	Focus	Ideas	Cross-Curricular Links	Achieved?

English	Factfile on Mount St Helen	- We are continuing our study on North America
		- **Geography** : This week we would have been looking at Mount St Helens and how volcanoes are formed.
		- Create a detailed drawing of a volcano, using key vocabulary to label the key elements such as; the conduit, lava and magma chamber. Use the resource sheet below to support you!
		- Use the links below, look on the internet and in books to research and make notes on Mount St Helen and volcanoes.
		- https://pubs.usgs.gov/gip/103/gip103.pdf
		- https://www.youtube.com/watch?v=SJA27Bp1q58
		- https://pubs.usgs.gov/fs/2000/fs036-00/
		- https://www.ducksters.com/science/volcanoes.php
		- https://www.youtube.com/watch?v=Kg_UBLFUpYQ
		- **Written task**: Create a fact file on volcanoes. Write a detailed explanation of what a volcano is, how they are formed and how they are led to erupt. Can you successfully explain what makes a volcano active or dormant? Remember to include heading and subheadings. An example proforma is below to support you.
		- **Grammar focus:** Semi-colons
		    o Semi-colons are used to separate two main clauses that are clearly related to each other but could stand on their own as their own sentences. They can be used to replace a conjunction, e.g.
		      I have a rugby match next week **and** I really hope we win.
		      I have a rugby match next week; I really hope we win.
		    o Complete the grammar sheet below on semi-colons.
		    o Try to include semi-colons within your written task!
		- **Extension:**
		    o Can you create a poem in the shape of a volcano? Can you include a range of figurative language within your poem?
		    o Can you write a newspaper article for the day Mount St Helen first erupted?
		    o Can you create your own model of a volcano?
		- **Reading task:** How many book titles can you find which link to our topic on North America? Can you find any specific books by authors who were born in North America?
		- **Additional IXL tasks:** B1-B9, E1-E10, L1-L7 and K1-K5
		- **Spelling task:** Please see the attached overview for Spellings for Summer 1.
			Geography
			Computing
			Science	

| Maths | Area and Perimeter | - **Using your understanding of area and perimeter, design a bungalow for Mr and Mrs Smith!**
- What is the cheapest way you could make their bungalow?
- How many rooms do you think they need?
- What if you had a budget of £300,000?
- **Create a poster explaining the process of calculating area and perimeter. Does it change depending on the shape?**
Extensions:
   o Research the cost and size of home objects. For example: beds, sofas, tvs. How much would it cost to completely design their home?
   o Design your dream home. Look up the cost of materials. How large of a plot would you need? What is the area and perimeter of your final dream home?
- **IXL tasks:** X1–X13, Y1–Y8 and X1–X13 | Geography
Computing | |
| Science | Living things | - Scientists believe that there could be as many as 10 million different species on Earth! It would be very hard to study the lives and behaviours of all these living things without grouping them together somehow. Scientists sort and group living things according to their similarities and differences. This is called classification. Scientists who classify living things are called taxonomists. Taxonomists classify living things by comparing them.

 | English
Maths | |

Let's say you split them into 'Healthy' snacks and 'Unhealthy' snacks.

Now each group can be split into another two groups. Look at the 'Healthy' snacks. How could you split them into two smaller groups?

Again, there are several ways you could split these snacks into two groups.

They could be grouped into 'Fruits' and 'Vegetables'.

Now, the 'Vegetables' group can be split up into two smaller groups.

They could be split into 'Roots' and 'Florets', or even 'Carrots' and 'Broccoli'.

This is how taxonomists classify living things. They group similar things together, then split the groups again and again so they become smaller and smaller. Each group allows scientists to observe and understand their similarities and differences more clearly.

- Using the images below, how many different ways can you classify these animals? You may choose to represent your classifications using a Venn or Carroll diagram.
- Are you able to classify and organise them in a different way? For example; invertebrates and vertabrates? Fur and scales? Mammals or reptiles? The choice is yours!
- Design an information book about the different types of animal and create a labelled diagrams of each animal type.

Grammar
Worksheet

Task One

Circle the conjunction in each sentence below.

1. I am starving so I can't wait until dinner.

2. Sam was desperately tired and he wanted to go home to bed.

3. It was pouring outside so I needed to bring my umbrella to school today.

4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.

5. My team are at the top of the league so I expect we will win our match today.

Task Two

Using the sentences from task one, rewrite these replacing the conjunction for a semi-colon.

Task Three

Draw lines to match the two related clauses that have been separated by a semi-colon.

It was getting very late;	he was more of a night-owl.
The snow started to fall;	he ate it every day.
Larkin did not like getting up early;	Timothy decided to go to bed.
Yan loved dark chocolate;	his friend had invited him and two friends.
Claude went to a trampoline party;	the sky was as white as a sheet.

Task Four

Add an additional clause to the sentences below. Include a semi-colon!

The sun shone down.

The trees danced in the breeze.

She loves the smell of oranges.

The boy awoke with a stir.

The sweet scent of chocolate filled the room.
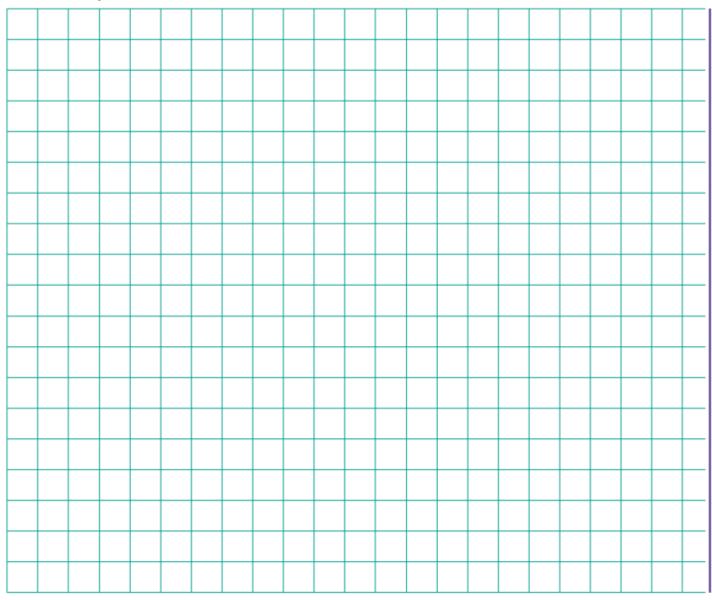
The stars twinkled above me.

Light echoed through the alley.

His heart skipped a beat.

Task Four.

Write three of your own sentences that include semi-colons. Remember to punctuate your writing correctly.

Semi-Colons

Maths activity:

Building Mr and Mrs Smith's House!

You have been hired to design a house for Mr and Mrs Smith. Mr and Mrs Smith are 80 years old and need a bungalow to move to. It needs to be a reasonable size so it is manageable.

Your task is to make a floor plan by drawing it out on squared paper and working out the basic costs of decorating.

Use 1cm to represent 2m (1 square in your books is 2m wide)

They have requested 6 rooms of a sensible size.

- Living room
- Kitchen
- Bathroom
- Entry Room
- Bedroom
- Activity room/Study for reading and Mrs Smith's painting

Include windows and doors where necessary.

1) Draw and label your floor plan using a pencil and ruler.

2) Find the area of each room and decide on the type of flooring to use.

Copy the table and complete in your book to help you

⇨ Hardwood floors cost £17.50 per 1m²

⇨ Tile floors cost £12.30 per 1m²

⇨ Carpet floors cost £7.90 per 1m²

Room	Area	Floor Type	Floor cost per 1m²	Floor cost for the room
			Total:	

3) Find the perimeter of each room and decide on the type of wall covering to use.
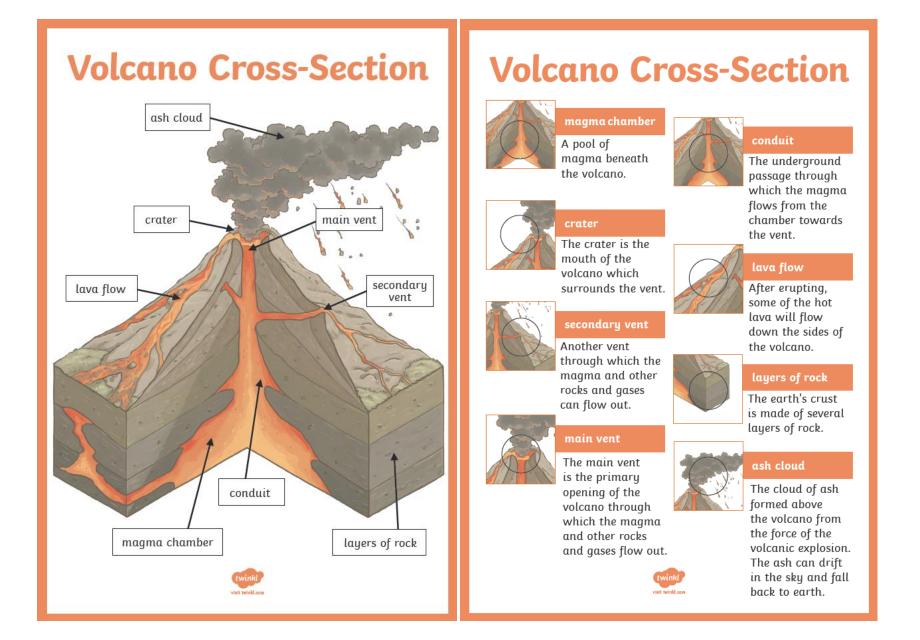
Copy the table in your book to help you.

⇨ Basic paint costs £2.50 per 1m

⇨ Luxury paint costs £3.75 per 1m

⇨ Tiling costs £5.75 per 1m

⇨ Basic wallpaper costs £4.30 per 1m

⇨ Luxury wallpaper costs £5.60 per 1m.

Room	Perimeter	Wall covering Type	Wall covering cost per 1m	Wall covering cost for the room
			Total:	

Geography activity:

IAL to know how volcanoes are formed and label their key features.

How are volcanoes formed?

_____

_____

_____

_____

_____

_____

Where are volcanoes located?

_____

_____

_____

What are the key features of a volcano?

What are the effects of a volcano?

Positive effects	Negative effects

IAL to look at the effect of volcanoes using Mt St Helens as a case

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Volcano Cross-Section

ash cloud

crater

main vent

lava flow

secondary vent

conduit

magma chamber

layers of rock

Volcano Cross-Section

magma chamber
A pool of magma beneath the volcano.

crater
The crater is the mouth of the volcano which surrounds the vent.

secondary vent
Another vent through which the magma and other rocks and gases can flow out.

main vent
The main vent is the primary opening of the volcano through which the magma and other rocks and gases flow out.

conduit
The underground passage through which the magma flows from the chamber towards the vent.

lava flow
After erupting, some of the hot lava will flow down the sides of the volcano.

layers of rock
The earth's crust is made of several layers of rock.

ash cloud
The cloud of ash formed above the volcano from the force of the volcanic explosion. The ash can drift in the sky and fall back to earth.

Science activity:

Zoo Classification Example

There are different ways to sort and group the animals. This is one example of how to get started. You may use it to help you classify the animals for your zoo.

4 legs

Lion, chameleon, giraffe, poison arrow frog, chimpanzee, komodo dragon, spectacled bear, meerkat

Not 4 legs

Tarantula, lobster, hissing cockroach, macaw, octopus, giant snail, penguin, emu

Mammals

Lion, giraffe, chimpanzee, spectacled bear, meerkat

Not Mammals

Chameleon, poison dart frog, komodo dragon

More than 4 legs

Tarantula, octopus, hissing cockroach, lobster

Less than 4 legs

Macaw, giant snail, penguin, emu

Land

Tarantula, hissing cockroach

Sea

Octopus, lobster

Birds

Macaw, penguin, emu

Not birds

Giant snail

lobster	macaw	komodo dragon	emu
tarantula	poison dart frog	giant snail	meerkat
chameleon	giraffe	octopus	spectacled bear
lion	hissing cockroach	chimpanzee	Galapagos penguin

ANIMALS

VERTEBRATES

These are animals that have a backbone.

Reptiles
Have dry scaly skin.
Lay eggs on dry land.
Are cold blooded.
(Snake, Crocodile)

Fish
Have scales on their bodies.
Have gills for breathing.
Are cold blooded.
(Shark, Tuna)

Amphibians
Have moist slimy skin.
Lay eggs in water.
Are cold blooded.
(Frog, Newt)

Birds
Have feathers and wings.
Have beaks and lay eggs.
Are warm blooded.
(Wren, Swan)

Mammals
Have fur or hair.
Feed young on milk.
Are warm blooded.
(Cow, Human)

INVERTEBRATES

These are animals that do not have a backbone.

Protozoa
Single cell organisms
all microscopic.

Flatworms
Simple and soft bodied.
(Tape worm, Flukes)

Annelid Worms
Segmented bodies.
(Earthworm, Leech)

Echinoderms
Spiny sea creatures.
(Starfish, Sea urchin)

Coelenterates
Soft bodies, stinging cells.
(Jellyfish, Sea anemone)

Arthropods
Hard external skeleton
and jointed limbs.

Molluscs
Soft bodied, most have shells.
(Snails, Limpet)

Arachnids
Eight legs, two body
parts, no antennae.
(Spider, Scorpion)

Crustaceans
Mostly sea creatures.
Many legs and two
sets of antennae.
(Crab, Lobster)

Insects
Wings, six legs, three
body parts, one pair
of antennae.
(Bee, Ladybird)

Myriapods
Many legs and
body segments.
(Centipede, Millipede)

Spelling List for Summer 1:

Week 1 Word families based on common words, showing how words are related in form and meaning	Week 2 Words that can be nouns and verbs	Week 3 Words that can be nouns and verbs	Week 4 Words with a long /o/ sound spelt 'ou' or 'ow'	Week 5 Words ending in –ible	Week 6 Words ending in –ibly
programme	challenge	produce	shoulder	possible	possibly
telegram	protest	present	smoulder	horrible	horribly
hologram	broadcast	reason	mould	terrible	terribly
diagram	benefit	silence	poultry	visible	visibly
grammar	charge	support	soul	incredible	incredibly
grammatical	function	transport	shallow	sensible	sensibly
parallelogram	influence	surprise	window	forcible	forcibly
monogram	interest	scratch	blown	legible	legibly
programmer	object	freeze	known	responsible	responsibly
program	damage	balance	thrown	reversible	reversibly