TIMETABLE FOR CLASS 6 – Week beginning 15.6.20
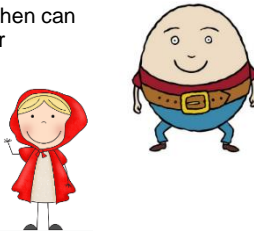
Hi Class 6,

I hope you are all well and have had a lovely weekend. As with last week, the weekly timetable below is still written for all children in Class 6, whether at home, in a Class 6 pod or key worker group. If you are in one of the Class 6 pods, then the activities set out below are to be completed during the week **but day 1 and 2 are to be completed when you are in school**. That means if you are in Pod A, you will complete days 1 and 2 on Monday and Tuesday, but if you are in Pod B, you will complete days 1 and 2 on Thursday and Friday. Class 5 have carried out a zoom meeting last week and Mr Coupe and I are planning one for Class 6 – more information will follow shortly. I have also been informed of the leavers' hoodies, which are available to order through Parentmail if you would like one, please ask your parents to look into it. There is also a lot of secondary transition information coming out at the moment, so hopefully your parents have received information for you.   I hope you enjoy the work set for this week; I particularly enjoyed planning the newspaper article lessons.
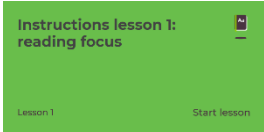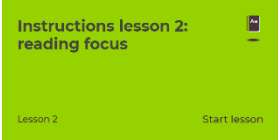
Take care,
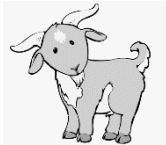
From Mr Penny

PE **9:00 – 9:35 PE with Joe Wicks @** https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ **Stay Active As A Family At Home** **See the SASP website to find many physical activities you can do at home.** https://www.sasp.co.uk/home-family-activities				
	Maths (60 mins)	**Literacy (60 mins)**	**Other (60 mins)**	**Ongoing**
Day 1 (Teacher led for Class 6 pods)	Open the following document on the school website: **Flashback 4 week beginning 15.6.20** Complete Day 1 questions. Mark with answers on the next page. White Rose Maths – Summer Term Week 6 – Lesson 3 – Order FDP https://whiterosemaths.com/homelearning/year-6/ Watch the video. Then complete the questions on the worksheet attached to this document under the spellings. There is also an answer sheet to mark your work when completed.	**Newspaper articles** Following the Oak National Academy work you completed on newspaper articles, I thought we could write some newspaper articles over the next few sessions. We will base the work on Fairy Tales, so you will need to think back to any well-known Fairy Tales you can think of. I have attached a newspaper article about Jack and Jill on this timetable under the spellings. To begin with, I would like you to read the article and think about the structure of the text. Now, I would like you to answer the questions about the text on the following page. Once you have completed the questions, you can mark them with the answers given. Now I would like you to read the story of Goldilocks and the 3 Bears, which can be found under the spellings on this timetable. Once you have read the story, can you summarise it in only 10 words? This is a challenge so don't worry if you can't, maybe try to summarise it in 20 words instead. Try to only include the most important information. Then can you think of a newspaper headline for the story?	**Geography – Fossil fuels and renewable energy sources** It has recently been announced that due to less need of energy at the moment, no coal has been used to create electricity for 2 months in Britain. With this announcement, and Milverton being an eco-school, I thought it would be good to review our knowledge of renewable and non-renewable (fossil fuel) energy sources. Please click on the link below: https://www.bbc.co.uk/bitesize/articles/zr9ckmn Watch the 2 videos and try to ensure you have a good understanding of the difference between fossil fuels and renewable energy sources. Then complete activity 1 on the website, which is a quiz. Finally, please look at activity 3 which is a selection of information and questions based on renewable energy. You can choose to complete this via the website or on the sheets which I have downloaded on this timetable. After, please mark using the answers given.	**Reading** (everyday 15mins) **Verbal tables** (everyday 10 minutes) **Spellings** (either print out the sheet or attached, or create your own) **Contact** a friend or relative for a good chat

Day 2 (Teacher led for Class 6 pods)	Open the following document on the school website: **Flashback 4 week beginning 15.6.20** Complete Day 2 questions. Mark with answers on the next page. White Rose Maths – Summer Term Week 6 – Lesson 4 – Percentages of amounts https://whiterosemaths.com/homelearning/year-6/ Watch the video. Then complete the questions on the worksheet attached to this document under the spellings (Percentage of an amount (2)). There is also an answer sheet to mark your work when completed.	Following the work on newspaper articles yesterday, I would like you to start to plan your own article based on the well-known story of The Three Billy Goats Gruff. Firstly, you will need to remind yourself of the story – watch a video of this story here: https://www.youtube.com/watch?v=aiy3a1v9Q2E For this newspaper article, I would like you to have a similar style to the one we read about Jack and Jill, so you can use this article to help structure your own. The story of the Billy Goats Gruff has the troll (the baddie) and the 3 billy goats (the goodies); however, it could be looked at from a different angle. I would like you to think about the troll as the victim in this story, who tried to stop the goats from trespassing on his property and was assaulted when doing so. Obviously, the goats would argue that they were threatened by the troll and were acting in self-defence! Today you will need to plan your article. Think about the headline, try to answer some of the 5W's (who, where, when, what, why) in your introduction, what the troll and Big Billy Goat say about the incident, and perhaps what some of the local villagers say about the billy goats and the troll. Keep referring to the Jack and Jill text to help you. For example I could write: On Monday 15th June 2020, Big Billy Goat Gruff was taken into court after causing atrocious injuries to Mr A Troll; however, the question still to be answered is: was he to blame? Remember I would like you to plan your ideas today and not write the newspaper article – we will be doing that next week.	**PSHE – secondary transition** With transition information coming out from your secondary schools, I thought it would be good to start to think about your feelings around this time. I am sure you are feeling a mixture of both excitement and nerves. Today I would like you to think about the similarities and differences between your primary and secondary schools. Don't worry if you don't know lots of details about your secondary school yet, just think about key things you are aware of such as whether you will be wearing a uniform at your secondary school. Try to think of 5 differences and 5 similarities. Differences e.g. I will have more than one teacher. I will have to go into different classrooms. I will catch a bus to school. Similarities e.g. I will be learning. I will wear a uniform. I will have different lessons. Once you have thought of these similarities and differences, I would like you to think about which you are happy about and tick them and any that you are not so happy about and put a cross next to those. Hopefully, this activity will show you that there are lots of differences but also similarities with your primary and secondary school, that you will have things you are happy or unhappy about and that everyone will have similar feelings. If you have any questions about your secondary school then you can ask your parents, visit your secondary school website or email me.	**Reading** (everyday 15mins) **Verbal tables** (everyday 10 minutes) **Spellings** (either print out the sheet or attached, or create your own) **Contact** a friend or relative for a good chat
Day 3	Open the following document on the school website: **Flashback 4 week beginning 15.6.20** Complete Day 3 questions. Mark with answers on the next page. MyMaths – Frac dec perc 1 This is a revision task looking at fractions, decimals and percentages. You should be fine with the homework task, however do make sure you look at the lesson if you are struggling.	For the next 3 days, we will be using the government recommended Oak National Academy website again. I have attached the help sheet to help you navigate around the website under the spellings on this timetable. The focus is on **Instruction writing** based on the novel **The Weirdstone of Brisingamen** this week. Today you will be completing a session with a reading focus. Firstly, click on the link below: https://classroom.thenational.academy/lessons/instructions-lesson-1-reading-focus 1. Watch the video and complete the questions with the teacher. 2. Pause the video, close the video and move onto the independent task in your book. 3. Click on the 'Resume video' box at the top of the page and mark your work. Stop the video and do not complete the spellings section as I have set your spellings below. Instructions lesson 1: reading focus Lesson 1 Start lesson	**Science – Twirling bird origami** Following on from the paper aeroplane work you completed a couple of weeks ago, I thought I would set another science experiment using just paper. This week I would like you to make a twirling bird by folding a piece of paper in a particular way. The twirling bird origami instructions are on this timetable under the spellings. Once you have made your twirling bird, then I would like you to practise throwing it. Then, can you set up a basic science investigation? Perhaps you could make a bigger or smaller one and compare their flights. Perhaps you could make another one with a slightly different design. Then throw both of your twirling birds and measure the distance they fly. When you have carried out the test flights, have a think about which flew further and why it did. Record your findings in your book. Title - Paper aeroplane investigation Method – a sentence or two to explain how you made the original aeroplane and your second one Results – record which flew further, you may be able to use footsteps or strides as a way of recording distance	**Reading** (everyday 15mins) **Verbal tables** (everyday 10 minutes) **Spellings** (either print out the sheet or attached, or create your own) **Contact** a friend or relative for a good chat

			Conclusion – which flew further and why do you think it did?	
Day 4	Open the following document on the school website: **Flashback 4 week beginning 15.6.20** Complete Day 4 questions. Mark with answers on the next page. MyMaths – Percentages of amounts 1 This homework task links to the work from Day 2 and is revision work. You should be fine with the homework task, however do make sure you look at the lesson if you are struggling.	We are using the Oak National Academy resources again and today you will be completing a session with a reading focus. Firstly, click on the link below: https://classroom.thenational.academy/lessons/instructions-lesson-2-reading-focus/ 1. Complete the introductory quiz. 2. Watch the video and complete the questions with the teacher. 3. Pause the video, close the video and move onto the independent task in your book. 4. Click on the 'Resume video' box at the top of the page and mark your work. Stop the video and do not complete the spellings section as I have set your spellings below. Instructions lesson 2: reading focus Lesson 2 Start lesson	**Art – Newspaper article** We are looking at The Three Billy Goats Gruff as part of our English work this week. I would like you to draw a sketch from this well-known fairy tale, which could then be used in the newspaper article you write about the story. Please feel free to use any media you have access to at home to create this. For example: colouring pencils, paint, ripped paper for collage etc.	**Reading** (everyday 15mins) **Verbal tables** (everyday 10 minutes) **Spellings** (either print out the sheet or attached, or create your own) **Contact** a friend or relative for a good chat

Day 5 – This is now a choice day depending on how you have got on this week. You can either have a go at Day 5 below OR you can spend some quality time finishing learning from Days 1-4 OR you can do both. You can also 'dip' into Day 5 too. I don't mind as long as you are continuing your learning as best you can.

Day 5	Open the following document on the school website: **Flashback 4 week beginning 15.6.20** Complete Day 5 questions. Mark with answers on the next page. MyMaths – Modelling percentage increase and decrease This homework task links to the work from Day 2 and Day 4. Please look through the lesson before completing the homework task, as this is new learning.	We are using the Oak National Academy resources again and today you will be completing a session looking at key features of an instruction text. Firstly, click on the link below: https://classroom.thenational.academy/lessons/instructions-lesson-3-identifying-features/ 1. Complete the introductory quiz. 2. Watch the video and complete the work with the teacher (ignore the part about spellings as I have set your spellings below). 3. Pause the video, close the video and move onto the independent task in your book. 4. Click on the 'Resume video' box at the top of the page and mark your work. Stop the video and do not complete the spellings section as I have set your spellings below. Instructions lesson 3: identifying features Lesson 3 Start lesson	**Spelling test –** ask someone to test you on your spellings from this week. **Use this time to complete all of your work.**	**Reading** (everyday 15mins) **Verbal tables** (everyday 10 minutes) **Spellings** (either print out the sheet or attached, or create your own) **Contact** a friend or relative for a good chat

This week we are looking at literary terms used in our writing

Look	Say	Cover	Write	✓	Write	✓	Write	✓	Write	✓
noun										
verb										
adverb										
fiction										
non-fiction										
fable										
myth										
legend										
simile										
metaphor										
description										
dialogue										
personification										
alliteration										

Look	Say	Cover	Write	✓	Write	✓	Write	✓	Write	✓
rhythm										
rhyme										

Now please choose five of the words in your list and write them in a sentence.
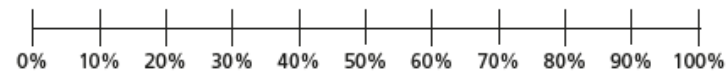
1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

4. _____ 4. _____

5. _____ 5. _____

1 Write <, > or = to complete the statements.

a) 64% ◯ 0.46

b) 0.96 ◯ $\frac{97}{100}$

c) $\frac{3}{5}$ ◯ 35%

d) 0.8 ◯ 80%

e) 67% ◯ $\frac{7}{10}$

f) $\frac{7}{20}$ ◯ 0.3

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

a) 9%　　$\frac{9}{10}$　　0.99　　19%

0%　10%　20%　30%　40%　50%　60%　70%　80%　90%　100%

b) $\frac{2}{5}$　0.52　45%　0.2

0　　$\frac{1}{5}$　　$\frac{2}{5}$　　$\frac{3}{5}$　　$\frac{4}{5}$　　1

3 Write the fractions, decimals and percentages in ascending order.

a) $\frac{7}{10}$　　$\frac{13}{100}$　　21%　　0.9

_____

b) 0.6　　61%　　$\frac{37}{50}$　　0.66

_____

c) 47%　　0.89　　$\frac{63}{100}$　　12%

_____

d) Which part was easiest to order: a), b) or c)? _____
Why?

_____

e) Which set was most difficult to order: a), b) or c)? _____
Why?

_____

_____

f) Compare answers with a partner.
What is the same and what is different?

4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7   [ ]   0.5   49%

Tick the fractions, decimals and percentages that could fill the gap.

[0.78]   [51%]   [$\frac{3}{5}$]   [0.6]   [$\frac{4}{10}$]

5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.

Aisha thinks she has done better because 78 is greater than 40

Do you agree with Aisha? _____

Explain your answer.

_____

_____

6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.

1 litre   1 litre   1 litre

Who drank the most? Show your working.

_____ drank the most.

Who drank the least? Show your working.

_____ drank the least.

7 a) Use the digit cards to make the statement correct.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

$$0.3 < \frac{\boxed{}}{10} < 80\%$$

How many different solutions can you find?

_____

b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.

| 0 | 2 | 3 | 4 | 6 | 7 |

$$\frac{2}{5} < \boxed{} < 0.75$$

How many different percentages can you find?

_____

Compare answers with a partner.

Percentage of an amount (2)

1 **a)** Use the bar model to find 10% of 500

?

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

500
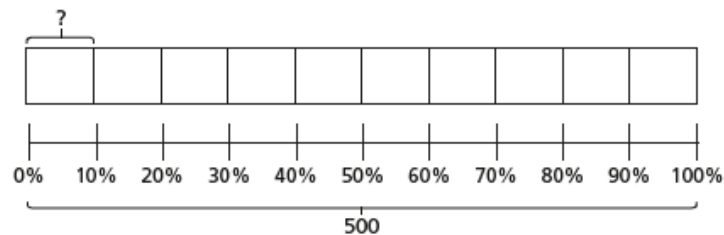
10% of 500 = [ ]

b) Use your answer to part a) to help you complete the calculations.

20% of 500 = [ ]   70% of 500 = [ ]

90% of 500 = [ ]   60% of 500 = [ ]

30% of 500 = [ ]   100% of 500 = [ ]

2

To find 5% you can find 10% and then halve it.

Use Dora's method to complete the calculations.

a) 5% of 40 = [ ]   **d)** 5% of 2,000 = [ ]

b) 5% of 400 = [ ]   **e)** 5% of 6,000 = [ ]

c) 5% of 4,000 = [ ]

What do you notice about your answers?

3 Some children are asked to find 75% of 340

I will find 25% and multiply it by 3

a) Use Dexter's method to find 75% of 340

[ ]

I will find 10% and multiply it by 7, then find 5% and add them together.

b) Use Alex's method to find 75% of 340

[ ]

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I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20%   90%   60%   15%   55%   40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = ☐   d) 15% of 1,000 = ☐

   20% of 550 = ☐   15% of 300 = ☐

   20% of 40 = ☐   15% of 30 = ☐

b) 90% of 1,000 = ☐   e) 55% of 1,000 = ☐

   90% of 4,230 = ☐   55% of 4,400 = ☐

   90% of 90 = ☐   55% of 8 = ☐

c) 60% of 1,000 = ☐   f) 40% of 1,000 = ☐

   60% of 400 = ☐   40% of 400 = ☐

   60% of 98 = ☐   40% of 98 = ☐

5 Ron is calculating these percentages.

10% of 20   20% of 10

20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

   20% of 40 = ☐   25% of 60 = ☐

   40% of 20 = ☐   60% of 25 = ☐

b) What do you notice about the answers?

   _____

   _____

c) Does this always happen? Investigate with other examples.
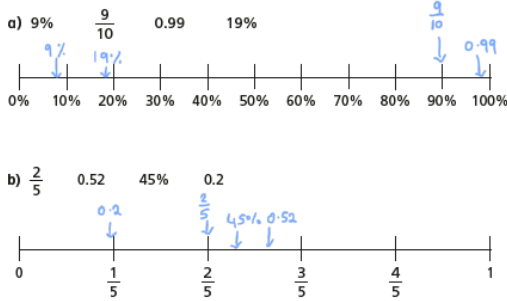
d) Talk about your findings with a partner.

1 Write <, > or = to complete the statements.

a) 64% $\bigcirc$ > 0.46   d) 0.8 $\bigcirc$ = 80%

b) 0.96 $\bigcirc$ < $\frac{97}{100}$ e) 67% $\bigcirc$ < $\frac{7}{10}$

c) $\frac{3}{5}$ $\bigcirc$ > 35%   f) $\frac{7}{20}$ $\bigcirc$ > 0.3

2 Draw arrows to estimate the positions of the fractions, decimals and percentages on the number line.

a) 9% $\frac{9}{10}$ 0.99   19%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

b) $\frac{2}{5}$ 0.52   45%   0.2

0     $\frac{1}{5}$ $\frac{2}{5}$ $\frac{3}{5}$ $\frac{4}{5}$ 1

3 Write the fractions, decimals and percentages in ascending order.

a) $\frac{7}{10}$ $\frac{13}{100}$ 21%   0.9

$\frac{13}{100}$, 21% , $\frac{7}{10}$, 0.9

b) 0.6   61% $\frac{37}{50}$ 0.66

0.6, 61%, 0.66, $\frac{37}{50}$

c) 47%   0.89 $\frac{63}{100}$ 12%

12%, 47%, $\frac{63}{100}$, 0.89

d) Which part was easiest to order: a), b) or c)? _____
Why?

Various answers.
_____

e) Which set was most difficult to order: a), b) or c)? _____
Why?

Various answers.
_____

f) Compare answers with a partner.
What is the same and what is different?

4 These fractions, decimals and percentages are in descending order.

99% $\frac{89}{100}$ 0.7   ⬚   0.5   49%

Tick the fractions, decimals and percentages that could fill the gap.

| 0.78 | 51% ✓ | $\frac{3}{5}$ ✓ | 0.6 ✓ | $\frac{4}{10}$ |

5 Tommy scored $\frac{40}{50}$ on a Maths test.

Aisha got 78% of the test correct.
Aisha thinks she has done better because 78 is greater than 40
Do you agree with Aisha? __No__
Explain your answer.

$\frac{40}{50}$ = 80%   and   80% > 78%   so Tommy did better.

6 Huan, Nijah and Scott each started with a 1-litre bottle of juice.

Huan drank 0.55 litres.

Nijah drank 59% of her juice.

Scott has $\frac{4}{10}$ of his juice left.

Who drank the most? Show your working.

__Scott__ drank the most.

Who drank the least? Show your working.

__Huan__ drank the least.

7 a) Use the digit cards to make the statement correct.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

0.3 < $\frac{4}{10}$ < 80%

How many different solutions can you find?

Various answers.

b) Use the digit cards to write a percentage greater than $\frac{2}{5}$ but less than 75%.

| 0 | 2 | 3 | 4 | 6 | 7 |

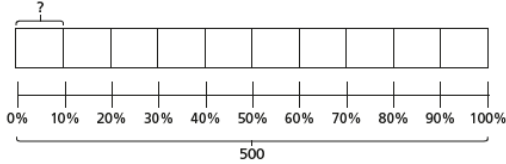$\frac{2}{5}$ < 0.43 < 0.75

How many different percentages can you find?

Various answers.

Compare answers with a partner.

Percentage of an amount (2)

1 a) Use the bar model to find 10% of 500

?									

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

500

10% of 500 = 50

b) Use your answer to part a) to help you complete the calculations.

20% of 500 = 100   70% of 500 = 350

90% of 500 = 450   60% of 500 = 300

30% of 500 = 150   100% of 500 = 500

2

To find 5% you can find 10% and then halve it.

I will find 25% and 50% and add them together.

c) Use Amir's method to find 75% of 340

255

d) Are there any other methods you could use?

4 Talk to a partner about different methods for finding these percentages.

20%   90%   60%   15%   55%   40%

Use your preferred method to calculate the percentages.

a) 20% of 1,000 = 200   d) 15% of 1,000 = 150

20% of 550 = 110   15% of 300 = 45

20% of 40 = 8   15% of 30 = 4.5

b) 90% of 1,000 = 900   e) 55% of 1,000 = 550

90% of 4,230 = 3,807   55% of 4,400 = 2,420

90% of 90 = 81   55% of 8 = 4.4

c) 60% of 1,000 = 600   f) 40% of 1,000 = 400

60% of 400 = 240   40% of 400 = 160

60% of 98 = 58.8   40% of 98 = 39.2

Use Dora's method to complete the calculations.

a) 5% of 40 = 2   d) 5% of 2,000 = 100

b) 5% of 400 = 20   e) 5% of 6,000 = 300

c) 5% of 4,000 = 200

What do you notice about your answers?

3 Some children are asked to find 75% of 340

I will find 25% and multiply it by 3

a) Use Dexter's method to find 75% of 340

255

I will find 10% and multiply it by 7, then find 5% and add them together.

b) Use Alex's method to find 75% of 340

255

5 Ron is calculating these percentages.

10% of 20   20% of 10

20% is double 10%, and 10 is half of 20, so I know these will both have the same answer.

How does Ron know this?

6 a) Complete the calculations.

20% of 40 = 8   25% of 60 = 15

40% of 20 = 8   60% of 25 = 15

b) What do you notice about the answers?

Each column is the same.

c) Does this always happen? Investigate with other examples.

d) Talk about your findings with a partner.

The Hill Enquirer

Jealous Jill Jolts Jack!

On Saturday 13th June, Jill Hill was taken into court after causing atrocious injuries to the head of her brother, Jack; however, the question still to be answered is: was she to blame?

Jill protests that the incident was a complete 'accident' as they climbed a hill to fetch some water, whereas Jack had a very different story – he claims that Jill 'pushed' him down the hill following a small disagreement between the two.

Citizens of Hilltown (the home town of both Jack and Jill) have very different views on the event.

"The hill is a death trap – I have fallen many a time on my way home, I'm sure he just tripped," commented local girl, Goldilocks.

"She's a nasty fing that Jill! She's always pushin' him!" claims family friend, Mr Wolf.

After being taken out of intensive care Jack has now commented on the events and claims that he was walking calmly up the hill to fetch some water, in the early hours of Monday morning, with his sister, Jill. Then suddenly she shoved him from behind so aggressively that his knees buckled and he tumbled down the hill, hitting his head hard – leaving him in agony.

Jill is still claiming that she is innocent, "It's always the same; I get blamed even though I didn't even touch him!"

Police have confirmed that the brother and sister had argued the previous day about the profits from their water-collection business from which Jill was receiving a reduced share. They are asking for any further witnesses to come forward.

For the time being, Jill will remain in police custody while further investigations take place. Meanwhile, Jack remains in hospital in a stable, but critical condition.

Jack and Jill last Friday

Questions

1. The journalist has used the word **atrocious** to describe Jack's injuries. What does this word mean?
2. What was the name of Jack and Jill's hometown?
3. Jack and Jill had a 'disagreement'. Can you think of a synonym for this word?
4. Reread the paragraph which starts 'After being taken out of intensive care…' which adverb tells you that Jack was not expecting his sister to push him down the hill?
5. What could have been Jill's motive for pushing her brother? Use evidence from the text to support your answer.
6. Where will Jack remain for the time being?

Answers

1. Atrocious means very bad or awful.
2. Their town is called Hilltown.
3. Synonyms for disagreement – argument, dispute, conflict
4. The adverb which tells you that Jack was not expecting his sister to push him is suddenly.
5. Using evidence from the text, there are a few reasons which are all quite similar. Jill's motive may have been, she was jealous of her brother, she wanted more money, Jill wanted her brother's money or she wanted all of the money from their business. There are other similar reasons you could give which are similar to those given.
6. Jack will remain in hospital for the time being.

The Story of Goldilocks and the Three Bears

Once upon a time, there was a little girl named Goldilocks. She went for a walk in the forest. Pretty soon, she came upon a house. She knocked and, when no one answered, she walked right in.

At the table in the kitchen, there were three bowls of porridge. Goldilocks was hungry. She tasted the porridge from the first bowl.

"This porridge is too hot!" she exclaimed.

So, she tasted the porridge from the second bowl.

"This porridge is too cold," she said.

So, she tasted the last bowl of porridge.

"Ahhh, this porridge is just right," she said happily and she ate it all up.

After she'd eaten the three bears' breakfasts, she decided she was feeling a little tired. So, she walked into the living room where she saw three chairs. Goldilocks sat in the first chair to rest.

"This chair is too big!" she exclaimed.

So she sat in the second chair.

"This chair is too big, too!" she whined.

So she tried the last and smallest chair.

"Ahhh, this chair is just right," she sighed. But just as she settled down into the chair to rest, it broke into pieces!
Goldilocks was very tired by this time, she went upstairs to the bedroom. She lay down in the first bed, but it was too hard. Then she lay in the second bed, but it was too soft. Then she lay down in the third bed and it was just right. Goldilocks fell asleep.

As she was sleeping, the three bears came home.

"Someone's been eating my porridge," growled the Papa bear.

"Someone's been eating my porridge," said the Mama bear.

"Someone's been eating my porridge and they ate it all up!" cried the Baby bear.

"Someone's been sitting in my chair," growled the Papa bear.

"Someone's been sitting in my chair," said the Mama bear.

"Someone's been sitting in my chair and they've broken it to pieces," cried the Baby bear.

They decided to look around some more and when they got upstairs to the bedroom, Papa bear growled,

"Someone's been sleeping in my bed."

"Someone's been sleeping in my bed, too" said the Mama bear.

"Someone's been sleeping in my bed and she's still there!" exclaimed the Baby bear.

Just then, Goldilocks woke up. She saw the three bears. She screamed, "Help!" And she jumped up and ran out of the room. Goldilocks ran down the stairs, opened the door, and ran away into the forest. She never returned to the home of the three bears.

Renewable Energy – resource management

Read the text below carefully then use what you've learned to answer to the questions.

Our planet Earth only has a finite amount of certain resources such as coal, otherwise known as a fossil fuel. As the population gets larger year by year, it means we have to be more careful about how we make use of these resources.

The switch needs to be made to more renewable sources of energy like wind or solar power. In order to make sure we have enough energy sources to match the growing population's needs. Switching to renewable sources of energy is important, because it would help protect the environment from the damage these finite sources of energy cause.

What is the best description of a finite resource?

A. A resource that doesn't renew itself over time and will run out.

B. A resource that we'll never run out of.

C. A resource that we've never had enough of.

What is an example of a finite resource?

A. Food

B. Water

C. Coal

What is an example of a renewable energy source?

A. Oil

B. Solar power

C. Fossil fuels

Why is it important to switch to more renewable sources of energy?

A. Because it would save money.

B. Because it would help to save the environment.

C. Because we have no more coal.

Wind, solar and water power

Read the text below carefully. You may be asked to quote from it to answer some of the questions.

Wind turbines

For windmills to be effective it needs to be windy. This is why they're placed in places that have a history of windy weather. When the blades are turned by the wind this generates power. The electricity is then distributed to homes and businesses. Wind turbines can be noisy! So you probably wouldn't want to have one near your house. This is the main argument against the installation of wind turbines. Another reason some people dislike them is because they can look out of place in a natural landscape. Some are not designed to look appealing.
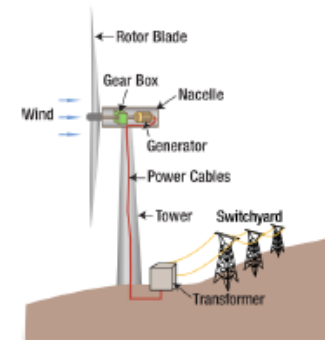
Solar panels

Solar panels are a way that homes can generate their own electricity. As light from the suns hits the panels it is converted into useable electricity. Any electricity not used in that house is distributed to others.

Solar panels can be costly to install so some people argue that they are not a viable energy source because of this. After the cost of installation however, the electricity is free and it makes solar power one of the most cost effective ways of producing electricity, long term.
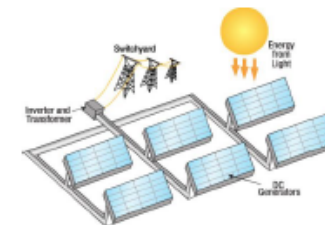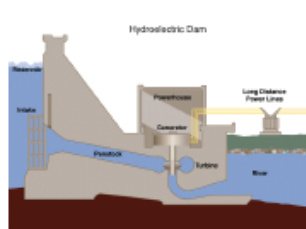
Hydroelectricity

Water can also generate electricity. The force of moving water (kinetic energy) is converted into electricity. It works in much the same way as a wind turbine, however it uses water to spin the turbine instead of wind.

Until it is needed, the water is held back behind a dam. This method of electricity production may cause damage to water based ecosystems. For example, the migration patterns of certain species of fish could be disturbed. Droughts can also pose a problem. If there is no water, then no power can be generated.

Hydroelectric Dam

Why might you not want a wind turbine near your home? Use evidence from the text to support your answer.

....
....
....
....

Why do some people dislike solar panels?

A. They don't generate enough electricity

B. They can be costly to install

C. They're not sustainable

What is a downside of hydroelectric electricity production?

A. It could disrupt a water based ecosystem

B. It's too noisy

C. There's not enough water for it to work

Which is overall the cheapest source of electricity?

A. Wind turbines

B. Hydroelectricity

C. Solar Power

Teaching notes

These comprehension activities can be used as an introduction to work on renewable energy.

Learning objective

Human and physical geography

- Describe and understand key aspects of:
  - human geography, including: the distribution of natural resources including energy, food, minerals and water.

Answers

Renewable Energy – resource management

1. A resource that doesn't renew itself over time and will run out.
2. Coal
3. Solar power
4. Because it would help to save the environment

Wind, solar and water power

1. (Sample answer) Wind turbines might not look very nice, 'some are not designed to look appealing'. It might spoil the view.
2. It could disrupt a water based ecosystem
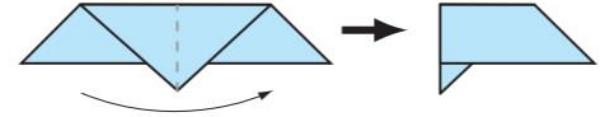3. They can be costly
4. Solar power
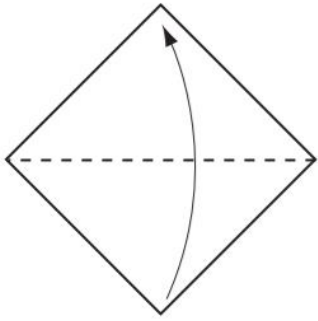
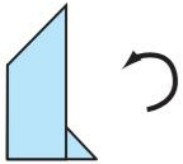1. Start with your paper white side up. Fold in half, as shown.
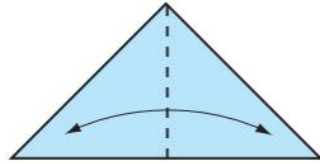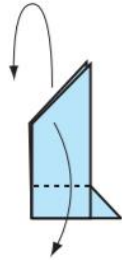
2. Fold in half again, crease and open.
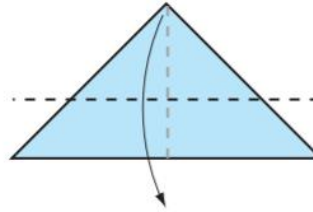
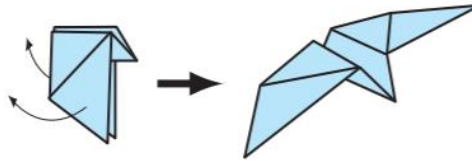3. Now fold top of model down past the baseline of the model.
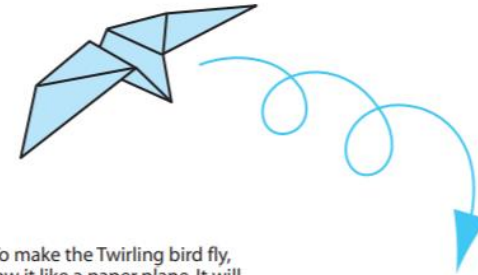
4. Fold whole model in half

5. Rotate model.

6. Fold down the top flap along this line. Then repeat the same thing on the flap behind.

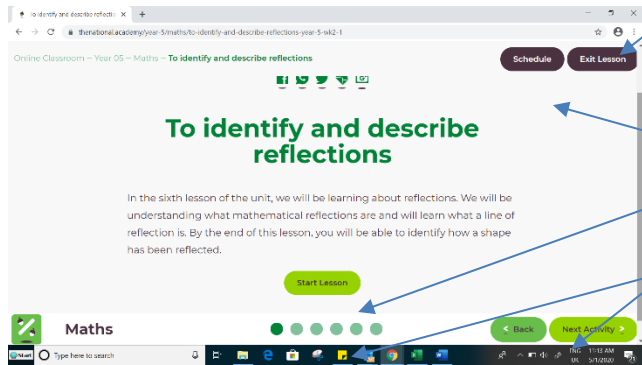7. Now fold the wings back upwards so they sit horizontally, as shown

8. To make the Twirling bird fly, throw it like a paper plane. It will tumble in circles!

OAK NATIONAL ACADEMY HELPSHEET

ALL LESSONS ARE IN THE SAME FORMAT

Exit lesson completely.

Return to the daily schedule

Begin the lesson

Navigate between activities by clicking green circles or using the 'back' and 'Next Activity' buttons

Click 'Start Lesson'
This will take you to a new page that will look like this:
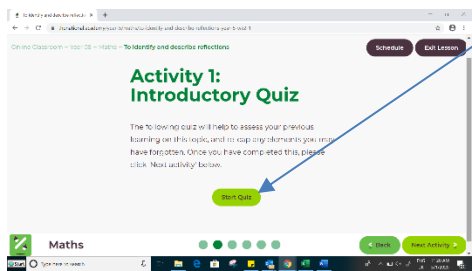
Click start quiz

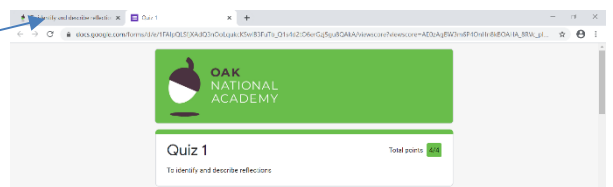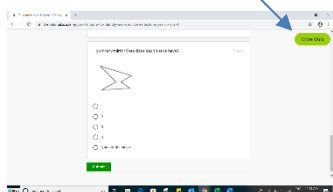The quizzes are multiple choice questions – just select your answer by clicking a circle
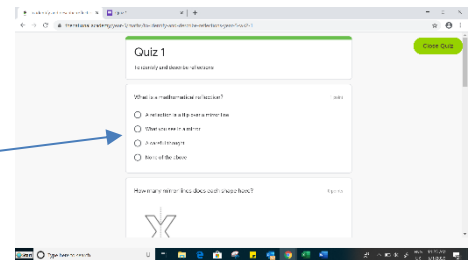
You can leave the quiz at any time by clicking here:
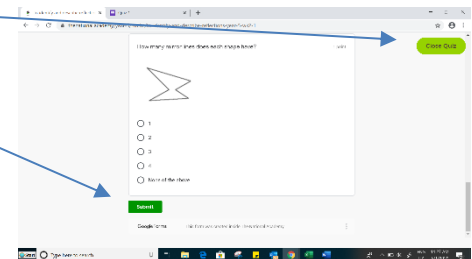
You can submit your quiz answers for marking by clicking here:

PLEASE NOTE: when you submit your answers a NEW window will open with your feedback.

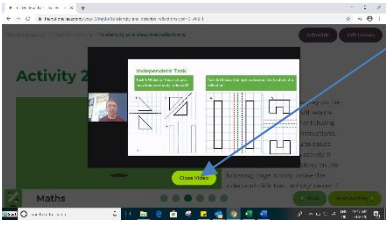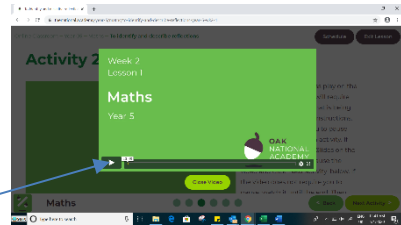Click on the previous tab to return to the lesson and then click on 'Close Quiz'.

Click on the next green circle or the 'Next Activity' button to take you to 'Activity 2' the video lesson.
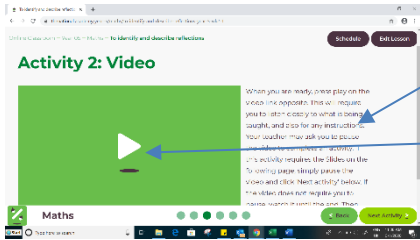
Read the information first.

Click to play

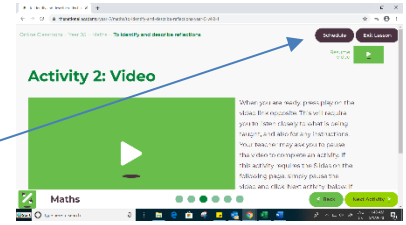Click here to play and pause

You can close the video at any time.

Then resume at the place where you closed (may need to scroll up a bit).

After you have watched and learnt from the video, close the video and click the next green circle or the 'Next Activity, button.

This will take you to the 'Main Activity' page where you can read the information:

The main activity is a slide show embedded in the page.
Scroll down to see the slide show control buttons.

Move between slides.   **Enter/Exit Fullscreen**

You can also click the slide to move forward.

Here will be your independent task(s) to try and do in your book. When you have done them. Resume the video (using the Resume Video button top left of page) for the answers and feedback.

Click on the next green circle or 'Next Activity' button to take you to a finishing quiz (complete in the same way as the starter quiz). The final green circle is the 'Lesson Complete' page.