

Monday 27th April

Home Learning

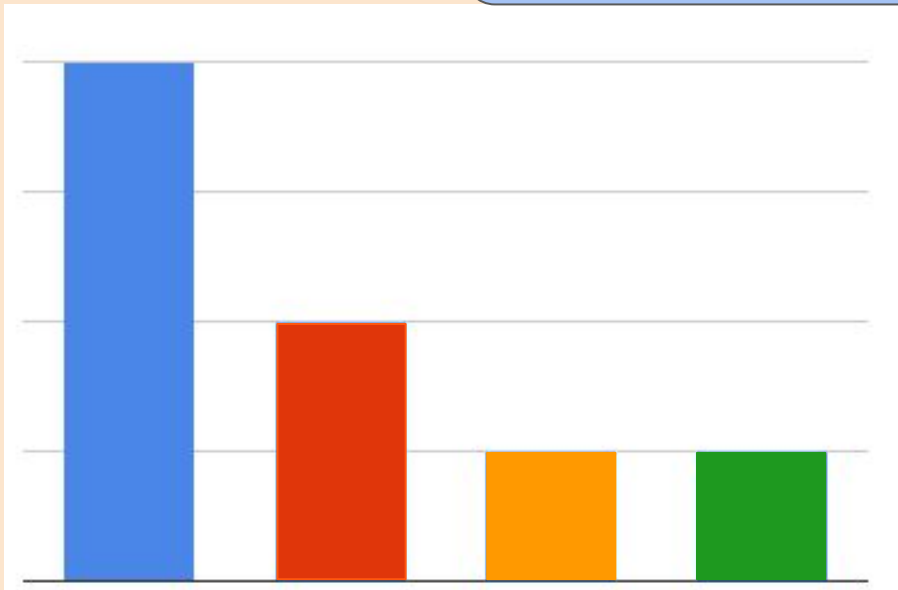
9-9.30 Brain wake and shake with Joe Wicks



LO: I compare bar graphs
and pie charts.

?

Charts



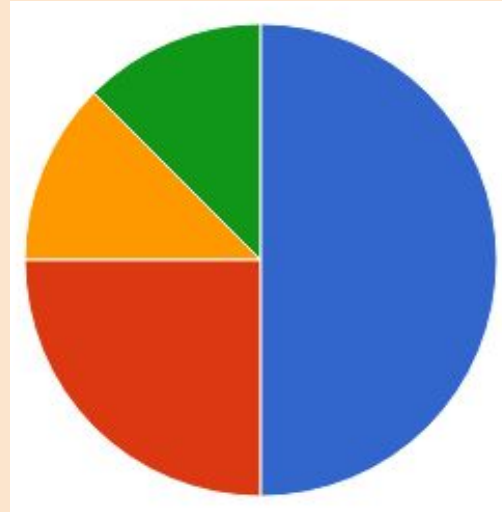
What else
compares parts?

“Bar charts are like ratios because...”

?

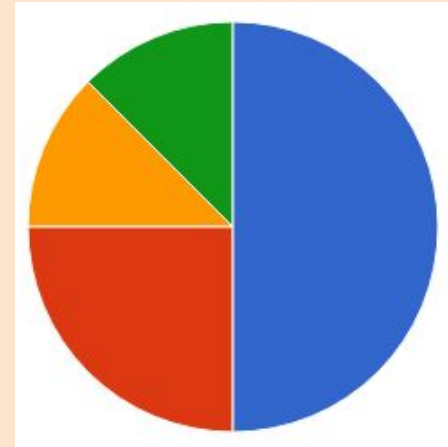
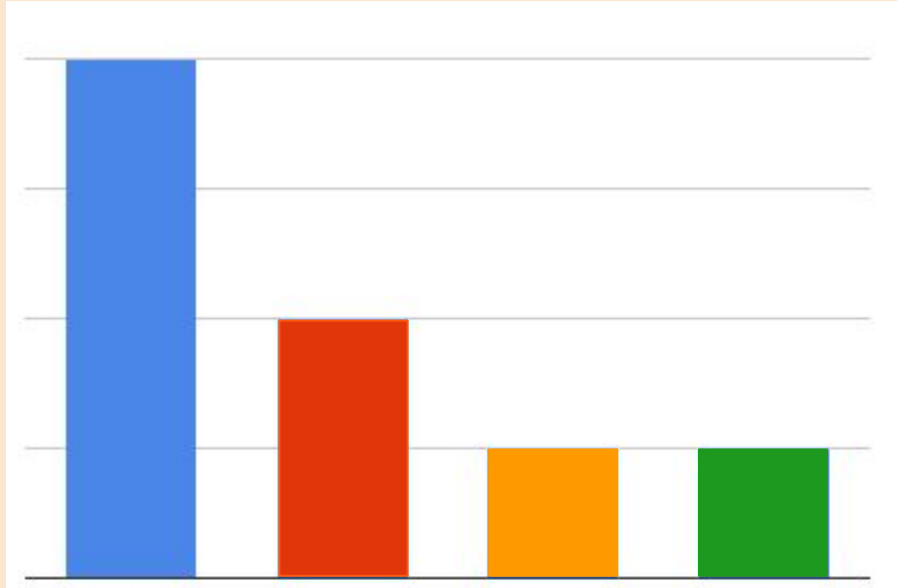
Charts

What else
compares parts
to the whole?



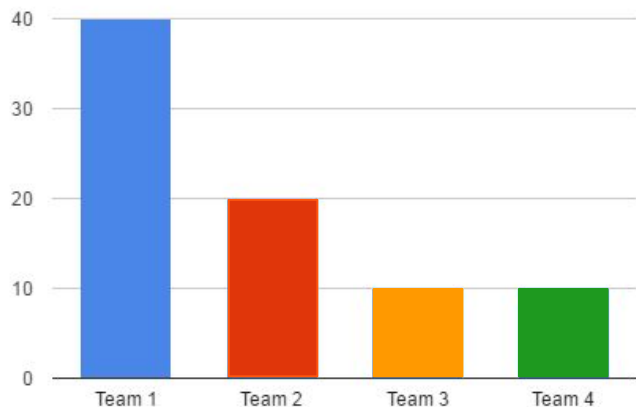
“Pie charts are like fractions because...”

How are these the same and how are they different?



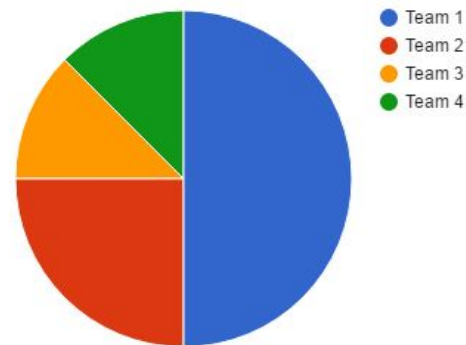
Can you think of an example of when each might be more useful?

Fraction sentences: In every...



What ratio statements could you make if you **only** had the bar chart?

Ratio sentences: For every...



What fraction statements could you make if you **only** had the pie chart?



Generalisation

Bar charts help us to compare different parts, like a ratio.

Pie charts help us to compare parts with the whole, like a fraction.

Know

Do the work on these slides and then hand in.

Fraction sentences:

In every...

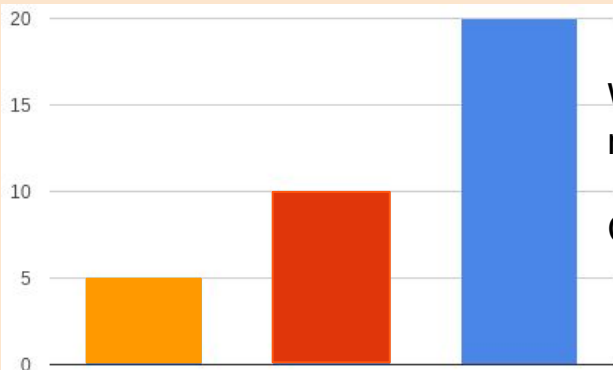
Ratio sentences:

For every...



What fraction statements can you make about the colours represented in this pie chart?

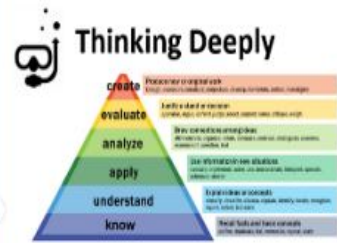
Can you make any ratio statements?



What ratio statements can you make about the colours represented in this bar chart?

Can you make any fraction statements?

Write a maths story for each chart



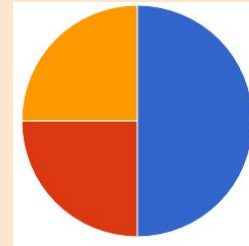
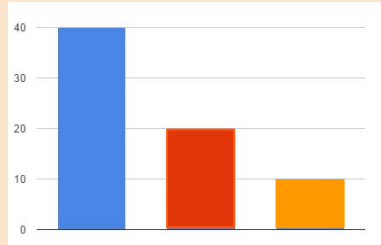
Do the work on these slides and then hand in.

Understand

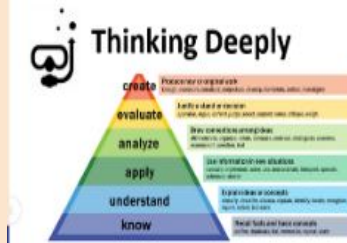
Spot the mistake

Josh created these charts to represent the same set of data.

Can you spot his one mistake and explain how you know it's incorrect?



Write a maths story for each chart



Apply

Do the work on these slides and then hand in.

A pie chart shows that $\frac{1}{3}$ of the children in the class are girls and that $\frac{2}{3}$ are boys. Can you draw a simple bar chart to represent this? How many girls and boys might there be?

(Hint: there are multiple options - think about what the whole might be first)

Reflection

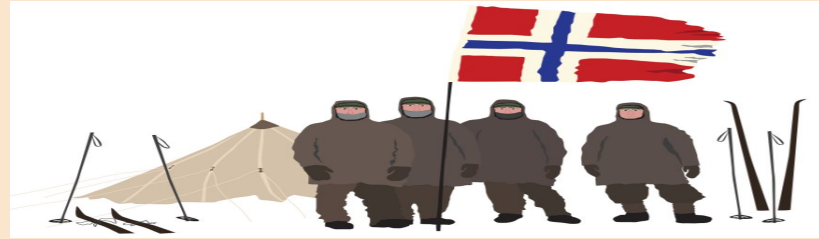
What are the challenges in drawing a pie chart?

Reading

Adventures on Earth

By Simon Tyler

Amundsen and the South Pole



Roald Amundsen was a Norwegian explorer who led the first successful expedition to the South Pole. He was born in 1873, in the village of Borge. His family was a seafaring one, but his mother made him promise to break from tradition and go to university to become a doctor. When Roald was in his early twenties his mother died, and he gave up medicine to pursue his dream of becoming an explorer.

His first expedition was as first mate on the Belgian Antarctic Expedition between 1897 and 1899. The team was the first to spend an entire winter on the continent of Antarctica. Between 1910 and 1912 he focussed his attention on the South Pole. He and the other members of his team – Olav Olavson Bjaaland, Hilmer Hanssen, Sverre Hassel and Oscar Wisting – constructed a camp – Framheim Base – at the Bay of Whales on the Great Ice Barrier. From here they organised their equipment and sled dogs, and ventured inland to lay store depots containing food and fuel.

After an aborted attempt in September 1911 due to bad weather, he set out again with his team the following month. Their dangerous journey took them across the Ross Ice Shelf, beyond which they discovered a glacier which allowed them passage onto the high Antarctic Plateau. They named the glacier Axel Heiberg after a Norwegian who had funded early polar expeditions. The glacier was a fortuitous discovery, as without it the climb up to the plateau would have involved ascending the precipitous Transantarctic mountains. The Norwegians were well-skilled both at skiing and driving their dog-pulled sleds, and were able to travel fast and efficiently across the Antarctic ice. They reached the South Pole at 3pm on Friday 14th December 1911.

Amundsen and his team returned to Framheim, following snow cairns which they had left to help them retrace their route. The descent of the glacier was enjoyable for those on skis, but for the men driving the heavy, hard-to-control sleds, this section of the journey was fraught with danger, as the glacier was littered with deep crevasses. Once back on the Ross Ice Shelf, they accessed their supply depots, and made it back to Framheim by 25th January 1912. Their journey had taken 99 days, and they had covered 3,440 km.

Their jubilation was short-lived. Their competitors – Robert Scott and his Terra Nova Expedition – successfully reached the Pole thirty four days after Amundsen's team but, on their return journey, they succumbed to frostbite and exhaustion. Scott and his four companions perished.

Vocabulary, use the context from the text to help you answer these questions, if you are struggling, you can use a dictionary to help you.

1. What does the term 'expedition' mean?
2. What does the phrase 'his family was a seafaring one' suggest?
 1. What does the term 'aborted attempt' mean in this context?
3. What does the phrase 'fortuitous discovery' mean?
4. What are 'crevasses'?
5. What does the word 'jubilation' mean?

Retrieval

1. What country was Roald Amundsen from?
2. Amundsen was from the village of Borge. True or false?
3. What was the name on the first expedition Amundsen went on?
4. What was the name of the camp that was constructed by Amundsen and his team?
5. When did Amundsen and his team reach the South Pole?
6. How long did their journey take them? How far had they travelled?
7. Name the competition who were also trying to reach the South Pole.

Inference

1. What caused Amundsen to give up studying medicine and become an explorer?
2. Why did Amundsen's team lay food and fuel depots along some of their route before starting their expedition?
3. Why did they name a glacier they found after Axel Heiberg?
4. What impression do you get of Amundsen? Use evidence from the text to support your answer.
5. Why was the descent from the glacier enjoyable for those travelling on skis but not for those on sleds?
6. How do you think Amundsen and his team felt when they learnt that the other team had perished?

Buddhist Worship and Beliefs

Learning Objective 27.04.20

Can I find out about the beliefs and teachings of Buddhism?

NEXT

After Buddha achieved enlightenment he taught people how to live their lives so that they too could achieve this state of being which is known in Buddhism as nirvana. One of the core teachings in Buddhism are the Three Signs of Being:

1. DUKKHA Nothing in life is perfect.

1. ANICCA Everything in life is constantly changing.

1. ANNATA There is no soul.

Buddha used these three signs to describe what life is like. Let's have a closer look at what they mean...

BACK

NEXT

1. DUKKHA Nothing in life is perfect.

Buddha taught that suffering is an inevitable part of life, from disease and physical hardships to emotions such as boredom and dissatisfaction.

Wherever you go in life and whatever you do, there will be things that you don't like.

2. ANICCA Everything in life is constantly changing.

Buddha taught that even things that seem constant, such as mountains and oceans, are always changing. People too are constantly changing.

Nothing stays the same from moment to moment.

3. ANNATA There is no soul.

Buddha believed that there was no soul but taught instead that a life force called karma affects what will happen to you in this life and the next.

BACK

NEXT

The third Sign
of Being
teaches that
there is no
soul. Do you
agree with

this?

Discuss your ideas.



[BACK](#)

[NEXT](#)




What does
the word
'moral' mean
to you?

BACK

Discuss your ideas.

NEXT


The 5 Moral Precepts



Do not take
the life of any
living thing.



Do not take
anything which
is not freely
given.



Do not engage
in sexual
misconduct or
indulge the



Do not
speak
untruthfully.



Do not
consume
drugs or
alcohol.

BACK

NEXT

How are the 5
Moral Precepts
similar or
different to
the rules and
laws of other
religions?



Discuss your ideas.

BACK

NEXT

27.04.20

Can you explain in your own words what each of these Signs of Being mean?

Type your work onto the sheet and submit.

Dukkha: Nothing in life is perfect

Anicca: Everything in life is changing

Anatta: There is no soul

Order these 5 moral precepts in order of importance, in your point of view from 1 to 5. (1 is most important, 5 is least important).

Do not take the life of any living thing.

Do not take anything which is freely given.

Do not engage in sexual misconduct or indulge the senses.

Do not speak untruly.

Do not consume drugs or alcohol.

Write your own list of 5 morals that you think people should live by:

1)

2)

3)

4)

5)

WEEK 1 - ANIMAL CHALLENGE

Activity & Equipment	Aim of the challenge	MON	TUE	WED	THUR	FRI
FROG JUMPS Timer	Crouch down like a frog and jump around the room. Set a timer and complete the movement for 45 seconds. How many jumps can you do in the allocated time? Challenge: Can you jump higher each time?	NO. OF HOPS				
BEAR CRAWLS Timer	Have your hands and feet on the floor, hips high. Crawl 4 paces forward and 4 paces back (this is 1 crawl). Set a timer and complete the movement for 45 seconds. How many crawls can you do in the allocated time? Challenge: Whilst doing your Bear crawls, can you create different shapes by moving in different directions?	NO. OF CRAWLS				
STAR FISH JUMPS Timer	Jump like a Star Fish (Star Jumps). Stand with your arms by your side, then as you jump, move your with your arms and legs out to the side and back before you land. Do this as fast as you can for 45 seconds. How many jumps can you do in the allocated time? Challenge: Can you turn in the air so you are facing the other way?	NO. OF JUMPS				
CHEETAH SPRINT Timer	Run on the spot as FAST as you can! Use your arms to help you. How long can you sprint for? Challenge: Try and beat your previous time	NO. OF SECONDS				
CRAB SHUFFLE Timer	Sit on the floor. Your feet should be out in front (touching the floor) and your palms flat on the floor behind your hips. Lift up off the ground and move sideways for 4 steps then move back (this is 1 shuffle). How many shuffles can you do in 45 seconds? Challenge: Can you move in different directions around the room?	NO. OF SHUFFLES				