

Monday 8th June 2020

Today's Schedule

Daily Reminders:

- Check work that has been returned to you for any feedback. If you have been given '100' that means you have completed the task and no more needs to be done. If you have a score less than 100, it means you need to revisit it and improve.
- Please do not 'share' documents with the teachers. Instead, try to use the 'hand it in' tool.
- Just do your best in completing the tasks set. We will not be upset if you are struggling to complete a task or if you cannot work out how to submit it. Please ask your family and friends to help you with this.
- If necessary, send us a private message on the task you are struggling with so we can help you solve it.

TT Rockstars or NumBots

20 minutes

A message from TT Rockstars ...

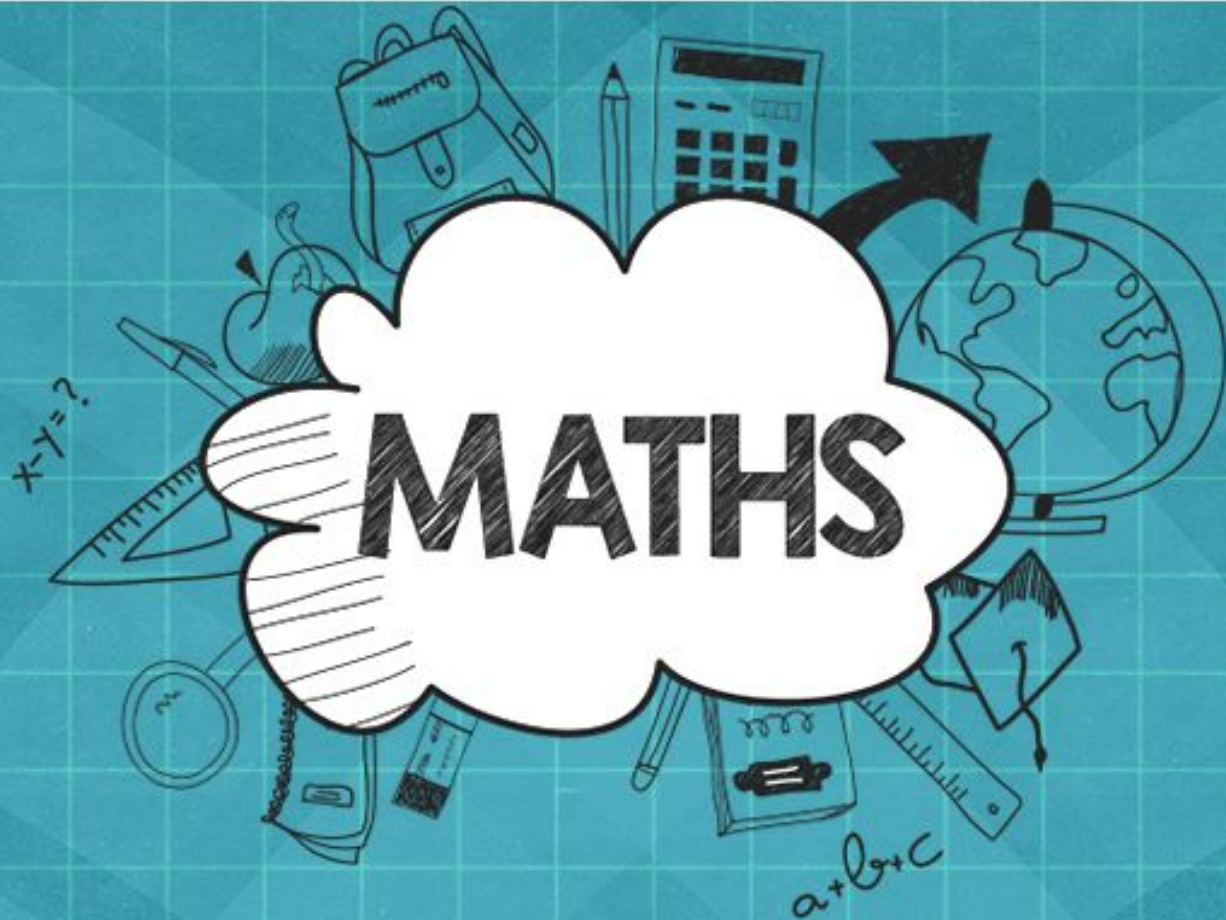
We got in touch with GUINNESS WORLD RECORDS about how fast some of our times tables rockers are getting. After some conversations they have created a new title - "the highest score achieved on 'Times Tables Rock Stars in one minute!'"

To make an Official Attempt, players need to record a video of themselves achieving their highest score in the Studio* and send the video to support@mathscircle.com by 23:59 UK time on 4th June 2020.

*Studio games go up 12×12 and include corresponding division facts.

Daily Maths Learning

40 minutes



Lesson 14: How to check whether a fraction is in its simplest form

For this lesson you will need a piece of paper, pencil and a ruler.

A title card for a lesson. It features a logo of three overlapping circles in shades of blue at the top left. The text 'Upper KS2 Fractions' is in a blue sans-serif font. Below that, 'Lesson 14' is written in a larger, bold blue font. On the right side, the fraction $\frac{3}{15}$ is displayed in a large black font, with a horizontal line between the numerator and denominator.

Upper KS2
Fractions
Lesson 14

$$\frac{3}{15}$$

Keep the notes that you make in the lesson today. Tomorrow you will review them before beginning your new learning.

Quiz

Open the quiz on Google Classroom and complete the questions for lesson 14 .

Reading

20 minutes

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NjUwNzE3Mzc2MTFa/details>
<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2MzgyMDQ2ODNa/details>

Daily English Learning

40 minutes

The Game

Monday 8th June 2020



The World of Jumanji

In 1981 Chris Van Allsberg wrote a book called *Jumanji*. In the story, a brother and sister discover a game that turns fiction into real life. Whatever square you land on in the game, brings a new challenge to overcome. Worst still, the challenge becomes a reality for everyone around.

If you have access to the Internet, type this into Google:

<https://cutt.ly/JtxrUyf>

This is a link to the original movie trailer for *Jumanji* in 1995 and you can see the consequences of playing the game!

First check with an adult that it's ok to do this.



<https://cutt.ly/JtxrUyf>

Get Plotting!

Now let's take a look at a story that follows the same plot idea as *Jumanji. The Game* is a finding tale and has this simple underlying plot pattern:

Basic story structure	Structure of a finding tale
Opening	Introduce the main character/s (MC)
Build up	MC goes somewhere and finds an unusual/amazing/important object
Problem	Something goes wrong – it is the fault of the object
Resolution	MC puts back/hides/throws away the object – the problem is solved
Ending	All is well again and lessons have been learnt

The Game

Danny and Susie were bored. It was wet play again and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Susie picked it up.

“I’ve never seen this game before,” she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals, insects and other strange creatures.

“An animal game? Boring!” said Danny, already losing interest.

“Oh come on, let’s play. There’s nothing else to do,” suggested Susie, smiling widely and shaking the box.

They sat down in a quiet corner, lifted the lid and took out the board.

What next? We’ve stopped at an interesting part of the story.

Summarise on the next slide what you think could happen next.

I predict...

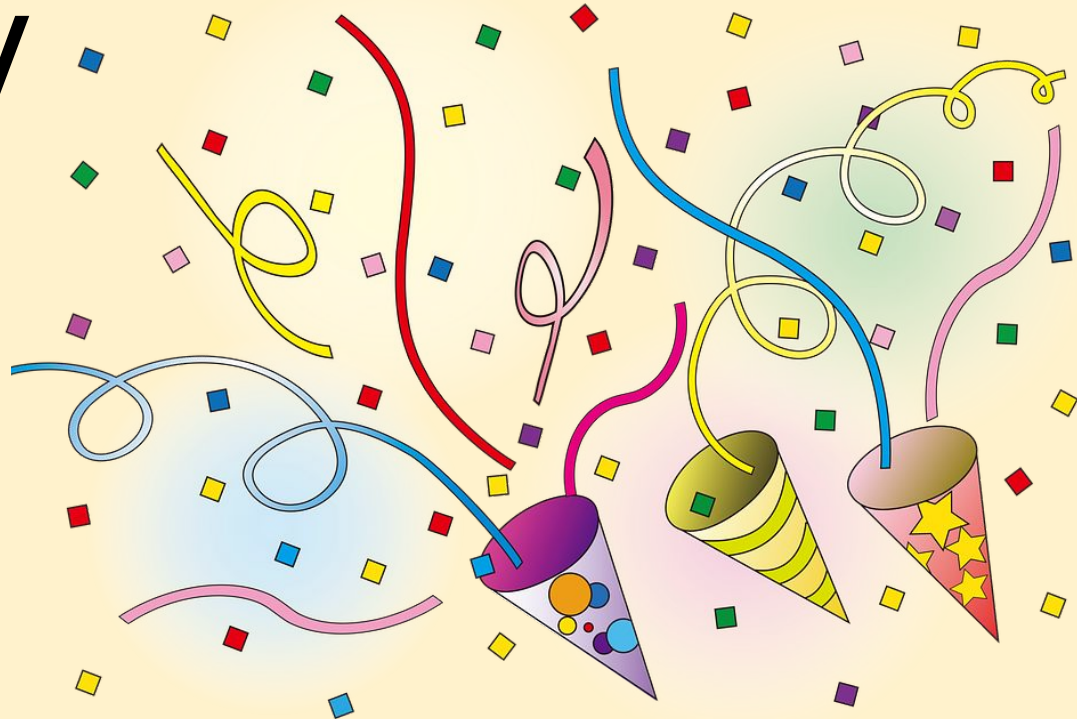
Now draw a picture of the classroom scene on a piece of paper.

Word of the Week

5 minutes

Round of applause for this week's word:

noteworthy



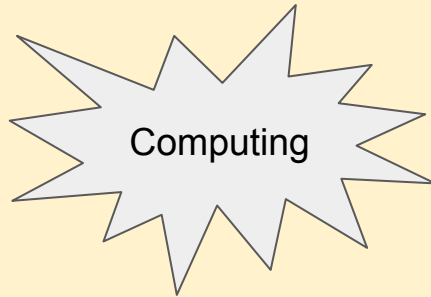
Can we add a prefix or suffix?

Wider Work - Computing and PSHE

1 hour

LO: To demonstrate an understanding of a website platform.

Monday 8th June 2020



LO: To demonstrate an understanding of a website platform.

- Go back and check through your slides where you designed and planned a website based on our history topic
- You are now going to use that information to design a website in Google Sites.

LO: To demonstrate an understanding of a website platform.

IMPORTANT:

You are not going to publish your website. If you hit the 'publish' button, your work will stay within the GLF domain but will not go anywhere else. Do not hit the 'publish' button. You are only going to create and then share with me if in 5S or Miss Lander if in 5L.

LO: To demonstrate an understanding of a website platform.

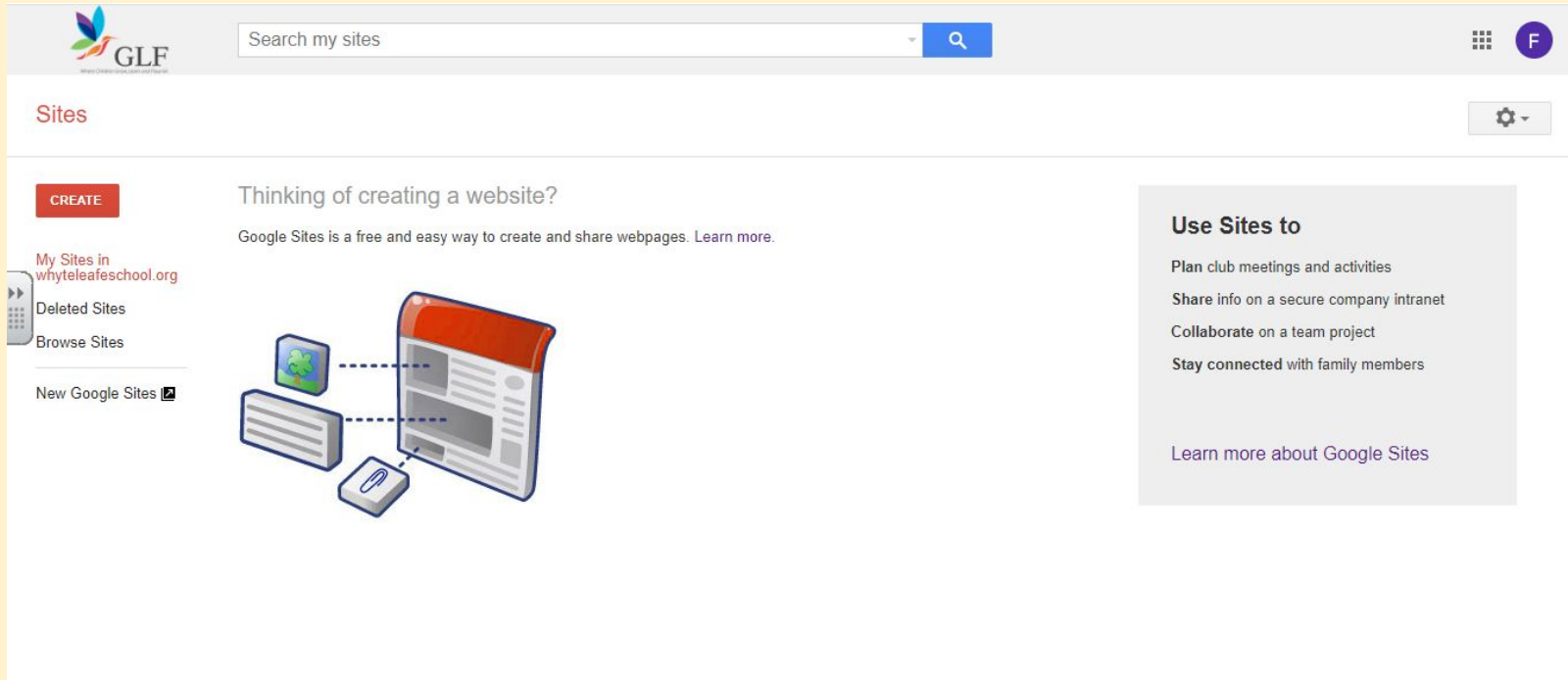
How to use Slides.

Go to Google Sites by searching for it or by following this link:

<https://sites.google.com/a/whyteleafeschool.org?tab=o3>

LO: To demonstrate an understanding of a website platform.

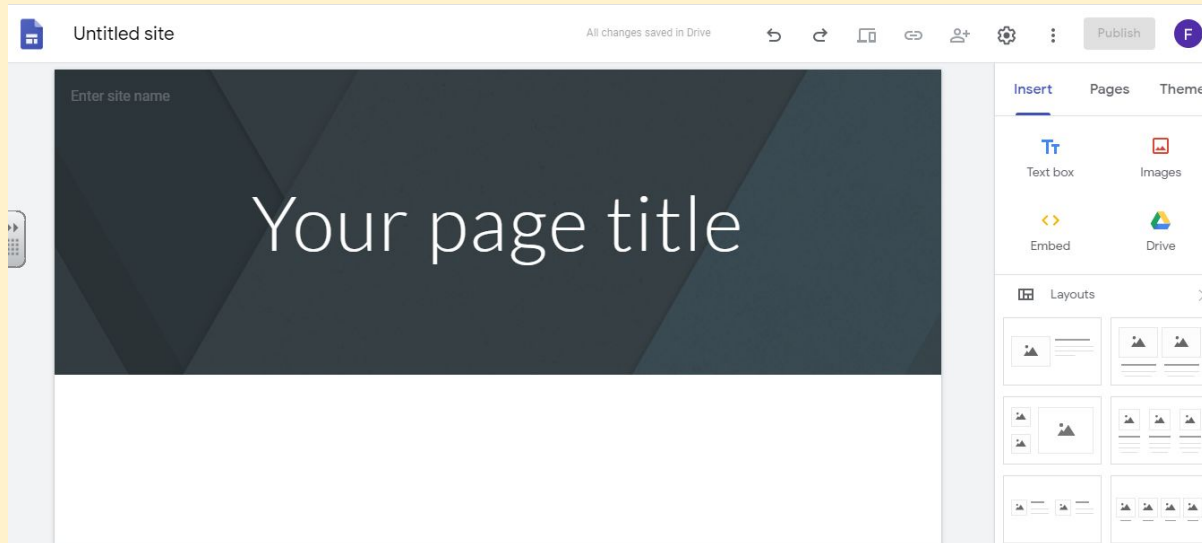
When you open it, it should look like this:



The screenshot shows the Google Sites homepage. At the top left is the GLF logo with the text "www.glf.org.nz". To its right is a search bar labeled "Search my sites" with a magnifying glass icon. Further right are a grid icon and a profile icon with the letter "F". Below the search bar, the word "Sites" is displayed in red, followed by a settings gear icon. On the left side, there is a sidebar with a "CREATE" button in a red box, and a list of site links: "My Sites in whyteleafschool.org", "Deleted Sites", "Browse Sites", and "New Google Sites" with a checkmark icon. The main content area features the heading "Thinking of creating a website?" followed by the text "Google Sites is a free and easy way to create and share webpages. Learn more." Below this text is an illustration of a computer monitor displaying a website, with a smartphone, a tablet, and a document icon connected to it by dashed lines, representing responsive design. On the right side, there is a grey box titled "Use Sites to" containing a list of uses: "Plan club meetings and activities", "Share info on a secure company intranet", "Collaborate on a team project", and "Stay connected with family members". At the bottom of this box is a link that says "Learn more about Google Sites".

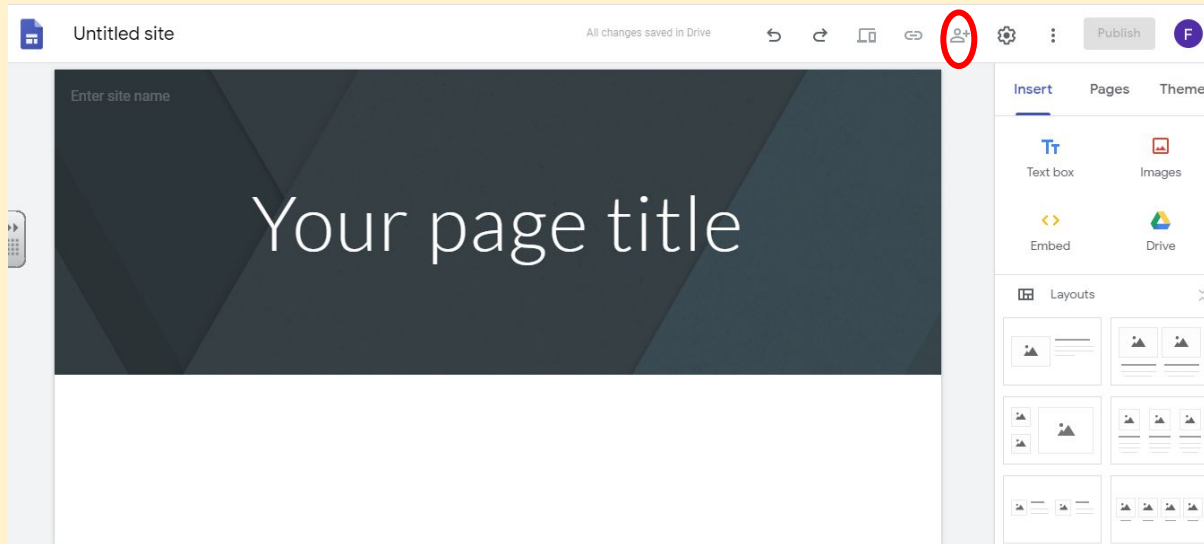
LO: To demonstrate an understanding of a website platform.

- Click on the 'create' button.
- Choose 'in new sites'
- It should look like:



LO: To demonstrate an understanding of a website platform.

- Explore the site and have a go at creating
- When you've completed it, share it with your teacher using the button as circled



L.O: To explain how to stay safe when communicating online with friends.

Monday 8th June 2020



L.O: To explain how to stay safe when communicating online with friends.

Sort the following questions into two categories; 'that's private' and 'I'm OK with that'.

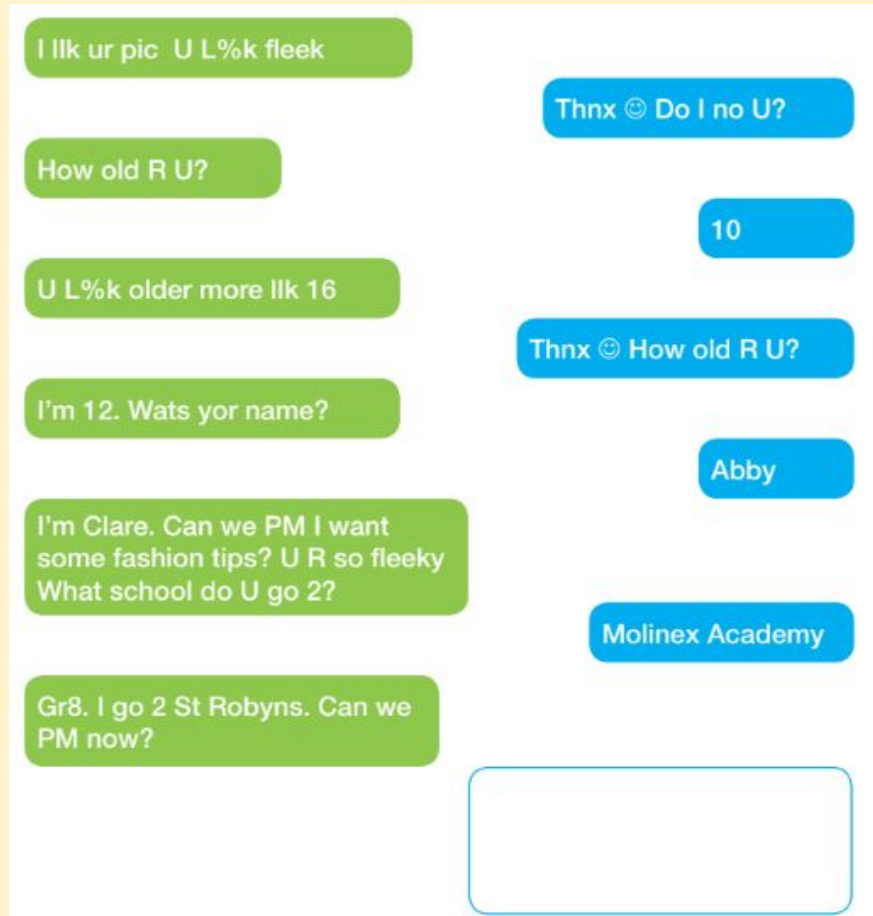
- Would you tell someone online your home address?
- Would you tell someone your username from a video game?
- Would you tell someone online your age?
- Would you tell someone online how many brothers or sisters you have?
- Would you share your email address online in a public group?
- Would you tell someone online the stupidest thing you have ever done?
- Would you post a picture of yourself online to someone you didn't know?
- Would you put your mobile number on an online profile?

L.O: To explain how to stay safe when communicating online with friends.

This series of messages started after a 10-year-old girl called Abby posted a picture of herself on social media. She did not have any private filters on her app so the picture was public.

Read the series of messages on the following slide and think about the different options that Abby has and what she should send as the next message.

L.O: To explain how to stay safe when communicating online with friends.



L.O: To explain how to stay safe when communicating online with friends.

Abby's Reply:

Abby did agree to private message with Clare and they struck up an online friendship. After a few weeks they swapped personal details like email addresses. Clare's school St Robyns was near to Abby's so they agreed to meet up. Clare invited Abby round to the local park one day after school.

L.O: To explain how to stay safe when communicating online with friends.

This is Clare...

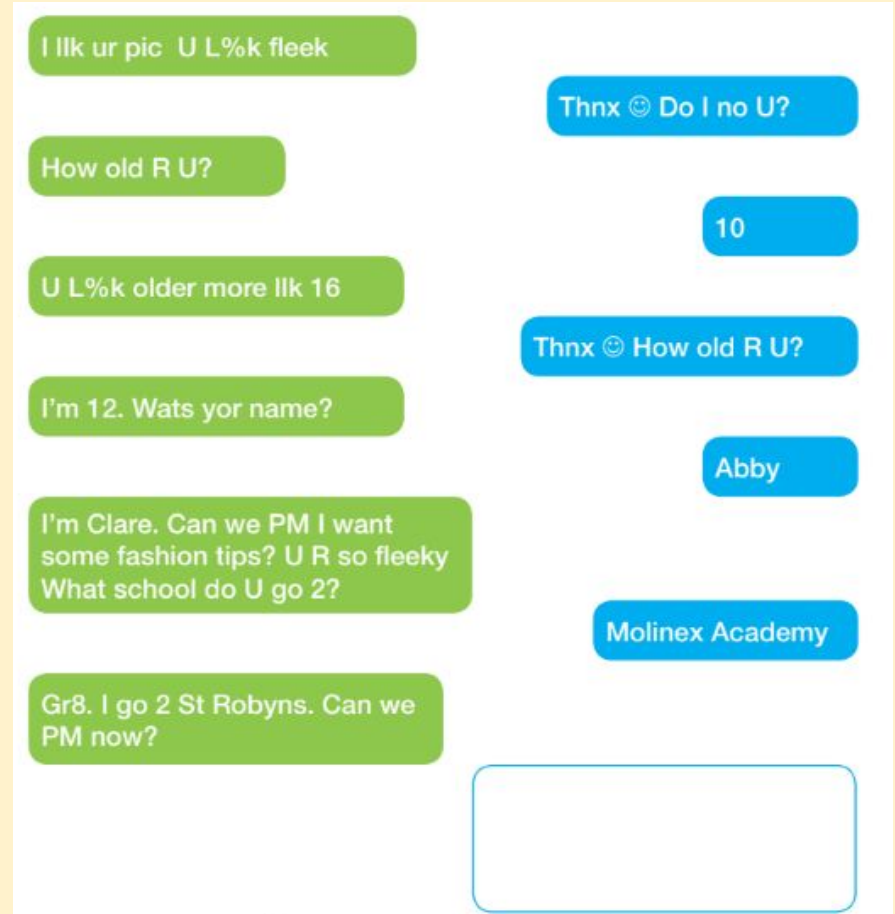
Clare wasn't really Clare but a man called Simon who was pretending. Fortunately, Abby was able to run away and get some help, but she was very frightened.



L.O: To explain how to stay safe when communicating online with friends.

Look back at the messages. Are there any signs of this deception in the text messages?

There may not be any clues because people like this are clever at saying the right things online as part of their disguise.



L.O: To explain how to stay safe when communicating online with friends.

How was Simon getting Abby to enjoy the conversation?

Look back at the messages and make a list.



L.O: To explain how to stay safe when communicating online with friends.

Simon used words to make Abby feel good but why was this dangerous?

Like many children of her age Abby wants approval (it is a natural part of growing up and being human), so it made her vulnerable to Simon's comments.

Remember that self-esteem is important and we don't need to rely on others to make us feel good.

This type of deception is called 'grooming' and the people that do it are clever at winning a person's trust.

L.O: To explain how to stay safe when communicating online with friends.

The SMARTT rules

S

Stay safe by not posting or sharing private information or pictures

M

Meeting someone you have met online can be dangerous. It is best not to do this at all but if you must, take a parent or carer with you.

A

Accepting messages and emails or opening files, pictures or links sent by someone you don't know can be risky. They might contain viruses or have nasty messages or images meant to upset you.

R

Reliable information is important. People online can be whoever they want to be and say whatever they like. Many things on the internet are fake. Check things out to make sure they are true or real by asking an adult you trust. If you like chatting online only do this with friends and family who you know in REAL life, and use your privacy settings.

R

Rights and Responsibilities. Remember we have the right to be treated with respect online and we have a responsibility we do the same for others. If you are going to be unkind to someone online (because you feel you want to, or because others are encouraging you to), stop and think if this is the right thing to do.

T

Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.

L.O: To explain how to stay safe when communicating online with friends.

Task:

Design a poster to show the SMARRT rule.

Would you like to add anything extra, perhaps from our recent lessons to your posters?

Creative Learning Opportunities

1 hour

Choose an activity to complete in this time. Create a journal to keep track of the activities you have done.

Creative Learning Opportunities:

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NTQ1NzQ1NzYzMDJa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NTQ4NjlzMDQ5MjJa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTM2NTM5NTM2MzRa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NzM3MTQ3OTEwNzNa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/m/NjEzODc1MTUwMDVa/details>

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NTQyNjQzNzk3MDFa/details>

Create your journal using the slides created here:

<https://classroom.google.com/u/0/c/Njl4NDkyODk0ODBa/a/NzQzMDgyNTE1ODRa/details>

PE

30 mins to 1 hour

Real PE

The website address is: home.jasmineactive.com

Parent email: parent@whyteleafe-1.com

Password: whyteleafe

Login and access the daily and weekly guidance for PE at home

Fitt In

Website : https://www.fitt-in.co.uk/checkout?rid=m4xDde&cf_3=g95

Username : whyteleafeprimary@fitt-in.co.uk

Password : WPS2020HomeUserA1F

Login and access lots of videos and resources to do PE at home