


Year 5 Home Learning

Spring 2 Week 2

Here is the curriculum home learning for this week. Home learning is planned to:




- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning

You need to complete all of the subjects over the week, you can choose the order or follow the schedule below.

You can upload all of your work to Seesaw, pieces of work with a  symbol must be uploaded for the teacher to see as a priority.




NEW: Please can you draw a face at the bottom of your work to show how difficult you found it so that your teacher knows if they need to change your work:

-  This was about right for me
-  A bit too hard
-  Much too hard

Independent Curriculum

During the week, you will need to complete these subjects e.g. when you are not reading with your teacher

Spelling Explanation	available awkward bruise cemetery communicate quiet quite weather whether
History Explanation 	<p>KQ: How did the Ancient Greeks influence art?</p> <ul style="list-style-type: none"> • Many civilisations that came after them have inherited ideas from the Greeks that remain with us to this day. The Greeks even influence us today! Watch this video to see some of the ways that happened. • One way they had an impact was in art. Greek sculptors, potters and designers produced many amazing pieces of work that are now in museums or on display around the world. • It was not just artists, but writers too, who made a name for themselves in Ancient Greece. Have a look at this page about Greek theatre and look at the Resource 3. Explain what all of these objects tell you about Ancient Greece.

<p>PSCHE Explanation</p>	<p>Safer Internet Week – Why are there so many adverts on the internet?</p> <ul style="list-style-type: none"> • Think – What are adverts? What different types of adverts have you seen on the internet? • Watch the video and try to count the different adverts that are shown. • Watch the video about some of the different ways people advertise online and their motives. • Write answers to questions in the quiz at the end of the video.
<p>French</p>	<p>Watch the video about “Les films” from Madame Lambert. Complete the activities below.</p>
<p>Art</p>	<p>Art will be part of World Book Day on Thursday this week.</p>
<p>PE</p>	<p>Warm up: Reaction- Toe Taps</p> <ul style="list-style-type: none"> • Grab a football, pillow or some other ball and get ready to move. • Follow the video here. Let’s see how fast you can move. Listen carefully to which body parts need to touch the ball or pillow. Have fun! <p>Physical Activity: Tissue Challenge</p> <ul style="list-style-type: none"> • Let's do some tossing and catching. Get a tissue out of the tissue box and watch the video here. • Let's see what you can do. Have some fun and hopefully you'll laugh as much as I do! <p>Dance: African Dance</p> <ul style="list-style-type: none"> • Feel good with this fun and simple African style dance. In just a few simple moves your body and mind will feel exercised and great, so no excuses get dancing and creating along with the video here How's your stamina, did you add any new moves.

Monday

1st March 2021



THURSDAY, 4TH MARCH IS WORLD BOOK DAY!
THIS WHOLE WEEK WE WILL BE CELEBRATING BOOKS AND YOU WILL HAVE CHOICES ABOUT THE WORK YOU WILL PRODUCE ON THURSDAY. YOUR WORK WILL BE CELEBRATED AND SHARED WITH YOUR CLASS WHEN WE RETURN TO SCHOOL ON MONDAY 8TH MARCH- WHETHER IT'S SOMETHING YOU BRING IN OR HAVE RECORDED AND UPLOADED ON SEESAW.

LAUNCH/ READ: World Book Day/ Christian Robinson

- This week, you are going to look at a range of picture books illustrated and/ or written by Christian Robinson.
- **Read** [this list](#) of ideas for the piece of work you can produce this week.
- **Watch** this book trailer for a book called 'Leo: A Ghost Story' [Leo: A Ghost Story by Mac Barnett and Christian Robinson trailer](#).
- **Look** at this [table](#) for recording your thoughts about book trailers that you will use for each trailer you watch this week.
- **Watch** this [video](#) of a teacher completing the table for the Leo: A Ghost Story trailer.
- **Watch** this [video](#) of a teacher reading Leo: A Ghost Story.
- **Think** – *Did the book surprise you or did the trailer represent the book well?*
- **Look** at this [table](#) for recording your thoughts about picture books
- **Watch** this [video](#) of a teacher completing the table for Leo: A Ghost Story.
- **Watch** this trailer for [Another](#), a wordless picture book, by Christian Robinson.
- **Watch** a teacher showing [Another by Christian Robinson](#).
- **Think**- *How would you tell this story using words instead of pictures?*
- This week, as one of your options, you could tell this story with words using the video and the short story triangle to help you.

English

Live explanation at 8.30am

[Link on Parentmail](#)

[Explanation](#)

Maths

Live explanation at 10am

[Link on Parentmail](#)

[Explanation](#)



Textbook 5B, Chapter 7, Lesson 15: Rounding Decimals

To round decimals to the nearest whole. To round numbers to the nearest tenth.

Video Link - Learn the strategy part 1 [here](#)

Video Link - Learn the strategy part 2 [here](#)

Deepening activity

Maths Journal

 found the difference between 0.21 and 0.9 by doing this:

$$\begin{array}{r} \boxed{2} \ \boxed{1} \\ - \quad \boxed{9} \\ \hline 1 \ 2 \end{array}$$

The difference is 12.



Explain why  is wrong.

Science

Live explanation
5BL, 5F 11.30am
5CW, 5MW 2pm

[Link on Parentmail](#)

[Explanation](#)



How has biomimicry helped improve transport?

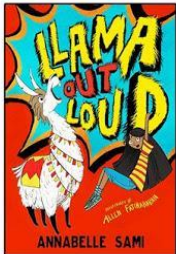
- **Look** at the picture in the [resource](#). What do you notice?
- **Look** at shapes of different forms of transport. Are there any connections with the shape or form of any animals or plants?
- **Make connections** with your understanding of forces, air resistance and water resistance. **Draw** pictures or use photos from the internet and note anything you notice about the shapes.
- **Watch** up to 2.05 of this [video](#) (you can watch more if you like!) about how a birdwatcher changed Japanese train problem.
- **Watch** [this BBC video](#) which shows it in a different way.
- Use labelled diagrams to **explain** how the kingfisher solved the train problem.
 - Challenge: Find out and explain how the boxfish inspired Mercedes through biomimicry. [Start here](#). Would this design for 2005 appeal in 2021?

What can we learn from studying how birds fly?

- **Look** at the pictures of biomimicry *in flight* [resource](#). What do you notice?
- Human flight is all based on study of birds. Leonardo da Vinci was a genius in art, science and invention. His observations showed how much he understood. What do you **notice** [here](#)?
- **Look** at these [3 biomimicry examples](#) how birds are inspiring design and engineers: **What can we learn from studying how birds fly?**
 - [OWLS](#) – noise reduction: [Watch this](#). Read [resource](#).
 - Falcons – [Watch this](#). Read [resource](#).
 - Geese – flying together [Watch this](#).
- **Answer** the key question using pictures to help your explanation.
 - You can choose one example in detail or give a short example from different birds.
- Challenge: Find out how this [research](#) into studying birds is going to mean the flight of drones can be improved.

[Explanation](#)



Reading	5MW	11.30am	Join on your child's usual reading day	Link on Parentmail
	5CW	11.30am	Join on your child's usual reading day	Link on Parentmail
	5BL	2.00pm	Join on your child's usual reading day	Link on Parentmail
	5F	2.00pm	Join on your child's usual reading day	Link on Parentmail
Independent Curriculum	<ul style="list-style-type: none"> • Complete your science work 			
Story time	<div style="display: flex; align-items: flex-start;"> <div style="flex: 1;">  <p>'would suit readers who like a laugh-out-loud story with a big heart and a spark of magic'</p> <p><small>BookTrust</small></p> </div> <div style="flex: 2; padding-left: 20px;"> <p>'Llama Out Loud' by Annabelle Sami, 'a story of LOLs, llamas, dramas and finding your voice'.</p> <p>Today's chapter: Chapter 16 - Wormula Bumbula</p> <p>Catch up on the earlier chapters by CLICKING HERE</p> </div> </div>			

READ / EXPLORE: Book trailers and book reviews

- **Think** – *What makes people choose to read a particular book?*
- One of the reasons people might read a book is because someone recommends it to them.
- **Think** - *What makes a great book? What makes you recommend a book to someone else?*
- **Look** at this [list of reasons for recommending a book](#).
- **Read** this [resource](#) to remind you about persuasive techniques.
- **Read** this [resource](#) for more tips about advertising a great book.
- Many books now have trailers (a film of short extracts/ details) like movies. Watch at least three trailers from [this list](#) and complete the table for them (don't worry about the final column).
- **Think**- *What did the trailers include? Did they tell you the whole story? What are you left wanting to find out?*
- **Think** – *What are the features of a book review?*
- **Read** this example of [a book review](#) or watch [this video](#) of a teacher discussing it.

Even if you choose not to write a book review this week, the ideas in it may be relevant to the script of anything you film/ record.

Textbook 5B, Chapter 8, Lesson 1: Comparing Quantities


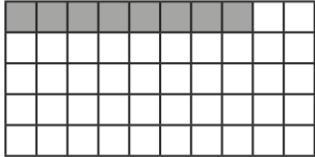




To compare quantities & convert fractions, decimals and percentages.

Video link - learn strategy [here](#)

Video link - learn strategy [here](#)

Deepening activity

Write the percentage, fraction and decimal represented by the following:

 <input type="text" value=""/> % <input type="text" value="—"/> <input type="text" value=""/>	 <input type="text" value=""/> % <input type="text" value="—"/> <input type="text" value=""/>	 <input type="text" value=""/> % <input type="text" value="—"/> <input type="text" value=""/>
 <input type="text" value=""/> % <input type="text" value="—"/> <input type="text" value=""/>	 <input type="text" value=""/> % <input type="text" value="—"/> <input type="text" value=""/>	 <input type="text" value=""/> % <input type="text" value="—"/> <input type="text" value=""/>

English

Live explanation at 8.30am

[Link on Parentmail](#)

[Explanation](#)



Maths

Live explanation at 10am

[Link on Parentmail](#)

[Explanation](#)



Circle Time with your class



5BL	11.30am	Link on Parentmail
5F	11.30am	Link on Parentmail
5MW	2.00pm	Link on Parentmail
5CW	2.00pm	Link on Parentmail

Reading

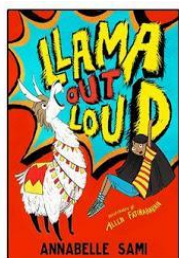
5MW	11.30am	Join on your child's usual reading day	Link on Parentmail
5CW	11.30am	Join on your child's usual reading day	Link on Parentmail
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5F	2.00pm	Join on your child's usual reading day	Link on Parentmail

Independent Curriculum

Choose one or two subjects to complete today if you are not reading with your teacher:

- [Spelling](#)
- [History](#)
- [PSCHE](#)
- [French](#)
- [PE](#)

Story time



'would suit readers who like a laugh-out-loud story with a big heart and a spark of magic'





'Llama Out Loud' by Annabelle Sami, 'a story of LOLs, llamas, dramas and finding your voice'.

Today's chapter: [Chapter 17](#) - A Fish for School

Catch up on the earlier chapters by [CLICKING HERE](#)

Wednesday
3rd March 2021

<p style="text-align: center;">English Live explanation at 8.30am Link on Parentmail</p> <p style="text-align: center;">Explanation</p> 	<p>EXPLORE/ READ: Picture books in detail</p> <ul style="list-style-type: none">● Watch the trailer for Last Stop on Market Street by Matt de la Peña and Christian Robinson.● Complete this table for the <i>Last Stop on Market Street</i> trailer.● Read this resource which has instructions/ prompts for this story.● Watch the story here.● Complete the table for this book or write your thoughts in note form under the same headings.● Watch the trailer for Milo Imagines the World by Matt de la Peña and Christian Robinson.● Complete this table for the <i>Milo Imagines the World</i> trailer.● Read this resource which has instructions/ prompts for this story.● Watch the story here.● Complete the table for this book or write your thoughts in note form under the same headings.● Think – <i>What is your opinion of today's stories? What did you like about them? Did they surprise you or did the trailers represent the books well?</i>
<p style="text-align: center;">Maths - A Live explanation at 10am Link on Parentmail</p> <p style="text-align: center;">Explanation</p> 	<p>Textbook 5B, Chapter 8, Lesson 2: Finding Percentages To convert values of an amount. To convert fractions into percentages.</p> <p>Video link - learn strategy here</p> <p>Deepening activity</p> <div style="border: 1px solid black; padding: 10px;"><p style="text-align: center; background-color: #e0f2f1;">Mastery with Greater Depth</p><p>Jack and Jill each go out shopping. Jack spends $\frac{1}{4}$ of his money. Jill spends 20% of her money.</p><p>Frank says Jack spent more because $\frac{1}{4}$ is greater than 20%. Alice says you cannot tell who spent more.</p><p>Who do you agree with, Frank or Alice? Explain why.</p></div>
<p style="text-align: center;">Maths - B No live explanation to</p>	<p>Textbook 5B, Chapter 8, Lesson 3: Finding Percentages To convert values of an amount. To convert fractions into percentages.</p> <p>Video link - learn the strategy here</p>

allow time for the **Kwame Alexander talk at 1.30pm** – see **World Book day letter**. Please watch the recorded explanation instead

[Explanation](#)



Deepening activity



Mind Workout

and his friend played a game. They took turns to throw a ball at a target. After 10 throws, had hit the target 30% of the time. After 20 throws, he had hit the target 40% of the time. After 30 throws, he had hit the target 50% of the time. After 40 throws, he had hit the target 60% of the time. What is the highest percentage of hits could have after 100 throws?

Reading

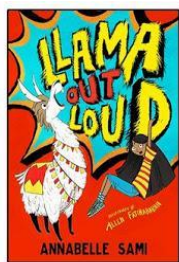
5MW	11.30am	Join on your child's usual reading day	Link on Parentmail
5CW	11.30am	Join on your child's usual reading day	Link on Parentmail
5BL	2.00pm	Join on your child's usual reading day	Link on Parentmail
5F	2.00pm	Join on your child's usual reading day	Link on Parentmail

Independent Curriculum

Choose one or two subjects to complete today if you are not reading with your teacher:

- [Spelling](#)
- [History](#)
- [PSCHE](#)
- [French](#)
- [PE](#)

Story time



'would suit readers who like a laugh-out-loud story with a big heart and a spark of magic'



'Llama Out Loud' by Annabelle Sami, 'a story of LOLs, llamas, dramas and finding your voice'.

Today's chapter: [Chapter 18](#) - Something Fishy's Going On . . .

Catch up on the earlier chapters by [CLICKING HERE](#)

English

WORLD
**BOOK
DAY**
4 MARCH 2021

Live explanation 1
at 8.30am
[Link on
Parentmail](#)

Live explanation 2
at 10am
[Link on
Parentmail](#)

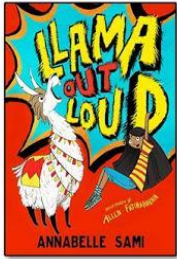

Live explanation 3
5BL, 5F 11.30am
5CW, 5MW 2pm
[Link on
Parentmail](#)

[Explanation](#)



PLAN/ WRITE/ PRESENT: Recommend a book

- **Watch** the trailer for *You Matter* by Christian Robinson, our World Book Day book, [here](#) (You need to **click** on WATCH on the webpage) and add your thoughts to [this table](#).
 - **Predict** – What do you think 'you matter' means? What do you expect the book to be about?
 - **Watch** the author-illustrator reading the book *You Matter* and talking about it [here](#).
 - **Think** – In what ways do people around you make you feel like you matter? How does it feel?
 - **Think** – Have there been times when someone made you feel like you did not matter? How did it feel? What did you do?
 - **Think** – Why might Christian Robinson have chosen to write this book in 2020?
 - **Watch** these Newsround specials on [Black Lives Matter](#) and [Racism in the UK](#).
 - **Think** – What did you learn about Black Lives Matter from these videos?
 - **Write** your thoughts about the book in [your table](#).
 - **Re-read** [this list of ideas](#) for the piece of work you can produce this week.
 - **Watch** these teacher videos to help you decide what to produce:
 - **Watch** this [video](#) showing you how to record a piece recommending a book using Zoom.
 - **Watch** this [video](#) showing you how to make a book trailer using iMovie.
 - If you have access to an iPad (or iPhone), **watch** this [teacher video](#) about using Book Creator to make your own comic (or graphic novel).
 - Watch this [video](#) on how to create artwork/ a poster in the style of Christian Robinson's artwork.
 - **Watch** this [video](#) showing you how to create a Memoji that you could record presenting a book review/ recommendation.
 - **Read** these [resources](#) for further help if you are making a book trailer.
 - **Re-read** this model [book review](#) and **use** this [planning format](#) if you are writing a book review.
 - **Use** this [short story triangle](#) to help if you are writing a narrative inspired by this week's work (for example, a story inspired by the images in [Another](#)).
- Deepening**
- **Watch** [Christian Robinson talking about illustration as communication](#).
 - **Create** your work inspired by this week's lessons, making sure that you upload the script/ writing you produced for anything you filmed/ recorded.
- You will be sharing the work you produce with your class when you return to school on 8th March.

Reading	5MW	11.30am	Join on your child's usual reading day	Link on Parentmail
	5CW	11.30am	Join on your child's usual reading day	Link on Parentmail
	5BL	2.00pm	Join on your child's usual reading day	Link on Parentmail
	5F	2.00pm	Join on your child's usual reading day	Link on Parentmail
Independent Curriculum	<p>Choose one or two subjects to complete today if you are not reading with your teacher:</p> <ul style="list-style-type: none"> • Spelling • History • PSCHE • French • PE 			
Story time		<p>'would suit readers who like a laugh-out-loud story with a big heart and a spark of magic'</p> 	<p>'Llama Out Loud' by Annabelle Sami, 'a story of LOLs, llamas, dramas and finding your voice'.</p> <p>Today's chapter: Chapter 19 - Levi Spills the Beans</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>	

Friday

5th March 2021

Maths

Live explanation at 8.30am

[Link on Parentmail](#)

[Explanation](#)



Recap Y4 Geometry: Textbook 4B, Chapter 12, Lesson 2: Comparing Angles

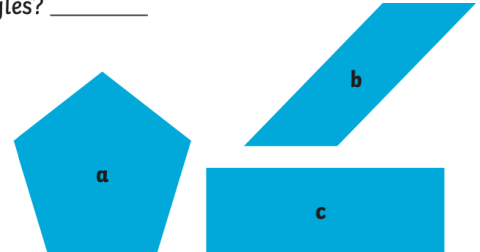
To compare & order angles.

Video link - introduction to angles [here](#)

Video link - learn the strategy [here](#)

Deepening activity

- 1) Which of these shapes is the odd one out based on its angles? _____
Explain your answer:



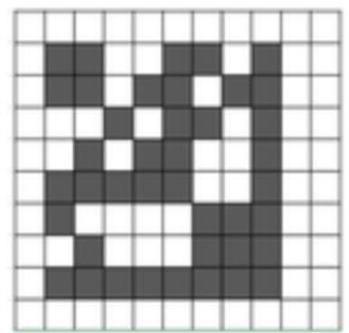
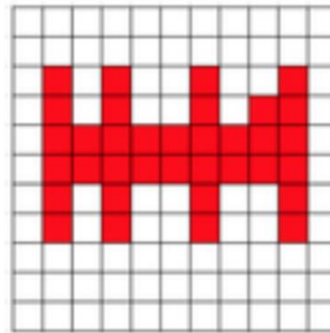
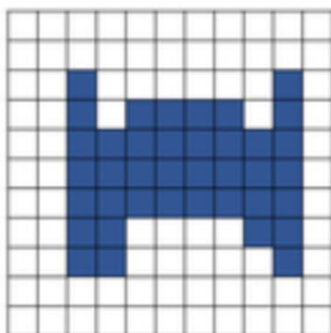
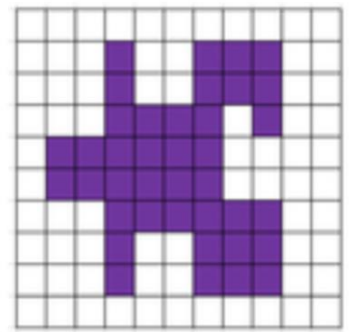
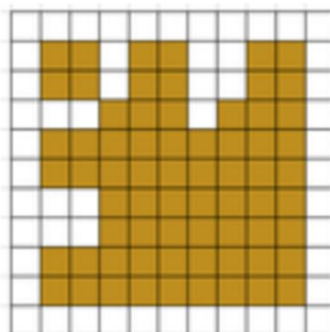
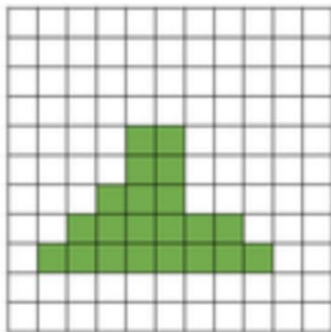
Recap Y4 Geometry: Textbook 4B, Chapter 12, Lesson 5: Identifying Symmetrical Figures

To be able to identify lines of symmetry in a 2-d shape.

Video link - learn the strategy click [here](#)

Deepening activity

One square is missing in each grid – can you add one square to make each shape symmetrical?



Maths

Live explanation at 10am

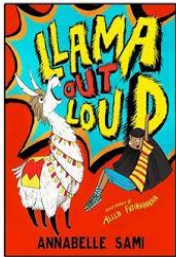

[Link on Parentmail](#)

[Explanation](#)



Talking Together

5BL	11.30am	Link on Parentmail
5F	11.30am	Link on Parentmail

	5MW	2.00pm	Link on Parentmail	
	5CW	2.00pm	Link on Parentmail	
Reading	5MW	11.30am	Join on your child's usual reading day	Link on Parentmail
	5CW	11.30am	Join on your child's usual reading day	Link on Parentmail
	5BL	2.00pm	Join on your child's usual reading day	Link on Parentmail
	5F	2.00pm	Join on your child's usual reading day	Link on Parentmail
Independent Curriculum	Choose one or two subjects to complete today if you are not reading with your teacher: <ul style="list-style-type: none"> • Spelling • History • PSCHE • French • PE • Finish your World Book Day work – don't forget to bring it to school on Monday 8th March when we are all back together 			
Story time			<p>'would suit readers who like a laugh-out-loud story with a big heart and a spark of magic'</p> 	
		<p>'Llama Out Loud' by Annabelle Sami, 'a story of LOLs, llamas, dramas and finding your voice'.</p> <p>Today's chapter: Chapter 20 - Chaos, Thy Name is Llama</p> <p>Catch up on the earlier chapters by CLICKING HERE</p>		

Resources – Monday

English

Lesson 1

Resource 1.1: List of Choices for your English Work this Week

For World Book Day 2021, we would like you to produce a piece of work inspired by a book. You might recommend/ promote a book: this could be one of the books you read by Christian Robinson (as writer and/ or illustrator) or your own choice. The purpose of the work you produce should be to persuade others to read the book.

You could choose one of the following ways to recommend your chosen book:

- A **promotional poster**, featuring a paragraph or two explaining why children should read the book. You could include artwork inspired by the book you choose (for example, in the style of Christian Robinson).
- A **piece to camera** recorded on Zoom, reviewing a book and recommending it to others.
- A **book trailer** inspired by the ones you will watch this week.
- You could write/ make your own **picture book**, inspired by the images in *Another* or by the words of *You Matter* (the book we will read on Thursday). Alternatively, your picture book could be based entirely on your own idea. You could use the [short story triangle](#) to help plan your story and the materials we sent to your home over half term.
- You could write a **book review**. It might help you to look at the book review model [here](#)

If you would like to respond to *You Matter* in writing in some other way, please check your idea with your class teacher.

*If you choose to film your work, please also upload the script for your trailer or piece to camera.

Click [here](#) to return to **Lesson 1**

Click [here](#) to return to **Lesson 4**

Resource 1.2: Table for Responses to Book Trailers

Book	<i>What do you think the book is about?</i>	Would the trailer persuade someone to read the book? Why?	[Complete after reading the book.] Was the trailer successful? Did it represent/ summarise the book well?
Leo: A Ghost Story			

Click [here](#) to return to **Lesson 1**

Click [here](#) to return to **Lesson 3**

Resource 1.3: Table for Picture Book Investigation

What did you like about the book?					
Techniques (e.g. repetition/ rhyme/ humour/ use of colour)					
What is the message/ theme of the book?					
Summarise the book in one or two sentences					
Title/ Author/ Illustrator					

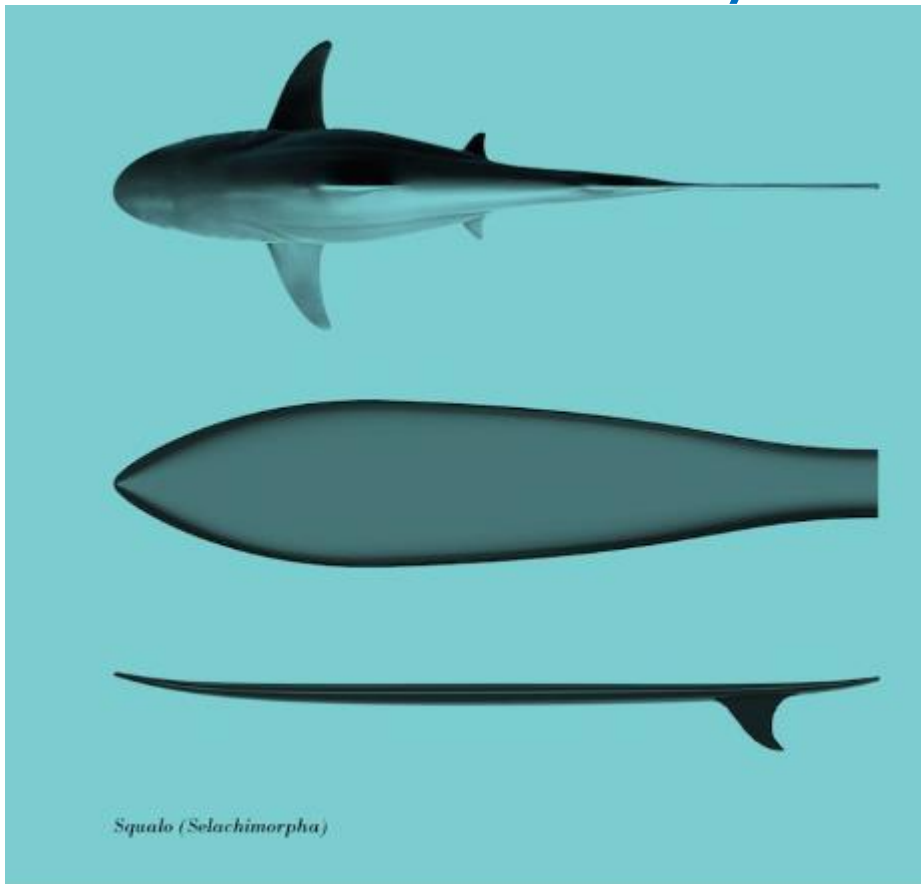
Click [here](#) to return to **Lesson 1**

Click [here](#) to return to **Lesson 3**

Click [here](#) to return to **Lesson 4**

Science Session 3

Shark – surfboard biomimicry



Back to [lesson](#)

Session 4 Biomimicry and Flight

Resource 1

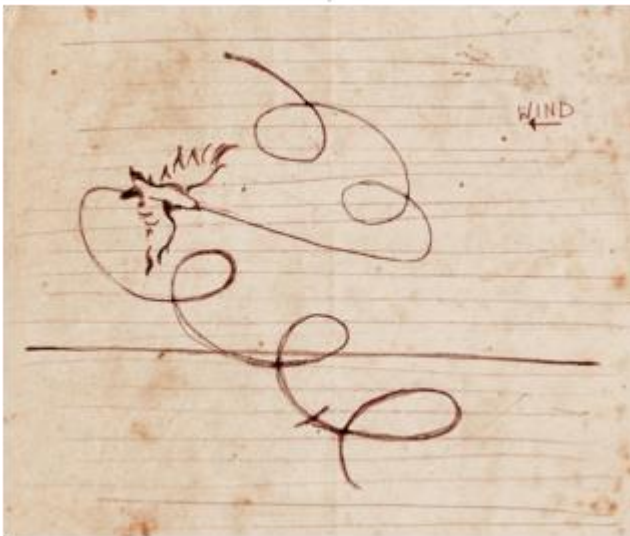
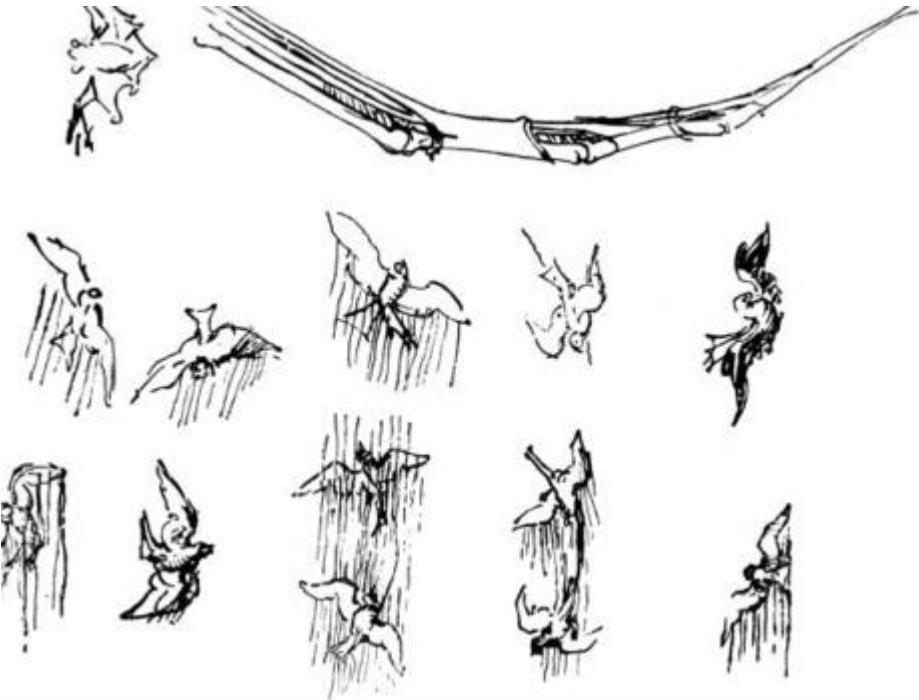


[Back to lesson](#)

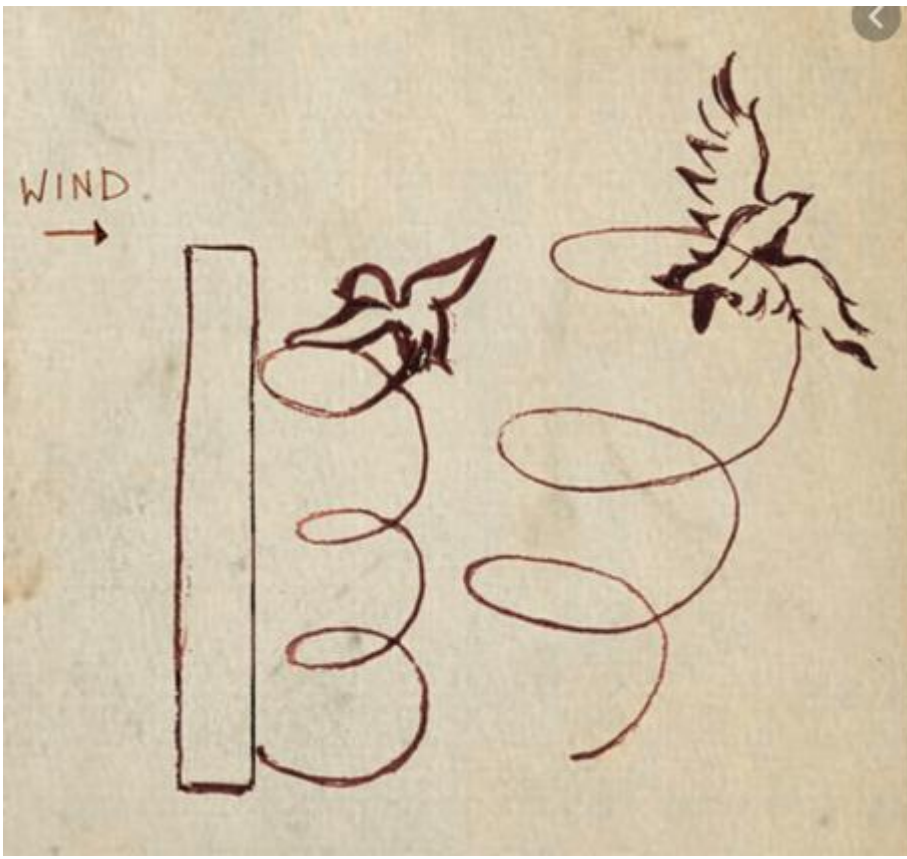
Resource 2



Leonardo da Vinci 1452- 1519







[Back to lesson](#)

Resource 3

Engineering inspired by nature

What is biomimicry?

Biomimicry is the study and imitation of nature's best-kept secrets to help solve human challenges



Bald eagle

The eagle's wing and tail structure provide active flight control. Airbus' "Bird of Prey" conceptual airliner is inspired by the eagle, mimicking its structure and featuring individually controlled feathers.



Snow goose

Migrating birds often fly in a V-shape to benefit from free lift. Airbus' "fido fly" project is testing this technique via two aircraft flying together as a way to improve the environmental performance of aircraft.

Albatross

The albatross is a master at facing wind gusts. Airbus' AlbatrossOne project features "semi-aerolastic" hinged wing-tips that flex to wind gusts, thereby better combatting the effects of turbulence.



Long-eared owl

The long-eared owl can fly in almost complete silence. Airbus engineers are studying the secrets of silent flight, including adding retractable, brush-like fringe to mimic the owl's serrated feathers on aircraft wings.



White shark

Aircraft move forward in a similar way to sharks, pushing air around their wings to create lift. Airbus' "sharklets" are vertical wing-tip extensions that resemble a shark's dorsal fins, helping to reduce induced drag.



AIRBUS

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Resource 4

How can owls fly silently?



BY SARAH WINKLER

Owls' Feathers and Wing Structure

<< PREV

NEXT >>



HOWSTUFFWORKS

While it adds to the owl's mystique, silent flight serves a very practical purpose. It helps this nocturnal creature sneak up on its prey. But how do owls fly silently in the first place?

The design of owls' wings allows them to fly in almost absolute silence. Different parts of their wings and the characteristics of their feathers contribute to their silent flight. Owls have broad wings with large surface areas that help them to float through the air without flapping too much. Less flapping makes less noise.

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SILENT SWOOPERS

Amazing Animal OWLS THESE BEAUTIFUL AND MAJESTIC BIRDS use stealth through the night in search of prey. Their wings are uniquely shaped and have feathers on the edges, which allow us to pass through with only a small whooshing sound.

DESIGN DILEMMA
 If you had a fan running in your house, you know how loud it can be. And the faster a fan runs, the louder it is. Imagine if that fan were rotating and moving faster. It would be louder and louder. In wind turbine power and aviation, being in the wind is the problem with giant wind turbines—the huge white fan-like structures you may have seen as part of a hilltop wind farm. These turbines use wind to generate a massive amount of electricity. The problem is that the rotors—the parts with the spinning blades—make a lot of noise when they turn. Studies have shown that this noise can disturb animals, making birds and their communities and even cause them to leave areas that they do you make a great fact-checker! And an owl.

BUILDING BIONICS
 So quietly through the sky? They have special feathers with two features that make their flights extra quiet. The edges of the feathers are very rough, kind of like a bumpy hairbrush. They break up sound waves as the wings cut through air, preventing the air from making noise as it rushes over the wings. The upper surface of each wing is made of a bumpy material that's as soft as cotton. The soft feathers reduce the air pressure by spreading it out, that also muffles the sound. Scientists imitated the owl's tough feathers by putting fine on the front and back of a turbine's giant fan blades. The result? The fan cut the noise by a factor of six. Now the blades can run faster and more quietly. And the animals and people living nearby greatly appreciate that whooosh.

Did You Know?
 Owls can fly and carry animals that are several times heavier than they are using their powerful claws, called talons.

GOING FURTHER
 Noise pollution is a serious issue. If you live in a city, you hear the sound of constant traffic, factory buildings and construction supply trucks, construction, and more. All of these contribute to noise pollution, which can have a negative effect on people. It can cause them to lose their focus and have sleep. The same thing can happen to animals that live in or near cities. Changing the design of wind turbines has helped engineers to consider other ways to reduce all kinds of noise pollution.

52 REEFER BIONICS

Falcon's Flight

Nature inspired future aircraft technologies.
 BAE Systems and City, University of London are using research on falcons' flight to consider new technologies for aircraft.

Peregrine Falcon Facts

- The peregrine falcon is the fastest bird in the sky. When diving for prey, the bird can fly at speeds over 200mph
- The fastest speed in a dive of a falcon recorded was 242mph in 2005
- The falcon's wingspan is 74 to 120 cm
- The falcon can withstand diving at high speeds due to its one-way breathing system.

Sensory Feathers:

In Nature: A peregrine falcon's feathers alert the bird that it has lost airflow and is in danger of stalling.

On Aircraft: Directly 3D printing polymer hair filaments onto the wing of an aircraft could give the plane real-time data on its aerodynamics, allowing it to take early evasive action if needed. More densely packed filaments could also help reduce the aerodynamic drag on wings as this is what slows aircraft in flight.

Safe Swoop:

In Nature: When a peregrine falcon swoops to catch prey, its feathers bristle upwards to help it stay airborne.

On Aircraft: Hinged flaps on an aircraft's wing could allow the wing to manoeuvre quickly and land at lower speeds more safely, allowing for more compact design or it to carry more fuel.

BAE SYSTEMS
 INSPIRED WORK

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English

Lesson 2

Resource 2.1: Reasons to Recommend a Book

- Once you started reading it, you couldn't put it down.
- The characters in the book are well described, interesting and entertaining.
- The problem faced by the main character in the story is exciting and unpredictable (i.e. there are lots of twists and turns in the plot).
- The world that the author describes is really engaging and vivid (easy to picture).
- The book is part of a series or by a favourite author, and you want to get your friends interested in the series/ author.
- If the book has illustrations, these are beautiful, unique or memorable.
- The story is highly amusing and makes you laugh while you are reading.
- The story has a strong theme/ teaches you a lesson that you think other students should learn, too.

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Resource 2.2: Persuasive Writing Techniques

- **Emotive language** [e.g. *incredible/ remarkable/ beautiful/ intriguing*]
- **Opinion presented as fact** [e.g. *You should read The Lost Thing/ This remarkable book is creative, challenging and will leave you thinking about it long after you have finished reading it.*]
- **Rhetorical questions** [e.g. *a question that doesn't need an answer*]
- **Direct address** [e.g. *Do you.../ Are you.../ ...will leave you wanting more.../ ...it will inspire you...*]
- **Tripling** (three points to support an argument) [e.g. *This book is XXX, XXX and XXX!*]

Click [here](#) to return to **Lesson 2**

Resource 2.3: How to Advertise a Great Book

1. **Purpose: To get readers excited about a book, author, series, or genre**
2. **Getting Ready:**
 - Make sure you've read the entire book.
 - Choose a book or series you think your classmates will enjoy.
 - Think about what makes your book interesting.
 - Think about how you will capture the interest of the other readers in your class (describe it in an exciting way).
 - Write a script for your advertisement.
 - Practise your advertisement before recording it.
3. **During the Advertisement:**
 - Display the cover of the book at some stage.
 - Start with a good lead (Sometimes a question gets the audience interested (e.g. *Have you ever been wrongly accused of doing something?*)
 - Tell the author, title, genre, series, etc.
 - Explain why you chose to share the book.
 - Tell a little about the book, but don't give away the secrets.
 - If possible, mention other books by the same author or other books in the same series / make comparisons with other familiar books.
4. **Tips:**
 - Look at the camera.
 - Speak loud and clearly.
 - Show your enthusiasm.

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Resource 4. B: Links to Book Trailers

If you decide that you want to produce a book trailer this week, watching these trailers may help you to come up with some ideas.

[Another](#) by Christian Robinson

[Last Stop on Market Street](#) by Matt de la Peña and Christian Robinson

[Milo Imagines the World](#) by Matt de la Peña and Christian Robinson

[Leo : A Ghost Story](#) by Mac Barnett and Christian Robinson

[I Want My Hat Back](#) by Jon Klassen

[It's a Book](#) by Lane Smith

[The Day You Begin](#) by Jacqueline Woodson (Y2 book)

[What We'll Build](#) by Oliver Jeffers

[Sam and Dave Dig a Hole](#) by Mac Barnett and Jon Klassen

[Just Because](#) by Mac Barnett and Isabelle Arsenault

[Giraffe Problems](#) by Jory John and Lane Smith

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Resource 2.4: Oranges in No Man's Land Book Review

Imagine if a loved one's life depended on you being brave. Imagine having to journey alone across a war-torn city to get vital medicine for them. What would you do?

Ten-year-old Ayesha, who lives in war-ravaged Beirut (the capital of Lebanon), is the heroine of Elizabeth Laird's fantastic short novel *Orange's in No Man's Land*. She must leave her younger siblings behind in their makeshift home (where they live without parents) to get life-saving medicine for her grandmother. On her journey, she encounters enemy checkpoints, faces the threat of snipers and crosses a city ruined by war. As Ayesha makes her perilous journey, readers learn of the difficulties encountered by those in civil war. For example, Ayesha is constantly worrying about her accent revealing which side of the war she is and endangering her.

As the gripping story unfolds, the resourceful Ayesha questions what she has been told about the two sides in the civil war. Throughout the book, she meets a range of people whom she believes are 'enemies', but she is often surprised. Once you have read this book, you will want to think about exactly what the intriguing title is about. Although the context in which the novel is set is one of war, the novel has positive messages for us all.

Children who have enjoyed novels such as *Journey to Jo'burg* should enjoy this enthralling tale. Readers will be full of admiration for Ayesha's courage and will learn a huge amount about a terrible time in Lebanon's history. When you finish reading this book, you will be glad that its author has written more than 150 others for you to enjoy!

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Resource 2.5: Book Review Planning Format

Hook <i>(e.g. Statement/ Statement/ Question)</i>	
Introduction	
Plot/ Character <i>(in this section you can explain to the reader, using exciting or persuasive language a bit (but not all) about the plot and add another paragraph about who the character is and what they learn/ what the reader learns through them)</i>	<ul style="list-style-type: none">•••••
Themes (and/ or what the message of the book is) Deepening	1) 2)
Recommendation <i>(including comparison)</i>	

You could also use this planning format/ structure for a 'script' for a recorded piece to camera recommending a book.

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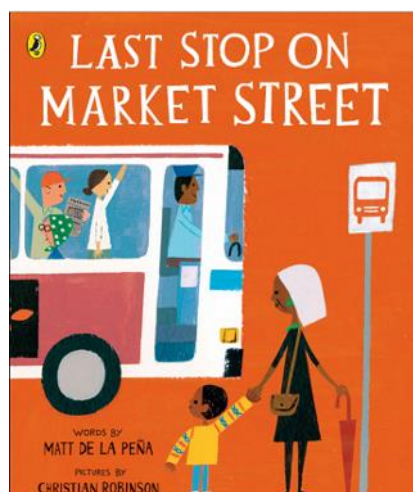
Click [here](#) to return to **Lesson 4**

Lesson 3

Resource 3.1: *Last Stop on Market Street*

You are now going to **watch** this [video](#) of a teacher reading *Last Stop on Market Street* by Matt de la Peña and Christian Robinson. **Follow** these instructions as you are watching the video:

- **Look** at the cover of *Last Stop on Market Street*.



- **Predict** - *What do you think the story's setting will be? Who do you think the main characters will be?*
- **Look** at this image:



- **Think** - *What do you notice about the people riding the bus?*
- **Predict** - *Where do you think this "Last Stop" will take the characters in the story?*
- As you **watch** the [video](#) of a teacher reading the story, think about these questions:
 - *Do Nana and CJ see things in the same way?*
 - *Which of them sees the world most like you?*
- **Watch** the start of this [video](#) of a teacher reading *Last Stop on Market Street* by Matt de la Peña and Christian Robinson.
- **Pause** the video when Nana and CJ get off the bus at the last stop on Market Street.
- **Predict** - *Where do you think they are going now?*
- **Watch** a teacher reading the [next four pages](#).

The song ended and CJ opened his eyes.
 Everyone on the bus clapped,
 even the boys in the back.
 Nana glanced at the coin in CJ's palm.
 CJ dropped it in the man's hat.



"Last stop on Market Street."
 Mr. Dennis called.



CJ looked around as he stepped off the bus.
 Crumbling pavements and broken-down doors,
 graffiti-tagged windows and boarded-up stores.
 He reached for his nana's hand.
 "How come it's always so dirty over here?"

She smiled and pointed to the sky.
 "Sometimes when you're surrounded by dirt, CJ,
 you're a better witness for what's beautiful."

- **Summarise** – What do you think Nana means when she says, "Sometimes when you're surrounded by dirt, CJ, you're a better witness for what's beautiful"?
- **Watch** the rest of the [video](#). *What was Nana and CJ's final destination? What do they do there?*
- **Watch** this interview with the creators of *Last Stop on Market Street* if you would like to know more about it: <http://www.judynewmanatscholastic.com/blog/2020/08/interview-matt-de-la-pena-christian-robinson/>
- **Complete** the [table](#) for this story.

Click [here](#) to return to **Lesson 3**

Resource 3.2: Milo Imagines the World

You are now going to **watch** this [video](#) of a teacher reading *Milo Imagines the World* by Matt de la Peña and Christian Robinson. **Follow** these instructions as you are watching the video:

- **Look** at the cover of [Milo Imagines the World](#).
- **Predict** - What do the title/ cover make you think the book will be about?
- **Think** - *Have you ever been somewhere, without much to do, and like Milo, started people-watching, observing them closely to try to figure out what their story is?*
- **Look** at the this page:



- **Think** - *What does Christian Robinson, the story's illustrator, seem to want us to know about Milo before we even start to read?*
- **Look** at this image:



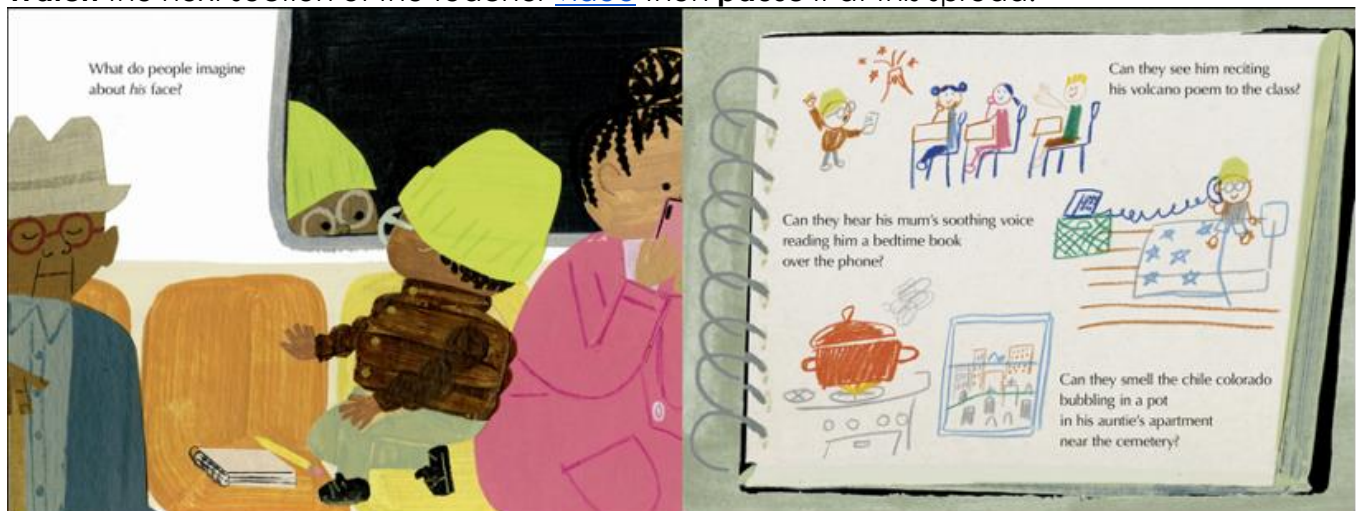
- **Predict** - *Where do you think they are going?*
- As you watch/ read the story, do the following:
 - **Focus** on the stories Milo imagines for the people he meets.
 - **Think** - *What new information do we learn on Milo's subway ride?*

- **Think** - Does Milo want to go where he's going? Why do you think that?
- **Think** - What do you think of Milo's interpretation of each passenger's life? Based on the text and the illustrations, how do you think Milo decides what each person's story is?

- **Think** – What is a stereotype? Read this [definition](#).
- **Watch** the teacher [video](#) and **pause** it at this spread:



- **Deepening:** The author lets us know how Milo feels by describing him as a "shook-up soda [fizzy drink]."
- **Think** - What happens when you have a soda and shake it before opening it? What does this tell us about how Milo feels?
- **Watch** the next section of the teacher [video](#) then **pause** it at this spread:



- **Think** - Why do you think Milo's mom reads him a story over the phone? How does it make Milo feel?
- **Watch** the [video](#) of a teacher reading the rest of the book.
- **Think** - Using your background knowledge and the clues the author and the illustrator give us as readers, how can you tell that Milo's mom is a good mother?
- **Watch** the [segment of Conversation and Studio Tour with Christian](#) from the 4:33 mark to the 10:28 mark.
- **Complete** the [table](#) for this story.
- **Think** – How are the two books we have looked at today similar? How are they different?

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Resource: Stereotype Definition

Stereotypes: The false idea that all members of a group are the same and think and behave in the same way. (Anti-Defamation League, n.d., p. 09)

Click [here](#) to return to plan.

Resources – Thursday English

Resource 4.1A: Tips for Making a Book Trailer

1. Write a script

Be clear and concise in your voiceover and make sure what you say fits with what appears on screen.

Writing a script will enable you to make your recommendation/ advertisement more effective. Your script should include detail of what appears on screen as your voiceover is heard.

2. Grab the viewers' attention straight away

Start with something engaging. A rhetorical question or quote from the book can be effective.

3. Keep your camera steady

4. Don't make your trailer too complicated

Using too many different elements can make a book trailer confusing and hard to watch. Try to think about the strongest themes/ images of the book and base your trailer on those.

5. Don't just summarise the plot

hints to the story and remember DON'T spoil the ending of the book. Your viewers won't want to go and read the book if you do.

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Click [here](#) to return to **Lesson 2**

Resource 4.3: You Matter *(text only)*

The small stuff too small to see.
Those who swim with the tide/ and those who don't
The first to go and the last./ You matter.
When everyone thinks you're a pest.
When something is just out of reach.
When everyone is too busy to help. You matter.
If you fall down.
If you have to start all over again.
Even if you are really gassy./ You matter.
Sometimes home is far away.
/ Sometimes someone you love says goodbye.
Sometimes you feel lost and alone./ But you matter.
Old and young.
/ The first to go and the last.
The small stuff too small to see.
/ You matter.

Click [here](#) to return to **Lesson 4**

you matter

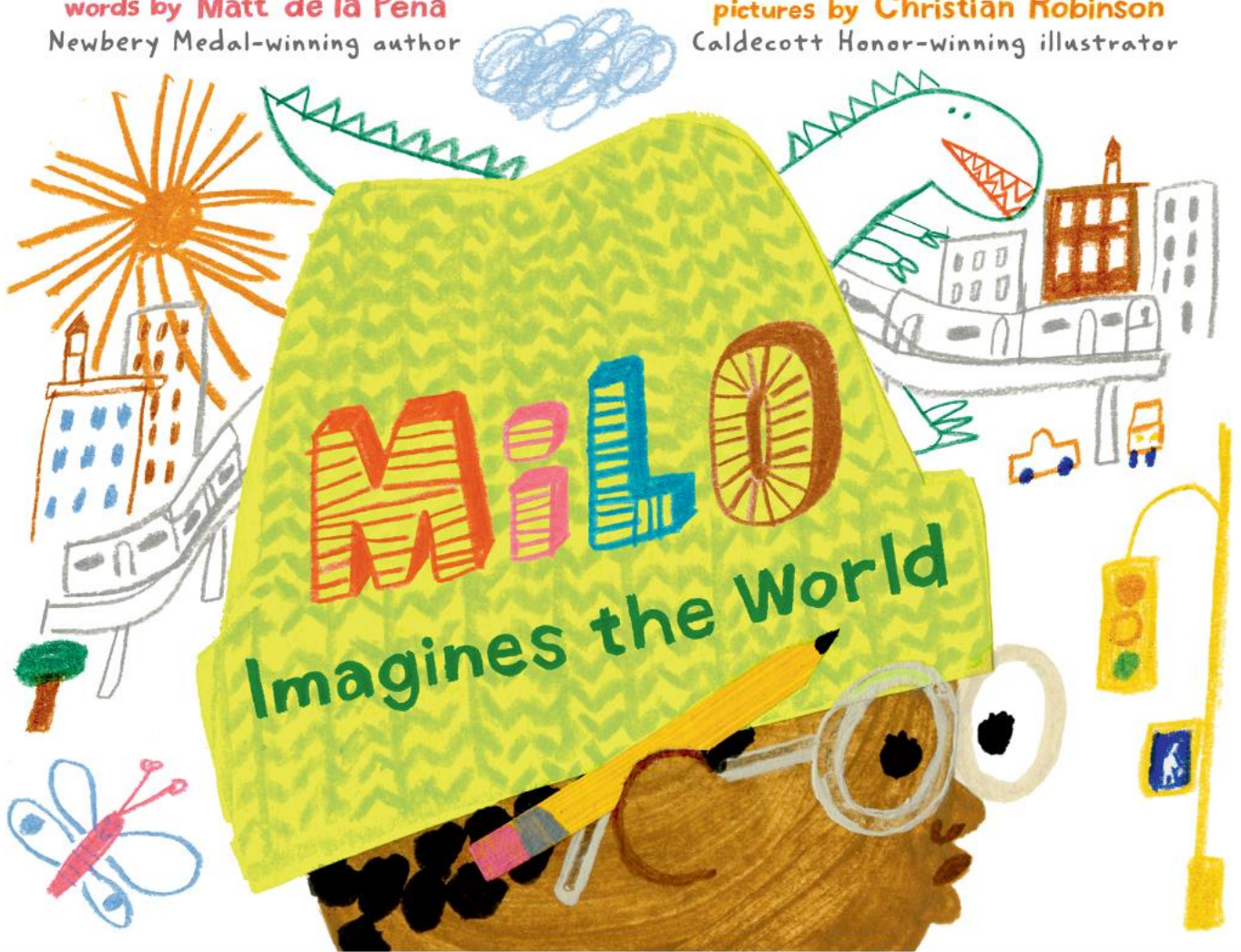


christian robinson

English Resource X: *Milo Imagines the World* Cover Image

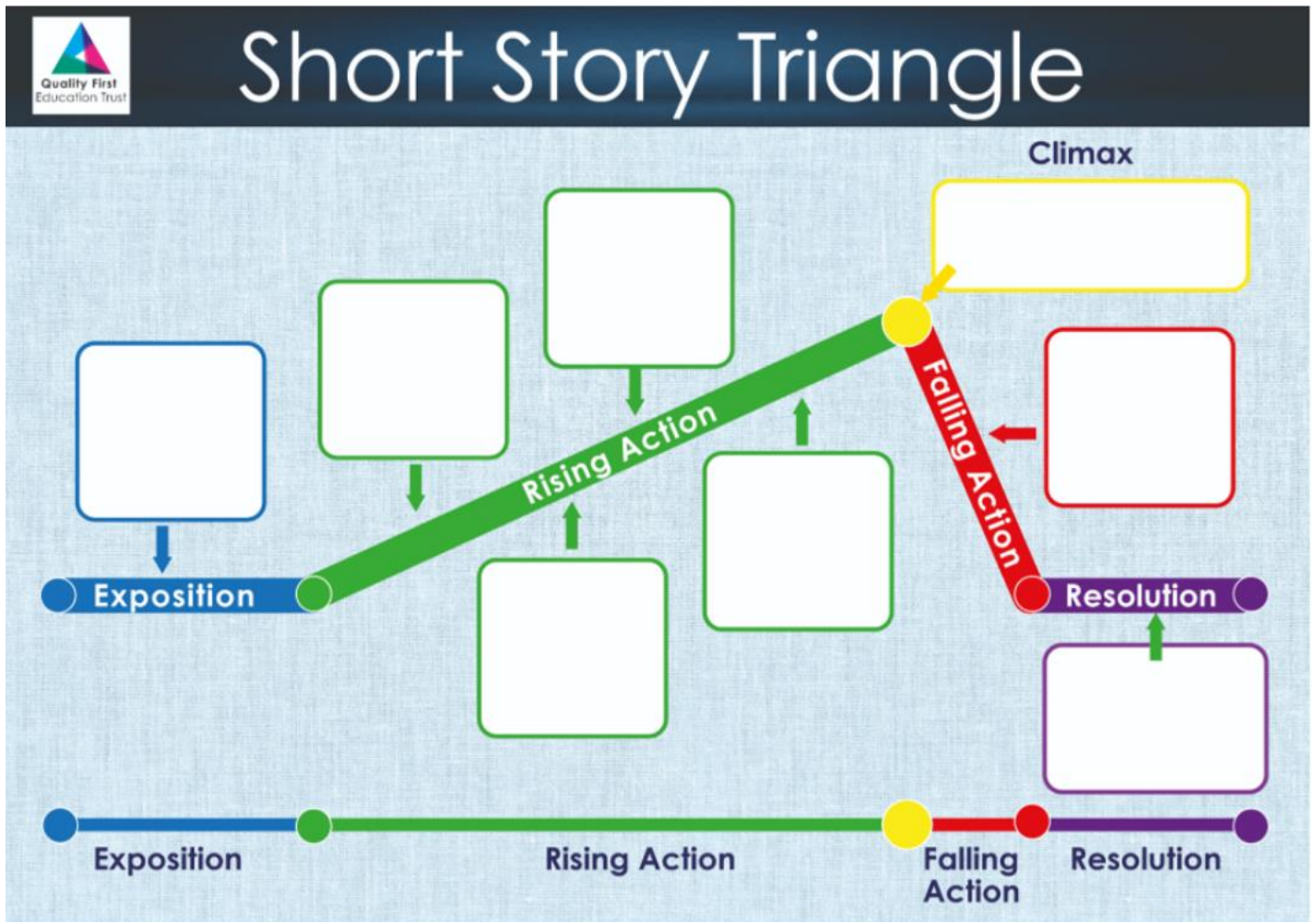
words by **Matt de la Peña**
Newbery Medal-winning author

pictures by **Christian Robinson**
Caldecott Honor-winning illustrator



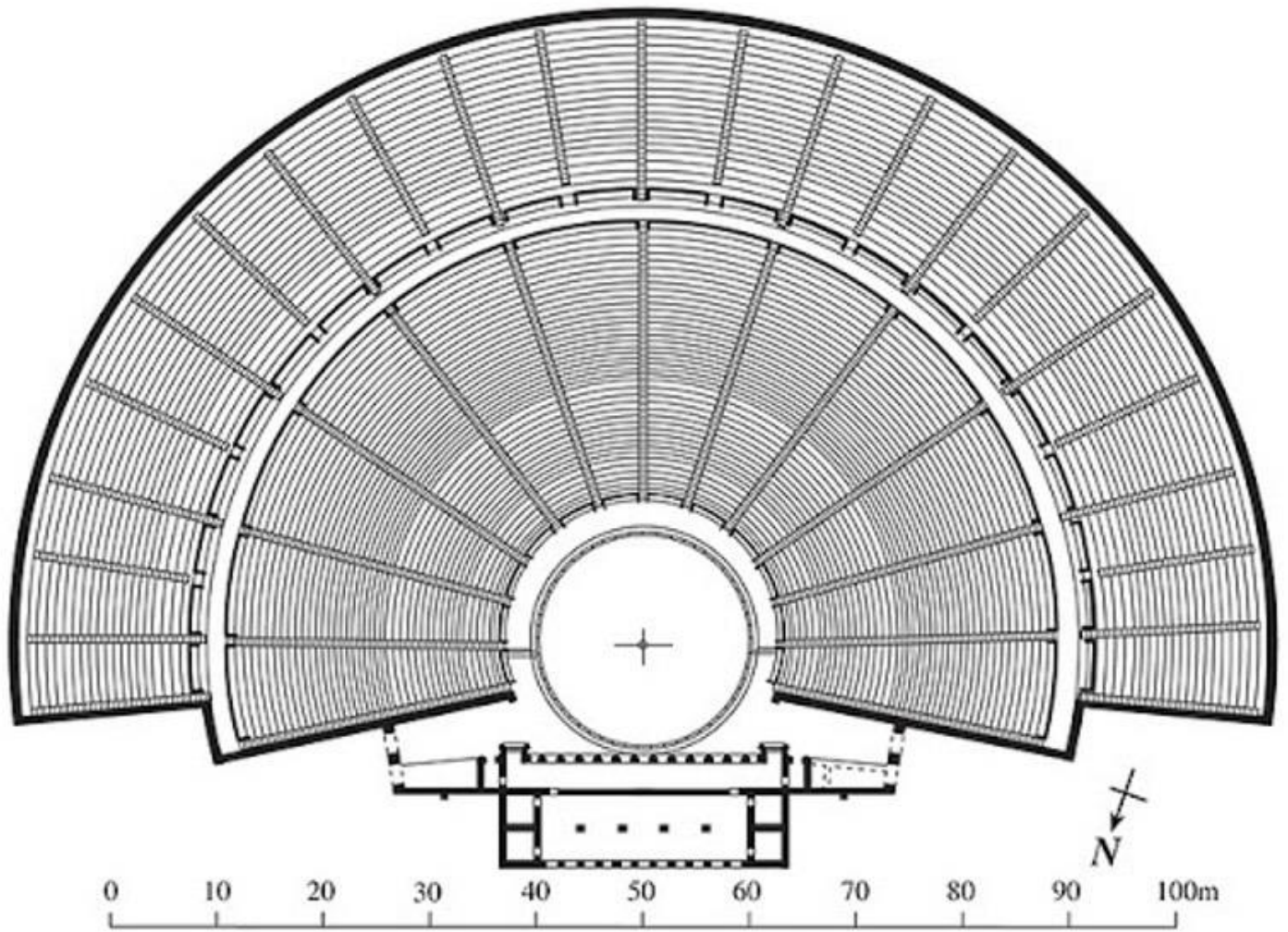
Resource X: Short Story Triangle

If you are planning to create a picture book or write a story inspired by the work you've done this week, you might want to use this resource to help you structure it.



Click [here](#) to return to **Resource 1.1**

Click [here](#) to return to **Lesson 4**



PLAN OF A GREEK THEATRE









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Resources – Wider Curriculum

MUSIC RESOURCES:

[Return to Music plan](#)

[French](#)

Mots clés/ Key words

un film = a film

un film d'actions = an action film

un film comique = a comedy film

un film romantique = a romantic film

un film d'horreur = a horror film

un film d'aventures = an adventure film

un dessin animé = a cartoon

Tu aimes les films d'actions? = Do you like action films?

Oui, j'aime les films d'actions. = Yes, I like action films.

Non, je n'aime pas les films d'actions. = No, I don't like action film.



Word List: Les films

English

French

Copy the French words...

a film

un film

un film

an action film

un film d'action

a comedy film

un film comique

a romantic film

un film romantique

a horror film

un film d'horreur

an adventure film

un film d'aventures

a cartoon

un dessin animé

Do you like horror films?

Tu aimes les films d'horreur?

Tu aimes les films d'horreur?

Yes, I like horror films.


Oui, j'aime les films d'horreur.

No, I don't like horror films.

Non, je n'aime pas les films d'horreur.



Activity 2: Write a sentence by following the pictures.

 	J'aime les films _____.
  	J'adore les
 	
  	
 	
  	
Et toi?	

[Back to plan](#)