

FRIDAY 24TH APRIL

GOOD MORNING!

Maths: Making and using a sun dial to tell the time

English: Reading Comprehension to 'This is Me'

Suggested afternoon activities -

Japan weekly activities

ARITHMETIC/SPELLINGS

Arithmetic – Can you practice your divisions using hit the button? Focus on times tables that you think you could do with some practice on.

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Spellings – Can you write some of your own sentences using the possessive apostrophe?

MATHS: TODAY I WOULD LIKE YOU TO TRY TO CREATE YOUR OWN SUN DIAL TO TELL THE TIME WITH.

Have you seen a sun dial before? They look like the one in the picture below and were used to tell the time before watches and clocks were invented. Often they use Roman numerals because they were used by Romans. Follow the link below to find some templates and instructions.

Make a sundial and go back in time



If you don't have the equipment for the instructions in the link you can make a simpler version like this one – just make sure you figure out which way is North and have the 12 pointing that way to make sure your sun dial tells the time correctly!



http://www.bbc.co.uk/norfolk/kids/summer_activities/make_sun_dial2.shtml

SUN DIAL QUESTIONS TO CONSIDER:

- Can you think of any problems that might come up with using a sun dial to tell the time?
- Is it easy to tell how many minutes past the hour it is on a sun dial? How does this compare to a normal analogue clock?
- Can you go out and record different times of day using your sun dial? Could you estimate how much past the hour it is based on which two numbers the shadow is between? Check if you are close on a watch!

ENGLISH: TO ANSWER COMPREHENSION QUESTIONS ABOUT THE SONG 'THIS IS ME'



I am not a stranger to the dark
Hide away, they say
'Cause we don't want your broken parts
I've learned to be ashamed of all my scars
Run away, they say
No one'll love you as you are

But I won't let them break me down to dust
I know that there's a place for us
For we are glorious

When the sharpest words wanna cut me down
I'm gonna send a flood, gonna drown them out
I am brave, I am bruised
I am who I'm meant to be, this is me
Look out 'cause here I come
And I'm marching on to the beat I drum
I'm not scared to be seen
I make no apologies, this is me

Oh-oh-oh-oh
Oh-oh-oh-oh
Oh-oh-oh-oh
Oh-oh-oh-oh
Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh

Another round of bullets hits my skin
Well, fire away 'cause today, I won't let the shame sink in
We are bursting through the barricades and
Reaching for the sun (we are warriors)
Yeah, that's what we've become (yeah, that's what we've become)

I won't let them break me down to dust
I know that there's a place for us
For we are glorious

When the sharpest words wanna cut me down
I'm gonna send a flood, gonna drown them out
I am brave, I am bruised
I am who I'm meant to be, this is me
Look out 'cause here I come
And I'm marching on to the beat I drum
I'm not scared to be seen
I make no apologies, this is me

Oh-oh-oh-oh

Oh-oh-oh-oh
Oh-oh-oh-oh
Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh
This is me

and I know that I deserve your love
(Oh-oh-oh-oh) 'cause there's nothing I'm not worthy of
(Oh-oh-oh, oh-oh-oh, oh-oh-oh, oh, oh)

When the sharpest words wanna cut me down
I'm gonna send a flood, gonna drown them out
This is brave, this is proof
This is who I'm meant to be, this is me
Look out 'cause here I come (look out 'cause here I come)
And I'm marching on to the beat I drum
(marching on, marching, marching on)
I'm not scared to be seen
I make no apologies, this is me
When the sharpest words wanna cut me down
I'm gonna send a flood, gonna drown them out
I'm gonna send a flood
Gonna drown them out
Oh
This is me

READ THE SONG LYRICS AND LISTEN TO THE SONG USING THE LINK BELOW. THEN TRY TO ANSWER THE QUESTIONS. YOU CAN CHOOSE WHICH CHALLENGE YOU WANT TO TRY!

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

Challenge 1: (Look at verse one for these questions)

- 1.) What does it mean to be a stranger to the dark?
- 2.) What are her 'broken parts'?
- 3.) What are her scars? How do you think she got them?
- 4.) Can you choose the word that is closest in meaning to the word 'ashamed'?
a.) excited b.) embarrassed c.) angry
- 5.) How were the people treated in the video? How did this make you feel? Do you think that any people are still treated this way today?



Challenge 2: (Look at verses 1, 2 and the chorus for these questions)

- 1.) What does it mean to be a stranger to the dark?
- 2.) What are her 'broken parts'?
- 3.) What are her scars? How do you think she got them?
- 4.) Can you choose the word that is closest in meaning to the word 'ashamed'?
 - a.) excited
 - b.) embarrassed
 - c.) angry
- 5.) How were the people treated in the video? How did this make you feel? Do you think that any people are still treated this way today?
- 6.) Why does she refer to 'us' in some lines? Who could she be talking about?
- 7.) On a scale of 1-5 how effective is the word glorious? Why did the song writer choose this word instead of a word like great?



Challenge 3: (Look at verses 1, 2 and the chorus for these questions)

- 1.) What does it mean to be a stranger to the dark?
- 2.) What are her 'broken parts'?
- 3.) What are her scars? How do you think she got them?
- 4.) Can you choose the word that is closest in meaning to the word 'ashamed'?
 - a.) excited
 - b.) embarrassed
 - c.) angry
- 5.) How were the people treated in the video? How did this make you feel? Do you think that any people are still treated this way today?
- 6.) Why does she refer to 'us' in some lines? Who could she be talking about?
- 7.) On a scale of 1-5 how effective is the word glorious? Why did the song writer choose this word instead of a word like great?
- 8.) Which words in these lines are not written in standard English: 'when the sharpest words wanna cut me down, gonna send a flood gonna drown them out' ? Remember that Standard English is the correct, formal way of saying words. For example some people might say 'I aint' instead of 'I'm not', which would be an example of non-standard English.
- 9.) In the first line of the second verse she sings 'Another round of bullets hits my skin.' Do you think real bullets are hitting her? What does she mean? Can you say if this is a simile or a metaphor?



WEEKLY JAPAN ACTIVITIES



Choose one or two activities to try a day – you could record these in a scrapbook, or any other way you would like to. You do not have to do these activities in order 😊 Some might also take you more than one day to complete which is fine!

- Locate Japan on a map and draw/trace the outline of the country. Which continent is it on? Do any countries share a border with it? Is it in the Northern or Southern hemisphere? Is it land-locked or does it border a sea/ocean?
- Are there any famous mountains, volcanoes, rivers, lakes or forests in Japan? Research some and draw/write a postcard from it imagining you have visited that place on holiday.
- Design a holiday itinerary (trip guide) for someone to take to Japan based on places they might like to see. You could use parts of this Lonely Planet guide to help you choose a physical feature or landmark to focus on. <https://www.lonelyplanet.com/japan/planning/itineraries/a/nar/8d84fc6d-b7f3-4491-8eff-d46253eec938/356635> You could present this as a leaflet or like a journey with what to see on different days.
- Locate the capital city of Japan and create a bar chart comparing it to London on population size.
- Find out about the different seasons in Japan and what the climate is like in each season. You could create your own video weather report for different times of the year! Can you create a piece of art showing the seasons?
- Use google maps to work out how far away from England Japan is in km. What oceans and countries would you cross on a flight path to get there?
- Research plant and animal life in Japan. What animals could be found on land, or in the sky and sea? Can you draw some?