


Week 2: Topic Activities

Science	<p><u>LO: To recognise that vibrations from sounds travel through different medium to the ear.</u></p> <p>In the last Science lesson on sound you should have learnt that vibrations cause sound.</p> <p>Have a look at this website, there is a video telling you about the different parts of the ear and a quiz at the end too.</p> <p>https://www.bbc.co.uk/bitesize/topics/zgdmsbk/articles/zkdkmfr</p> <p>Activity 1: Label the ear diagram.</p> <p>Activity 2: Next, I would like you to investigate whether sound can travel through the 3 different states of matter. Can you remember what they are? Yes, solids, liquids and gases.</p> <p>If you don't have all of the objects have a think and see if you can find alternatives.</p> <p>You will need: Sand</p> <p>A plastic bag A ticking clock A bucket of water</p> <p>Method:</p> <ol style="list-style-type: none">1) Place the ticking clock in a plastic bag filled with air. (GAS) Can you hear the clock?2) Place a ticking clock inside a plastic bag under water. (LIQUID) Can you hear the ticking?3) Place a buzzer in sand/soil or place a buzzer on the other side of a door or table. (SOLID) Can you hear it? <p>Try each one out or a variation of it - record whether sound travels through each material.</p>
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	<p>Now watch this video, it explains what you have just done - https://www.youtube.com/watch?v=QECaVkp9zYQ</p> <p>Activity 3: Draw diagrams of how you investigated whether sound travels through, solids, liquids and gases.</p>
History	<p><u>LO: to show feelings and empathise with historical characters.</u></p> <p>Read the story of The Rabbits and the following information and think about how it links together.</p> <p>The Rogue River Wars were a conflict in 1855-1856 between the US Army, local militias and volunteers, and the Native American tribes commonly grouped under the designation of Rogue River Indians, in the Rogue River Valley area of what today is southern Oregon. The conflict usually includes only the hostilities that took place during 1855-1856, but there had been numerous previous skirmishes, as early as the 1830s, between European-American settlers and the Native Americans, over territory and resources. Following conclusion of the war, the United States removed the Tolowa people and other tribes to reservations in Oregon and California. The interaction of the Rogue River Indians and the first European-American settlers travelling through the area was relatively peaceful. However, the situation changed drastically with the opening of the Oregon Trail and the gold rushes in northern California and later in eastern Oregon. Larger groups of settlers and miners entered the area, consuming the natural resources upon which the Indians relied on for survival, competing for game and fish, and chopping down entire forests of oak trees. In 1837 (as part of the Willamette Cattle Company) Bailey and others were herding cattle north to the Willamette Valley when a native boy</p>

	<p>was shot and killed. He was shot in revenge for earlier attacks against whites. The local Indians raided the cattle drive but killed or drove off only a few cattle.</p> <p>Activity: Complete a Gingerbread Man outline for the settlers and the Native Americans!</p> <p>On the inside put the feelings of the person.</p> <p>Around the outside of the gingerbread person draw the actions that they carried out.</p>
Art	<p>One of my favourite parts of our Wild, Wild West Topic is when we go out to the field to build our very own Teepees. I'm sad we won't get to do that this year, follow this link to make your own mini version or perhaps you could build one in your garden and send us a piccie!</p> <p>http://www.thatartistwoman.org/2009/07/how-to-make-mini-teepees.html</p> 

Computing	<p>We are starting a new unit on 'Effective Searching'</p> <p><i>Lesson 1</i></p> <div data-bbox="472 412 1339 580"> <p><u>Aims</u></p> <ul style="list-style-type: none"> • To locate information on the search results page. <p><u>Success criteria</u></p> <ul style="list-style-type: none"> • Children can structure search queries to locate specific information. </div> <p>Watch this presentation: (You will need to be logged in to Purple Mash to access it)</p> <p>https://www.purplemash.com/app/pup/Finding_Answers</p> <p>Now have a go at searching the internet to find the answers on the attached work sheet.</p> <p>Remember the tips you were given on the presentation</p>
French	<p><u>LO: To label French body parts</u></p> <p>Visit the Linguascope website. You can look back and remind yourself of the body parts we have been practising over the last few weeks.</p> <p>See if you can complete this labelling activity:</p> <p>https://www.linguascope.com/secure/students/beginner/html5/bin/main.php?language=english&topic=body&activity=label</p>

SPELL YOUR NAME

& DO THE WORKOUT!

A: 15 PUSHUPS	N: 10 PUSHUPS
B: 50 JUMPING JACKS	O: 20 LUNGES
C: 20 CRUNCHES	P: 10 TRICEP DIPS
D: 10 BURPEES	Q: 20 JUMPING JACKS
E: 60-SECOND WALL SIT	R: 60-SECOND PLANK
F: 20 ARM CIRCLES	S: 30 BICYCLE CRUNCHES
G: 20 SQUATS	T: 60-SECOND WALL SIT
H: 30 JUMPING JACKS	U: 40 HIGH KNEES
I: 60-SECOND PLANK	V: 30 SQUATS
J: 20 MOUNTAIN CLIMBERS	W: 15 TRICEP DIPS
K: 40 CRUNCHES	X: 10 MOUNTAIN CLIMBERS
L: 12 BURPEES	Y: 12 JUMPING LUNGES
M: 15 SQUAT JUMPS	Z: 30 CRUNCHES