

A large steamship is shown from a side profile, moving across the water. The ship has a dark hull and a white superstructure with several yellow funnels. The background is a hazy, overcast sky and distant landmasses. The text "SUMMER 2" and "Week 5" is overlaid in the center of the image.

**SUMMER 2**  
**Week 5**

Class email:

holly.class.2020@hotmail.com if you have anything exciting to share.

There has been an issue with access to the work you need – this should be fine now, please let the school know if you are having trouble. Each week there will be a main 'LESSONS' ppt, supporting PPT's and resource sheets if needed for the lesson.

On the next slide there are details of our new spelling resource to enjoy called Spelling Frame.

### THIS WEEK

English (x 5) – The Titanic – Writing a newspaper article

Maths (x 5) – Column subtraction

Topic (Investigation) – Science (Longitudal Study)

There is a resource folder containing all sheets your child will need so use these and the exercise book to complete any work.

Reading – please continue to sign your journal when you read, find books or magazines that you enjoy reading.

Remember to enjoy your mindful colouring, Cosmic Kids and the Zen Den.

<https://spellingframe.co.uk/>

**Year 3 – If your child is following Year 3 spellings I will guide you as to which week will be focussing on as some of these we have covered already:**

**Spelling Rule 16**

**Year 2 - Spelling Rule 10**

**Year 1 – Spelling Rule 10**

WEEK-DAILY PUBLISHED BY EDWARD BOWEN & COMPANY ASSOCIATED PRESS CORPORATION

THE NEWARK  
ADVOCATE

12 Pages

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PUBLISHED WEEKLY BY EDWARD BOWEN & COMPANY ASSOCIATED PRESS CORPORATION

# WORST OCEAN DISASTER IN WORLD'S HISTORY; TITANIC GOES DOWN; 1,341 LIVES ARE LOST

### STEAMER CARPATHIA HAS 868 SURVIVORS OF ILL-FATED BOAT

Steaming Slowly for New York and Should Arrive Sometime Thursday Night or Early Friday Morning

ONLY FRAGMENTS OF DESTRUCTION REACH SHORE

Women and Children Were First to be Lowered into the Lifeboats—1,341 Souls Went Down With Titanic When It Plunged to Its Grave Two Miles Underneath Ocean Surface.



THE NEWARK, N.J., APRIL 16, 1912. LARGEST PHOTO TAKEN BY THE NEWARK ADVOCATE BY BEN BROWN

### ENTIRE WORLD STUNNED BY NEWS OF DISASTER TO THE STEAMER TITANIC

Hysterical Men and Women Crowd Office of Steamship in New York and Hundreds Give Way to Sobs and Tears

UNTOLED WEALTH REPRESENTED BY THOSE ON BOARD

Col. John Jacob Astor, Isidor Straus, Benjamin Guggenheim, Geo. F. Widener and Many Other Notable Men in High Finances are Reported Among Those Missing.

**NEWARK WOMAN'S MOTHER AUNT AND COUSIN WERE TITANIC PASSENGERS**

New York, April 16.—The appalling magnitude of the wreck of the greatest steamer that has ever sailed is being realized by the thousands of inhabitants who have gathered in today. The New York, April 16.—There was some news of the wreck of the Titanic, which sank early yesterday. News of the loss of the ship after she struck the iceberg, the greatest ship ever built, was received here today.

**TASK – In English resource 1 – Can you remember any features of a newspaper article?**

**Annotate the labels on this article.**

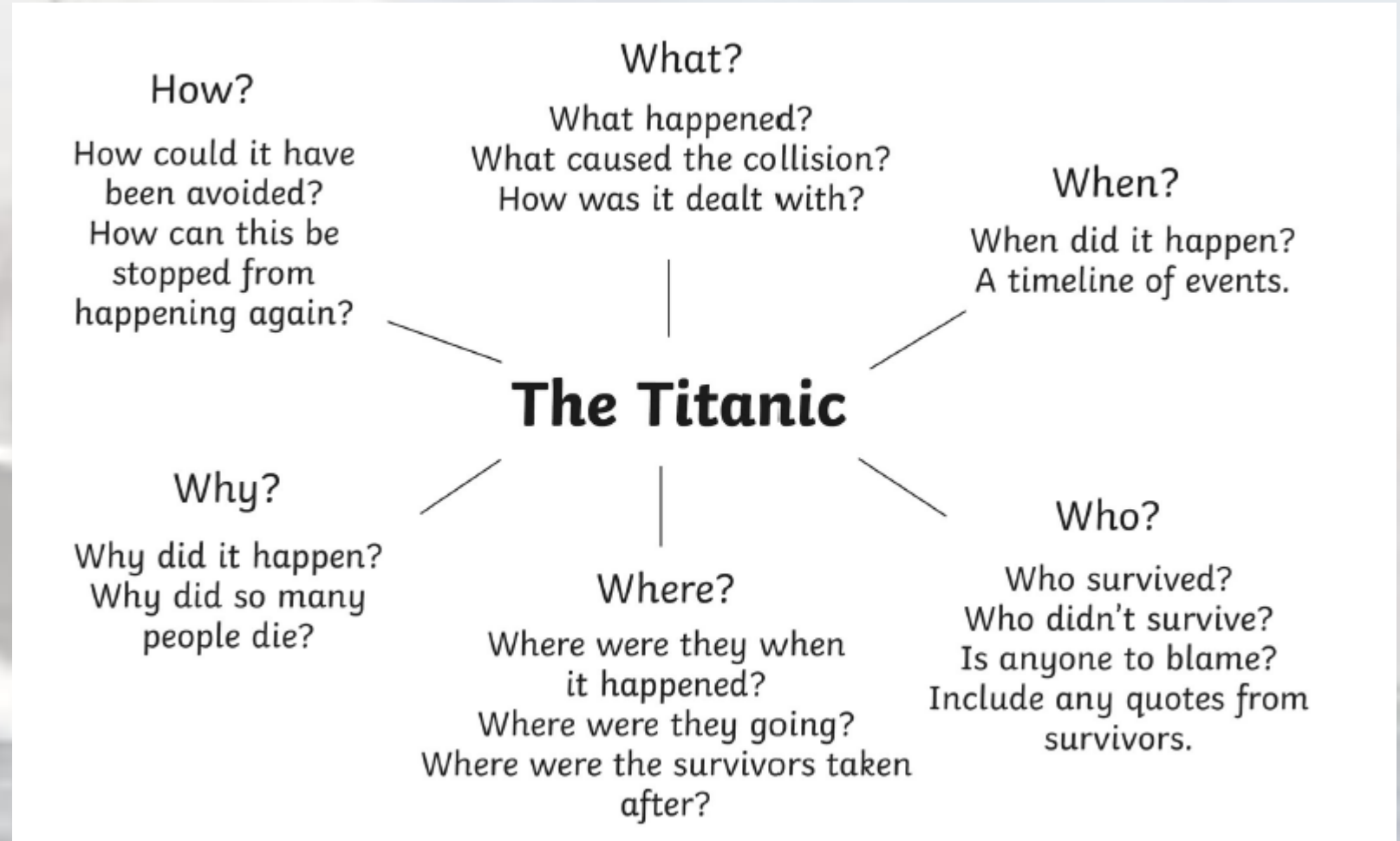


**TASK – Watch the YouTube clip, 'Creating a News Report' then use Resource 2 to gather information about the disaster.**

Creating A News Report

[https://www.youtube.com/watch?v=8\\_NmVtnEEA8](https://www.youtube.com/watch?v=8_NmVtnEEA8)

**Who?**  
**What?**  
**Where?**  
**When?**  
**Why?**  
**How?**



# English 3 – Planning Newspaper Article/Report

**TASK – Complete a planning sheet, resource 3 (there is a prompt sheet and two different types of layout for you to choose from.**

**Here are some newspaper headlines from after the tragedy.**

**THE NEW YORK HERALD.**

**THE TITANIC SINKS WITH 1,800 ON BOARD; ONLY 675, MOSTLY WOMEN AND CHILDREN, SAVED**

Illustration of the Titanic sinking, surrounded by several circular portraits of survivors, including a woman and several men.

**EXTRA Baltimore American EXTRA**

**TITANIC SINKS WITH 1,200 MEN; 866 WOMEN AND CHILDREN SAVED**

**Largest Ship in the World Strikes Iceberg on First Voyage**

**ALL RESCUED ARE ON BOARD LINER CARPATHIA**

**Wireless Flashes Picked Up from the Steamer Carpathia**

**PARTIAL LIST OF THOSE WHO HAVE BEEN RESCUED**

**A BRAVE TWO BELED DEEP**

**Gen. of Nurses Owing to the Difficulties of Transportation Mrs. John Jacob Astor is Saved—Mr. Astor is Not Rescued**

**Carl Rice, N. Y., April 16.—Following is a partial list of the first-class passengers who were rescued from the Titanic, as called up through the night by wireless at the Cape Race Station, from the steamer Carpathia.**

**The John Jacob Astor will sail for the Sea, but...**

**THE NEWARK ADVOCATE** 12 Pages

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**NEWARK WOMAN'S MOTHER AUNT AND COUSIN WERE TITANIC PASSENGERS**

**New York, April 16.—The appalling magnitude of the results of the greatest disaster since the time of the sinking of the Lusitania, which has been reported to London, has been...**

**New York American**

**J. J. ASTOR LOST ON TITANIC**

**1,500 TO 1,800 DEAD**

**John Jacob Astor was among the passengers who went down with the ship, according to a wireless dispatch received by Bradstreet's last night from the liner Olympic. Mrs. Astor was saved and is being brought to shore by the Carpathia.**

**The Wireless Operator at Cape Race, Newfoundland, Flashes: "Eighteen Hundred Lives Have Been Lost in the Wreck of the Titanic."**

Photograph showing the wreckage of the Titanic, including the bow section and other debris, surrounded by ice.

**TASK – You can either use the template or create your own newspaper in your exercise book.**

**Resource 5 has a picture sheet to use or you can draw your own.**

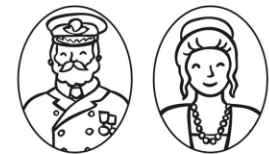
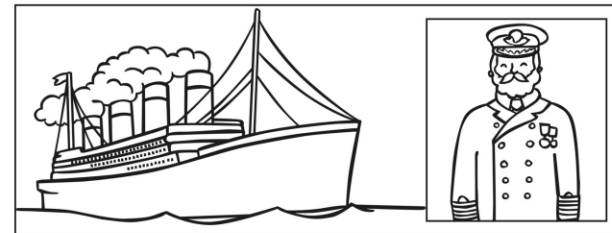
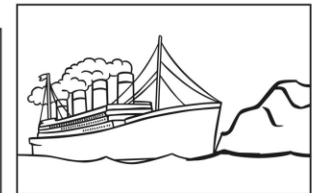
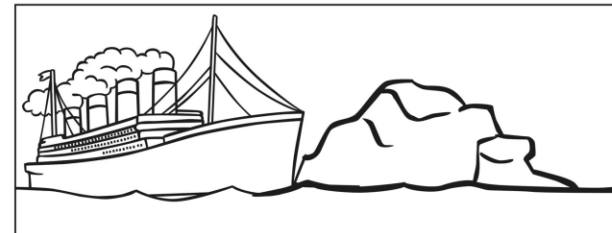
**EXT: When you have finished your report can you use it to pretend to be a newsreader on the television reporting on the disaster?**

***“Live from Southampton we have breaking news of an incredible tragedy at sea...”***

## REMEMBER

- **Headline should be striking**
- **Make it interesting for the reader**
- **Use powerful adjectives**
- **Include witness statements**
- **Include pictures with captions**

Cut, colour and stick the pictures below into your newspaper story or draw your own.  
Don't forget to add captions to the pictures.



Smile 

Breathe

CLOUD GAZING 

Exercise



Spend time with nature



Open Mind



RELAX  
RELAX  
RELAX

# MINDFULNESS

FORGIVE  
FORGIVE  
FORGIVE

POSITIVE  
THINKING

Plant



COOK



Take the dog for a walk

Chat with friends  
< Listen >



Take a bath



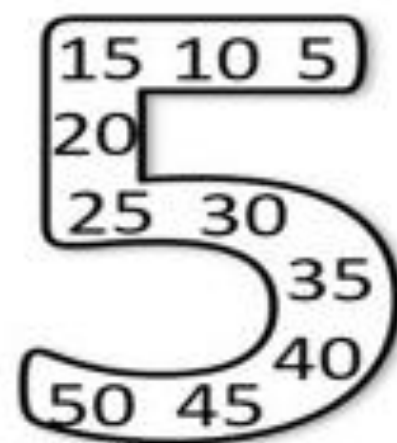
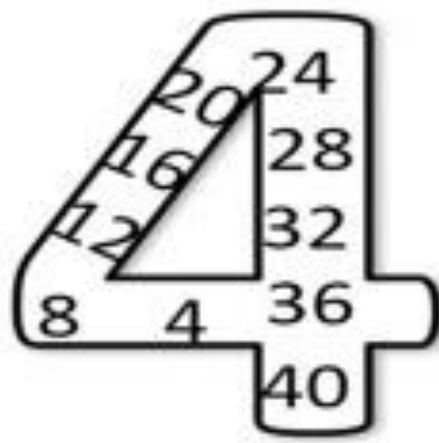
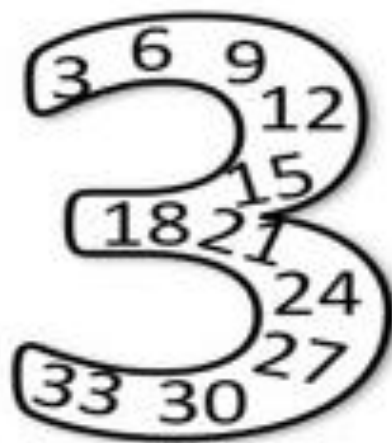
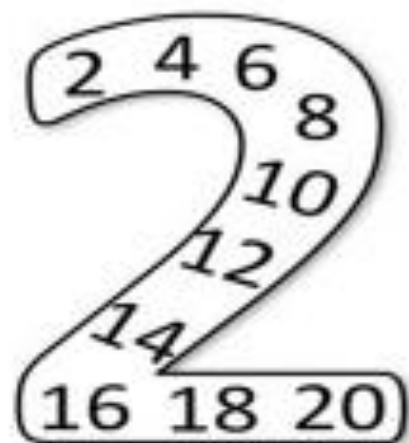


# Maths

## Column subtraction

This is a formal method of subtraction that we have been learning this year. Whilst we have covered it in class, many of the children found it challenging and may need support to get them started.

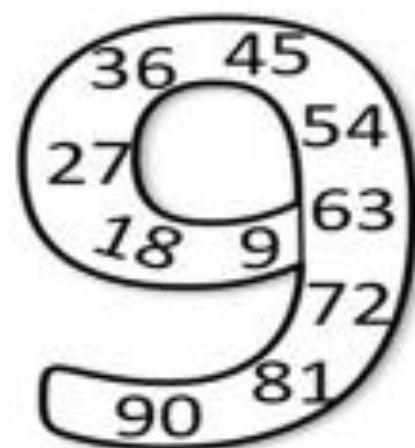
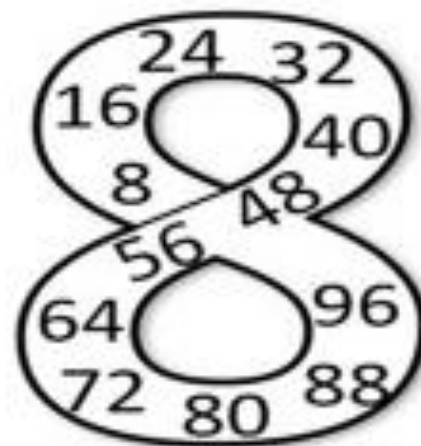
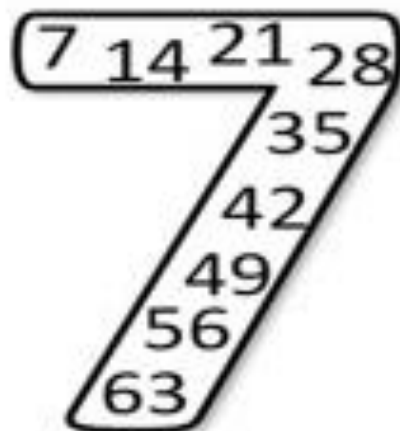
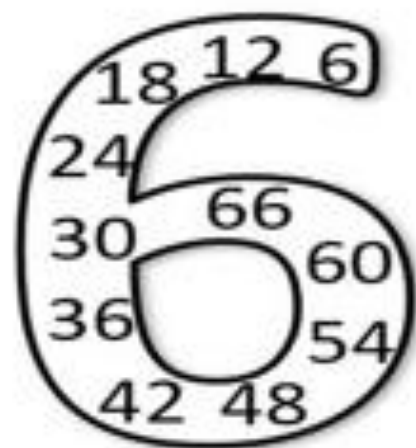




Practice your skip counting

<https://www.youtube.com/watch?v=9XzfQUXqiYY>

Mr DeMaio



Multiplication Grid 10 x 10

X	1	2	3	4	5	6	7	8	9	10
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										

There is a 12 X 12 Table grid in resources – give yourself 5 minutes to see how many you can remember 😊

Time yourself to complete the Tables you know:

Concentrate on the 2, 3, 4, 5, 8 and 10's

X	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100

## Maths 2

Column subtraction – no crossing boundaries

Today you are going to be solving number sentences using column subtraction.

You will need Maths 2 Resource.

### Column subtraction

In this clip it shows the progression through column subtraction to the most efficient way. This video clip is probably best watched by an adult who will support the child and then potentially parts of it can be used to support the child to answer the questions set.

We have learnt the expanded method and touched upon the shorter method but this may not be secure. As a family you may choose whether to complete the expanded method or the shorter method.

Watch this clip <https://vimeo.com/70316466>

Answer the questions on Maths 2 Resource. Your child may well be able to answer today's questions in their head but it is important to get the layout and the understanding correct for today to make the rest of the weeks lessons easier.

There are mastery questions if you want a challenge!

## Maths 3

Column subtraction – crossing tens

Today you are going to be solving number sentences using column subtraction.

You will need Maths 3 Resource.

### Column subtraction

Today you will be continuing with column subtraction. In today's questions you will need to borrow from the tens column to answer them correctly.

Example:

$$621 - 117 =$$

					H	T	U
						1	
Move a 'ten' across into the units column if you need to					6	<del>2</del>	<sup>1</sup> 1
				-	1	1	7
Subtract the units, then the tens, then the hundreds.					5	0	4

There are mastery challenges at the bottom of Maths 3 Resource.

## Maths 4

Column subtraction – crossing hundreds

Today you are going to be solving number sentences using column subtraction.

You will need Maths 4 Resource.

### Column subtraction

Today you will be continuing with column subtraction. In today's questions you will need to borrow from the tens column to answer them correctly.

Example:

$$669 - 197 =$$

					H	T	U
					5		
Move a 'hundred' across into the tens column if you need to					<del>6</del>	<sup>1</sup> 6	9
				-	1	9	7
Subtract the units, then the tens, then the hundreds.					4	7	2

There are mastery challenges at the bottom of Maths 4 Resource.

## Maths 5

Column subtraction – crossing tens and hundreds

Today you are going to be solving number sentences using column subtraction.

You will need Maths 5 Resource.

### Column subtraction

Today you will be continuing with column subtraction. In today's questions you will need to borrow from the tens column to answer them correctly.

Example:

$$304 - 155 =$$

					H	T	U
					2	9	
Move a 'hundred' or 'ten' across if you need to					3	<sup>1</sup> 0	<sup>1</sup> 4
				-	1	5	5
Subtract the units, then the tens, then the hundreds.					1	4	9

There are mastery challenges at the bottom of Maths 5 Resource.

Smile 

Breathe


CLOUD GAZING 

Exercise 

Spend time with nature



Walk BAREFOOT 

Open Mind 

RELAX  
RELAX  
RELAX

# MINDFULNESS

FORGIVE  
FORGIVE  
FORGIVE

POSITIVE THINKING

Plant 

COOK 

  
Take the dog for a walk

Chat with friends  
< Listen > 

Take a bath 





# Science – Longitudinal Study

Do you remember our longitudinal study when we went out into the school grounds and decided on three different locations to study and record the insect life that was inhabiting those areas. We also made observations about the plants growing and the conditions.

1. The middle of the field (open, grassy, windy – no insects)
2. In the woods (sheltered, leaves, bark, stones – beetles and ants)
3. By the pond (part sheltered, damp, dark – beetles, wood lice)

We should have done it in the Autumn, Spring and Summer, unfortunately we haven't been able to!

SO NOW YOU HAVE TO BE THE SCIENTISTS AND SEE WHAT YOU CAN:

DISCOVER, OBSERVE AND RECORD.

## Example of our investigation

How many different types of insect are found in different environments?

Title of my Investigation is :

Location and area size – 1m x 1m

Same

Number of different insects

Insect Habitats

Change

Measure

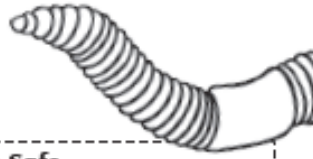
Time of year – Autumn, Spring and Summer

# Science 1 - Investigation

TASK – Read the investigation (Science Resource) ‘One Square Habitat’ and choose 2 locations where you can complete the task.

It could be different parts of your garden or maybe you could find somewhere in a park or at another house.

## One Square Habitat



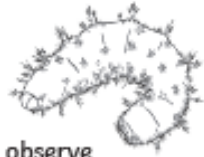
### You Will Need:

- string, wool, sticks or pebbles
- measuring tape
- backyard, bush, beach or other outdoor location
- paper and markers
- camera (optional)
- magnifying glass (optional)

### Be Safe:

Be sun safe when you are outdoors. Use gloves. Keep your hands away from your face. Some plants, insects or animals may be dangerous or need to be handled with care.

## Steps



1. Find a location where you feel there would be different things such as, plants, animals, soil, rocks or insects to observe.
2. Measure out a 50cm square (or smaller) using the measuring tape. Mark the area using the string, wool, sticks or pebbles. You may need to secure it if it is windy.
3. Draw a diagram or take a photograph of the square. Record the time, date and weather conditions.
4. Get down low and make some observations using your senses (touch, smell, hear, see). Record your findings and include items such as animals, insects, footprints, plants, fungi, rocks, soil, water, droppings, animal food or seeds.
5. Return to your square as many times as you like (after a few hours or days). Record the time, date and weather conditions, plus any other changes you notice. Compare these observations with the ones you made earlier.



# Science 2 - Investigation – Recording Observations

**TASK – At three different times over the summer you need to observe and record the information.**

Investigation 1					
Location	Time	Date	Weather condition:	Observation:	Additional
1					
2					

Investigation 2					
Location	Time	Date	Weather condition:	Observation:	Comparison
1					
2					

Investigation 3					
Location	Time	Date	Weather condition:	Observation:	Comparison
1					
2					

Title of my Investigation is :

Same

Change

Measure

# Science 3 - Investigation Presentation

**TASK** – You need to present your findings in an interesting way, it is up to you.

A poster would be fun 😊

Remember you can include:

- The investigation recordings
- Diagrams
- Graphs (pictograms/bar charts)
- Pictures/photos/drawings
- A conclusion is always important in Science

# Science 4 Investigation

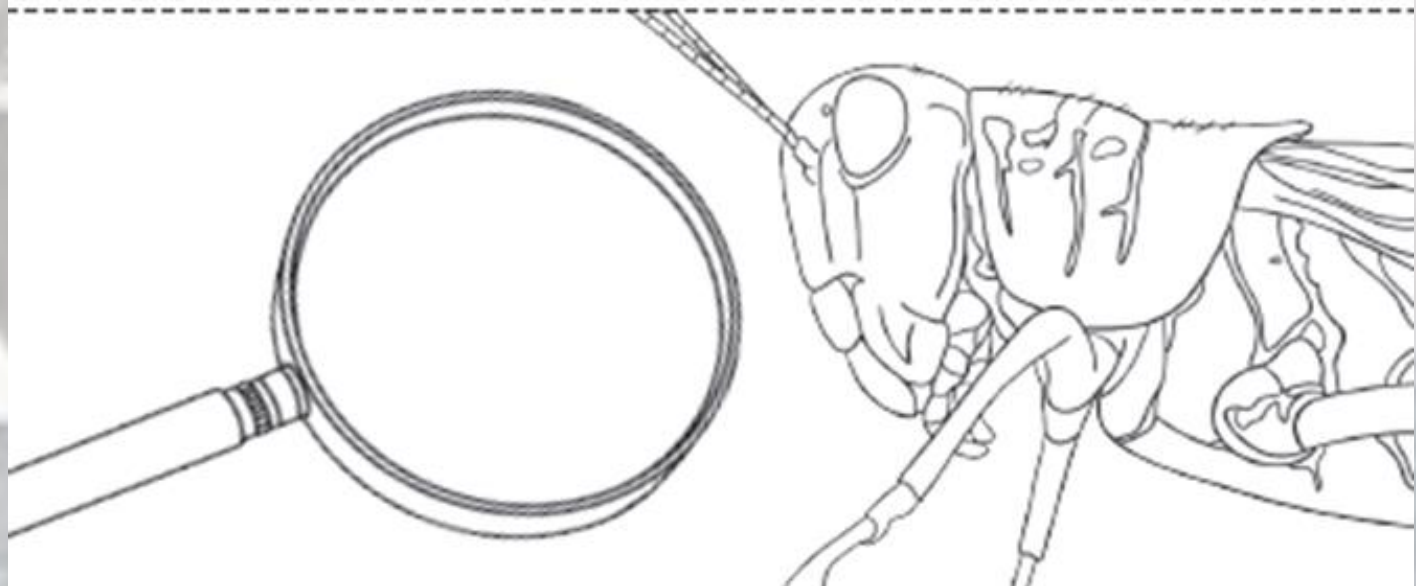
EXT – If you would like a challenge then answer these questions.

**NOW YOU REALLY  
ARE A SCIENTIST!**



## Going Further

- Where did you find plants, animals or other items in your square?
- Why do you think those items were in that spot?
- How did you use your senses to make observations?
- What changes did you observe?
- What do you think caused these changes?
- What changes do you think will happen to your square after 1/10/50/100 years?
- What did you find that was living, non-living, or once lived?
- Research the animals and plants you found.



# SCIENCE!

## Thinking Like a Scientist

By Jennie Munson

I want to think like a scientist  
Observing animals, earth, or sky.  
I want to ask good questions  
Wondering how, and what, and why.

I want to make smart guesses  
Hypothesizing what might happen and when.  
I want to do cool experiments  
Testing my thinking again and again.

I want to write up all my data,  
Recording pictures, charts, or words.  
I want to think through all I've done  
Drawing conclusions about what I've learned.

Wondering, asking, testing, concluding.  
This is what scientists do.  
If you want to think like a scientist  
Then you must do them too!

See You All Soon



Miss Nicholas,  
Mrs Payne  
and  
Miss Tuffin