Literacy and History - VE Day

Objectives:
- Understand the features of journalistic writing.

- Incorporate varied structures to organise text coherently.

- Link ideas across paragraphs using a range of devices e.g. word repetition, layout devices etc.

- Summarise and appeal to a reader through effective techniques in writing a conclusion.

Task: Write a newspaper article on the celebration of the 75th anniversary of VE Day in Peel, Isle of Man.

Your article should include:
- Heading and subheading
- Pictures and captions
- Direct and indirect quotes.
- A brief introduction about what VE Day is.
- How the anniversary was celebrated, both locally and nationally.
- Has the anniversary of VE Day always been celebrated?
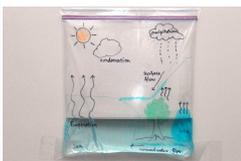- An effective conclusion.

Science - THE WATER CYCLE

Objectives: Explain what the water cycle is using your understanding of evaporation and condensation; as well as reversible changes.

Task: Recap on what you learnt last week about condensation and evaporation. How do these processes fit into the Water Cycle? Have a look at the following websites, or any other resources you have and find out about the 4 main stages in the water cycle. Can you come up with your own definition for each stage?

https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39
https://www.natgeokids.com/uk/discover/science/nature/water-cycle/

 Draw the water cycle on a clear ziplock plastic bag (sandwich bag) Warm up water until it steams up but don't let it boil and then pour the water inside the bag and hang the bag on a window.
Now watch what happen.

Challenge: Write up your conclusion and evaluation on your water cycle investigation. Describe, using scientific vocabulary, what happened to the water inside the bag and what appeared on the inside of the bag. Make sure you explain why you think this has happened and relate this to your knowledge of evaporation and condensation.

Mathematics:

Objectives:
Recall and use equivalences and convert between simple fractions, decimals and percentages.

Task: Recap on equivalent fractions. E.g. $3/5 = 6/10 = 9/15 = ?$; $3/4 = ?/20$; $4/6 = 24/?$
What are $1/2$; $1/4$; $3/4$ as decimals? Can you draw diagrams to represent this?

Let's try converting between fractions, decimals and percentages. $6/10 = 0.6 = 60\%$; $75\% = 0.75 = 15/20 = 3/4$; $0.3 = 3/10 = 30\%$
Can you see a pattern when you are converting between them?

When you go between decimals and fractions - 0.38 is the same as 38 hundredths and 0.6 is the same as 6 tenths or 60 hundredths. *DON'T FORGET TO ALWAYS SIMPLIFY YOUR FRACTIONS!)*
To convert from a decimal to a percentage, you multiply by 100 and you divide by 100 to go from a percentage to a decimal.

Happy converting 😀

Below are some useful sites:

https://www.theschoolrun.com/what-are-equivalent-fractions-and-simplifying-fractions
https://www.youtube.com/watch?v=iZlbLgl705g
https://www.bbc.co.uk/teach/class-clips-video/maths-ks2-decimal-dance-off-2-fractions-decimals-and-percentages/zk9ygwx
https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Year-6-2018-19-Spring-Term-Block-2-FINAL_v2.pdf
pages 4-9

D&T - COLLAGE
Objectives:

I can create a collage using pattern, lines, tones, shapes.
I can show my work has a definite theme that is apparent to any viewer.
I can modify and change materials to be used in my collage.

Task:
Represent a real coastal area using collage materials (leaves, cotton wool, string, different types of card and textiles, even shells and seaweed.)
Try to experiment with different textures, man-made and natural, to create specific effects.
Make a collage that can be explored by touch and hearing as well as sight.