

Gorilla's Bingo- week 11

Complete an English and Maths activity every day. I'd love to see your work, so please take a picture of it, scan it or email it directly to Mrs Lawrence at: jlawrence@earith.cambs.sch.uk. If I can help in anyway or send extra work, please don't hesitate to contact me. I will be checking my emails throughout the day.

Titanium



Watch this music video and complete the related activities. This will be a two-week project.

Watch the video on: <https://www.youtube.com/watch?v=JrfuAukYTKg>

Learning by questions: You will be given a code for English challenges to complete online at the learning by questions website. Monday is a reading task and Wednesday a grammar task.

Lesson 1 & 2

Write an incident report from either the point of view of the police officer or a witness statement from the teacher. Include some or all of the following features:

- 5Ws
- Past tense
- Third person recount
- Facts and information only- no personal opinion
- Chronological order & conjunctions of time
- Paragraphs
- Formal tone and vocabulary
- Technical language depending on context
- May contain quotes from witnesses

Incident report example:

Date of incident: 14/03/16

Incident: Supernatural activity inside local school.

Date of report: 15/03/16

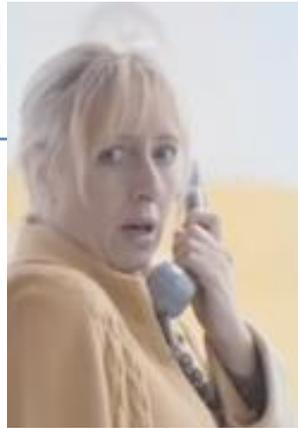
Reporting officer: Albert Smith



On the morning of Tuesday 14th March 2016, I was called to Shield High School following reports of an explosion inside. Upon my arrival at the scene, I was met by one of the teaching staff, Mrs. Mezarelli, who was visibly shaken and somewhat agitated. She was the only adult present at the scene at that time. Mrs. Mezaralli proceeded to explain that she had witnessed a fight in the corridor between two adolescent males, in which one had been seemingly backed into a corner. The second male displayed threatening behaviour, though the witness was unable to identify what exactly was said. She identified one of the children as Tom Ingham. She then informed me that she witnessed Tom apparently summon a flash of light and an explosion from his hands, before she sought sanctuary in an empty classroom in order to avoid any injury. Mrs. Mezarelli then called emergency response before leaving the classroom to find extensive damage to the school corridor and all other persons missing. As I began my initial line of inquiries, she pointed out a young man leaving the school premises on a red bicycle and identified that male as Tom Ingham.

Witness statement example:

Witness Statement



Date of incident: 15/03/16

Name of witness: Mrs Magdalena Mezarelli

Name of interviewing officer: Officer Smith

Place of interview: Shield Town Police HQ

Type of incident: Supernatural destruction/ public disorder

On the morning of Tuesday 14th March 2016, at 10:30, I was working at Shield High School, teaching English to my seventh grade pupils. I was called out of the classroom to attend a brief meeting whilst my class was covered by another member of staff.

Upon the return to my classroom, I was walking down the corridor, near to the sports hall, when I saw two male pupils at the end, having an argument. One of the boys was crouched in a corner whilst the other leant over him in a threatening manner. I could not tell what was being said, but I could see that the boy was scared, and I began to rush towards them to intervene. As I approached the pair, I recognised the crouching boy as Tom Ingham. Suddenly, there was a blinding flash of light and I heard the sound of crushing metal. It was ear-splittingly loud and along the corridors the lockers spontaneously flew open – their contents spilled onto the floors. Boards fell from the walls, glass windows shattered and all around me things smashed, crumbled and exploded. I ducked quickly into my classroom door on the left because I was terrified. I hid under the desk and waited for the noise to stop. All of the children and support staff had disappeared. Once I was certain that the noise had ceased, I peered through the window into the corridor and saw that it was destroyed: furniture and equipment was everywhere. I picked up the phone and rang emergency services immediately. Then, I saw Tom leaving the corridor walking towards the main school entrance.

I declare that the information I have provided is true and correct to my knowledge and understanding.

SIGNED: _____

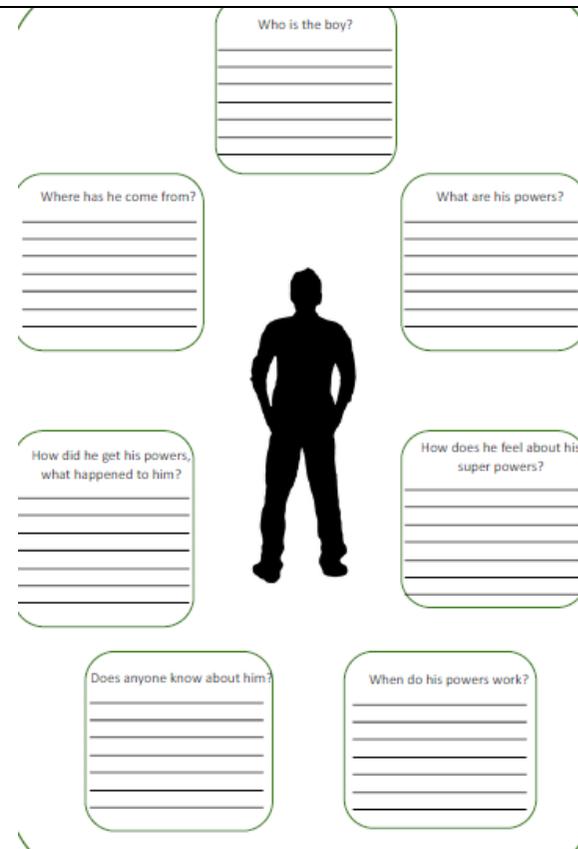
Lesson 3 & 4:

STRANGE HAPPENINGS IN LOCAL HIGH SCHOOL!

Breaking news! Write a news report about the events at the school. Remember to write an introduction with the 5 W's; write in third person; include a quote from the teacher and police officer; write a final paragraph about 'what's next' and, if you really want to impress, use the passive voice. Include a headline, picture and caption. See template attached.

Lesson 5:

You can finally watch the whole video! The boy has Superpowers! How many superheroes do you know? What are their powers? If you were a superhero what powers would you want? Have a go at answering the questions on the left.



Who is the boy?

Where has he come from?

What are his powers?

How did he get his powers, what happened to him?

How does he feel about his super powers?

Does anyone know about him?

When do his powers work?



Challenge:

Factors and multiples: have a go at playing this interactive game. Find it on <https://wild.maths.org/factors-and-multiples-chain>
Let me know your longest chain! 😊

Choose a starting number from a 1-100 square and cross it out.

Then choose a factor or multiple of that number.

Keep crossing out factors or multiples of the last number in the chain.

For example, Charlie started with 60, 30, 6, 96, 16, 32, 8, 56, 7, 21, 42,...

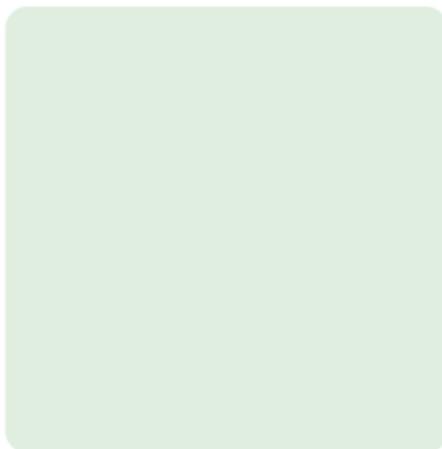
What's the longest chain you can make?

You may wish to download a 1-100 square to work on, or you could use the interactivity below.

Factors and Multiples

Longest Chain 0 [Start again](#)

Click on a number to move it between the left and right squares. Numbers in the right grid can be dragged to reorder them. Aim to make the longest possible chain where each number is a factor or a multiple of its predecessor. Each number may be used once only. Chains are bracketed in green. Blue numbers are not part of a chain



Number:

See attached maths booklets for each year group. There are lots of activities so this will make up most of your learning for maths this week.

Year 4: multiplication and division

Year 5: multiplication and division

Year 6: fractions

Learning by Questions:

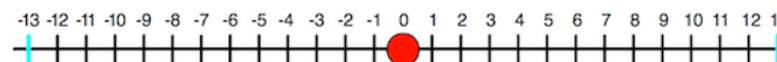
On Friday, you will receive a code via email for a maths challenge to complete online at the learning by questions website. Have a good go- you will make lots of mistakes but the idea is that you will learn from them. I will receive your score and will be able to see our next steps to work on.

Game:

Tug of War!

This game is for two players.

You will need to draw a number line from -13 to 13 on a piece of paper, and find a counter and two 1-6 dice to use.



Decide who is Positive and who is Negative.

Positive moves the counter from left to right and Negative moves the counter from right to left. (Why do you think we have suggested this way round?)

Place the counter on 0 (the picture above shows a red counter).

Take it in turns to throw the two dice and add the scores then move the counter that number of places in your direction.

If the counter reaches -13, Negative has won. If the counter reaches 13, Positive has won.

Gorilla's Foundation Bingo

Please complete two of these activities per day, plus I will be adding optional tasks on Purple Mash for you to access.

P.E:

Cheerleading this week (yes, you read that right, cheerleading!). Check out this video and have a go at the routine:

<https://www.youtube.com/watch?v=xPH7cD-1J2w>

Send me a video of your performance, if you can! Now shake those pom poms!



Geography & computing (2 lessons):

Choose a country and find out lots of interesting information about it; create a PowerPoint about the country. Try to include: capital city, population, climate, landmarks, culture, and food. In your PowerPoint, add transitions between the slides and custom animation.

Science (two lessons):

Investigate paper helicopters (see sheet) and complete the forces crossword.



PHSE:

Write an acrostic poem about being at home. Include what you're up to and how you are feeling. You can make up your own title but might want to call it: lockdown, home school, pandemic etc. Write it up with 'fancy' letters for the first letter of each line and include illustrations. Here's the first few lines of mine:

Lovely times spent with my family.
Online zoom calls to keep in touch.
Cycle rides in the countryside.
Keeping myself safe.

Music:

Ukulele- have a go at learning 'Skip to my Lou', use this video as a tutorial:

<https://www.youtube.com/watch?v=to9rB89qm08>

Please send in a video of you performing! If you can't jump between D and G then just play one of the notes.

Ukuleles are still available at school if you haven't collected one yet.

Art (two lessons)

Have a look at some aboriginal art work. What is similar about the pieces? What materials are used? Create your own aboriginal painting using a similar style. Include an animal in your piece.

Email your painting to school, so I can make a 'Gorilla Gallery' in class!



