

Wednesday 15th July

Good morning!

Maths: To calculate time intervals.

English: To try a transition activity.

Class zoom call – In our class zoom call we will be discussing any questions you have about coming into Skylarks/next year, ideas of things you want to learn about in our Journeys topic and what to expect from your new class. Our call is at 10:30, so you can fit your maths and English work around this.

In the afternoon, you can finish off your Mexico presentation or round up research.

SPELLINGS:

Some words are REGULAR – just add ‘ed’.

The ‘e’ can’t jump over two consonants!

stamp > stamped jump > jumped

Two vowels look after each other!

float > floated peel > peeled

Root words ending in ‘e’ are CHEAT-E! - Just add ‘d’!

hopee > hoped likee > liked hatee > hated

RECAP: What are the vowel NAMES & SOUNDS?

When you add 'ed', the 'e' can jump over one consonant to make one vowel say its name!

sob > sobed slip > sliped pat > pated

Double the consonant to protect lonely vowels!

REMEMBER: VC – double me!

sob > sobbed slip > slipped pat > patted

Spellings:

Exceptions

Some consonants never double: w, x, y. E.g. slowed, boxed, played

Can you create a mind map with as many exception words as you can think of?

Then can you play a game of hangman with some of these exception words?

MATHS: To calculate time intervals.

Time intervals are the time between when something starts and when something finishes. So they can also be called the duration of something (how long it lasts).

For example:

Jonah goes to football club at 5.00pm. He leaves football club at 7.00pm. How long was he training for?

To work this out we would need to find how many hours are between 5.00pm and 7.00pm. $7 - 5 = 2$.

So he was training for 2 hours.



Sometimes intervals are straight forward and we can count the hours like the example before.

But sometimes we might need to count in intervals of minutes. For example, half an hour.

Example 2:

Jenny bakes a cake. She puts the cake in the oven at 2:30 and takes it out at 3:00.

How long was the cake in the oven for?



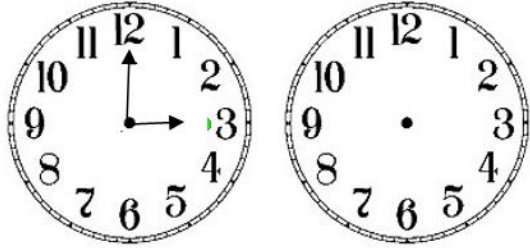
In this example, we can't count how many hours it has been because it hasn't been a whole hour. So instead we count the minutes.

If we know that: 60 minutes = 1 hour then 30 minutes = $\frac{1}{2}$ an hour.

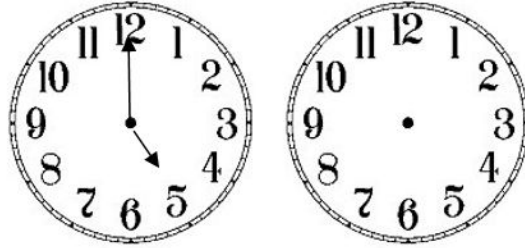
So to get from 2.30 to 3, we can add 30 minutes, meaning her cake was in the oven for half an hour.

Challenge 1: To calculate time intervals of 1 hour, 2 hours and 30 minutes.

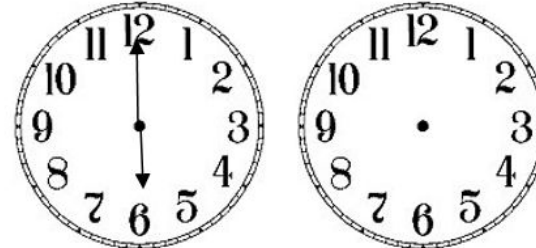
Can you find 1 hour later?



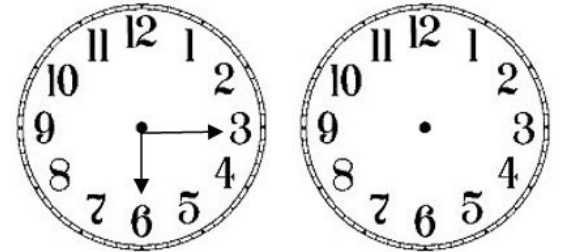
Can you find 1 hour later?



Can you find 1 hour later?



Can you find the time 2 hours later?



Find the time 1 hour later

9:30

Find the time 2 hours later

2:00

Find the time 30 minutes later

4:00

Find the time 30 minutes later

2:30

Problem solving:

Which would take you the longest?

- a.) A swimming class that starts at 10:30 and ends at 1.
- b.) A tennis club that starts at 3pm and ends at 5pm.
- c.) A horse riding lesson that starts at 2.05pm and ends at 3.05pm.

Challenge 2: To calculate time intervals counting in steps of hours, 30 and 5 minutes.

1. The bus left at 9 o' clock. It got to school 20 minutes later. What time did the bus get to school?
2. The coach left for the zoo at 10.00 It took 1 hour and 30 minutes to get there. What time did the coach arrive at the zoo?
3. Jane left home at 11.15. It takes her one hour and a half to get to work. What time did she arrive at work?
4. John left for work at 3:15. It takes him 20 minutes to get there. What time did he arrive at work?
5. The train for Leicester arrived at 10:30. It had taken 20 minutes to get Leicester from Birmingham. What time did it leave Birmingham?

Find the time 10 minutes later

9:05

Find the time 20 minutes later

10:10

Find the time 25 minutes later

3:15

Find the time half hour later

2:30

Sometimes we might work out that something takes 75 minutes for example. However, we would normally say the number of hours and minutes. So 75 minutes would become 1 hour and 15 minutes.

Convert these time intervals into hours and minutes:

(Remember there are 60 minutes in 1 hour!)

- a.) 120 minutes
- b.) 95 minutes
- c.) 70 minutes
- d.) 200 minutes
- e.) 80 minutes

EXTENSION:

Here is an optional extension that you could try if you want to!

Look up different recipes and see how many minutes something has to be in the oven for. If it is given as minutes can you put it into hours and minutes (if there are any hours!). If cook time is given as hours and minutes can you put it into minutes? You could also try writing the cook time as a fraction of an hour.

Things that take a long time to bake such as jacket potatoes, roast meat or slow cooker recipes might be good recipes to look up! Here's an example of the roasting step from a recipe for roast chicken: How many minutes would 1 hour 10 be?



3. Roast and check it's cooked: Roast in the centre of the oven for 1 hr 10 mins, brushing twice with more butter during cooking. To check that it's cooked, push a skewer through the thickest part of the thigh. The juices will run clear when ready. Lift the bird out of the tin with the wooden spoons and sit it on your board or platter. Cover with foil and rest. This will give a juicier chicken.

ENGLISH: To try a transition activity.

As it is coming to the end of term we thought it might be a good idea to try some transition activities that can be completed through English sessions this week. These will help you to think about going into next year, what you hope to achieve and what you are looking forward to! Here are some ideas:

Write a letter to your new teacher to introduce yourself. Include your dreams and your biggest achievement from last year!

Friend recommendation- Write a (nice) review about someone in the class! Why do they make such a good friend? Write a biography about you and your family.

Write a story showing your wishes and feelings for the future.

Imagine you are a robot, what would someone have to do to keep you working and happy? Write instructions.

Write an advert about yourself. What makes you special?

Draw a picture of what makes you happy and write to your new teacher about why this makes you happy?

Write some advice for the children coming into your old class.

Write a 'getting to know you' poster with all of your favourite things.

Draw a self-portrait and describe the things which you like about yourself. Can you extend your vocabulary?

Write down your worries for next year.

Write questions for your new class teacher or for a child in the year above about what to expect.

Mexico



This week is your chance to complete some round-up research on any area of our Mexico topic that you feel you'd like to know more about.

This could be looking at some more art or some famous Mexican artists such as Freida Kahlo.

You might like to find about more about Mexican foods and create your own Mexican feast!

Maybe you want to try another art technique such as tin foil art, or find out about some Mexican animals or famous people from Mexico.