

Weekly Home Learning Tasks

Complete as many of these tasks as you can this week.

Remember to submit any completed tasks to your Seesaw account or to the school email address.

Three pieces of work per week will be 'showcased' on the class Seesaw page.

Remember to ask family members for support if you are not sure about the task.

Date: 29.06.20

Year group: 4/5

SPAG Focus: Relative Clauses

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

Watch the video on what a relative clause is.

Relative clauses give us information about the person or thing mentioned.

Defining relative clauses give us *essential* information - information that tells us who or what we are talking about.

*The woman **who lives next door** works in a bank.
These are the flights **that have been cancelled**.*

We usually use a relative pronoun or adverb to start a defining relative clause: *who, which, that, when, where* or *whose*.

who/that

We can use *who* or *that* to talk about people. *that* is more common and a bit more informal.

*She's the woman **who** cuts my hair.
He's the man **that** I met at the conference.*

which/that

We can use *which* or *that* to talk about things. *that* is more common and a bit more informal.

*There was a one-year guarantee **which** came with the TV.
The laptop **that** I bought last week has started making a strange noise!*

Other pronouns

when can refer to a time.

*Summer is the season **when** I'm happiest.*

where can refer to a place.

*That's the stadium **where** Real Madrid play.*

whose refers to the person that something belongs to.

*He's a musician **whose** albums have sold millions.*

Omitting the relative pronoun

Maths - 4 operations

Addition

In case you need a little reminder first, check out the video for step by step instructions for column addition:

<https://www.youtube.com/watch?v=7ujcg3HAYNY>

Now try some of these addition activities:

Take a look at Ben's homework using column addition. Your job is to check his answers by working out whether or not he has got them right. Show your working out in the space.

1.
$$\begin{array}{r} 567 \\ +289 \\ \hline 856 \end{array}$$
 My working out is

Solve the addition problems to find the answer to the joke.

How many tickles does it take to make an octopus laugh?

s	e	t	t	n	c	l	l	a	e
654	261	556	472	443	642	367	742	463	560

3.
$$\begin{array}{r} 772 \\ +289 \\ \hline 1511 \end{array}$$
 My working out is

228 + 328 =

4.
$$\begin{array}{r} 1646 \\ +1288 \\ \hline 2934 \end{array}$$
 My working out is

146 + 115 =

228 + 215 =

5.
$$\begin{array}{r} 2371 \\ +1055 \\ \hline 3326 \end{array}$$
 My working out is

349 + 123 =

435 + 28 =

How many will Ben get right? _____
Can you explain what he might have done?

342 + 300 =

239 + 128 =

335 + 225 =



24HR DELIVERY **SPORTSDIRECT.com**

Adidas Samba	£48.53
Nike Magista	£54.54
Reebok Classic	£62.78
New Balance 480	£112.34
Umbro Special	£99.96
Nike Total 90	£56.67
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Nike Vapour	£34.45
Adidas Nitrocharge	£106.32
Puma King	£59.99
Sondico Flair	£43.12
Nike Hypervenom	£62.97
Adidas F50	£70.05
Nike CTR360	£29.51
Adidas Predator	£85.78
Nike Air Max	£100.99

Subtraction

Sometimes we can leave out the relative pronoun. For example, we can usually leave out *who*, *which* or *that* if it is followed by a subject.

The assistant [that] we met was really kind.
(*we* = subject, can omit *that*)

We can't usually leave it out if it is followed by a verb.

The assistant that helped us was really kind.
(*helped* = verb, can't omit *that*)

Task 1

- I know a great little restaurant ... we can get lunch.
a) that
b) who
c) where
- Sam knows a man ... brother works for the president.
a) who
b) whose
c) whom
- Students ... study hard get good grades.
a) when
b) whom
c) who
- Food ... is imported from other countries is expensive.
a) that
b) where
c) why
- The bad weather is the reason ... I was late for class yesterday.
a) whom
b) when
c) why
- The cookies ... you baked are really delicious.
a) why
b) which
c) when
- My grandfather remembers the time ... there was no television.
a) when
b) where
c) that
- I visited my uncle ... lives in a different city.
a) who
b) which
c) when
- The movie ... we saw last week won three awards.
a) who
b) when
c) which
- Do you know the reason ... there are no penguins at the North Pole?
a) where
b) why
c) whose
- The people ... names are on the list will stay here.
a) whose
b) where
c) that
- He had a feeling ... something terrible was going to happen.
a) why
b) who
c) that
- I want to borrow the book ... you bought last month.
a) whom
b) that
c) when
- My home is a place ... I can come home and relax after work.
a) where
b) when
c) whom
- Most of the people ... she met were from Sydney.
a) whom
b) when
c) whose
- Can you find the teacher ... you talked to this morning?
a) whose
b) whom
c) when

Task 2

Match the Clause

The sentences below all contain a main clause and a relative clause. A relative clause comes after the noun to which they add more information. They usually start with a relative pronoun (e.g. which, who, whose, when, where).

The sentences below have been mixed up! Please match the main clause to the relative clause that suits it best. For example:

- My favourite food is pizza, which originates from Italy. This makes sense
My favourite food is pizza, which is made from snow. This doesn't make sense

Main Clauses
I go swimming at 7 a.m.
Robert is a very hard-working boy.
I can't eat the sandwich because it has peanut butter inside it.
My sister looks like my mum.
We moved house in 2014.
Jaguars live in the rainforest.
The Egyptians were great architects.
I have to play inside the house.
The flying boy is called Peter Pan.

Relative Clauses
whose hair curls in the same way.
which I am allergic to.
when I was 8 years old.
who always does his homework.
where my mum can keep an eye on me.
who built many pyramids.
where it is hot and humid.
which means I don't have breakfast until 8:30 a.m.
whose home is in Neverland.

Task 3

In case you need a little reminder first, check out the video for step by step instructions for column addition:

<https://www.youtube.com/watch?v=BkzoUfyAXDU>

Now try some of these subtraction activities:

Column Subtraction (4 digits)

Find the difference.

1. $\begin{array}{r} 5,956 \\ - 1,129 \\ \hline \end{array}$	2. $\begin{array}{r} 9,835 \\ - 7,026 \\ \hline \end{array}$	15. $\begin{array}{r} 5,478 \\ - 2,230 \\ \hline \end{array}$	16. $\begin{array}{r} 8,996 \\ - 7,650 \\ \hline \end{array}$
3. $\begin{array}{r} 5,018 \\ - 2,046 \\ \hline \end{array}$	4. $\begin{array}{r} 6,792 \\ - 6,677 \\ \hline \end{array}$	17. $\begin{array}{r} 9,530 \\ - 3,410 \\ \hline \end{array}$	18. $\begin{array}{r} 9,743 \\ - 3,396 \\ \hline \end{array}$
5. $\begin{array}{r} 5,524 \\ - 1,774 \\ \hline \end{array}$	6. $\begin{array}{r} 6,027 \\ - 4,818 \\ \hline \end{array}$	19. $\begin{array}{r} 9,743 \\ - 3,396 \\ \hline \end{array}$	20. $\begin{array}{r} 9,522 \\ - 3,776 \\ \hline \end{array}$
7. $\begin{array}{r} 5,031 \\ - 4,549 \\ \hline \end{array}$	8. $\begin{array}{r} 9,188 \\ - 3,921 \\ \hline \end{array}$	21. $\begin{array}{r} 9,743 \\ - 3,396 \\ \hline \end{array}$	22. $\begin{array}{r} 9,522 \\ - 3,776 \\ \hline \end{array}$
9. $\begin{array}{r} 6,814 \\ - 3,785 \\ \hline \end{array}$	10. $\begin{array}{r} 8,545 \\ - 6,350 \\ \hline \end{array}$	23. $\begin{array}{r} 4,804 \\ - 4,011 \\ \hline \end{array}$	24. $\begin{array}{r} 4,804 \\ - 4,011 \\ \hline \end{array}$
11. $\begin{array}{r} 9,847 \\ - 9,546 \\ \hline \end{array}$	12. $\begin{array}{r} 9,178 \\ - 7,311 \\ \hline \end{array}$	25. $\begin{array}{r} 4,804 \\ - 4,011 \\ \hline \end{array}$	26. $\begin{array}{r} 4,804 \\ - 4,011 \\ \hline \end{array}$
13. $\begin{array}{r} 4,582 \\ - 2,548 \\ \hline \end{array}$	14. $\begin{array}{r} 4,438 \\ - 1,501 \\ \hline \end{array}$		

Alphabet Subtraction

a) 2 9 - 1 2	b) 6 8 - 3 6	c) 5 7 - 4 2	d) 9 8 - 5 1	e) 7 9 - 4 2
f) 9 4 - 6 8	g) 7 1 - 5 3	h) 9 2 - 4 7	i) 8 5 - 2 7	j) 6 5 - 1 9
k) 5 8 9 - 2 5	l) 4 7 8 - 6 5	m) 6 9 8 - 7 4	n) 3 8 5 - 5 3	o) 2 3 6 - 2 2
p) 4 5 1 - 2 7	q) 3 7 6 - 5 9	r) 6 6 2 - 9 5	s) 2 3 2 - 8 3	t) 5 0 1 - 6 6
u) 4 5 3 - 1 8 7	v) 3 7 6 - 2 9 8	w) 6 2 4 - 3 5 6	x) 9 5 2 - 3 8 6	y) 5 2 5 - 1 5 9
z) 8 4 2 - 3 8 7				

26

Total

Can you check these calculations?

If they are wrong, can you explain what has happened?

1) $\begin{array}{r} 2407 \\ - 2336 \\ \hline 131 \end{array}$	2) $\begin{array}{r} 5688 \\ - 103 \\ \hline 4658 \end{array}$	3) $\begin{array}{r} 2738 \\ - 655 \\ \hline 2183 \end{array}$	4) $\begin{array}{r} 4080 \\ - 3726 \\ \hline 1724 \end{array}$
5) $\begin{array}{r} 5101 \\ - 2856 \\ \hline 2245 \end{array}$	6) $\begin{array}{r} 6285 \\ - 3787 \\ \hline 4528 \end{array}$	7) $\begin{array}{r} 8923 \\ - 2662 \\ \hline 6360 \end{array}$	8) $\begin{array}{r} 3213 \\ - 1137 \\ \hline 4350 \end{array}$

1)

2)

3)

Multiplication

In case you need a little reminder first, check out the video for step by step instructions for column addition:

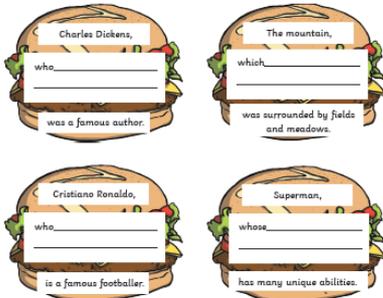
<https://www.youtube.com/watch?v=cBe3RYJRODK>

Cheeseburgers 1

Relative clauses can also be 'dropped in' (or embedded) into the middle of sentence after the noun they are giving extra information about. For example:

Luke likes playing football.
 Luke, **who is very sporty**, likes to play football.

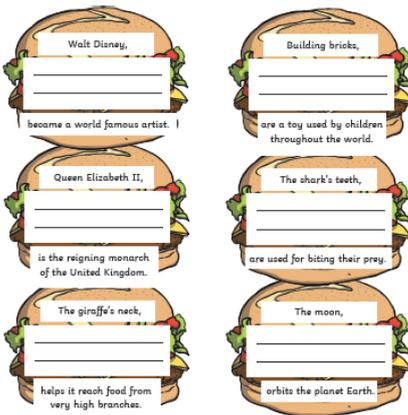
In the example above, the relative clause has been placed in the middle of the sentence after the noun 'Luke' that it gives more information about. Think of it as a cheeseburger. The relative clause is the meat that fills the middle of the bun and the bun is the main clause. Complete the cheeseburgers below by adding an embedded clause to the burger.



Task 4

Cheeseburgers 2

Continue to add relative clauses to the middle of these cheeseburgers but this time choose your own relative pronoun to complete the sentence.



Year 4

This week you will be learning words this week that add the prefix in - before a root word starting with m or p

- 1) Inactive
- 2) Incorrect
- 3) Inaccurate
- 4) Insecure
- 5) Indefinite
- 6) Incomplete
- 7) Infinite
- 8) Inedible
- 9) Inability
- 10) Indecisive

Year 5

Now try some of these multiplication activities:

Time _____



Multiplication and Code Breaker

A	B	C	D	E	F	G	H	I	J	K	L	M
1257	917	2185	1433	4305	895	2282	2075	854	5310	5147	884	1176
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
737	1470	2442	1179	1332	564	1458	962	647	811	1456	2254	2904

Answer the following questions in order and then decode to reveal the name of a famous singer.

- | Calculation | Answer | Letter |
|----------------------|--------|--------|
| 1) $42 \times 28 =$ | | |
| 2) $61 \times 14 =$ | | |
| 3) $17 \times 52 =$ | | |
| 4) $123 \times 35 =$ | | |
| 5) $49 \times 46 =$ | | |
| 6) $95 \times 23 =$ | | |
| 7) $23 \times 98 =$ | | |
| 8) $74 \times 18 =$ | | |
| 9) $37 \times 26 =$ | | |
| 10) $47 \times 12 =$ | | |

The singer is _____

Multiplication Code Breaker

A	B	C	D	E	F	G	H	I	J	K	L	M
323	64	257	810	324	352	504	235	138	117	57	438	820
N	O	P	Q	R	S	T	U	V	W	X	Y	Z
808	322	274	244	468	388	259	345	400	207	133	338	354

Fill in the gaps by working out the sums below, then replace the numbers with the letters above in the gaps underneath to reveal a gold medal winning British Olympian.

h) _____ e) _____ f) _____ i) _____

g) _____ m) _____ c) _____ o) _____ d) _____ n) _____ j) _____ p) _____ k) _____ l) _____

- | | |
|------------------|-------------------|
| a) 47×5 | h) 63×8 |
| b) 46×7 | i) 126×4 |
| c) 37×7 | j) 135×6 |
| d) 36×9 | k) 156×3 |
| e) 78×6 | l) 32×11 |
| f) 54×6 | m) 23×15 |
| g) 52×9 | n) 39×12 |

Division

In case you need a little reminder first, check out the video for step by step instructions for column addition:

<https://www.youtube.com/watch?v=4EcMON3F1yE>

<https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zgxdfcw>

Now try some of these division activities:

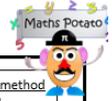
This week you will be learning words this week that have endings that sound like /shuhs/ spelt with tious or ious

- 1) Ambitious
- 2) Cautious
- 3) Fictitious
- 4) Infectious
- 5) Nutritious
- 6) Contentious
- 7) Superstitious
- 8) Pretentious
- 9) Anxious
- 10) obnoxious

Ways you can practise those spellings

- Find the definition of these words
- Write the words in a sentence (that makes sense)

Take a picture of your spelling test with the scores and upload it in response to this.



<p>LO1: Use bus stop division</p> <p>Easy</p> <p>a) $84 \div 4$ b) $69 \div 3$ c) $48 \div 4$ d) $132 \div 4$ e) $96 \div 8$ f) $108 \div 9$ g) $154 \div 6$ h) $272 \div 8$</p> <p>Hard</p> <p>a) $108 \div 4$ b) $87 \div 3$ c) $76 \div 4$ d) $138 \div 6$ e) $344 \div 8$ f) $414 \div 9$ g) $736 \div 8$ h) $476 \div 7$</p>	<p>LO2: Use bus stop division for dividing by double digits</p> <p>Easy</p> <p>a) $132 \div 12$ b) $270 \div 15$ c) $406 \div 14$ d) $528 \div 16$</p> <p>Hard</p> <p>a) $348 \div 12$ b) $608 \div 16$ c) $3165 \div 15$ d) $48256 \div 16$</p>	<p>LO3: Use bus stop method to divide beyond the decimal.</p> <p>a) $122 \div 4$ b) $75 \div 6$ c) $110 \div 8$ d) $271 \div 5$ e) $184 \div 8$ f) $405 \div 9$ g) $145 \div 4$ h) $246 \div 8$</p>
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Word Problems:

- 1) A milk deliverer is carrying 6 crates of milk bottles. They have 174 bottles in total. How many bottles are in each crate?
- 2) Gabriel buys 8 pens for £2.24. How much did each pen cost?
- 3) A toy costs £8. A shop makes £192 over a week. How many toys did the shop sell?
- 4) Alina has her birthday in 259 days. How many weeks away is it?

<p>Developers:</p> <p>L.O. To use short division to divide 2-digit numbers</p> <p>$78 \div 6 =$</p> <p>$6 \overline{) 78} \begin{matrix} 13 \\ \underline{6} \\ 18 \\ \underline{18} \\ 0 \end{matrix}$</p> <p>1 remainder left over $3 \times 6 = 18$</p> <p>1. $96 \div 6 =$ 7. $68 \div 4 =$ 2. $69 \div 3 =$ 8. $85 \div 5 =$ 3. $84 \div 6 =$ 9. $96 \div 7 =$ 4. $84 \div 7 =$ 10. $78 \div 3 =$ 5. $84 \div 3 =$ 11. $92 \div 4 =$ 6. $62 \div 4 =$ 12. $96 \div 8 =$</p> <p>Use these boxes for any working out...</p>	<p>Masters:</p> <p>To use short division to find missing values</p> <p>$3 \overline{) 8 \square} \begin{matrix} 2 \\ \underline{6} \\ 2 \end{matrix}$ $4 \overline{) \square 6} \begin{matrix} 2 \\ \underline{8} \\ 0 \end{matrix}$</p> <p>$6 \overline{) 16 \square} \begin{matrix} 2 \\ \underline{12} \\ 4 \end{matrix}$ $5 \overline{) 17 \square} \begin{matrix} 3 \\ \underline{15} \\ 2 \end{matrix}$</p> <p>$4 \overline{) 23 \square} \begin{matrix} 5 \\ \underline{20} \\ 3 \end{matrix}$ $7 \overline{) 1 \square 3} \begin{matrix} 1 \\ \underline{7} \\ 4 \end{matrix}$</p>
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You could try recording your own instructional videos for how to carry out calculations for each operation! Your teacher would really enjoy watching those!

English

Our learning focus: Creative writing tasks

Activities you could complete:

Here are some story starters. Choose your favourite and then write a story to go with it.

I saw her and then she was gone, I heard her whispering for me to follow. It only took me a few seconds for me to decide...



The eyes in the painting follow him down the corridor.

Bleary-eyed, I went downstairs for breakfast, the house was empty, even the furniture had gone...

Foundation - PE

Primary - Monday 29th June – Friday 10th July



Follow the steps below to get involved:

- Familiarise yourself with the 4 challenges below.
- You have two weeks to complete all 4 challenges.
- Take some time to practice and improve before recording your scores.
- Click the link at the bottom of page 2 and complete the form to support and represent your school.

Tweet us with your efforts using the #CSWVirtualGames and your area Twitter handle below!



- North Solihull – Hollie Williams - @SolihullNorth
- South Solihull – Julie Chrysostomou - @SSolihullSSP
- Coventry East – Stu Davoile - @SGOCOventryEast
- Coventry West – Danny Kingham - @SGOCOventryWest
- Central Warwickshire – Ali Knight - @CWSchoolSport
- Southern Warwickshire – Andy Sandford - @swwschoolgames
- Eastern Warwickshire – Ian Smart - @Harris_SSP
- Northern Warwickshire – Rory Leggett - @Schoolgames_nw

Participants – All participants will receive an e-certificate via e-mail on completion of all 4 challenges.

Individuals – At the end of the two weeks the 3 lucky individuals from KS1, KS2, KS3, KS4 and stand out School Games values performers will receive a £5.00 E-VOUCHER.

Schools – The Infant/Junior or Primary School and Secondary school with the highest percentage of participants by the time the challenge ends will win a £75.00 PE equipment voucher.

He opened the safe and it had gone. No one had the code, who could have opened it?

Writing Flashbacks What is a flashback?

Flashbacks are a plot device that writers use to insert past events in order to provide context to the current events of a narrative. By using **flashbacks**, writers allow their readers to gain insight into a character's motivations and provide a background to a current predicament.



This image is great for writing a flashback. Start your story with this image, then write a flash back to describe how she ended up in there.

There are some examples of flashbacks here <https://www.literacywagoll.com/flashback.html> that you may find useful.

Watch the short film clip 'Reverso' on The Literacy Shed <https://www.literacyshed.com/reverso.html>



Then choose from the following activities:

- Write a diary - a day in the life.
- Write a report about an accident caused by him.
- Write a narrative flashback about how he came to Earth
- Watch up to the credits and complete the ending to the story.
- Complete a dual narrative from the point of view of the boy and his father.

Comprehension Reading Tasks

Read the VIPERS text entitled 'Dragon Roars Into Space' and then answer the comprehension questions about it. An enlarged copy of the text and questions will be on Seesaw.

OLYMP-MIX ATHLETICS

SPEED BOUNCE

Equipment

- A rolled up towel or speed bounce mat
- Stopwatch or timer

How to

Reception & Key Stage 1

- Roll up a towel and place on a hard surface
- Jump from side to side over the towel. You must start with 2 feet and land with 2 feet
- Both feet must land over the towel to count as a point
- Repeat this pattern as many times as you can in **20 seconds**

Key Stage 2

- Roll up a towel and place on a hard surface
- Jump from side to side over the towel. You must start with 2 feet and land with 2 feet
- Both feet must land over the towel to count as a point
- Repeat this pattern as many times as you can in **30 seconds**

Scoring

Complete as many bounces as you can in either 20 seconds (reception & KS1) or 30 seconds (KS2). Remember: to count as a point you must be jumping from 2 feet to 2 feet.

Did you know?

The first race was held during the first Olympics in 776 BC. It was 600m long.

Usain Bolt is the fastest person in the world, running 100m in 9.58 seconds in 2009.

Hidetoshi Miyazaki is the oldest competitive sprinter at 105 years old. He recently ran the 100m in 42.22 seconds, and is otherwise known as the 'Golden Bull' for missing Usain Bolt's well-known lightning pose!

145,000 towels were required at the Olympic Village throughout the 2 week London Games in 2012.

Video support -- <https://youtu.be/ACWbPmYtPE>

OLYMP-MIX GYMNASTICS

BALANCE HOLD

Equipment

- 1 rolled up pair of socks
- Stopwatch or timer

How to

- Take your pair of socks and balance them on your head
- Place your arms out by your side to help you with your balance
- Take your right leg off the floor, bend your knee and hold your leg up in front of you at a 90 degree angle - balancing on your left leg
- Record the number of seconds you can remain balanced
- You must stop the timer, before you reach the 30 second maximum score, if the socks fall of your head, or if you put your foot down
- Repeat the challenge, this time balancing on your right leg
- The maximum you can score is 60

Scoring

Balance for as long as you can in 30 seconds on your right and left leg, and add your scores together for your total (eg. right leg 22 + left leg 18 = total score 40). The maximum you can score on each leg is 30 - for achieving 30 seconds without losing control of your balance. If your score has a decimal point please round up the next whole number.

Did you know?

Aristic gymnastics was introduced at the very first Olympic Games in 1896, with the German team winning almost every medal.

Women weren't allowed to compete until 1928, where the Netherlands claimed the title.

Nadia Comaneci and Nellie Kim scored perfect 10s in 1976 at the Montreal Games, at the age of just 14. Gymnasts must now be 16 to compete in the Olympic Games.

Larissa Latynina dominated between 1956 and 1964, collecting a record 18 medals.

Video support -- <https://youtu.be/6qGThU4uA>

OLYMP-MIX FOOTBALL

CLOSE CONTROL

Equipment

- A football or an alternative ball
- Stopwatch or timer

How to

Reception & Key Stage 1

- Place the ball on a hard surface
- Place the sole of your right foot on top of the ball, then remove and replace with the sole of your left foot
- Repeat this pattern as many times as possible in **30 seconds**
- Everytime the sole of your foot touches the ball you score 1 point

Key Stage 2

- Place the ball on a hard surface
- Place the sole of your right foot on top of the ball, then remove and replace with the sole of your left foot
- Repeat this pattern as many times as possible in **45 seconds**
- Everytime the sole of your foot touches the ball you score 1 point

Scoring

Complete as many successful touches as you can in either 30 seconds (reception & KS1) or 45 seconds (KS2). Make sure you keep your score and record.

Did you know?

Men's football has been a part of the Olympics since 1900, where GB won the first ever gold medal. They've won 3 gold medals in total, making them and Hungary the most successful Olympic men's football teams.

Women's football made the Olympic programme in 1996. The USA have won 4 of 6 tournaments, with Norway and Germany the only other countries to win the tournament to date.

Approximately 2,400 balls were used in the London 2012 Olympic competition.

Video support -- <https://youtu.be/aMTL4DwWhI>

OLYMP-MIX SCHOOL GAMES VALVES FLAG COMPETITION

As part of our Olymp-Mix celebration we would like you to design a flag for the CSW (Coventry, Solihull & Warwickshire) School Games.

To design your flag you may want to use inspiration from Tokyo 2020 and also incorporate one or more of the School Games Values of:

Passion, Self-Belief, Determination, Respect, Teamwork and Honesty

HOW TO ENTER

1. Download the template - <https://bit.ly/3hOrgIS>
2. Print or download this template and either:
 - a. draw your design
 - b. design on the computer.
3. Take a photo or save a PDF of your design. Please ensure you use the template provided.
4. Submit your entry - www.surveymonkey.co.uk/r/CSWFlag

SUBMIT YOUR OLYMP-MIX SCORES

Take your final scores from all 4 challenges, and add them together to get your result.
Football + Athletics + Gymnastics + Volleyball = TOTAL SCORE

Completing the challenge from home - Submit your TOTAL SCORE via the link www.surveymonkey.co.uk/r/CSWVirtualOlympics

Completing the challenge at school - use the spreadsheet provided by your SGO.

PLEASE ONLY SUBMIT YOUR SCORES ONCE!



DRAGON ROARS INTO SPACE

1st June 2020

"One small step for man. One giant leap for mankind." When those immortal words were spoken by Neil Armstrong 51 years ago, nobody could have predicted that space would remain one of the final frontiers for mankind for decades to come. The idea of sending citizens into space, or colonising Mars has remained in the realm of science fiction fantasy. But that might all be about to change.

On the 31st May 2020, the first ever private spacecraft departed with the International Space Station. It completed its delivery of two astronauts, Doug Hurley and Robert Behnken. Until now, all space travel has been funded and carried out by governments around the world. Space is owned by US billionaire Elon Musk. It was created in 2002 with the eventual aim of sending citizens into space.

The Dragon shuttle, SpaceX's Dragon-2, launched from Cape Canaveral in Florida on the 30th May. It became the first crewed ship to launch from American soil since 2011. Not only that, but it was also the first private shuttle to head to ISS. The Falcon 9 rocket that launched the shuttle is one of the world's most reusable rockets. Reusable technology will make future space flight cheaper and more efficient. It is hoped that this might make space flight possible for children, one day soon.

It took the shuttle a little under 28 hours to reach

the ISS. On the way, it orbited the Earth twice to bring itself in line with the space station. It docked at just after 15:15 GMT but it took a further few hours to make it safe for the astronauts to enter the ISS itself. These checks involved ensuring the pressure in the shuttle was equalised to the pressure of the ISS and to make sure the locking mechanisms were fully engaged.

This is far from being Doug Hurley's first time to the ISS. In 2008 he was one of the pilots that delivered the Japanese research facility to the station in a 21-day mission. He returned again in 2011 on the first ISS shuttle, Atlantis. That mission lasted nearly 13 days. In total, Hurley has spent over 683 hours in space. The latest mission is due to last between 33 and 60 days.

As they left the Earth's atmosphere, Behnken said that Earth was "a single planet with a shared atmosphere. It's our shared place in this universe."



RETRIEVAL FOCUS

1. When did the Dragon shuttle launch?
2. How long did the journey to the ISS take?
3. When was the previous last launch of astronauts from American soil?
4. How many times has Doug Hurley visited the ISS?
5. Which company is hoping to send citizens into space?

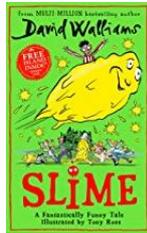
VIPERS QUESTIONS

1. What had to happen before the two astronauts could enter the ISS?
2. Which word means that the shuttle joined with the ISS?

Why not take a video of you completing one of the tasks and up-load it to Seesaw!

Other Reading Tasks

Task 1 Write a Book Review. Give a book you have read marks out of ten and explain why you gave it that mark.



Task 2 After reading a story. Draw a picture of one of the settings in the story then write a description of where it is and what happened there.

