-Year 5 Blended Learning Plan-

Week beginning: 11th January 2021

English ~ See attached PDF Document for attached reading.

Monday LO: To write an informative rap using research.

Find out about the Solar System by reading these two sources – making notes as you read about each planet:

Read:

- Planetarium Junior Edition by Raman Prinja: (See attached document) https://www.lovereading4kids.co.uk/book/16329/Planetarium-JuniorEdition-by-Raman-Prinja.html (You will need to become a member of LoveReading4Kids. Membership is free).

Read:

- National Geographic Kids – The Solar System: https://www.natgeokids.com/wp-content/uploads/2017/11/The-SolarSystem-Primary-Resource.pdf

Watch: Rap about the Solar System, 'Outer Space: "We are the Planets," The Solar System Song by StoryBots – Netflix Jr' here: https://www.youtube.com/watch?v=ZHAqT4hXnMw

Activity:

Based on what you have read and watched, create your own rap, song or poem about the Solar System. You may create your rap, song or poem in different ways, such as:

- Use the rap you listened to on YouTube as a starting point and edit some of the lyrics/ add to the existing lyrics to create your own version.
- Choose one part of the Solar System to create your rap/song or poem about e.g. your favourite planet.
- Choose your favourite type of poem such as a limerick, haiku or acrostic and use this to write about the Solar System.

Make sure you keep practising your rap, song or poem by reading it aloud and editing as you write. Once you have finished, have a go at performing it to someone in your house. If possible, you could also record it to send to your teacher!

If you are feeling really creative, why not make a music video to support your performance too!

Tuesday LO: To write a script for a scientific presentation.

Find out more about the moon by reading these sources. Jot down any facts that you find interesting:

Read: Dr Maggie's Grand Tour of the Solar System by Maggie Aderin-Pocock (Pages 4-5): (See attached document) https://www.lovereading4kids.co.uk/book/16676/Dr-Maggies-GrandTour-of-the-SolarSystemby-MaggieAderin-Pocock.html (You will need to become a member of LoveReading4Kids. Membership is free).

Read: National Geographic Kids website - Facts About the Moon: https://www.natgeokids.com/uk/discover/science/space/facts-about-the-moon/

Read: Moon by Stewart Ross (Page 3): https://www.lovereading4kids.co.uk/book/4227/MoonbyStewartRoss.html

Activity : Imagine you have been asked by the BBC to join Professor Brian Cox on a CBBC TV special about Space. He has asked you to do a short presentation on the moon.

Watch: If you are unfamiliar with who Brian Cox is, here he is in action watch 'How earth was created': https://www.bbc.co.uk/bitesize/articles/zk7fy9q

When creating your presentation, consider these points:

- Practise your presentation aloud.
- You may want to use PowerPoint, or design and create posters to help you speak!
- Think about how to keep your audience engaged – include some rhetorical questions!
- Have a go at performing and recording for me on Class Dojo!

English continued....

Wednesday LO: To create a magazine article for Science magazine.

Discover what **'The Space Race'** was, by reading and watching these sources - making notes as you read.

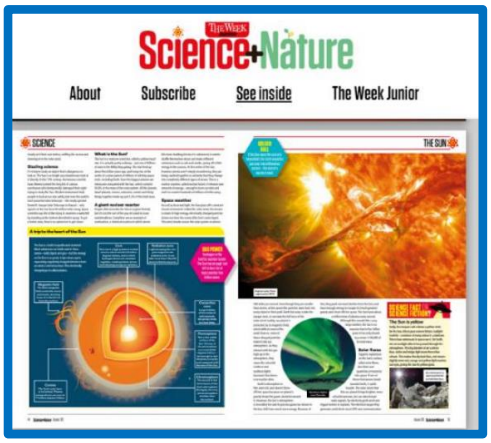
Read: DK Find Out - The Space Race: https://www.dkfindout.com/uk/space/space-race/

Read: Pages 4, 5 and 6 of 'Balloon to the Moon' by Gill Arbuthnott:
https://www.lovereading4kids.co.uk/book/16228/Balloon-to-the-MoonbyGillArbuthnott.html
(You will need to become a member of LoveReading4Kids. Membership is free).

Watch: YouTube TedEd – 'Who won the space race?' – Jeff Steers:
https://www.youtube.com/watch?v=FxpC-8f--xo

Activity:
Imagine you have been asked to create a page for 'Science+Nature' magazine – about the Space Race.

A sample of the magazine can be found here:
https://sciencenature.theweekjunior.co.uk/look-inside (Example)→



When designing your magazine page, you may wish to consider including these features:

- ✓ an exciting title
- ✓ fun-fact / 'Did you know?' boxes
- ✓ subtitles for your different sections
- ✓ Be creative with your layout
- ✓ use different fact boxes and images to make your page exciting to the reader.
- ✓ You may also want to include additional features, such as a quiz or word search.

Thursday LO: To research Katherine Johnson and write about her life.

Discover who **Katherine Johnson** was and her amazing life by reading these sources – making sure you jot down notes as you read:

Read The Extraordinary Life of Katherine Johnson by Devika Jina:
https://www.lovereading4kids.co.uk/book/16358/The-Extraordinary-Lifeof-Katherine-JohnsonbyDevika-Jina.html (See attached document)

Read Fantastically Great Women who Worked Wonders by Kate Pankhurst (Page 1):
https://www.lovereading4kids.co.uk/book/16600/Fantastically-GreatWomenWhoWorkedWonders-Gift-Edition-byKate-Pankhurst.html (See attached document)

Read NASA website: Who was Katherine Johnson?
https://www.nasa.gov/audience/forstudents/k4/stories/nasaknows/who-waskatherine-johnson-k4

Activity: Based on what you have read, select one of the following two outcomes:

• **Biography** – Write a short biography about Katherine's life.
Remember to write your biography in chronological order (from Katherine's birth up until her death), selecting the key dates and facts about her life.

Or

• **Comic strip** – Design and create a comic strip about Katherine's life. Make sure you plan out the story for your comic first – thinking about how many sections you want to split the story into, what captions you'll have to add to the comic and the pictures you will draw.

Friday LO: To retell the story of Apollo 13 returning to Earth.

Watch

Find out about Apollo 13 – the most famous space survival story by watching and reading these sources:
Watch: YouTube – Apollo 40th Anniversary – Apollo 13 Animation:
https://www.youtube.com/watch?v=0aPEVRpLB-0

Read DK Find Out – Apollo 13: https://www.dkfindout.com/uk/space/moon-landings/apollo-13/

(Continue on next page)

Read Apollo 13: The moon-mission that dodged disaster: https://www.space.com/17250-apollo-13-facts.html

Watch 'Apollo 13' (rated PG).
The clip is taken from a scene towards the end of the film when the astronauts are on their journey back to earth.

As you are watching, jot down how you think each of the people the clip focuses on (the families of the astronauts watching, the NASA workers and the astronauts themselves) are thinking and feeling.

You may wish to use a table (such as the one here) → to write your ideas.

People in clip	Thoughts /feelings
Families	
NASA workers	
Astronauts	

Apollo 13 clip: YouTube: Apollo 13 (1995)
Re-Entry Scene:
https://www.youtube.com/watch?v=s_7PfocHTmc&list=PLZbXA4lyCtqoXIQDJX6ARM1eoTNAJEWCf&index-11

Activity – To retell the story of the astronauts returning to Earth.
After completing your table, write a narrative piece retelling this scene. You may wish to write it in **third person (the astronauts ..., the families waited ...)** or in the **first person (I sat there anxiously waiting, I held my breath).**
If you do decide to write your narrative scene in **first person**, decide whose perspective you are going to write it from – a NASA worker, a family member on Earth, etc.

*Remember to keep checking over your work for spelling and punctuation.

Spelling, Punctuation and Grammar (SPaG)

Spelling – This week, I would like you to practise spellings that you have struggled with on your previous spelling lists in your homework diary.

Extension activities:

- Use the Year 5 and 6 work map and practise 5 words a day.
- Access BBC Bitesize and complete some of the Grammar activities: https://www.bbc.co.uk/bitesize/topics/zhrrd2p

Punctuation and Grammar – Please see attached **Natural Curriculum Powerpoint** and upload your activities to your portfolio.
https://www.naturalcurriculum.co.uk/

Natural Curriculum

Guided Reading

Reading – 'Space Attack!' (attached below) .

Literal questions.

Skimming and scanning for information and looking for key words in the text.

Monday Before reading the text…

- Think back to the blurb for 'Return to Planet Dread'. Can you remember what the story was about? Where was it set? Who was the hero?
- This week we are looking at an extract from this book called 'Space Attack!' Do you think this will be set before or after Captain Teller crashes on Planet Dread? Why do you think this?
- Now read the text… were you correct?

Tuesday Essential vocabulary questions:

1) Find a word that means 'a group of people who work on a ship or plane'.
2) When Captain Teller orders the computer to 'stop' the countdown, which word does he use?
3) Find the word 'siren'. Do you associate this word with light or sound? Show someone how a siren would sound!
4) Find the word 'bathing'. Copy this word onto paper. Underline the root word at the start of this word.
5) If you were 'bathing' in water, how much of your body would be wet?
6) What do you think the write means when he says the ship was 'bathing' in red light?

Wednesday Main Questions

1) What was the name of Captain Teller's spaceship?
2) What is going to happen to this ship in five minutes time?
   A) **Blow up and be destroyed?** B) **Captured by bloodsucking space zombies?**
   Draw your answer!
3) Where does the Captain tell his crew members to head for?
4) Which crew member asks why Teller isn't coming with them?
5) When everyone except Teller has left, is the ship noisy or quiet? What **two** things are making the noise? **Draw your answer!**
6) What colour are the flashing lights as Teller runs to his escape pod? Why do you think this colour was chosen?
7) Why does Captain Teller not get into the escape pod?

Thursday Evaluative Questions

1) Do you think this part of the story is fast and exciting or slow and boring? Why?
2) The writer (Ian Podd) uses lots of ways to help him create such a story.
   Look at the list of dramatic conventions below:

Imminent danger	Nobody around to help you	A countdown to when the dangerous event will happen
Warning sounds	Warnings or flashing lights	Lots of running around

Can you find examples of how Ian Podd uses these in his writing?

3) How might reading such a fast and exciting story affect you as a reader?
4) How might it affect your future style of writing?

Friday Reading for pleasure!

Share yourself reading this extract with me on Class Dojo! I'd love to hear your read!

or access **Collins eBooks** online!

Make sure to upload your answers to your Dojo page!

SPACE ATTACK!

Self-destruct in five minutes and counting.

'Will somebody turn off that stupid computer? Her voice is really starting to bug me'.

'I'm on it, Captain'.

'As for the rest of you, jump in the escape pods and head for the planet.'

'But Captain, aren't you coming with us?'

'Don't argue Hayes, that's an order. Now go. All of you!'

The surprise computer virus had been too much for Titania, Teller's oldest and most trusted friend, to bear. This flying rust bucket was the only place Teller called home and he sure wasn't going to let her fall into enemy hands. This was why he had set the self-destruct at five minutes. Long enough for his crew to escape. Not long enough to keep Titania in her misery a minute longer than she needed to be.

'Computer, exactly how long have we got?'

Three minutes, twenty-four seconds and counting.

There was nothing more he could do. Captain Teller began running to his only hope...the escape pod!

The self-destruct siren screamed down his ears, the flashing lights bathing everything in red. Steam hissed out of broken and battered pipes on every level.

Suddenly, he stopped. Not to catch his breath, but to give Titania a second chance.

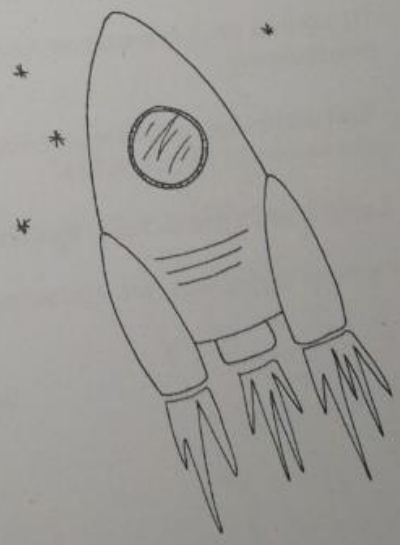
'Of course! Why didn't I think of that before?'

Picking up a spanner he began racing towards engineering.

'Computer, this is Captain Teller, clearance code 2794, ordering you to cancel self-destruct.'

Clearance code confirmed. Self-destruct cancelled.

Perhaps today wasn't such a good day to die after all.



Maths ~

Consolidation of Addition and Subtraction.

Watch the video for the session, work along with it and complete the questions showing your working out. Then complete both worksheets that are attached below.

All work needs to be submitted to Class Dojo – take a picture or video talking through your working.

Additional challenges can be found on the BBC Bitesize website, TopMarks https://www.topmarks.co.uk/ and Times Table Rock Stars. https://ttrockstars.com/

If you have any questions, please send me a message on Class Dojo.

Miss Lee

Monday LO: To add two 4-digit numbers (one exchange)

Watch: Adding two 4-digit numbers (one exchange) https://vimeo.com/458470714

Activity: complete the activities in the video along with the worksheet below this page.

Tuesday LO: TO add whole numbers with more than 4-digits.

Watch: Add whole numbers with more than 4-digits https://vimeo.com/458471908

Activity: complete the activities in the video along with the worksheet below this page.

Wednesday LO: To subtract two 4-digit numbers (one exchange)

Watch: Subtract two 4-digit numbers (one exchange) https://vimeo.com/459320389

Activity: complete the activities in the video along with the worksheet below this page.

Thursday LO: To Subtract two 4-digit numbers (more than one exchange)

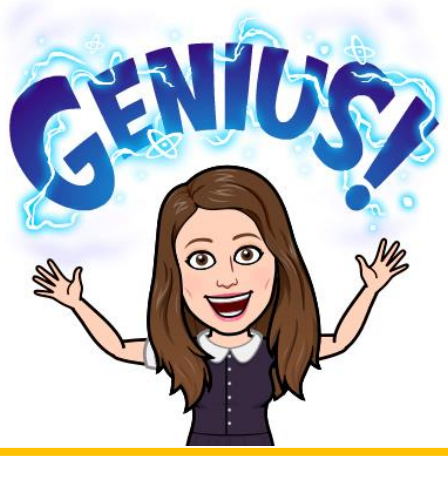
Watch: Subtract two 4-digit numbers (more than one exchange) https://vimeo.com/465337176

Activity: complete the activities in the video along with the worksheet below this page.

Friday LO: To check strategies using inverse operations.

Watch: Checking Strategies (addition and subtraction) https://vimeo.com/465356812

Activity: complete the activities in the video along with the worksheet below this page.



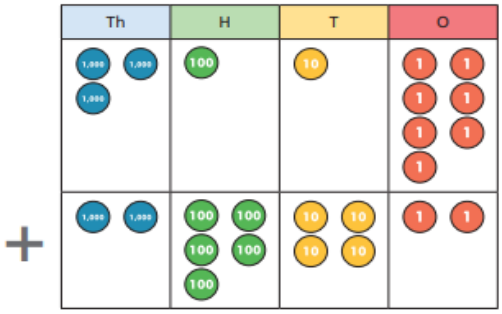
Day 1 – Worksheets – complete and upload to Class Dojo.

Add two 4-digit numbers – one exchange

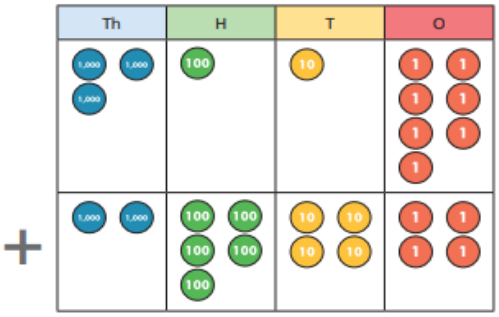
1 Complete the calculations.

Use the place value charts to help you.

a) 3,117 + 2,542 = ☐



b) 3,117 + 2,544 = ☐



c) What do you notice about the calculations in part a) and part b)?

Which did you find easier and why?

d) What happens when you have more than 10 counters in one column?

_____

_____

2 Complete the calculations.

a) 4,365 + 2,617 = ☐

b) 1,907 + 5,068 = ☐

c) 6,792 + 163 = ☐

d) 3,247 + 1,930 = ☐

3 Complete the calculations.

a)

	Th	H	T	O		
	5	1	6	3		
+	2	4	5	1		

b)

	Th	H	T	O		
	7	2	6	1		
+	1	0	2	9		

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c)

	Th	H	T	O		
		7	0	3		
+	2	5	8	0		

d)

	Th	H	T	O		
	3	5	0	8		
+	2	7	3	1		

4 Four children have calculated 4,635 + 183

Rosie's method

	Th	H	T	O		
	4	6	3	5		
+		1	8	3		
	4	7	11	8		

4,635 + 183 = 47,118

Jack's method

	Th	H	T	O		
	4	6	3	5		
+		1	8	3		
	4	7	1	8		

4,635 + 183 = 4,718

Alex's method

	Th	H	T	O		
	4	6	3	5		
+		1	8	3		
	4	8	1	8		
		1				

4,635 + 183 = 4,818

Teddy's method

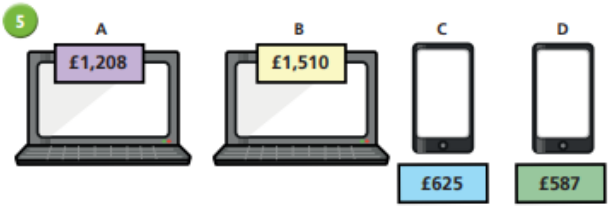
	Th	H	T	O		
	4	6	3	5		
+	1	8	3			
	6	4	6	5		
	1					

4,635 + 183 = 6,465

Whose method is correct? _____

Talk about the mistakes the other children have made.

5



Mr Robson has £2,100 to spend on a mobile phone and a laptop.

What combinations of laptops and phones can he afford to buy?

_____

_____

_____

6 Fill in the missing digits.

a)

	Th	H	T	O		
	3		2			
+		4		6		
	8	7	9	1		

b)

	Th	H	T	O		
+	3	8	2	1		
	8	7	9	1		

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Day 2 – Worksheets – complete and upload to Class Dojo.

Add whole numbers with more than 4 digits (column method)

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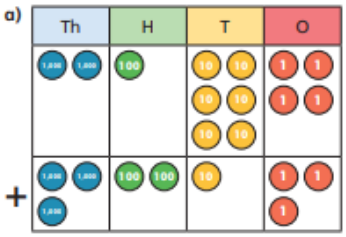
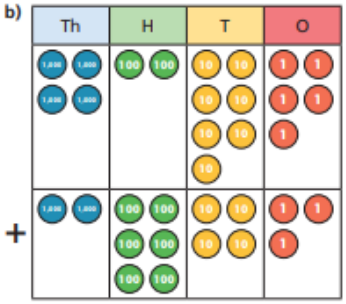
1 Complete the calculations.

a)



	2	1	6	4
+	3	2	1	3

b)



	4	2	7	5
+	2	6	4	3

2 Complete the column additions.

	7	4	3	5
+	2	4	5	6

	7	4	3	5
+	2	4	6	6

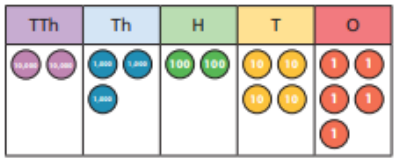
	7	4	3	5
+	2	5	6	6

	7	4	3	5
+	3	5	6	6

What do you notice about each addition?

What stays the same? What changes?

3 Complete the additions. Use the place value chart to help you.



a) 23,245 + 14,323 = ☐

b) 23,245 + 14,328 = ☐

c) 23,245 + 14,846 = ☐

d) ☐ + 23,245 = 35,490

4 Use the column method to work out the additions.

a) £36,000 + £19,420

b) 40,720 g + 6,872 g

c) 843 cm + 15,611 cm

d) £17,320 + £6,009 + £34,871

5 The table shows the number of home and away fans attending three football matches.

Match	Home fans	Away fans
1	53,640	12,930
2	42,630	18,340
3	35,480	32,490

Which match had the greatest total attendance?

☐

6 Complete the additions.

a)

		4		1		
+	2		8		4	
	8	9	9	2	6	

b)

			4		9	
+	2		8		4	
	8	9	9	2	6	

7 Complete the additions.

a) 735 + ☐ = 1,000

b) 1,026 + ☐ = 10,000

c) ☐ + 872 = 10,000

8 Mr Hall has written these additions on the board.

324,846 + 12,475

17,654 + 2,935

Dexter's workings

	3	2	4	8	4	6
+		1	2	4	7	5
	3	3	6	2	1	1
				1	1	1

Eva's workings

	1	7	6	5	4	
+	2	9	3	5		
	4	7	0	0	4	
	1	1	1			

Explain the mistakes that Dexter and Eva have made.

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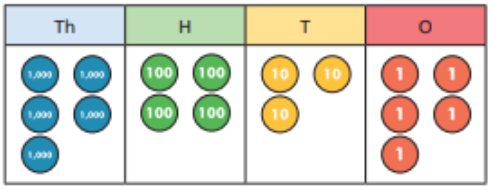
Day 3 – Worksheets – complete and upload to Class Dojo.

Subtract two 4-digit numbers – one exchange

1



a) Use the place value chart to complete the calculation.

5,435 – 3,215 = ☐

b) Use the place value chart to complete the calculation.

5,435 – 3,216 = ☐

c) Which calculation was easier? Talk about it with a partner.

d) What happens when you don't have enough counters in a column to take away?

_____

_____

2 Complete the sentences.

1 ten can be exchanged for ☐ ones.

1 hundred can be exchanged for 10 _____.

1 thousand can be exchanged for ☐ _____.

3 Complete the calculations.

a)

		H	T	O	
		3	2	7	
	–	1	1	9	

c)

		Th	H	T	O	
		9	8	4	5	
	–	6	2	1	6	

b)

		Th	H	T	O	
		7	6	7	3	
	–		1	3	4	

4 Complete the calculations.

a)

		H	T	O	
		3	2	7	
	–	1	3	2	

c)

		Th	H	T	O	
		9	8	4	5	
	–	2	3	6	0	

b)

		Th	H	T	O	
		7	6	7	3	
	–		2	8	1	

5 Complete the calculations.

a)

		Th	H	T	O	
		3	2	7	0	
	–	1	3	2	0	

c)

		Th	H	T	O	
		9	8	4	5	
	–	1	9	2	1	

b)

		Th	H	T	O	
		7	6	7	3	
	–		7	2	1	

6 Annie is calculating 3,467 – 2,148

Here are her workings.

		Th	H	T	O	
		3	4	6	7	
	–	2	1	4	8	
		1	3	2	1	

Do you agree with Annie? _____

Explain your answer.

_____

_____

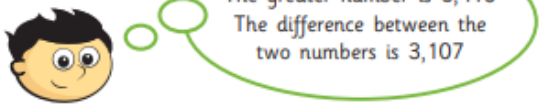
7 A car costs £8,716

A motorbike costs £2,341 less than the car.

How much does the motorbike cost?

☐

8 Jack is thinking of two 4-digit numbers.



What is the sum of the two numbers?

☐

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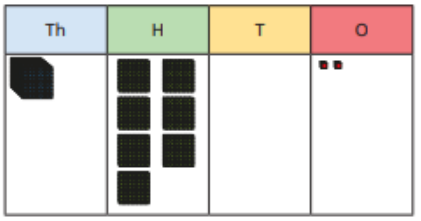
Day 4 – Worksheets – complete and upload to Class Dojo.

Subtract two 4-digit numbers – more than one exchange

1 Kim has made a number using base 10



a) Subtract 8 from Kim's number.

b) Explain the method you used.

c) Subtract 20 from Kim's number.

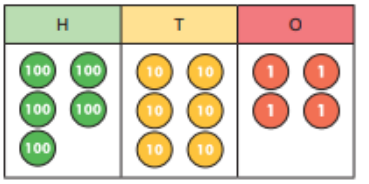
d) Subtract 900 from Kim's number.

e) Complete the subtractions.

1,702 – 28 =

1,702 – 928 =

2 Use the place value chart to complete the subtractions.



a) 564 – 354 =

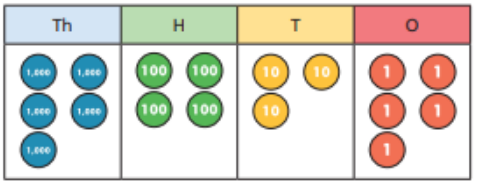
b) 564 – 355 =

c) 564 – 365 =

Look at your calculations in parts a), b) and c).

What is the same? What is different?

3 Use the place value chart to complete the subtractions.



a) 5,435 – 2,036 =

b) 5,436 – 2,036 =

c) 5,437 – 2,036 =

Look at your calculations in parts a), b) and c).

What is the same? What is different?

4 Complete the calculations.

a)

		Th	H	T	O	
		7	3	2	5	
	–	2	4	0	6	

b)

		Th	H	T	O	
		5	6	3	4	
	–	2	7	4	5	

c)

		Th	H	T	O	
		7	1	0	2	
	–		3	9	8	

d)

		Th	H	T	O	
		5	0	0	0	
	–	1	7	3	3	

5 A jug contains 1,500 ml of juice.

The juice is poured into 2 glasses.

Each glass holds 258 ml of juice.

How much juice is left in the jug?

6 Work out the missing digits.

a)

		Th	H	T	O	
		7			4	
	–	1	2	3		
			9	5	8	

b)

		Th	H	T	O	
		4	0		3	
	–			3	8	
			8	4		

7 Arrange all the digit cards to make a possible subtraction for each description.

0	1	2	3	4	5	6	7

a) There are two exchanges.
The answer is
less than 2,000

b) There are two exchanges.
The answer is
greater than 4,000

c) There are three exchanges.

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Day 5 – Worksheets – complete and upload to Class Dojo.

Checking strategies

1 Circle the subtractions that can be used to check the addition 271 + 516 = 787

787 – 271 **516 – 271** **271 – 787** **787 – 516**

2 Circle the additions that can be used to check the subtraction 2,364 – 1,202 = 1,162

2,364 + 1,202 **1,162 + 1,202** **2,364 + 1,162** **1,202 + 1,162**

3 Use an inverse operation to check these calculations.

a)

		H	T	O
		3	7	1
	+	4	6	5
		8	3	6

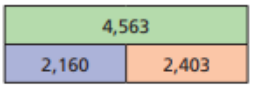
b)

		H	T	O
		5	6	7
	–	1	5	2
		4	1	5

c)

		Th	H	T	O	
		2	4	1	1	
	–	1	3	0	6	
		1	1	0	5	

4 Complete the fact family for the bar model.



____ + ____ = ____

____ + ____ = ____

____ – ____ = ____

____ – ____ = ____

5 Teddy is working out 5,671 + 325

		Th	H	T	O	
		5	6	7	1	
	+	3	2	5		
		8	9	2	1	

Teddy checks his calculation using the same addition.

Is this a good idea? What mistake has Teddy made?

6 Match the inverse calculations.

623 + 1,240 = 1,863	2,483 – 623 = 1,860
1,860 + 1,240 = 3,100	2,483 + 617 = 3,100
1,860 + 623 = 2,483	3,100 – 1,860 = 1,240
3,100 – 2,483 = 617	617 + 1,866 = 2,483
2,483 – 617 = 1,866	1,863 – 1,240 = 623

7 Complete the calculations.

Use inverse operations to check your answers.

a) 372 + 405 = ____

b) 1,372 + 450 = ____

c) 6,572 – 2,320 = ____

d) 6,004 – 729 = ____

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Physical Education

The recommended amount of physical activity for children aged 5-18 is 60 minutes a day. It should be hard enough for us to get a little bit out of breath and a little bit sweaty!

See the attached Class Dojo post from **Lancaster University's Engineering trail**! Try to visit as many of the spots as possible around Lancaster!

Online Resources available

Agility https://www.youtube.com/watch?v=T5cepEqY3BO

Joe Wicks https://www.youtube.com/user/thebodycoach1

Just Dance https://www.youtube.com/watch?v=ERbdjlvg6dg

Disney Dance https://www.nhs.uk/10-minute-shake-up/shake-ups

Here there is a dedicated #stayinworkout page Here you will find links to the following:

Go Noodle https://www.gonoodle.com/

Just Dance https://www.youtube.com/user/justdancegame/videos

Move Crew https://ukactivekids.com/movecrew/

Super Movers https://www.bbc.co.uk/teach/supermovers

Geography – Mountains continued… Key Question: What is it like in the Himalayas?

2-week topic ~ Hand in before: 22nd January

LO: To recognise the importance of the Himalayas for people living in the region.

Enquiry Questions:

- Where are the Himalayas?
- What sort of work can people do in the Himalayas?
- How are the mountains important to the people who live there?
- In what ways are they similar to, or different from, the highest mountains in the UK?

Activity:

Research the answers to the enquiry questions and create a poster about the Himalayas.

- ✓ Use https://www.kiddle.co/ to research! (**Kiddle** is a child-friendly search engine)
- ✓ Write a section about each of the questions as a subheading.
- ✓ Include pictures! – printed or drawn!
- ✓ Include key vocabulary!
- ✓ Include fun facts or Did You Know? sections.

Challenging enquiry Question: What if…people had to pay to climb a mountain?
Discuss this with your family!
Can you come up with some more challenging 'What if…' questions to make people think?

History – Tudors Continued…

2-week topic ~ Hand in before: 22nd January

Key Questions:

- Who were the Tudors and Why was Henry VIII so important?
- Why did Henry really break with Rome: Love or Religion?
- How different was life for people at different levels of society in Tudor times and how do we know?
- Why do we have to be so careful when using the portraits of Elizabeth I to find out about her?
- How on earth was Elizabeth able to defeat the mighty Spanish Armada?

LO: To create an informative Tudor Factfile.

Activity: Recap your learning of these 5 key questions covered in History – write a detailed fact file n paper, powerpoint or even as a presentation! **Make sure to include wonderful illustrations, fun facts and Did You Know sections!**

Challenge! Can you create a quiz for myself, the class or your fa

Here are some useful websites to help you with your research.

TopTip! Use www.Kiddle.co.uk for your research.

Have a look! https://www.hrp.org.uk/hampton-court-palace/histo
kitchens-at-hampton-court/#gs.q2bf25

Science – Properties of Materials continued …

Properties of Materials – What do we mean by a material's properties?

Watch this video of different materials – BBC Bitesize Materials and their properties (clip compilation)

https://www.bbc.co.uk/bitesize/clips/z27w2hv

Pick one object and describe it – What is it made from? Why do you think this is? Why has that material been chosen for its purpose?

Watch this video – **BBC Bitesize - How to identify materials.**
https://www.bbc.co.uk/bitesize/topics/z4339j6/articles/zx8hhv4

💭 "The **property** of a material is something about it that we can measure, see or feel and helps us decide whether or not it is the best material."

– The School Run

Use this website to help you with your learning!

www.theschoolrun.com/homework-help/materials

Activity: Have a look around your bedroom, house and garden looking for different materials and their properties.

Task 1 - Try and find as many objects as possible and write them next to these properties:

*TopTip! Make sure you know the meaning of these words first!

- **Magnetic -**
- **Reflective -**
- **Absorbent -**
- **Permeable -**
- **Translucent -**
- **Hard -**
- **Flexible -**
- **Flammable -**
- **Insulating -**
- **Transparent -**

Task 2 – Answer these questions:

1. What do all materials have that makes them useful?
2. Why does a bridge need to be strong?
3. Name at least two uses for a stretchy material. Give examples.
4. What sort of material would you use for an umbrella and why?
5. Draw a bicycle. Annotate the materials used in its construction and give reasons for the choice of each material.