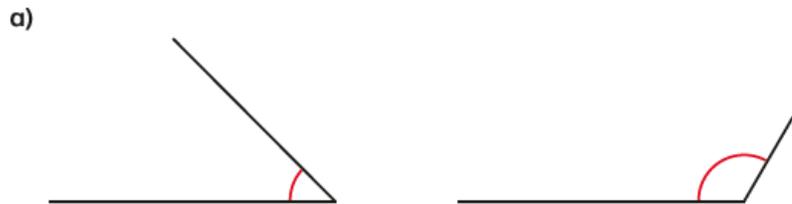


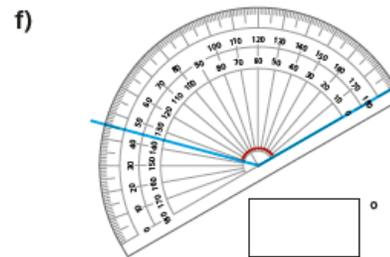
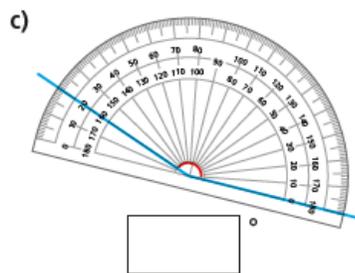
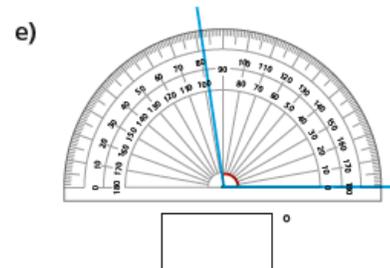
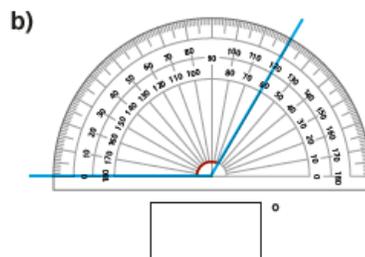
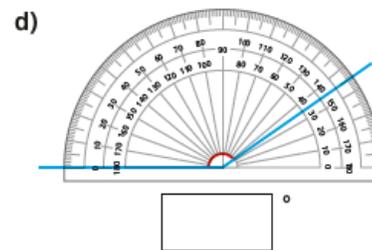
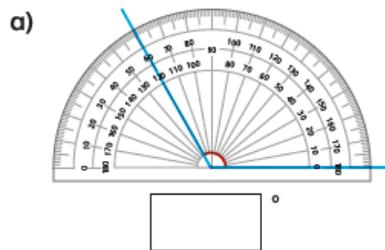
Day	Maths	English	Reading	Weekly Curriculum Project
Monday	<p>corbettmathsprimary.com 5-a-day 29th June</p> <p>https://whiterosemaths.com/homelearning/year-5/ Summer Term week 10 Lesson 1 Worksheet – slides 2 and 3</p>	<p>https://youtu.be/Y0KXvQBwcw8?list=PL_odjZ7bN8F7mMQn8yBi9mQevHEcVxJxG Choose the ancient sport you want to write instructions for. If you don't know use slides 10 and 11. Make notes about each aspect of your chosen sport or game. You could use books and the internet to add more details. Use slide 12 to help you.</p>	<p>https://classroom.thenational.academy/lessons/reading-comprehension-1</p>	<p>Share with us. Do you have any completed work that you want to show us? Any stories you want to tell us? Any worries that you want to talk to us about? Do you want easier / harder or more work? Please email us: Year5@jamescambellprimary.org.uk</p>
Tuesday	<p>corbettmathsprimary.com 5-a-day 30th June</p> <p>https://whiterosemaths.com/homelearning/year-5/ Summer Term week 10 Lesson 2 Worksheet – slides 4 and 5</p>	<p>https://youtu.be/c--NZvKrv4U?list=PL_odjZ7bN8F7mMQn8yBi9mQevHEcVxJxG What are the features of good instructions? Look at slides 13 and 14. Play the chopstick game. How easy were the instructions to follow? Why? Make a list of ALL the things you need to create an effective set of instructions. Explain the purpose of each feature.</p>	<p>Bug Club Work through the book allocated to you, answering the questions at the end</p>	<p>What were Tudor punishments like?</p> <ol style="list-style-type: none"> 1. Read slides 15 – 2 2. Draw a picture representing your information on your sugar paper. BUT you can use no more than 6 words on your poster. 3. Complete the worksheet on slide 22. Can you find any other tortures or punishments I have not told you about?
Wednesday	<p>corbettmathsprimary.com 5-a-day 1st July</p> <p>https://whiterosemaths.com/homelearning/year-5/ Summer Term week 10 Lesson 3 Worksheet – slides 6 and 7</p>	<p>https://youtu.be/UgweucCJaZQ?list=PL_odjZ7bN8F7mMQn8yBi9mQevHEcVxJxG Write up your set of instructions for the game you have chosen. Remember: title, introduction, what you need, method, conclusion. Top tip</p>	<p>Bug Club Work through the book allocated to you, answering the questions at the end</p>	
Thursday	<p>corbettmathsprimary.com 5-a-day 2nd July</p> <p>https://whiterosemaths.com/homelearning/year-5/ Summer Term week 10 Lesson 4 Worksheet – slides 8 and 9</p>	<p>https://youtu.be/5s2AMs7vH-8?list=PL_odjZ7bN8F7mMQn8yBi9mQevHEcVxJxG Complete the t shirt challenge! Edit your instructions, make sure they include adverbs of manner, 2 adjectives and comma, imperative verbs, rhetorical questions, fronted adverbials, diagrams if you need them.</p>	<p>Bug Club Work through the book allocated to you, answering the questions at the end</p>	<p>ART https://classroom.thenational.academy/lessons/texture-treasure-hunt Create a frottage patchwork from rubbings of textured objects which you find around your home. You will need a pencil and paper.</p>
Friday	<p>corbettmathsprimary.com 5-a-day 3rd July</p> <p>https://whiterosemaths.com/homelearning/year-5/ Summer Term week 10 Maths Challenge</p>	<p>https://youtu.be/QPKnjB3LQ?list=PL_odjZ7bN8F7mMQn8yBi9mQevHEcVxJxG Record or film your instructions on how to play your game. OR if you do not want to film type up your instructions.</p>	<p>https://classroom.thenational.academy/lessons/reading-comprehension-2</p>	<p>Spanish http://www.languageangels.com/homeschool/ Continue the unit of work Username: TheJam2042 Password: lahome</p>

Measuring with a protractor (2)

1 Circle the greater angle in each pair.



2 What is the size of the angle marked in each diagram?



3



The angle marked is 30 degrees.

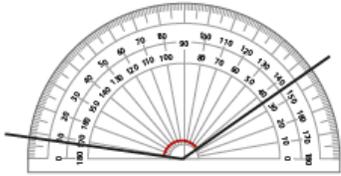


a) How do you know, just by looking at the angle, that it is not 30 degrees?

b) What mistake do you think Annie has made?

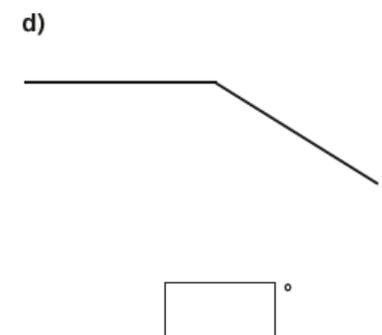
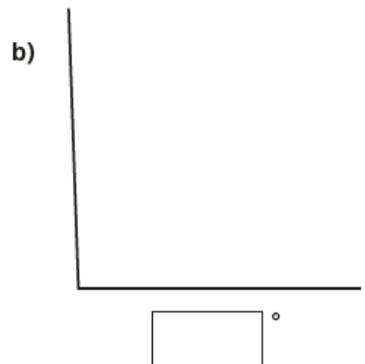
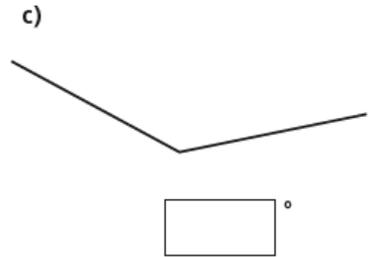
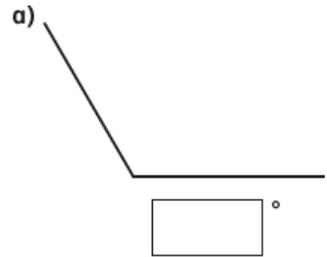
Monday

- 4 Scott is trying to measure the obtuse angle.

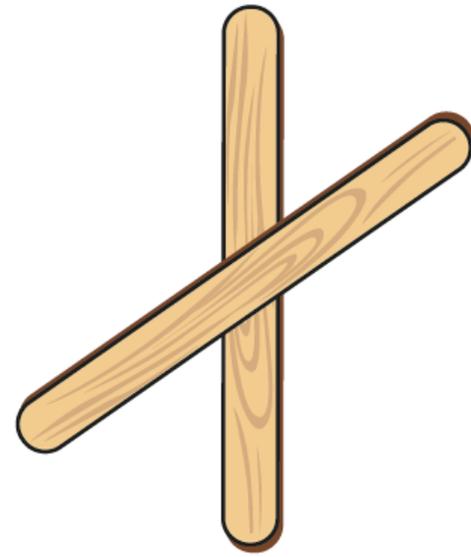


What mistake has Scott made?

- 5 Measure each of the angles.



- 6 Eva puts one ice-lolly stick over another ice-lolly stick.



- a) Estimate the size of the largest angle between the two ice-lolly sticks.

My estimate is °.

- b) Measure the angle to check your estimate.

The actual measurement is °.

- c) Measure the size of each of the angles formed by the ice-lolly sticks and label them on the diagram.

- d) Use ice-lolly sticks to create different sized angles and measure them.

1 Draw each of the angles accurately.
Use the line provided as part of your angle.

a) 60 degrees



b) 85°



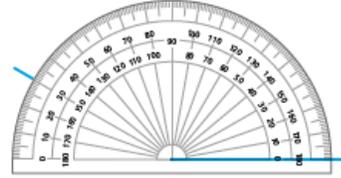
c) 110°



d) 143°

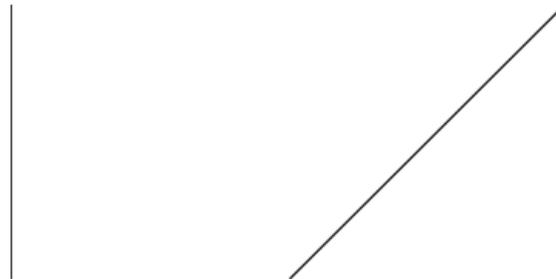


2 Dexter is asked to draw an angle of 30 degrees.
He marks a point as shown.



What mistake has Dexter made?

3 Draw an angle of 100° on each line.
Use the lines to form part of the angle.

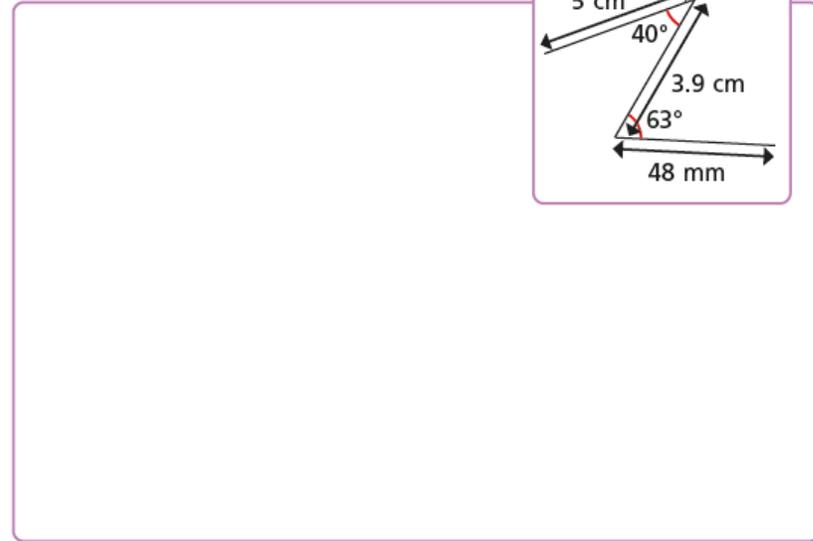
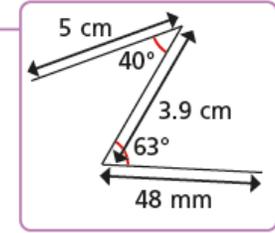


4 Draw three angles that all measure 55° .

Each angle should be in a different orientation.

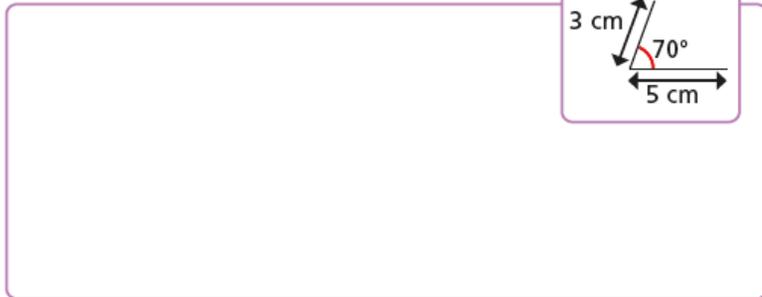
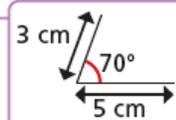


6 Make an accurate drawing of the shape.

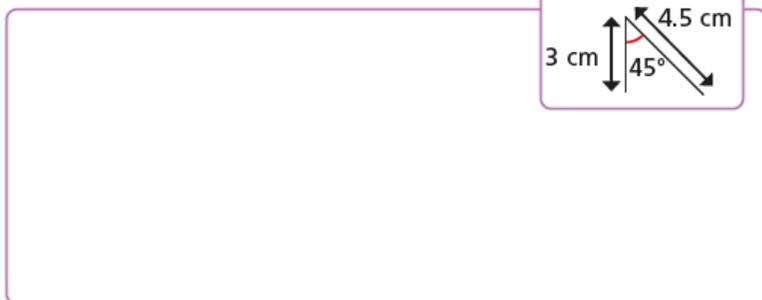
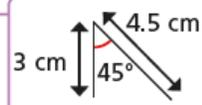


5 Draw these lines and angles accurately using a ruler and protractor.

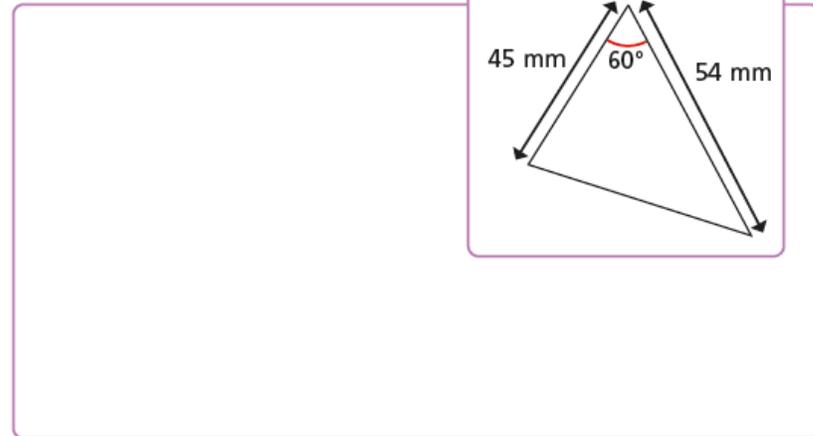
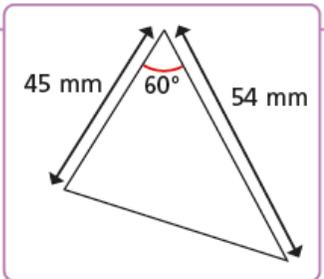
a)



b)

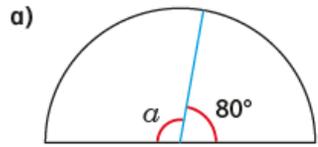


7 Draw the triangle accurately and work out its perimeter.

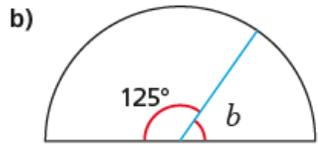


perimeter = mm

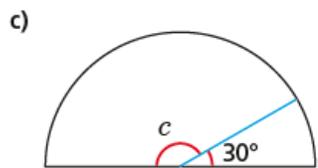
1 Work out the sizes of the unknown angles.



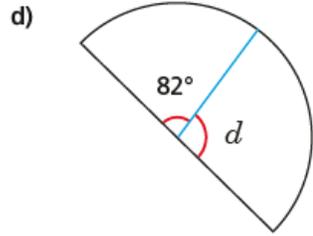
$a = \boxed{}^\circ$



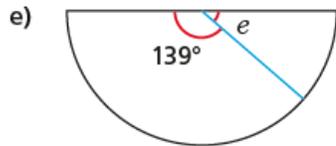
$b = \boxed{}^\circ$



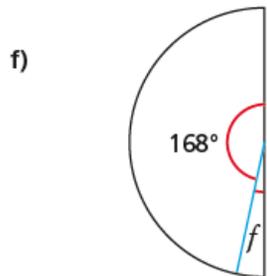
$c = \boxed{}^\circ$



$d = \boxed{}^\circ$

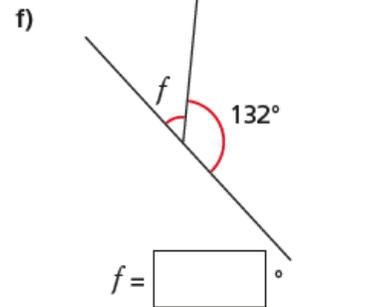
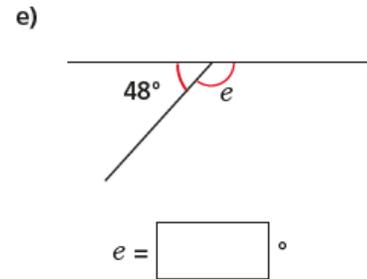
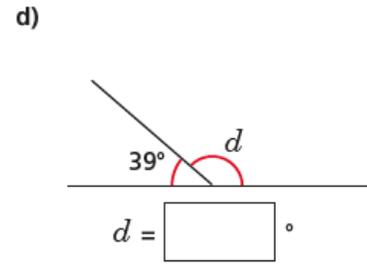
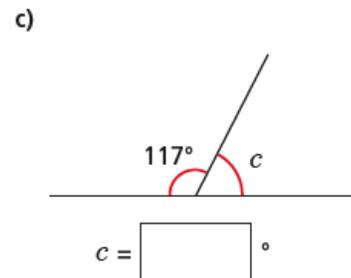
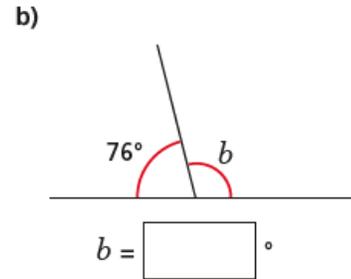
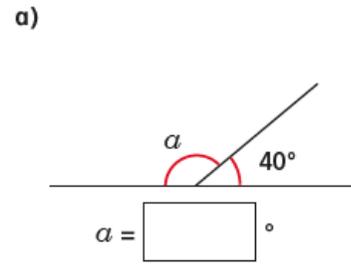


$e = \boxed{}^\circ$

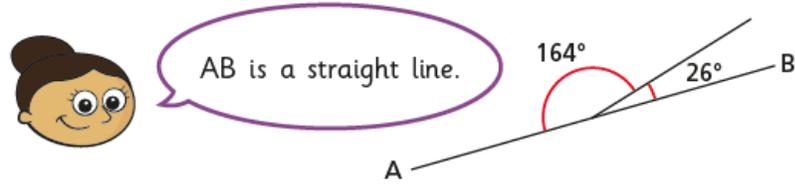


$f = \boxed{}^\circ$

2 Work out the size of the unknown angles.



3 Dora draws two angles.



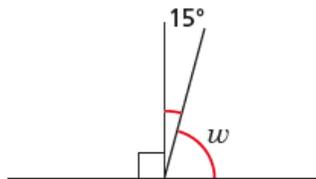
Do you agree with Dora? _____

Explain your answer.

4 Work out the size of the unknown angles.

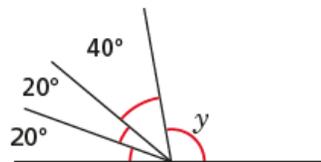
Show the steps in your working.

a)



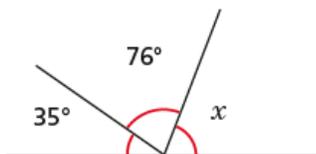
$$w = \boxed{}^\circ$$

c)



$$y = \boxed{}^\circ$$

b)



$$x = \boxed{}^\circ$$

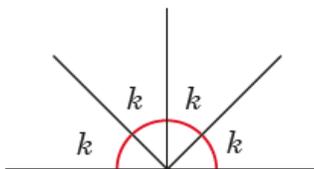
d)



$$z = \boxed{}^\circ$$

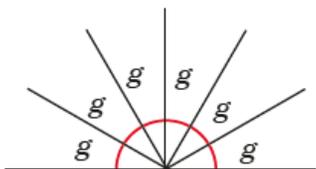
5 Work out the sizes of the unknown angles.

a)



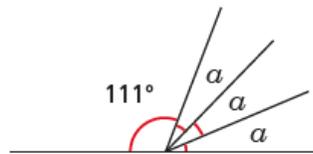
$$k = \boxed{}^\circ$$

b)



$$g = \boxed{}^\circ$$

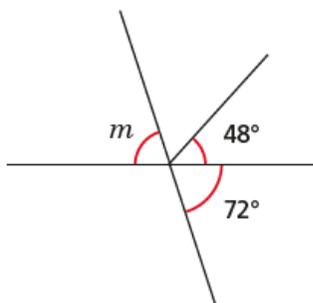
6 Work out the size of angle α .



$$\alpha = \boxed{}^\circ$$

7 Work out the size of angle m .

Show all your working out.

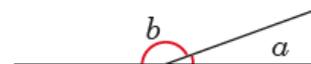


$$m = \boxed{}^\circ$$

8 Two angles are marked.

Angle b is eight times the size of angle α .

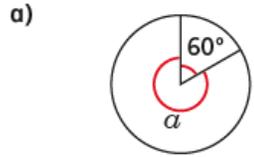
What is the size of each angle?



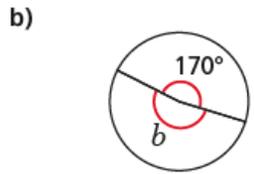
$$\alpha = \boxed{}^\circ \quad b = \boxed{}^\circ$$

Calculating angles around a point

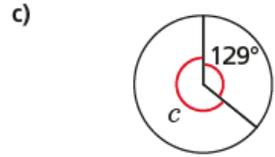
1 Work out the sizes of the unknown angles.



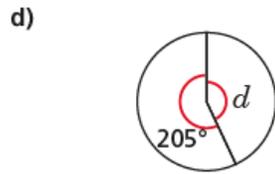
$a = \boxed{}^\circ$



$b = \boxed{}^\circ$



$c = \boxed{}^\circ$



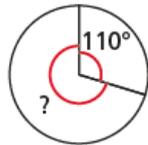
$d = \boxed{}^\circ$

2 Ron turns clockwise through 110 degrees.

He continues to turn the same way.

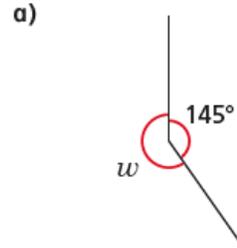
He wants to turn to where he was facing at the start.

How many more degrees does he need to turn through?

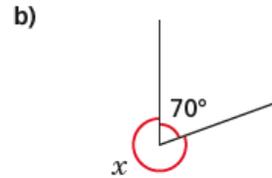


$\boxed{}^\circ$

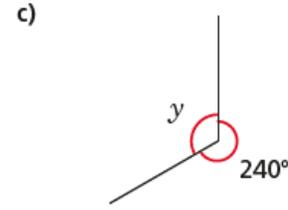
3 Work out the size of the unknown angles.



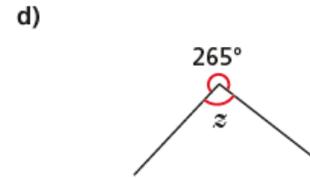
$w = \boxed{}^\circ$



$x = \boxed{}^\circ$

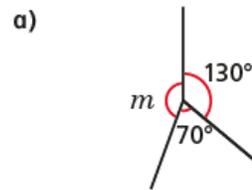


$y = \boxed{}^\circ$

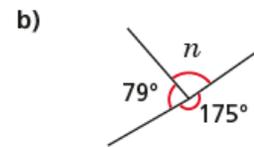


$z = \boxed{}^\circ$

4 Work out the sizes of the unknown angles.



$m = \boxed{}^\circ$



$n = \boxed{}^\circ$

Thursday

5 Ms Hall asks her class to draw an angle of 250 degrees.



Amir

My protractor only goes up to 180 degrees.

That's true. But I think we can still use it.



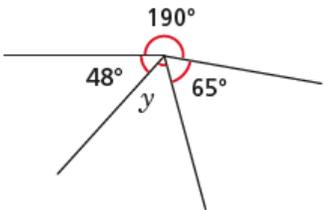
Alex

- a) Explain why Alex is correct.
- b) Draw an angle of 250 degrees.



Compare methods with a partner.

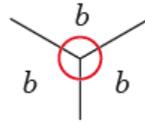
6 Work out the size of angle y .



7 Work out the sizes of the unknown angles.

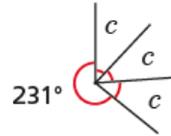
Give reasons to support your answers.

a)



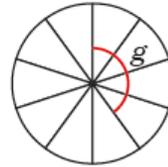
$b = \square^\circ$ because _____

b)



$c = \square^\circ$ because _____

8 A circle is divided into ten equal sections.



What is the size of the angle marked g ?

$g = \square^\circ$

POKATOK



Monday

POKATOK/POKTATOK/PITZ - THE MAYAN BALL GAME

Pok-A-Tok was a fast-paced ball game played by the Maya of Central America. It is their most famous game, which is thought to have been invented around **2000 BCE**. It seems that Pok-A-Tok was played in every major Maya city, but we aren't sure what they called it!

The objective of the game was to **get a ball through a narrow stone hoop placed on the court wall**, often as high up as 6m from the ground. Players were **not allowed to use their hands or feet - only their head, shoulders, elbows, wrists, and hips**. Games would go on without interruption for **long periods of time, often for days**. Scoring was so difficult that when a player managed to finally **get the ball through the ring fixed high up on the wall**, the game usually ended.

Pok-a-Tok may have been played in many different ways. Archaeologists have found courts that vary in size, and the ball may have been anywhere from the size of a tennis ball to a basketball.





Players would wear **protective padding** around their waists, and on one shin and forearm. Otherwise the **hard, solid-rubber ball** could have severely injured or even killed them. The padding, called **yokes**, was made of cotton stuffed into wooden frames. They also wore large ornate animal headdresses that may have represented what they believed to be their animal counterparts. Handstones known as 'manopla' were held to hit the ball with extra force, and may have been used to start the ball in play.

However, despite the safety precautions, the members of the **losing team** or at least the captain, were **killed in sacrifice to the gods**. Who would want to actually play Pok-A-Tok for fun if this was the result?



The ruins of Chichén Itzá in Mexico's Yucatán peninsula has the **biggest Pok-A-Tok court** of all Mesoamerica. It is **over 160m long and 70m wide**. Most ball courts had two sloping parallel walls inset with three round disks called markers or a **single stone ring**, at right angles to the ground. The Great Ballcourt of Chichén Itzá has its **walls covered with carved images of sacrifices made to the gods** at the game's end.



HOW WERE POK-A-TOK BALLS MADE?

Mesoamerican people were using rubber by 1600 BCE. During harvest the Maya made diagonal cuts in the bark of cau-uchu trees to start the flow of latex down a central vertical channel and into their containers. The rubber was mixed with the juice of the Morning Glory vine to make it tough, strong, and very elastic - perfect for bouncing. It hardened within minutes, but before that would happen the Maya shaped the rubber into different sizes of balls.



For more research, check out [wikipedia.org/wiki/Mesoamerican_ballgame](https://www.wikipedia.org/wiki/Mesoamerican_ballgame)

Ancient Sports Academy: Game Research

Make notes about each aspect of your chosen sport or game. You could use books and the internet to add more details.

What is the sport or game called?	
Who played it and when?	
What is needed?	
How is the game played?	
What is the aim of the game?	
Any tips or extra information?	

HOW TO PLAY CHOPSTICKS

Are you bored and need a quick and fun game? Then why not try 'chopsticks'? It's easy to pick up, but also makes you think! This guide will show you how to play the game: follow the step-by-step instructions and never be bored again!

1 WHAT YOU NEED:

- ✓ Two players (aged five and over)
- ✓ Ten quick, nimble fingers
- ✓ A brain ready to think!

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2 METHOD:

- ✓ Firstly, face the other player.
- ✓ Before you start the game, decide who is going to go first.
- ✓ As soon as you are ready, hold out one finger on each hand towards each other.
- ✓ Lightly tap one of the other players hands with your finger. This means they have to add one more finger on that hand.
- ✓ Now, it is then the other player's turn. If they tap with two fingers, this means you have to add two more fingers onto that hand.
- ✓ Continue taking it in turns to tap and add on fingers. Carefully choose which hand to tap, as if one player has 5 (or more) on one hand, that hand is 'out' and they must put it behind their back.



3

CONCLUSION

The last player with a hand still in play wins! It's easy to lose, so whilst you are waiting think carefully about your next move! Now you know how to play the game, why not see if you can teach it to your friends and family?

4

TOP TIPS

- ✓ Remember, if your hand is tapped by two fingers, you must add two fingers. If it's tapped by three, add three, and so on.
- ✓ For a fun twist, players can also split an even number of fingers across both hands, so that if a player has four fingers on one hand and none on the other, they can split them into two and two.

CONGRATS

You made it!

Punishment: Death by Beheading

- The punishment of death by the axe was the most common form of execution and it was a terrifying prospect. The Tudor executioners often took several blows before the head was finally severed. The punishment of beheading was held in public and witnessed by many people. Following the execution by beheading the severed head was held up by the hair by the executioner. This tradition was not just to show the crowd the head, but also to show the head of the victim to the crowd and to its own body. Consciousness remains for at least eight seconds after beheading, until the lack of oxygen causes unconsciousness and mercifully death. The heads of Tudor traitors were placed on stakes and displayed in public places such as on the ramparts of castles or such prominent spots like London Bridge.

Punishment: Scold's Bridle

- A **scold's bridle**, sometimes called a **branks**, was an instrument of punishment used primarily on women, as a form of torture and public humiliation. The device was an iron muzzle in an iron framework that enclosed the head. An iron rod (curb plate) about 2 inches long and 1 inch broad, projected into the mouth and pressed down on top of the tongue. The curb-plate was frequently studded with spikes, so that if the offender moved her tongue, it inflicted pain and made speaking impossible. A **scold** was a species of public nuisance—a troublesome and angry woman who broke the public peace by regularly arguing and quarrelling with her neighbours. A shrew was seen to be repeatedly aggressive, nagging and violent in their demeanour with a 'vicious bite'. **Who was punished?** Wives who were seen as [witches](#), [shrews](#) and [scolds](#), were forced to wear the branks/scold's bridle, locked onto their head.

Punishment: Hanged, Drawn and Quartered

Convicts were fastened to a [hurdle](#), or wooden panel/plank, and drawn by horse (dragged along behind the horse), to the place of execution, where they were [hanged](#) (almost to the point of death), [emasculated](#) (private parts cut off, [dis-embowelled](#), [beheaded](#) and [quartered](#) (chopped into four pieces). Their remains were often displayed in prominent (important easily viewed) places across the country, such as [London Bridge](#). Only men suffered this punishment, for example Guy Fawkes. For reasons of [public decency](#), women convicted of high treason were instead [burned at the stake](#). People suffered this extreme act of punishment for crimes such as high treason as the severity of the sentence was [measured against the seriousness of the crime](#). As an attack on the monarch's authority, high treason was considered an unforgivable, disgraceful act demanding this most extreme form of punishment.

Torture: Spanish Donkey

It was a [sharply angled wooden device](#) of triangular shape, pointing upward, mounted on a horse-leg like support poles. The naked victim was then made to sit on the [main board](#) as if riding a horse, and various weights were attached to his or her feet, to increase the agony and prevent the victim from falling off.

According to historical sources, the wedge occasionally sliced entirely through the victim as a result of too much weight being attached to his or her feet.

More weights were applied until the prisoner confessed.

A torture first used in Spain, the idea was to destroy a victim's genitals! Used for many crimes to get the victim to confess. Carried out both publicly and privately.

Torture: The Press

A prisoner would lay under strong wooden or metal boards whilst heavy stones were placed upon them. If a prisoner failed to own up to their crime, another heavy rock would be placed up[on them.

One press operator once boasted that he knew a prisoner would not hold out for much longer, 'When he heard his chest crack'.

"Pressing to death" might take several days, and not necessarily with a continued increase in the load.

Torture: The Rack

The rack is a [torture](#) device consisting of a rectangular, usually wooden frame, slightly raised from the ground, with a roller at one or both ends. The victim's ankles are fastened to one roller and the wrists are chained to the other. As the interrogation progresses, a handle and [ratchet](#) attached to the top roller are used to very gradually stepwise increase the tension on the chains, inducing excruciating pain.

One gruesome aspect of being stretched too far on the rack is the loud popping noises made by snapping [cartilage](#), [ligaments](#) or [bones](#). One powerful method for putting pressure upon prisoners was to force them to watch someone else being subjected to the rack.

There was only one rack in the whole of England which was kept in the Tower of London. One famous Tudor rack torturer boasted that his victims were usually a foot longer when he finished with them.

Punishment: The Stocks

A form of [physical punishment](#) involving [public humiliation](#). The stocks and pillory partially immobilized its victims and they were often exposed in a public place such as the site of a market to the scorn of those who passed by. The stocks are similar to the [pillory](#) and the [pranger](#), as each consists of large, hinged, wooden boards; the difference, however, is that when a person is placed in the stocks, their feet are locked in place, and sometimes as well their hands or head, or these may be chained.

With stocks, boards are placed around the legs and the wrists in some cases, whereas in the pillory they are placed around the arms and neck and fixed to a pole, and the victim stands. However, the terms can be confused, and many people refer to the pillory as **the stocks**.

- Since stocks served an outdoor public form of punishment its victims were
- subjected to the daily and nightly weather. As a consequence it was not uncommon for people kept in stocks over several days to die from [heat exhaustion](#) or [hypothermia](#).

Tortures	Punishments

Why use torture and cruel punishments?