Oak's Home Learning Timetable Wednesday 1st April 2020

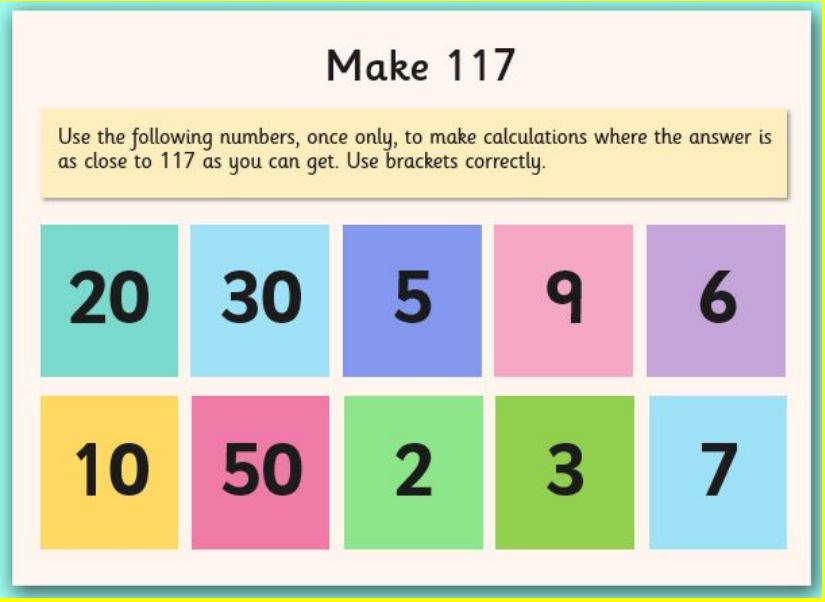
Joke of the day: How do you stop an astronaut's baby from crying?
You rocket!

Today's word of the day is: **bewildered**

Definition: puzzled or confused or both!. 'Mrs Cameron was bewildered by Oak's comments on the class feed.'

April already! Well done for some great home learning yesterday.

Warm-up activity: (To do only if you want to.)



Maths: Revisiting perimeter

Today, you are going to be revisiting the perimeter learning that you did in year 5, to check that you can remember how to find the perimeter of different shapes.

Remember: perimeter is the distance around the edge of a shape, not the space inside the shape (this is area).

Imagine that you are walking around the edge of a field and counting your steps. You would be finding the perimeter of the field and your unit of measurement would be 'steps'.

Look at the poster here ››››››››››››››››
as it will help you do the sheet. You also need to watch this:

https://www.youtube.com/watch?v=vqDpxwWehuE

This really useful YouTube video reminds you how to find the perimeter of a shape that isn't a simple four-sided shape. (I need to get a big whiteboard so I can make some of these videos!) You might want to watch it twice.

There is a sheet in Google Classroom to do; you will need to write the answers in your book as you cannot write on the sheet. I will upload the answers too. The last few questions are tricky but have a go.

Don't forget, you can message me if you are struggling.

English: Persuasive Text

I really enjoyed looking at some of the ideas you put on the class planning sheet yesterday. Today, you are going to write the introduction and the next one or two paragraphs of your persuasive text. You do not need to do more than that today as it should take quite a long time if you are thinking carefully about each sentence.

Introduction:

- It doesn't need to be very long.
- It just explains to the reader what the text is about and why they need to read it.
- To get the reader to read on, it needs to hook them with a surprising fact or some exaggeration. ('Reading this could help save your life!') (I used the modal verb 'could' as I can't put 'will' as I cannot prove it 'will' save their life!)
- You could include a rhetorical question to finish your introductory paragraph.

Paragraph one:

- This needs to give information about one thing you could/shouldn't do to help your body and mind stay healthy. (It could be about smoking, eating a balanced diet, drinking enough water etc.)
- It needs to not only explain what you could do but it needs to explain what the consequences are if you do/do not do this thing. (Both the good and bad things that could happen.)
- You could use the internet to help you with ideas but you mustn't copy and paste anything. It has to be written in your own words.

Don't forget to include the features of a persuasive text:

- ★ Emotive language
- ★ Lots of persuasive (surprising or shocking) facts
- ★ Cohesion (sentences and paragraphs follow on from each other with fronted adverbials such as: Furthermore...In addition to this…)
- ★ Rhetorical questions
- ★ Exaggeration (but not lies)
- ★ Repeated words and phrases
- ★ Synonyms
- ★ Powerful verbs (for example 'urge')
- ★ Modal verbs (could, should, might, will, can)

There is an assignment in Google Classroom for you to write your text on to.

P.E.

See science below!

Science: Investigating how different exercise impacts on our heart rate.

Have you ever wondered how many times your heart beats in a day, a month, a year—or will beat in total throughout your life? Over an average lifetime, the human heart beats more than 2.5 billion times. In this science activity, you'll measure your heart rate during different types of physical activities to find out which gives your heart the best workout to help keep it fit.

You will need:
• Your jotter
• Pen or pencil
• Clock or timer that shows seconds or a helper with a watch
• Comfortable exercise clothes (optional)
• Simple and fun exercise equipment, such as a skipping rope or hula-hoop etc. Alternatively you can do exercises that do not require equipment, such as walking, doing jumping jacks, jogging in place, etc. You will want to do at least two different types of exercises, both of which you can sustain for a few minutes.

Preparation
• Practise finding your pulse. Use the first two fingers of one hand to feel your pulse on the opposite wrist. You should find your pulse on the "thumb side" of your wrist, just below the base of your hand. Practise finding your pulse until you can do it quickly. (You can alternatively take your pulse on your neck to do this activity, but be sure you know how to safely take it and press on your neck only very lightly with your fingers.)
• Measure your resting heart rate, which is your heart rate when you are awake but relaxed, such as when you have been lying still for several minutes. To do this, take your pulse when you have been resting and multiply the number of beats you count in 10 seconds by six. This will give you your resting heart rate in beats per minute (bpm). What is your resting heart rate? Write it in your jotter.
• You will be measuring your heart rate during different types of physical exercises over a period of 5 minutes. Choose at least two different exercises. Do you think the activities will affect your heart rate differently? How do you think doing each activity will affect your heart rate?

What you need to do:
• Choose which exercise you want to do first. Before starting it, make sure you have been resting for a few minutes so that your heart is at its resting heart rate.
• Perform the first exercise for 5 minutes. While you do this, write down the number of beats you count in 10 seconds after one, two and five minutes of activity. (You want to quickly check your pulse because it can start to slow within 15 seconds of stopping exercising.) How do the number of beats you count change over time? How did you feel by the end of the exercise?
• Calculate your heart rate after one, two and five minutes of exercise by multiplying the number of beats you counted (in 10 seconds) by six. How did your heart rate (in bpm) change over time?
• Repeat this process for at least one other exercise. Leave enough time between the exercises so that your heart rate returns to around its normal resting level (this should only take a few minutes). How did you feel by the end of the second exercise? How did your heart rate change over time for this exercise?
• Take a look at the results you wrote down for this activity. Which exercise increased your heart rate the most? Which exercise increased your heart rate the fastest?

Extra: Try this activity again but test different physical exercises. How does your heart rate change when you do other exercises? How are the changes similar and how are they different?
Extra: Measure your heart rate while lying down, while sitting down, and while standing. How does your heart rate change with body position?
Extra: Repeat this activity with other healthy volunteers. How does their heart rate compare to yours? How does their change in heart rate while exercising compare to how yours

changed?

You don't need to type this anywhere unless you want to. You can just make notes in your jotters.

Class book! The next installment of our story will be uploaded to Google Classroom this afternoon.