





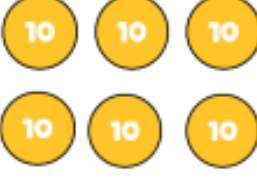



TUESDAY 9<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

Maths

Both of these addition questions require an exchange.

H	T	O
		
		

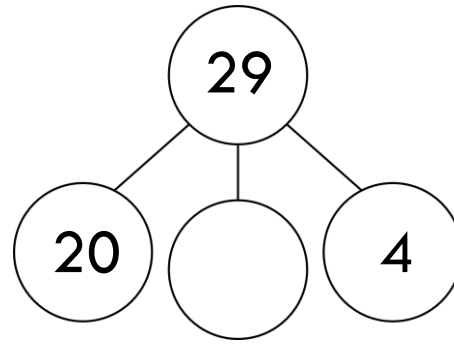
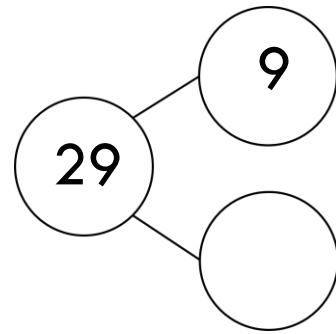
	3	7	6
+		8	4
<hr/>			
<hr/>			

## Complete the calculations

1)  $5 + 5 + 2 =$        $6 + 4 + 3 =$   
 $5 + 7 =$                $6 + 7 =$

2)  $30 + 70 + 10 =$        $80 + 20 + 50 =$   
 $30 + 80 =$                $80 + 70 =$

3) Complete the part-whole models

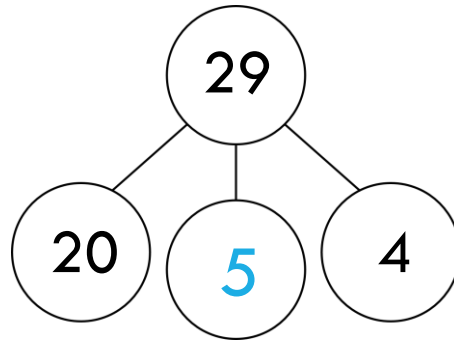
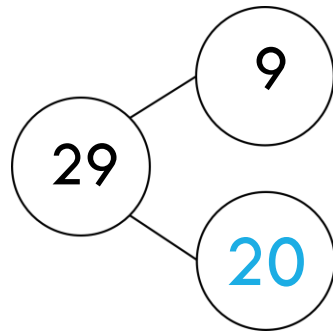


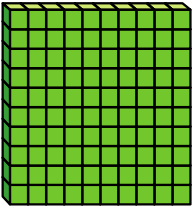
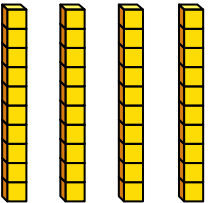
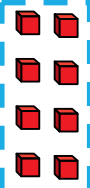
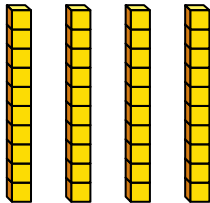

## Complete the calculations

1)  $5 + 5 + 2 = 12$        $6 + 4 + 3 = 13$   
 $5 + 7 = 12$                $6 + 7 = 13$

2)  $30 + 70 + 10 = 110$        $80 + 20 + 50 = 150$   
 $30 + 80 = 110$                $80 + 70 = 150$

3) Complete the part-whole models



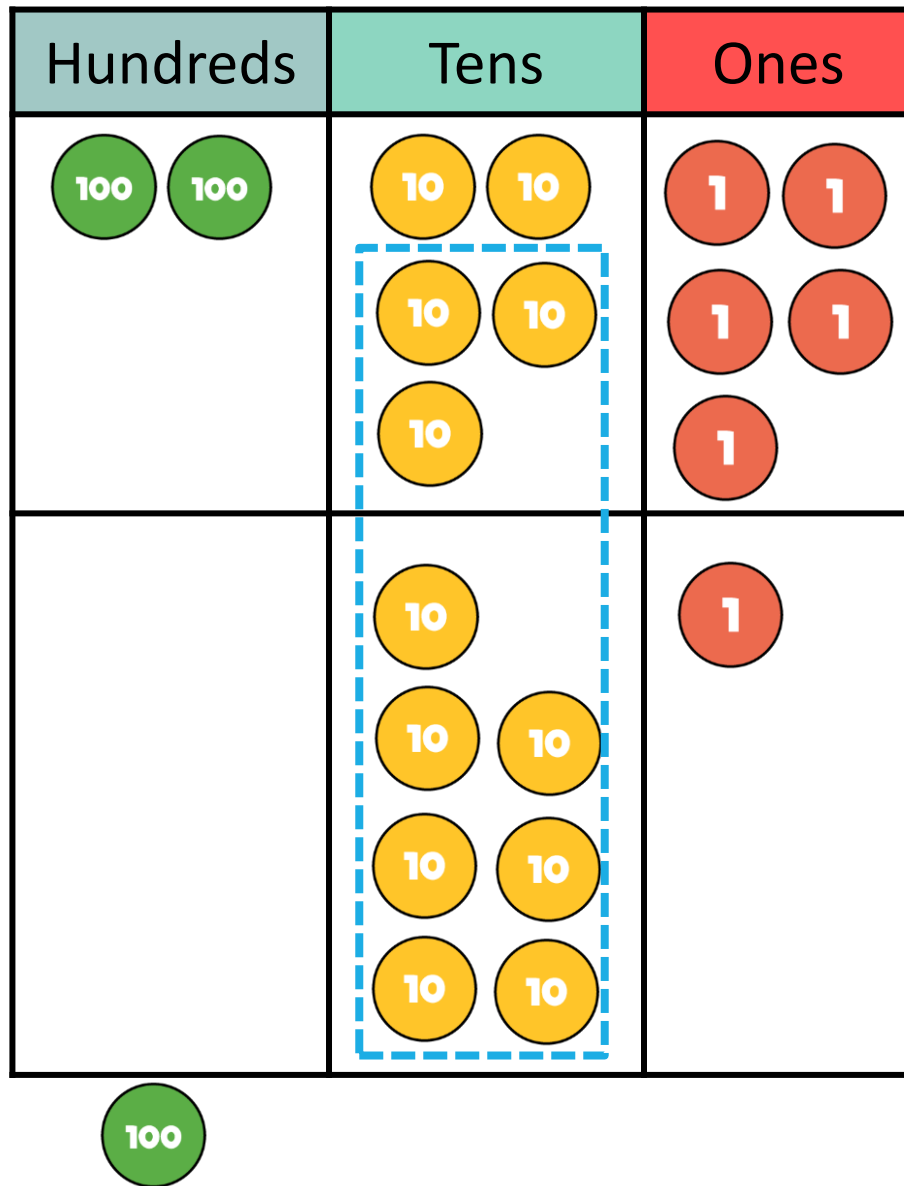
Hundreds	Tens	Ones
		
		



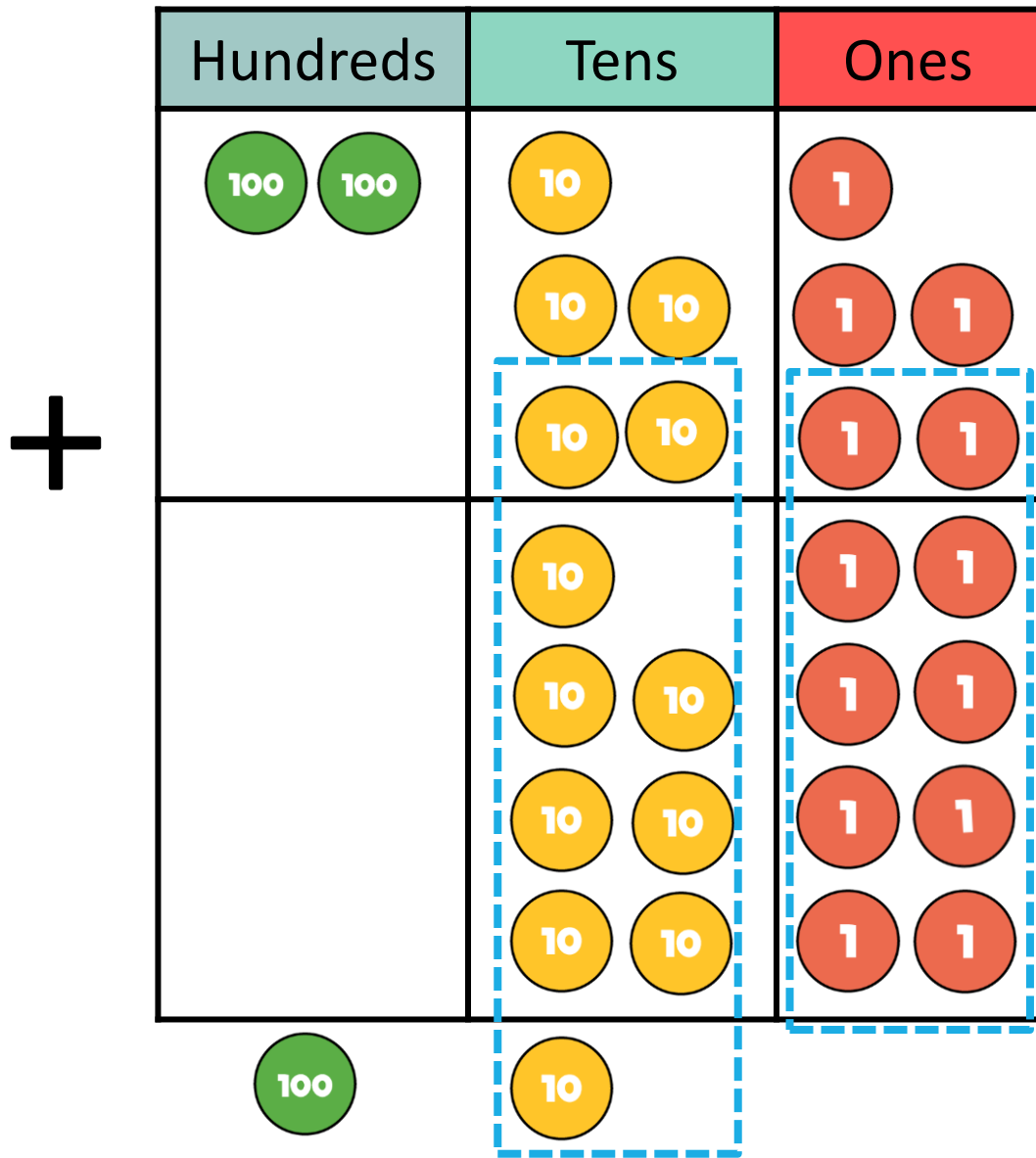
+

H	T	O
1	4	8
	4	3
1	9	1


1



	H	T	O
	2	5	5
+		7	1
	3	2	6
	1		



I think you'll need more than one exchange this time



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

Have a think

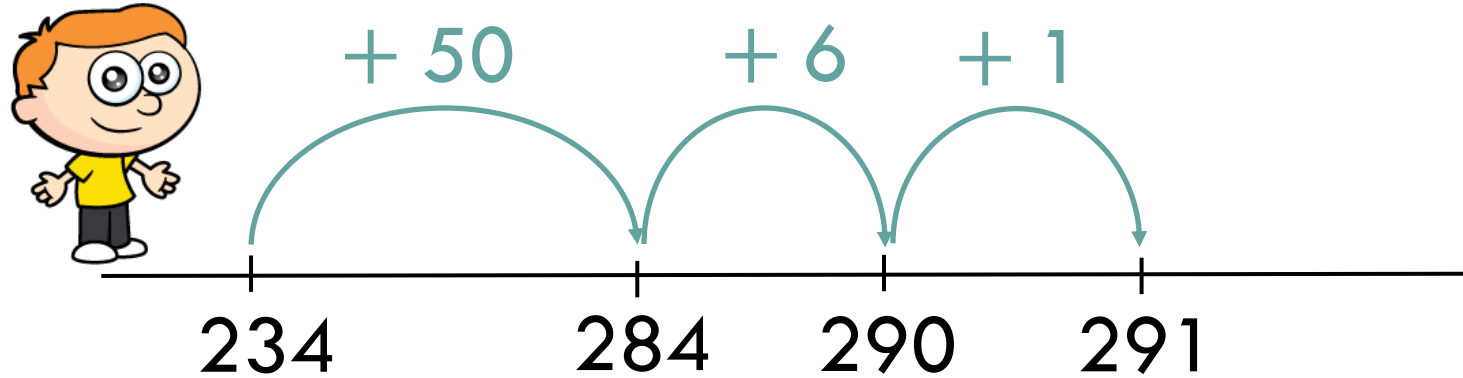


	H	T	O
	5	6	2
+		6	5
	6	2	7
	1		

	H	T	O
	4	8	2
+		1	8
	5	0	0
	1	1	

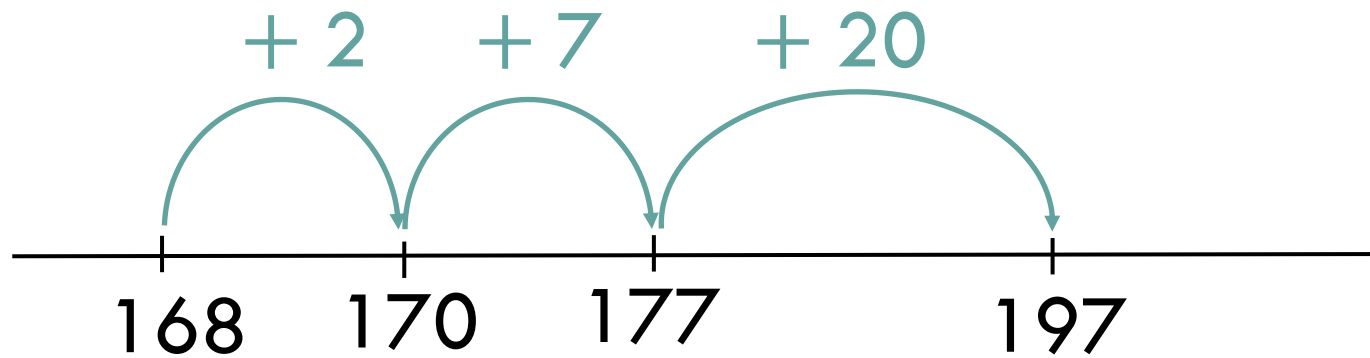
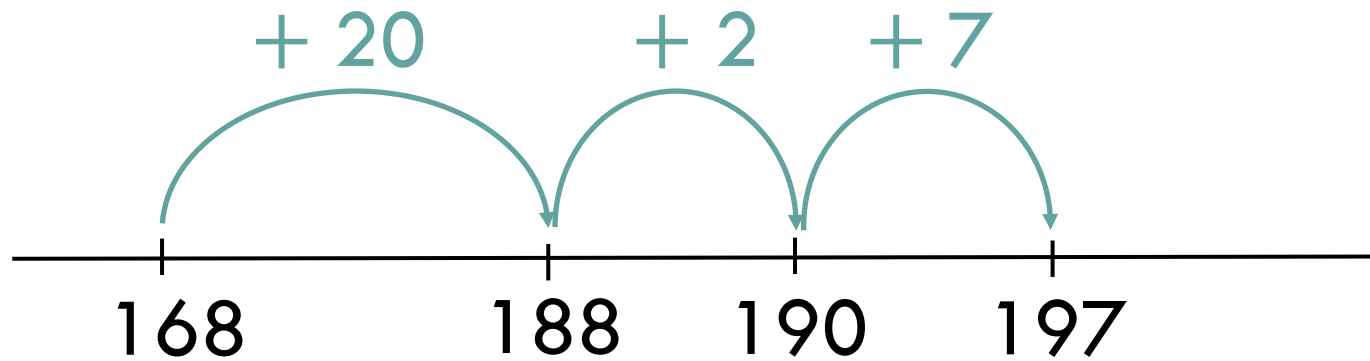


What calculation is Ron doing?

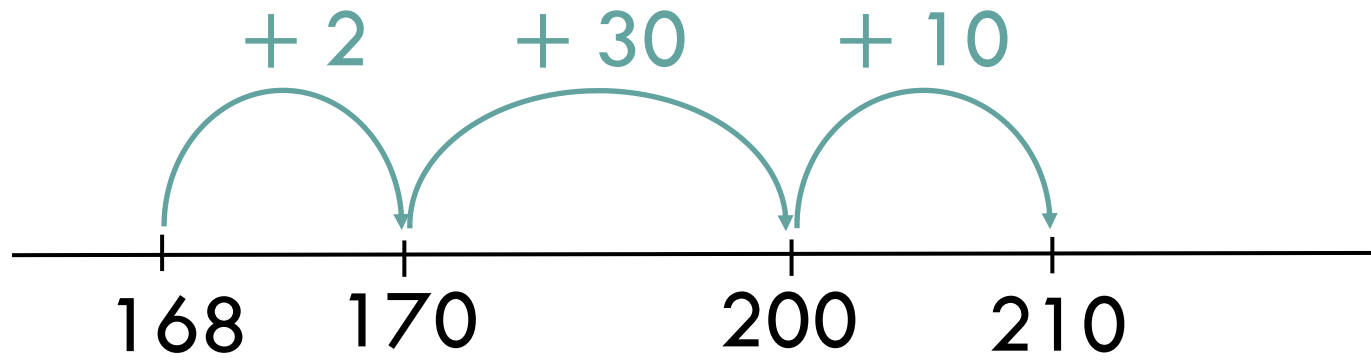


$$234 + 57 = 291$$

$$168 + 29 = 197$$

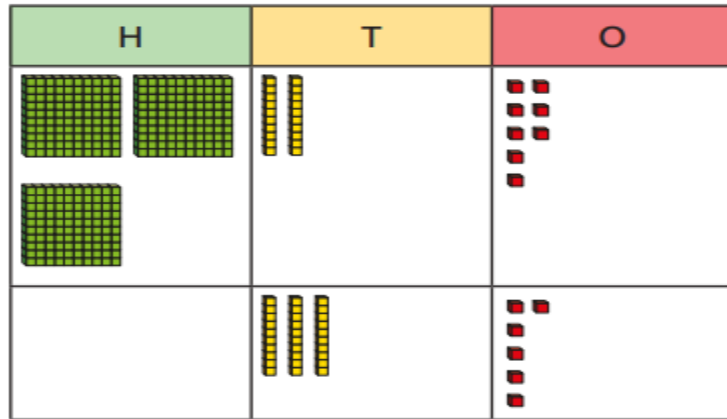


$$168 + 42 = 210$$



# RED – COPY AND COMPLETE THE FOLLOWING CALCULATIONS ON A PIECE OF PAPER

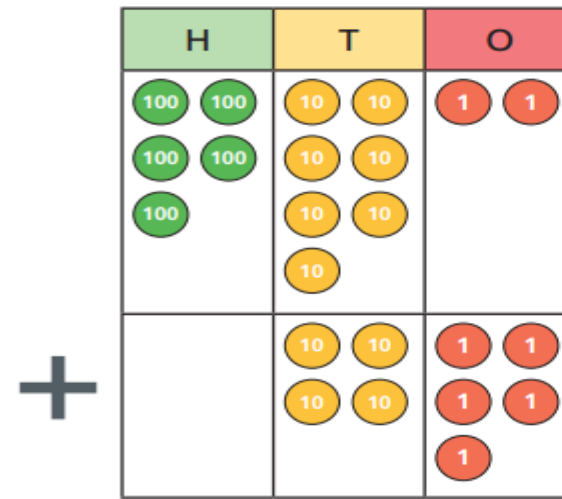
Use the place value chart to work out  $328 + 36$



	H	T	O
	3	2	8
+		3	6
	<hr/>		

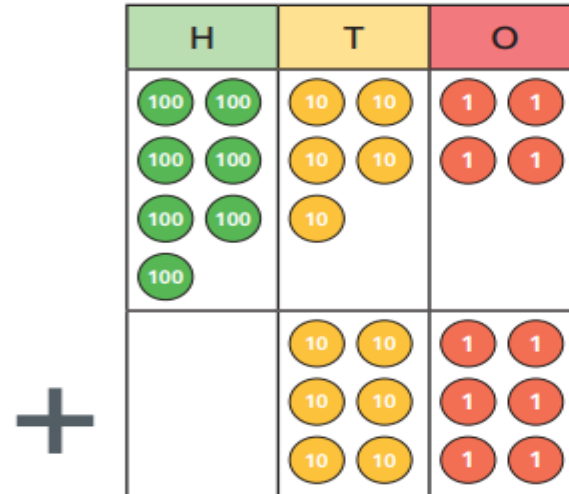
Work out the additions.

a)  $572 + 45$



	H	T	O
	5	7	2
+		4	5
	<hr/>		

b)  $754 + 66$



	H	T	O
	7	5	4
+		6	6
	<hr/>		



# GREEN – COPY AND COMPLETE THE FOLLOWING CALCULATIONS ON A PIECE OF PAPER

Ron works out  $476 + 35$

What mistake has Ron made?

Work out the correct answer.

$$\begin{array}{r} 476 \\ + 35 \\ \hline 826 \\ \hline 1 \end{array}$$

Alex collects stickers.

She has collected 286 stickers.

She only needs 69 more stickers to fill the album.



How many stickers does the album hold when full?

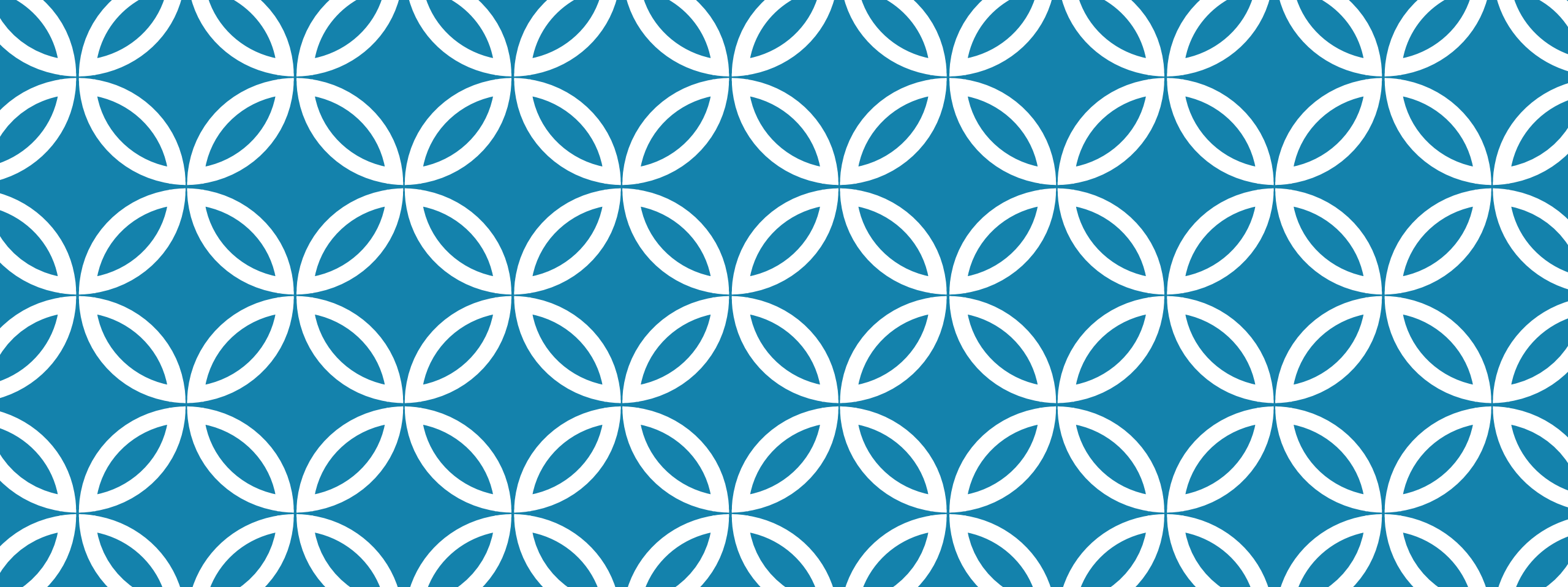
Here are some digit cards.



Arrange the digits to make two different additions that have just one exchange.

		H	T	O	
	+				

		H	T	O	
	+				



TUESDAY 9<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

English

A dramatic photograph of a volcanic eruption at night. A large, dark, conical volcano is the central focus, with a bright, glowing orange and yellow lava flow spilling from its crater. A massive plume of fire and ash rises from the volcano, reaching high into the dark, starry sky. The foreground is dark, showing the texture of the volcanic ash and rocks. The overall scene is one of intense natural power and beauty.

# **VOLCANO SHAPE POEM**



# EXAMPLE ONE

A

volcano.

A huge rock,

shooting lava up into

the air! Everyone runs for

cover. Lots of thick, black smoke

pours out of the top, giving you a warning

before the explosions start. Nothing can stand in its

way. Sometimes they don't blow up for hundreds of years.

Still thousands in the world but they don't all work, some are even underwater.

**BEGIN TO WRITE YOUR VOLCANO SHAPE POEM. DO NOT FORGET  
ALL THE FEATURES WE HAVE LOOKED AT:**

**ADJECTIVES**

**ADVERBS**

**VERBS**

**ONOMATOPOEIA**

**SIMILE**

**PERSONIFICATION**

**ALLITERATION**



TUESDAY 9<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

Science

## Aim

I can investigate the effects of friction on different surfaces.

## Success Criteria

- I can explain the force of friction.
- I can make a prediction about which surface creates the most friction for a toy car.
- I can take measurements and record my results in a table.
- I can explain my results.

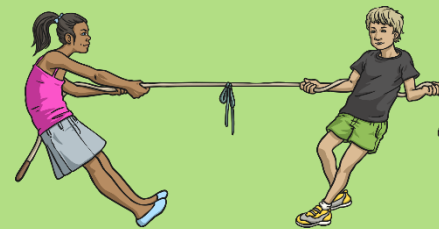
# MAKING THINGS MOVE

Forces make things move. Whenever an object starts to move or moves faster, it is a force making this happen.  
Forces can also make things stop moving or slow down.

But what is a force?

- Forces are pushes and pulls.
- These pushes or pulls will always change the motion of an object. They will either make it start to move or speed up, slow it down or even make it stop.

Talk to your partner about examples of forces changing the motion of different objects.



# MAKING THINGS MOVE

Cyclists sometimes travel over different surfaces.

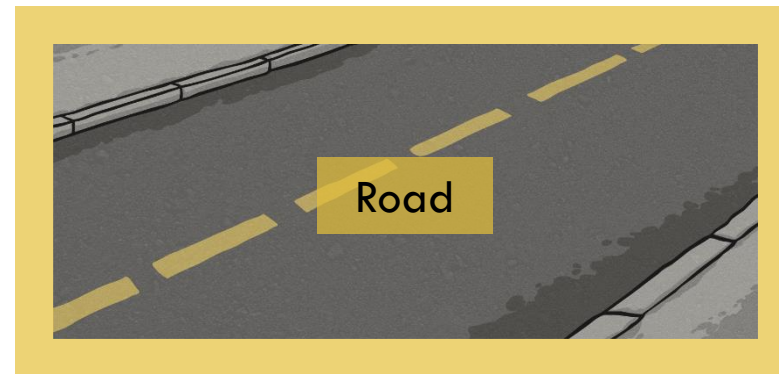
By pushing the pedals harder or faster, he can change the motion of the bicycle. It will speed up.

When the cyclist pulls on the brakes, the brake pads will push on the wheels, changing the bicycle's motion. It will slow down, and eventually stop.



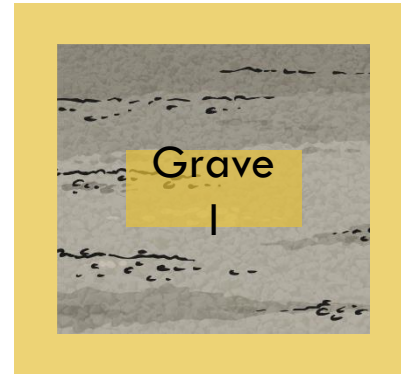
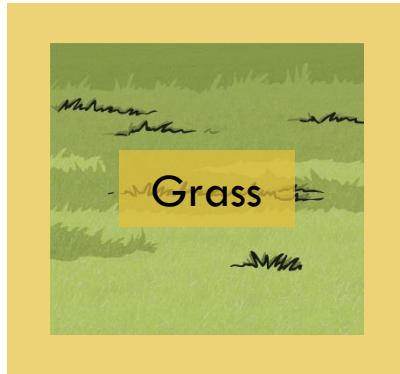
# DIFFERENT SURFACES

Cyclists sometimes travel over different surfaces.



# DIFFERENT SURFACES

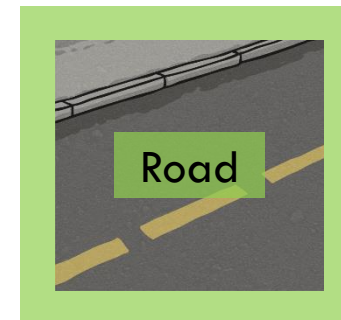
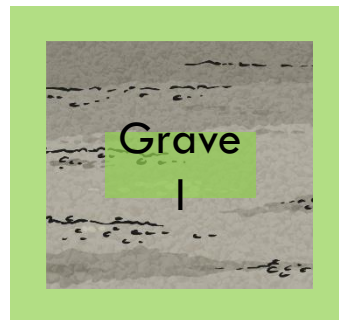
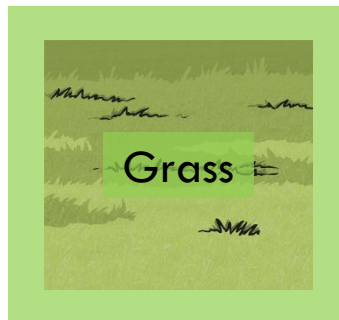
How do the different surfaces affect the motion of the bicycle?





# DIFFERENT SURFACES

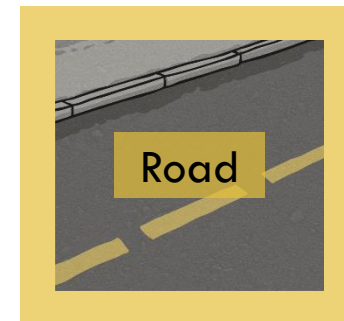
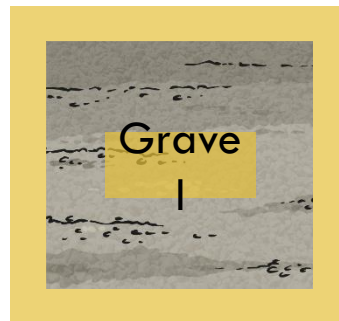
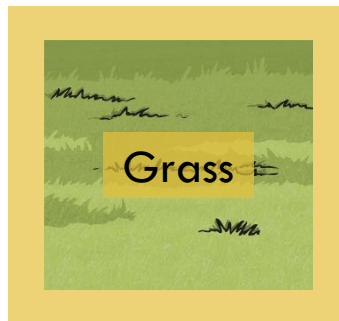
These surfaces all exert a force on the bicycle. This force is called friction. Friction is a force that holds back the movement of an object. Friction acts in the opposite direction to the movement of the object.



# DIFFERENT SURFACES

Different surfaces create different amounts of friction.

The amount of friction created by an object moving over a surface depends on the roughness of the surface and the object, and the force between them.



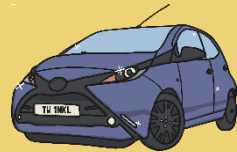
# INVESTIGATING FRICTION



You are going to work in groups to set up your own investigation into the amount of friction created by different surfaces.

You will use:

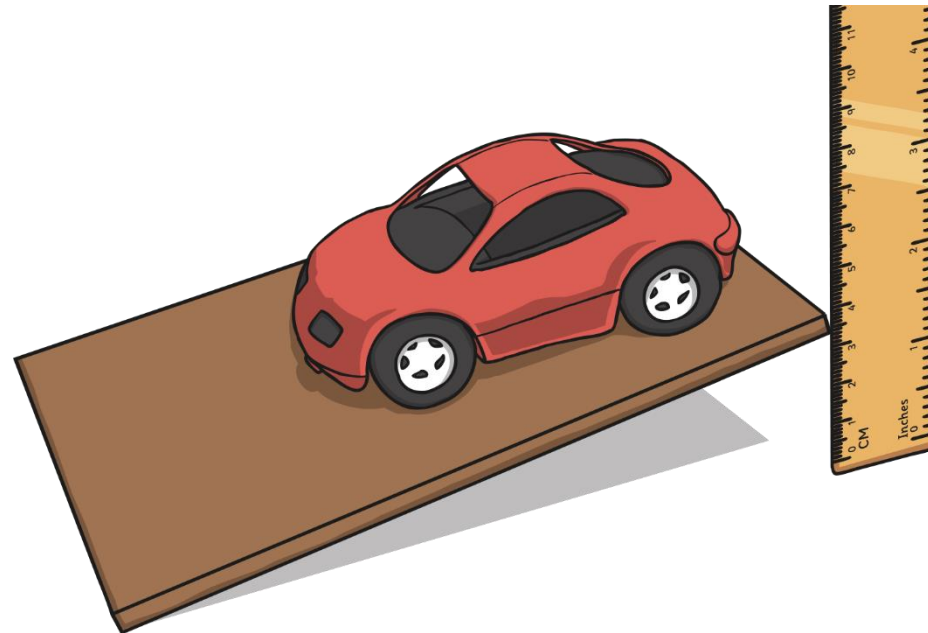
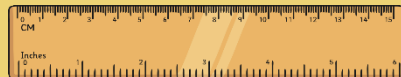
- A toy car



- Boards covered with different surfaces



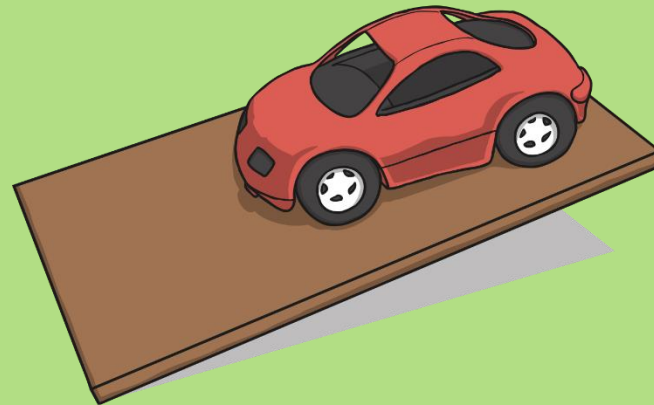
- A ruler



# INVESTIGATING FRICTION



1. Place the car at the end of one of the boards.
2. Push the car down the ramp.
3. Measure how far the car travels.
4. Move around and complete this for each of the different surfaces.



# INVESTIGATING FRICTION

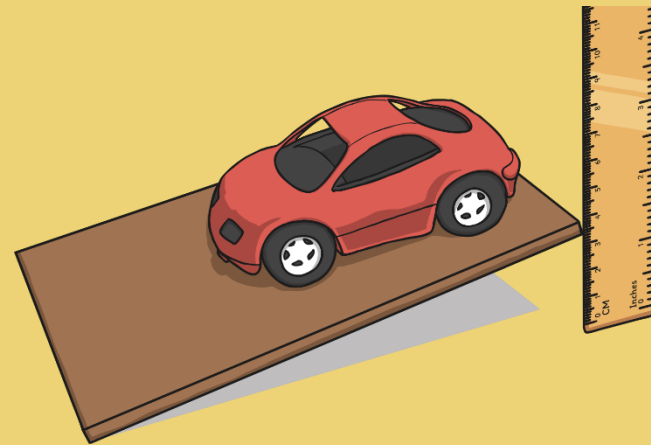


As you lift the ramp, gravity will pull the car down.

Friction will be pushing opposite to this.

Surfaces that create a lot of friction will slow the car down as it moves down the ramp.

Surfaces that don't create much friction will let the car go faster, as it will be easier for gravity to pull the car down.



# FRICTION FINDINGS

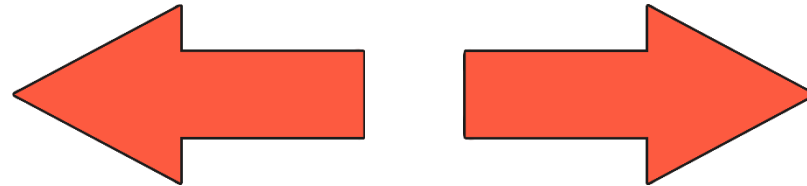


What did you discover?

Which surface created the most friction?

Which surface created the least friction?

Was your prediction accurate?



# RED – COPY OUT AND COMPLETE THE FOLLOWING INVESTIGATION WORKSHEET.

## Key words:

force, push, pull, theory, fair test, investigate, measure

## My prediction:

I predict that the car will travel further on \_\_\_\_\_.

## Method:

*Can you number these 1-4 in the correct order?*

- Attach rubber bands to the toy car.
- Choose a surface to pull the car along.
- Record how far it stretches in cm.
- Gently pull the car.

## A diagram of the experiment:

Surface	Distance car travelled (cm)

# YELLOW – COPY OUT AND COMPLETE THE FOLLOWING INVESTIGATION WORKSHEET.

**Key words:**

force, push, pull, theory, fair test, investigate, measure

**My prediction:**

I predict that the car will travel further on \_\_\_\_\_.

**Method:**

**A diagram of the experiment:**

Surface	Distance car travelled (cm)



# GREEN – COPY OUT AND COMPLETE THE FOLLOWING INVESTIGATION WORKSHEET.

**Key words:**

force, push, pull, theory, fair test, investigate, measure

**My prediction:**

**Method:**

**A diagram of the experiment:**

Surface	Distance car travelled (cm)



TUESDAY 9<sup>TH</sup> NOVEMBER 2021

HOME LEARNING

PSHE

# Aim

I can explore differences of opinion and identify if I feel these are fair.

# Success Criteria

- Statement
- Statement
  - Success
- I can discuss what a stereotype is.
- I can explain what the United Nations Declaration of the Rights of the Child is.
- I can explore Chiwa's dilemma and give reasons for what I think.
- I can think about what I can do to challenge harmful stereotypes.



# THE BIG QUESTIONS



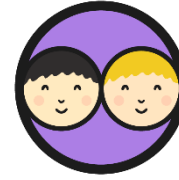
WHAT ARE CHIWA'S  
REASONS FOR  
WANTING TO ATTEND  
SCHOOL?



What are her  
mother's reasons  
for wanting her to  
stay at home?



# CHIWA



What have we already learnt about Chiwa?



With a partner, talk about all the things you can remember about her.



Now, share your thoughts with the class.

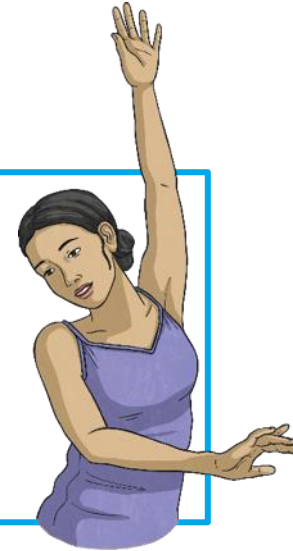
A large rectangular area with a light blue background and a blue border, containing five horizontal lines for writing.

# STEREOTYPES



Does anyone know what a stereotype is?

A stereotype is an overgeneralised belief about something. People sometimes make generalisations about a person or a group of people. For example, the belief that boys are stronger than girls or that girls can dance more skilfully than boys.



Stereotypes can be harmful. They can prevent some people from being treated fairly and might mean that people do not get the opportunities they deserve because of what others believe they should or shouldn't do.

# STEREOTYPES



Such beliefs can affect a person's rights.

The United Nations Declaration of the Rights of the Child is a document which protects the rights of children. In it, it says that all children should be protected from discrimination (being treated unfairly).



All people have rights that should be respected. By respecting the rights of others, it helps all people to live happy and fulfilled lives.





# SCHOOL OR HOME?



In some areas of Malawi, girls are often made to leave school by their families. It is believed that their role is in the home and that they shouldn't continue at school once they reach a certain age. They can fulfil their role, as girls, by helping out at home.



## Chiwa

I love learning. It is hard having to get up so early and walk so far but I love going to school. If I stay at school, I will be able to learn so much more. This will help me to get a good job and have a better life. I will be able to have more opportunities, like my brother, and help support my family.

## Her Mother

I love Chiwa very much but Chiwa should not stay on at school. I need her at home to help me with the household jobs. She is a girl and that is her role in our community. That is what I had to do. That is what she needs to do.

# SCHOOL OR HOME?



Chiwa has a dilemma – a difficult choice to make.

Why is this a dilemma for Chiwa?

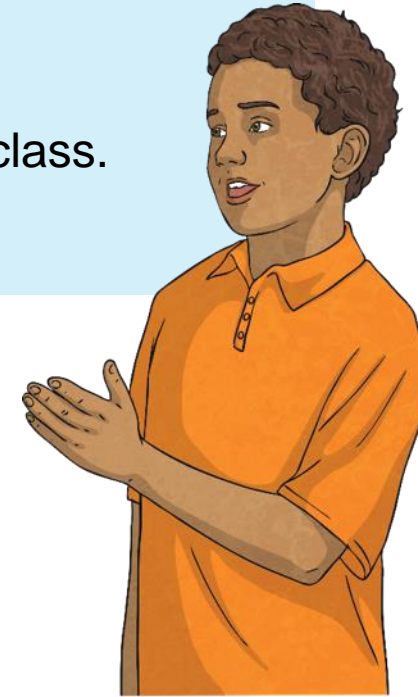
Talk with a partner, or in small groups, about your thoughts. Remember to give reasons for your ideas.

Now, share all you have discussed with the class.

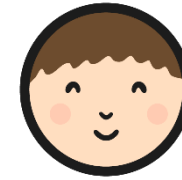


**Consolidating**

**Reflecting**



# IS IT FAIR?



Chiwa has a dilemma. She wants to continue at school but her mother does not believe she should.

Is it fair that girls in Malawi don't automatically go to and stay at school?

On the **Is It Fair? Activity Sheet**, summarise the reasons for the opinions of Chiwa and her mother. Then, write what your opinion is and why you think that.

Use the word bank below to help you if you need to.

## Word Bank

school	believe	unfair	support	chance	
stereotype	think	rights	advantage	fair	treated
opportunities	because	opinion	view	disadvantage	learn
household	girl's role	challenge	equal		

**Is It Fair?**

We have explored Chiwa's dilemma. She would love to stay at school but her mother wants her to leave school and work at home. In the boxes below, write the opinions of Chiwa and her mother and give reasons for them. Then, read the question in the thought bubble and write down your thoughts.

Chiwa's opinion:	Chiwa's mother's opinion:
Why does Chiwa feel this way?:	Why does her mother feel this way?:

Is it fair that girls in Malawi don't automatically have the opportunity to go to and stay at school? Remember to give reasons for your opinions.

This resource is fully in line with the Learning Outcomes and Core Themes outlined in the PSHE Association [Curriculum of Study](#).  
© PSHE Society 2018. PSHE and Citizenship (UKSD) Living in the Wider World (One World) Chiwa's Dilemma 1 | Lesson 2  
visit twinkl.com

# MAKING A DIFFERENCE



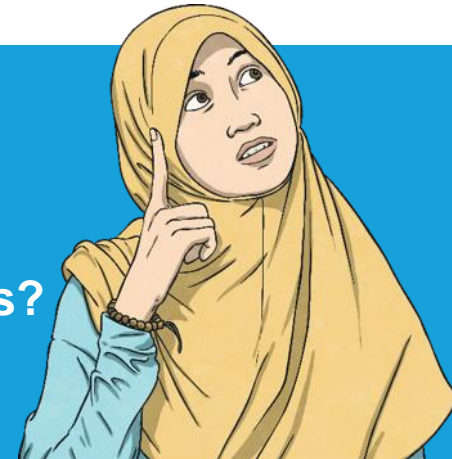
Stereotypes can be found in all countries throughout the world. They can be harmful and affect the rights of people to live happy, safe and fulfilled lives.

**What stereotypes exist in the UK?**

**Are they harmful?**

**What can we do to challenge harmful stereotypes?**

**Is it OK to challenge stereotypes?**



Take a moment to think about these questions. Then, share your thoughts with the class if you are happy to do so.

It is important that we do what we can to make sure all people have the same opportunities and experiences. By everyone doing a little, a lot can be achieved.

# COMPLETE THE FOLLOWING WORKSHEET BY ANSWERING THE QUESTIONS ON A PIECE OF PAPER

We have explored Chiwa's dilemma. She would love to stay at school but her mother wants her to leave school and work at home. In the boxes below, write the opinions of Chiwa and her mother and give reasons for them. Then, read the question in the thought bubble and write down your thoughts.



Chiwa's opinion:

Why does Chiwa feel this way?:

Chiwa's mother's opinion:

Why does her mother feel this way?:

Is it fair that girls in Malawi don't automatically have the opportunity to go to and stay at school? Remember to give reasons for your opinions.

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