Write a summary about one of the stories.</p> <p><b>English- Writing</b></p> <p>Write a letter to a family member or friend that you have not been able to see since isolation started.</p> |

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| <p>What will happen on your first adventure?<br/>Who is your arch nemesis?</p> <p><b>English - Reading</b><br/>Read for 20 minutes -<br/>Write to a friend, the author, or to a character about this book. Write as if you were the character or author and write to yourself.</p> <p><b>English - Spelling</b><br/>Research the rule for adding ing. You can use google images to help you.<br/>Create a slides explaining the rules.</p> | <p><b>English - Reading</b><br/>Read for 20 minutes -<br/>Mapmaker<br/>Draw a map of the book's setting.</p> <p><b>English - Spelling</b><br/>Research the rule for adding es or s for plurals. You can use google images to help you.<br/>Create a slides explaining the rules.</p> | <p><b>English - Reading</b><br/>Read for 20 minutes-<br/>Draw!<br/>Translate chapters into storyboards and cartoons; draw the most important scene in the chapter and explain its importance and action.</p> <p><b>English - Spelling</b><br/>Have a look at a newspaper or catalogue. Find and colour as many words you can find that have ing or plurals.</p> | <p><b>English - Reading</b><br/>Read for 20 minutes-<br/>What if<br/>Write about or discuss how the story would differ if the characters were something other than they are: a priest, another gender or race, a different age, or social class.</p> <p><b>English - Grammar</b><br/>Look at the lyrics from your favourite song.<br/>Write down:<br/>3 x adjectives<br/>3 x verbs<br/>3 x nouns<br/>Extension - 3 adverbs or adverbial phrases.<br/>Google adjectives, nouns and verbs if you forget.</p> |  |
| <p><b>Break</b></p>  |  |   |  |  |

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| <p><b>Middle</b></p> | <p><b>Mathematics</b></p> <p><b>Warm Up-</b> Estimate how many seconds it will take you to do 50 star jumps. Complete the activity and check your accuracy.</p> <p><b>Task-</b> Complete 3 x Mathletics Tasks</p> <p><b>Open Ended Challenge-</b><br/>Petunia loves planting colourful flowers in her flower garden.<br/>Today, she has 2 yellow flowers, 3 red flowers, 4 orange flowers and 1 pink flower.<br/>She wants to plant them in a straight line along the front of her garden.<br/>Draw some possible flower arrangements.<br/>Is it possible to draw a line of flowers so that no two flowers of the same colour are together?</p> | <p><b>Mathematics</b></p> <p><b>Warm Up-</b> Make a paper plane. Measure how far it flies</p> <p><b>Task-</b> Complete 3 x Mathletics Tasks</p> <p><b>Open Ended Challenge-</b><br/>Xavier has five coloured scarves in a bag.<br/>In the bag, there are 2 red scarves, 2 yellow scarves and 1 blue scarf.<br/>Xavier randomly pulls out one scarf for himself, one for his brother and one for his sister.<br/>What coloured scarves might Xavier have pulled out of his bag? List some possible combinations.</p> | <p><b>Mathematics</b></p> <p><b>Warm Up-</b> abcya.com complete a number game.</p> <p><b>Task-</b> Complete 3 x Mathletics Tasks</p> <p><b>Open Ended Challenge-</b><br/>The answer to an addition sum involving fractions is <math>\frac{9}{24}</math>. What could the addition sum be?<br/>Could more than two fractions be involved in the sum? Could different denominators be involved in the sum? List some possibilities.</p> | <p><b>Mathematics</b></p> <p><b>Warm Up-</b> abcya.com Guess the number.</p> <p><b>Task-</b> Complete 3 x Mathletics Tasks</p> <p><b>Open Ended Challenge-</b><br/>Heather is thinking of a five-digit number.<br/>The number is greater than 33 000 and less than 34 000.<br/>The digit in the hundreds column is the same as the digit in the units column.<br/>All of the digits in the number are odd.<br/>What could Heather's number be? List some possibilities.</p> |
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| <p><b>Afternoon</b></p> | <p><b>Science</b></p> <p><b><u>Rube goldberg machine (RGM)- creation and FILMING!</u></b></p> <p>Your scavenger hunt for materials to use I hope was a success. Remember - ANYTHING can be used for a RGM, the only limit is your imagination.</p> <p>Here is a great example of just using stuff around your house in order to pass the salt to someone, while using correct SOCIAL DISTANCING of course... ;)</p> <p><a href="https://www.youtube.com/watch?v=nORRgU8sGdE">https://www.youtube.com/watch?v=nORRgU8sGdE</a></p> <p>This week it's time for the real fun! Over the course of the week, it is time to make your RGM. The process will go like this:</p> <ol style="list-style-type: none"> <li>1. Set up a small part of your machine.</li> <li>2. Try it out.</li> <li>3. Reset it back up, fixing any problems.</li> <li>4. Try it out again.</li> <li>5. <b>Repeat steps 2, 3, and 4 as many times as needed!</b></li> </ol> | <p><b>Philosophy</b></p> <p>This week listen to more of Roald Dahl reading his story Fantastic Mr Fox and think about other questions.</p> <p>Here is the link to the second part of the story. You can fast forward to 2:15 and listen to the end and then think about the questions below.</p> <p><a href="https://soundcloud.com/puffin-books-uk/fantastic-mr-fox-by-roald-dahl-read-by-roald-dahl">https://soundcloud.com/puffin-books-uk/fantastic-mr-fox-by-roald-dahl-read-by-roald-dahl</a><br/>(if this doesn't work you can click here for the listening version<br/><a href="https://stories.audible.com/pdp/B00IZMHQSE?ref=adbl_ent_anon_sc_pdp_pc_0">https://stories.audible.com/pdp/B00IZMHQSE?ref=adbl_ent_anon_sc_pdp_pc_0</a> )</p> <p>Here are some questions to think about.</p> <ul style="list-style-type: none"> <li>· Who was the thief – Mrs Fox who asked for the chickens or Mr Fox who went to get the chicken? Or neither? Or both?</li> <li>· Was it okay for the foxes to steal the chickens?</li> <li>· Do animals have rights?</li> </ul> | <p><b>Library</b></p> <p>Continue your Google doc book journal. You will need to go back to your document from last Wednesday in your assignment .</p> <p>You should be reading for at least 30minutes a day.</p> | <p><b>Music</b></p> <p>In Music we have been exploring music that is used in movies and TV shows, and how the music that is paired with a scene can determine the effect it has on a viewer.</p> <p>Play <a href="#">this scene</a> from the Lion King WITHOUT sound and answer the following questions:</p> <p>What do you think the music will sound like?</p> <p>What are some instruments you might hear?</p> <p>Now play the same scene WITH the sound on and answer the following questions:</p> <p>What did the music actually sound like?</p> <p>What are some instruments you could hear?</p> <p>Did the music sound like you thought it would? Why?</p> |

6. Connect that small part of your RGM, to the next part of the RGM.

7. **Repeat steps 5 and 6 as many times as you can!**

By Friday, you should have a suuuuuuuper rad machine that works perfectly.

Now it is time to FILM your machine in action! Dont worry if it doesnt work perfectly the first time. Just try, try and try again.

Remember the **sillier** the last step in your machine, the better!

Can't wait to see your videos of your crazy RGMs at home! **Post them up on google classroom so we can check them out.**

· Do the chickens at our school have rights?

Draw a picture of you and one of the chickens at our school.

Title it '*The chicken and me*'

Finish the conversation between *you* and a school *chicken*.

*Chicken: Do you know what happened to the eggs we laid last night?*

*Your name: Yes. We took them for the kitchen to make some pasta*

*Chicken: You mean you stole our eggs?*

*Your name: (continue this conversation)*

*Chicken:*

Can't wait to see who wins the argument.

## PDHPE

Create a dance or exercise routine to your favourite song.  
Teach your family.