

## English:

**Objective:** To storyboard our time in isolation.

Last weekend, your parents/carers received a call to say that you needed to isolate for 2 weeks. On the next slide is a blank story board... Draw your isolation story using the boxes and explain what is happening at each point.

**Start your story from the moment you heard that you would not be in school for 2 weeks.**

Try to add how you were feeling at different points, did you do anything special on any of the days? For example: Did you have a movie day? Spend the day in the garden?

**This is your isolation story! Be as creative as you like!**

**1\* - Draw your isolation story using the story board.**

**2/3\* -**

**Task 1...**

Draw your isolation story using the story board.

**Task 2...**

I would like you to take the start of your story and write the opening. Think back to last week when we experimented with story openers. Try to make your teacher want to read about your time in isolation!



## **DIALOGUE**

I start with someone talking, perhaps saying something that helps me imagine what could happen in the story.

## **ACTION**

I describe an action, something that happened, perhaps to the main character.

## **SETTING**

I describe the setting of the story, perhaps where I am or when. I may describe the weather or something that makes me imagine the scene.

## **CHARACTER**

I introduce the characters, their names and maybe some relevant information.

## Maths:

### Objective: To multiply and divide by 9.

- 1 Oranges are stacked in 9s.  
Complete the sentences to describe the oranges:

There are \_\_\_\_ lots of 9

There are \_\_\_\_ nines.

$$4 \times \square = \square$$



At first there were \_\_\_\_ oranges. They were put into \_\_\_\_ groups.

Now there are \_\_\_\_ oranges in each row.

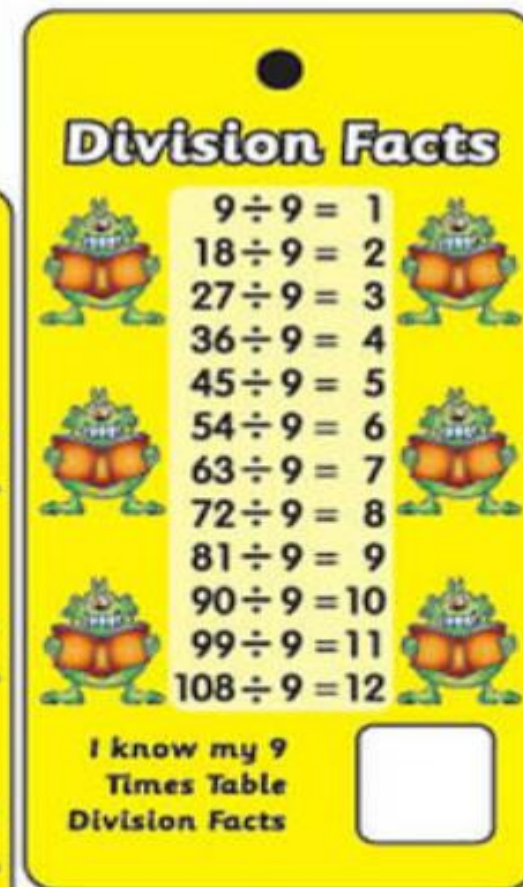
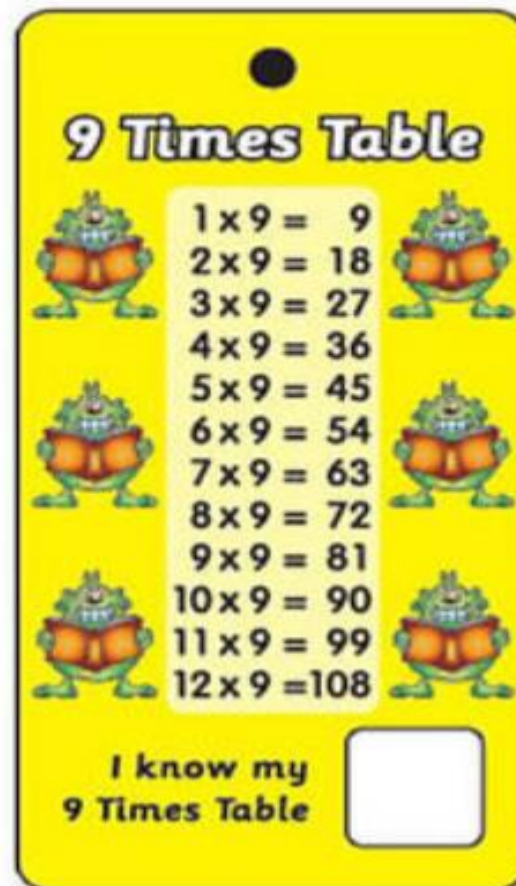
- 2 Complete the fact family:

	____ × ____ = ____
	____ × ____ = ____
	____ ÷ ____ = ____
	____ ÷ ____ = ____

During today's learning children will explore what happens when you multiply and divide numbers by 9. They will use their knowledge of forming equal groups and pictorial methods to solve multiplication and division problems. Can you apply previous knowledge learnt?

1\* - See next slide for multiplying by 9 activities.  
2\* - Complete the White Rose Hub Questions.  
3\* - Complete the White Rose Hub Questions and then complete the true or false statements on the last slide focusing on multiplying and dividing by 9 .

To multiply and divide by 9!  
Children will draw on their knowledge of their times tables facts to multiply and divide by 9.



1 STAR TASK: Have a go at multiplying by 9!

# 9 Times Table Activities

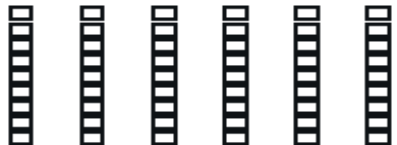


Count in 9s and colour in the grid:

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72
73	74	75	76	77	78	79	80	81	82	83	84
85	86	87	88	89	90	91	92	93	94	95	96
97	98	99	100	101	102	103	104	105	106	107	108
109	110	111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130	131	132
133	134	135	136	137	138	139	140	141	142	143	144

Work out these answers:

- a)  $2 \times 9 =$  \_\_\_\_\_
- b)  $3 \times 9 =$  \_\_\_\_\_
- c)  $5 \times 9 =$  \_\_\_\_\_
- d)  $8 \times 9 =$  \_\_\_\_\_
- e)  $12 \times 9 =$  \_\_\_\_\_
- f)  $9 \times 9 =$  \_\_\_\_\_

How many blocks are there?

- a)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_
- b)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_
- c)  \_\_\_\_\_  $\times$  \_\_\_\_\_ = \_\_\_\_\_

## Multiply and divide by 9

1 Complete the sentences.



There are  boxes.

There are  chocolates in each box.

There are  chocolates altogether.

$$2 \times 9 = \text{}$$



There are  cubes.

There are  faces on each cube.

There are  faces altogether.

$$\text{} \times \text{} = \text{}$$

2 There are 9 players in a baseball team.

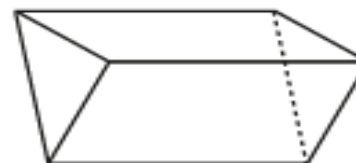
a) How many players are there in 7 baseball teams?

There are  players in 7 baseball teams.

b) If there are 81 players, how many full teams are there?

There are  full teams.

3 A triangular prism has 9 edges.



Use this information to complete the sentences.

a) 5 triangular prisms have  edges.

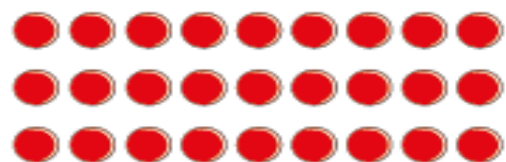
b)  triangular prisms have 90 edges.

c)  triangular prisms have 99 edges.

d) 6 triangular prisms have  edges.



- 4 Complete the number sentences to describe the array.



$$3 \times 9 = \square$$

$$9 \times \square = \square$$

$$\square \div 9 = 3$$

$$\square \div \square = 9$$

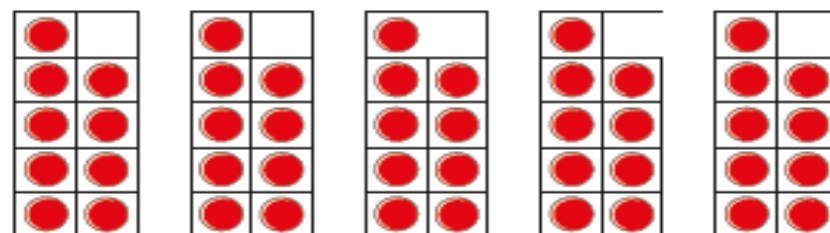
- 5 There are 9 coloured squares on each face of a puzzle cube.



How many coloured squares are there on the whole puzzle cube?



- 6 Eva is making groups of 9 on ten frames.



How can Eva work out how many counters she has altogether?

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Compare your method with a partner.



- 7 Here is a number puzzle.

$$\square \times \square \times \triangle = 81$$

Find three different values of the square and triangle.

$$\triangle = \square$$

$$\triangle = \square$$

$$\triangle = \square$$

$$\square = \square$$

$$\square = \square$$

$$\square = \square$$



### 3 Star Extension Task!

True or False ?

Multiply and divide by 9

Any number in the 9 times table will be in  
the 3 times table.



## Reading:

**Objective:** To write about a dream of mine.

For Tom, it was his dream to bike around the whole world. He wanted to do this to prove his classmates and teachers wrong!

Tom didn't put off his dream or turn back, he kept on going!

## Task...

Write a dream that you have for the future! It might be what you want to be when you are older or something you want to achieve. For example: My dream (Miss Jones) is to visit space!

On your dream jar, write about your dream and how you will achieve it. You can draw some pictures to support your ideas!

On the website you will find some templates (like the pictures opposite) or you could design your own jar!

Remember... it is your dream! Make it big, crazy and unique!



Science:  
Objective:

Science

How do we hear?

Success Criteria:

I understand how the ear helps us to hear.

I know and can describe the structure of the ear.

I can explain how we hear sounds.

## How do we hear?

Watch and make notes on the videos below:

[https://www.youtube.com/watch?v=-](https://www.youtube.com/watch?v=-bKy02f1pD4&feature=youtu.be&annotation_id=annotation_1543119125&feature=iv&sr_vid=ahCbGjasm_E)

[bKy02f1pD4&feature=youtu.be&annotation\\_id=annotation\\_1543119125&feature=iv&sr\\_vid=ahCbGjasm\\_E](https://www.youtube.com/watch?v=-bKy02f1pD4&feature=youtu.be&annotation_id=annotation_1543119125&feature=iv&sr_vid=ahCbGjasm_E)

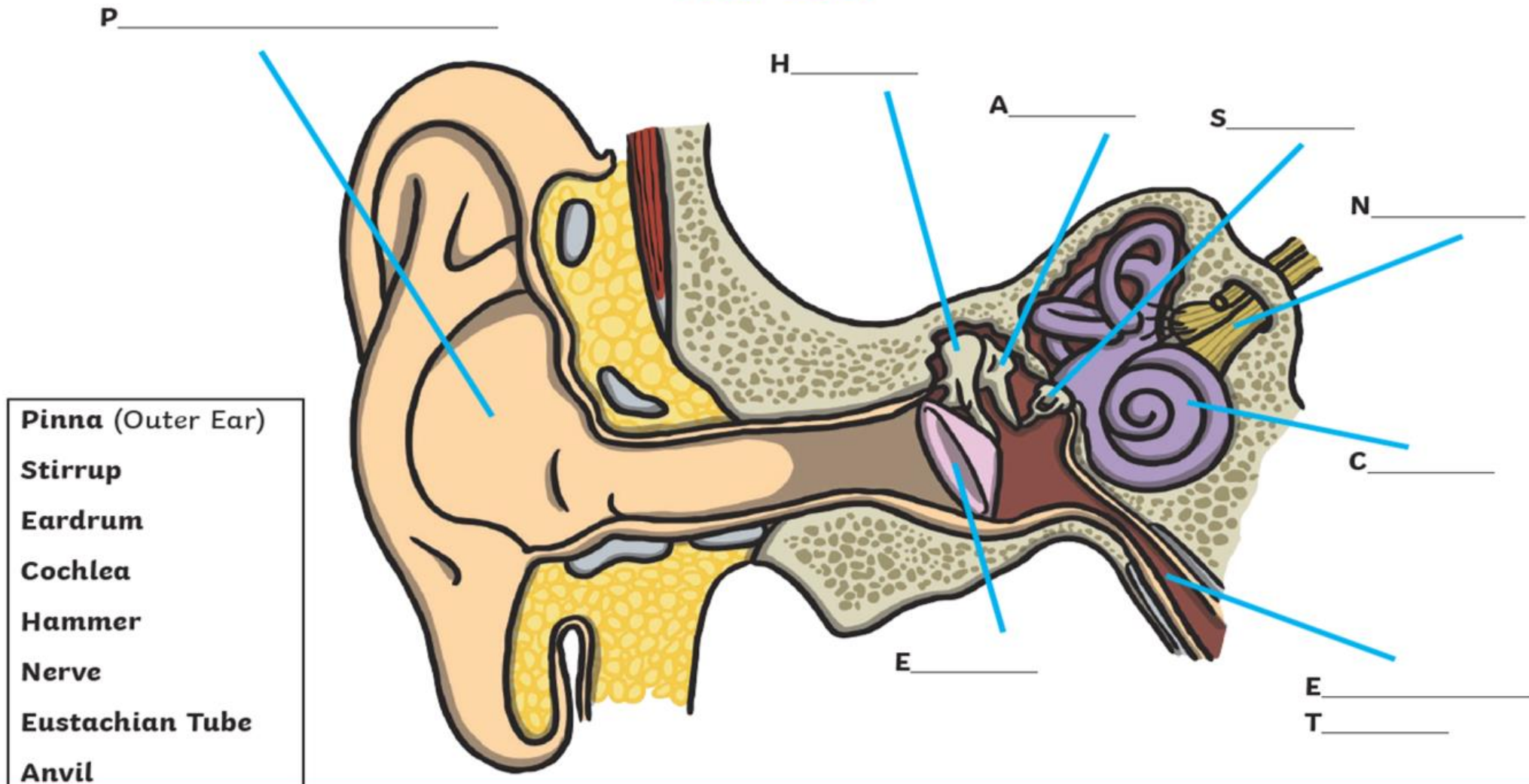


<https://www.youtube.com/watch?v=HMXoHKwWmU8>



Can you label the model of the ear using the vocabulary provided?

## The Ear



## The Outer Ear: Catch the Wave

The outer ear is called the **pinna** or auricle (say: OR-ih-kul). This is the part of the ear that people can see. It's what people pierce to wear earrings and what your friend whispers into when it's time for a secret. The main job of the outer ear is to collect sounds, whether they're your friend's whispers or a barking dog.

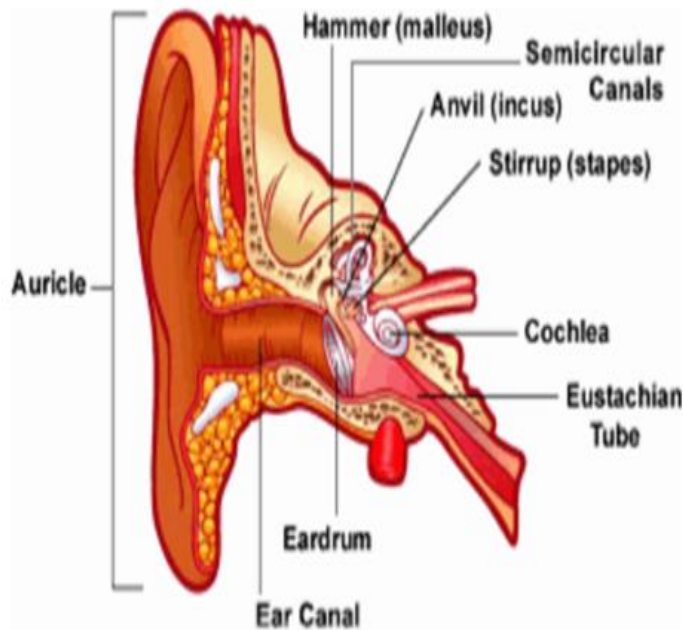
The outer ear also includes the ear canal, where wax is produced. [Earwax](#) is that gunky stuff that protects the canal. Earwax contains chemicals that fight off infections that could hurt the skin inside the ear canal. It also collects dirt to help keep the ear canal clean. So earwax isn't just gross. It's gross and useful.



## The Middle Ear: Good Vibrations

After sound waves enter the outer ear, they travel through the ear canal and make their way to the middle ear. The middle ear's main job is to take those sound waves and turn them into vibrations that are delivered to the inner ear. To do this, it needs the eardrum, which is a thin piece of skin stretched tight like a drum.

The eardrum separates the outer ear from the middle ear and the **ossicles** (say: AH-sih-kulz). What are ossicles? They are the three tiniest, most delicate bones in your body. They include:



- the **malleus** (say: MAH-lee-us), which is attached to the eardrum and means "hammer" in Latin
- the **incus** (say: IN-kus), which is attached to the malleus and means "anvil" in Latin
- the **stapes** (say: STAY-pee-z), the smallest bone in the body, which is attached to the incus and means "stirrup" in Latin

When sound waves reach the eardrum, they cause the eardrum to vibrate. When the eardrum vibrates, it moves the tiny ossicles — from the hammer to the anvil and then to the stirrup. These bones help sound move along on its journey into the inner ear.

## The Inner Ear: Nerve Signals Start Here

Sound comes into the inner ear as vibrations and enters the **cochlea** (say: KAH-klee-uh), a small, curled tube in the inner ear. The cochlea is filled with liquid, which is set into motion, like a wave, when the ossicles vibrate.

The cochlea is also lined with tiny cells covered in tiny hairs that are so small you would need a microscope to see them. They may be small, but they're awfully important. When sound reaches the cochlea, the vibrations (sound) cause the hairs on the cells to move, creating nerve signals that the brain understands as sound. The brain puts it together and hooray! You hear your favorite song on the radio.

## Day or Night, Ears Keep You Upright

Ears do more than hear. They keep you balanced, too. In the inner ear, there are three small loops above the cochlea called semicircular canals. Like the cochlea, they are also filled with liquid and have thousands of microscopic hairs.

When you move your head, the liquid in the semicircular canals moves, too. The liquid moves the tiny hairs, which send a nerve message to your brain about the position of your head. In less than a second, your brain sends messages to the right muscles so that you keep your balance.

Sometimes the liquid in your semicircular canals keeps moving after you've stopped moving. To understand this, fill a cup halfway with water. Now move the cup around in a circle in front of you and then stop. Notice how the water keeps swishing around, even after the cup is still? That's what happens in your semicircular canals when you spin in circles or go on the Tilt-A-Whirl at the amusement park.

When you stop spinning or step off the ride, the fluid in your semicircular canals is still moving. The hairs inside the canals are sensing movement even though you're standing still. That's why you might feel dizzy — your brain is getting two different messages and is confused about the position of your head. Once the fluid in the semicircular canals stops moving, your brain gets the right message and you regain your balance.

## Three Cheers for the Ears!

Your ears take care of you, so take care of them. Protect your hearing by wearing earplugs at [loud music concerts](#) and around noisy machinery, like in wood or metal shop at school. Keep the volume down on your stereo, especially if you're in the car or wearing headphones.



From the information you have gained write an explanation of how the ear works using your ear diagram, videos and power point.

Make sure you include what each part of the ear looks like and how it helps us to hear.