



miStAkEs  
are proof  
that you are  
TRYING

**Friday 5th March, 2021**

Good morning, Exeter Class!

Happy Friday, everyone! Today is the last day of online learning! I cannot wait to see you all on Monday!!!!!!

I hope you all had a great week and are ready for a fun and exciting day of learning.

Remind your parents if they need to email, it's [victoria.vanreijn@rusthall-cep.kent.sch.uk](mailto:victoria.vanreijn@rusthall-cep.kent.sch.uk) or message through Class Dojo on **Mondays and Fridays**.

Have a fantastic day

Miss Van Reijn

### Fitness

Choose 10 things from the table below:

Do 10 star jumps. <b>Day 1</b> 	Hop around like a frog for 20 seconds. <b>Day 2</b> 	Touch your toes 10 times. <b>Day 3</b> 	Balance a ball on your head. <b>Day 4</b> 	Spin in a circle for 10 seconds. <b>Day 5</b> 
Walk like a crab for 1 minute. <b>Day 6</b> 	Stretch as high as you can. <b>Day 7</b> 	Choose a song and create your own dance routine for the song! Perform it in front of your family. <b>Day 8</b> 	Pick up a ball from floor without using your hands. <b>Day 9</b> 	Take 10 giant steps. <b>Day 10</b> 
Balance on one leg for 30 seconds. <b>Day 11</b> 	Do 6 cartwheels. <b>Day 12</b> 	Lay on your back and peddle your legs like you are on a bike. <b>Day 13</b> 	Skip the rope for 1 minute. <b>Day 14</b> 	Make your own hopscotch. Play it for 1 minute. <b>Day 15</b> 
Stretch like a cat. Do it 5 times. <b>Day 16</b> 	Do an egg and spoon race with your sibling. <b>Day 17</b> 	Dance like a chicken for 1 minute. <b>Day 18</b> 	Walk backwards 10 steps and then skip back. <b>Day 19</b> 	Do 10 squats in 30 seconds. <b>Day 20</b> 
Wiggle like a worm for 20 seconds. <b>Day 21</b> 	Do Yoga for 10 minutes. You can find videos on YouTube. <b>Day 22</b> 	Tiptoe for 15 seconds. <b>Day 23</b> 	Throw a ball in the air and catch it. Repeat 10 times. <b>Day 24</b> 	Shake your arms and clap your hands. Do this 5 times. <b>Day 25</b> 
Create your own obstacle course and time yourself doing it! <b>Day 26</b> 	Do gorilla shuffle for 15 seconds. <b>Day 27</b> 	Lay on the floor. Lift your arms and legs above the floor for 10 seconds. <b>Day 28</b> 	Balance a book on your head for 15 seconds. <b>Day 29</b> 	Do 10 sit ups in one minute. <b>Day 30</b> 

Feeling Blue?

<https://www.youtube.com/watch?v=AFIqSaZM2D0>

OR

9am Joe Wicks YouTube workout

Today in reading, you are going to read the text below about **coral reef ecosystem**. Read through it carefully and answer the questions below.



## Coral Reef Ecosystems

### A Garden Under the Sea

Corals are living organisms that form coral reefs, delicate ecosystems that look like colourful gardens under the sea. Coral reefs are some of the most biodiverse ecosystems in the world, supporting 25% of all marine species, including fish, sea sponges, starfish and crabs. The largest coral reef, the Great Barrier Reef, is off the coast of Queensland, Australia. It covers over 133 000 square miles, an area equivalent to over 64 million football pitches. Corals have microscopic algae living inside their tissues, which gives the coral reef its beautiful colours. The biggest coral reefs are found in tropical waters because the warm, clear, shallow water provides an ideal environment for the algae to photosynthesise.



The Great Barrier Reef

### A Symbiotic Relationship

The relationship between algae and corals is an example of symbiosis - each organism depends on the other for survival. Corals are animals so they rely on the photosynthesising algae for food. Corals provide the algae with a safe environment and their waste supplies the compounds needed for photosynthesis. In return, the algae supply the corals with glucose and oxygen produced through photosynthesis. The corals use the glucose and oxygen for respiration and for making other molecules such as proteins and calcium carbonate. The calcium carbonate is used to build skeletons which form the foundation of the reef.



A colourful coral reef ecosystem

### Help! Coral Reefs Are at Risk

Due to the increased burning of fossil fuels by humans, the concentration of carbon dioxide in the atmosphere is increasing. The extra carbon dioxide dissolves into the oceans, which can cause major problems for the coral reefs. Carbon dioxide causes ocean acidification, in which the water becomes more acidic. The increase in acidity makes it harder for the corals to build the calcium carbonate skeletons.

The increase in atmospheric carbon dioxide is also linked to global warming. Global warming causes increase in ocean temperatures, which can lead to coral bleaching: the corals expel the tiny algae that live within them and the corals turn white. If this continues for too long, the corals cannot survive and therefore die. Coral bleaching can also result from water pollution caused by harmful chemicals entering the oceans. For example, sun cream contains toxic chemicals that can wash off our skin and accumulate in corals.



### Coral Reef Ecosystems

Wildfires, development of surrounding land and increased traffic can cause an increase in runoff turbidity. The additional sediment in the runoff can smother the reef, reducing the amount of sunlight that can reach the photosynthetic organisms that live there. Coral reefs are also damaged by the huge numbers of divers visiting the reefs, either by accidentally touching the reef or by taking a piece for a souvenir. Coral reefs can take up to ten years to recover after a negative event such as coral bleaching, water pollution, ocean acidification or oil spills.

It is not only humans that cause problems for coral reefs. Warmer sea temperatures and water pollution have led to population outbreaks of crown-of-thorns starfish, which feed on corals and cause extensive damage to the reefs. Unfortunately, the starfish feed on the corals at a faster rate than the corals can reproduce.



Coral reef after a bleaching event



Crown-of-thorns starfish foraging on coral reefs

### Why Are Coral Reefs Important?

As well as being areas of natural beauty and tourism hotspots, coral reefs protect the adjacent shorelines from damage caused by waves, storms and hurricanes. Local communities also rely on coral reefs for a supply of fresh fish and seafood.

Corals are an important factor in reducing carbon dioxide in the atmosphere. When the algae photosynthesise, the dissolved carbon dioxide from the atmosphere is fixed in compounds that are used for the growth of both the algae and the coral. Algae are producers, so other organisms in the ecosystem depend on them for food.

Many of the organisms that make up coral reefs are important for the development of drugs. Some of these drugs are used to treat different types of cancer, leukaemia and HIV.

### What Can You Do to Help?

Everybody can help to protect coral reefs even if they do not live near them. You can help to decrease the concentration of carbon dioxide in the atmosphere by recycling paper and plastics and by reducing the burning of fossil fuels, for example by using public transport, walking or cycling instead of driving a car.

Using coral reef friendly sun cream that does not contain toxic chemicals and eating sustainably sourced fish and seafood is also important for protecting coral reefs. If you visit, remembering not to touch the corals or take pieces as souvenirs will also help to protect the reefs. Together we can help save coral reefs around the world.

**Tip:** Pay special attention to the way the text is separated using different subheadings. This will help you to retrieve information when you're answering the questions below:

**Task:**

- 1) Turn to your yellow books
- 2) Write today's date
- 3) Answer the questions below in your book

## Coral Reef Ecosystem **Comprehension** **Questions**

1. What are coral reefs? Include **two** named organisms in your answer.

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2. Why are coral reefs mainly found in tropical waters?

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3. Describe how corals get the glucose needed for respiration.

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4. Why are the oceans becoming acidic?

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5. What is coral bleaching and why is it happening?

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6. Describe **two** ways that humans can have a negative impact on coral reefs

1. 

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2. 

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7. Describe the impact of crown-of-thorns starfish on coral reefs.

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8. Describe **two** reasons why coral reefs are important.

1. 

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2. 

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9. Explain why sediment traps near coral reefs are important.

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10. Suggest how a school could help save coral reefs.

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## Session 2 – English- book week

Friday 5th March, 2021

Today, you are going to carry on looking at a story by Oliver Jeffers called, **What We'll Build**. In the meantime, you can remind yourself by watching the video of the reading of this story:

<https://www.youtube.com/watch?v=HARoCl2p5P4>

Do you remember what you invented on Monday? Some children at school invented invisible food, unsinkable ships and teleportation buildings. Today, you're going to take out that piece of paper and the tools sheet.



### **Task 1:**

1. You are going to make your invention today using junk modelling today. You can use old cardboard boxes, recycled plastic bottles, scrap paper, old show boxes etc. You choose which material you would like to work with. You can also paint, colour and decorate your invention. Think about the tools you will need and refer to your tool sheet you made on Monday.
2. Take a photo and post on Dojo



### **Task 2:**

1. In your **yellow books** write about your inventions and imagine you are going to use them for a day. Write a recount about what you did with your invention, what adventures you went on, how other people interacted with your invention; What did you see? Where did you go?
2. Take a picture of your writing and post on Dojo.

### Break



## Session 3 Maths skills

Look at the two money sheets below. Work out how much is in each purse and then order the purses from the smallest amounts to the largest:

## Who Has the Most Money?

### Amazing Fact

The 1p, 2p, 5p, 10p, 20p and 50p coins can be put together to make a picture of the Royal Shield.

### Challenge

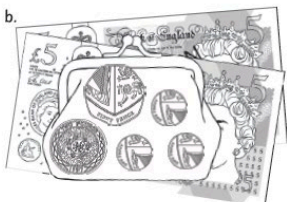
Add the money in each purse together.

a.



\_\_\_\_\_

b.



\_\_\_\_\_

c.



\_\_\_\_\_

d.



\_\_\_\_\_

e.



\_\_\_\_\_

f.



\_\_\_\_\_

Now, order the purses from the smallest to the greatest in the boxes.

You could also try to find out:

- who the richest person in the world is;
- which country has the most billionaires;
- which are the poorest countries.

### Session 4— Maths

### Maths 05.03.21

We're continuing to focus on **Number Sense** first and then move onto another area of math, which is today is **still Time**. First let's look at today's lesson on **Number Sense from numbers 6-10**

Do they match? Tick or cross.

Example

		<input checked="" type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>
		<input type="checkbox"/>			<input type="checkbox"/>

#### Talking Tip

The focus here is comparing hand arrangements with dot arrangements. As with earlier practices, ask your child to look at the hands image on the left and say the number it represents. Then ask them to say whether it matches the dot card to the right.

If your child struggles to recall any of the hand or dot images, revisit the activities and exercises earlier in the book.

### We are going to learn about subitising

Let's practice: can you subitise these numbers?

#### Task:

1. Tick the boxes to say if the amount of fingers matches the dots. Do the same for the worksheet below:

2. Look at the Dojo page for a recap on the animations.

Do they match? Tick or cross.

Example

	8	<input checked="" type="checkbox"/>		10	<input type="checkbox"/>
	7	<input type="checkbox"/>		8	<input type="checkbox"/>
	9	<input type="checkbox"/>		9	<input type="checkbox"/>
	8	<input type="checkbox"/>		6	<input type="checkbox"/>
	9	<input type="checkbox"/>		7	<input type="checkbox"/>
	7	<input type="checkbox"/>		8	<input type="checkbox"/>

**Talking Tip**

The main focus here is recognising the number shown on the 'Five and a Bit Hands'. First ask your child to look at the hands image on the left and say the number it represents. Then ask them to say whether it matches the numeral next to it on the right. Tick the box if it does. Cross the box if it doesn't. If your child needs to count the fingers, make sure they are only counting up from 5. Remind them, 'A full hand is 5, always 5, there's no need to count to check. So, this is 5 and 5 more - 5, 6, 7, 8, 9, 10. It's 10.'

## Session 4 – Maths

### Maths

We're going to focus on **Time** again today.

Let's look together at **Converting Time**.

Click on Oak's academy:

<https://classroom.thenational.academy/lessons/converting-between-hours-minutes-and-seconds-6djket?activity=video&step=2&view=1>

### Lesson Agenda

lets explore converting time

### TASK 1

1. Turn to a clean page in your **green** book, write today's short date, **05.03.21**, and today's lesson **TIME**
2. Complete the Oaks Academy tasks in your book
3. Take a screenshot and send it on our class dojo page.

## Task 2:

1. Look at the worksheets below and complete and convert the time:

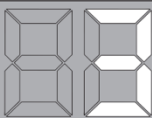
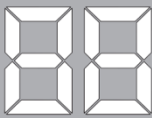
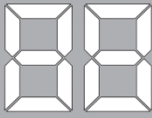
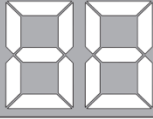
### Seconds, Hours or Minutes

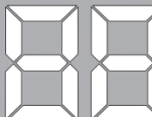
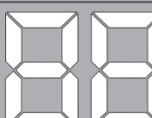

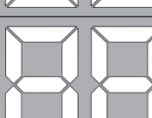
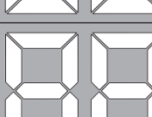
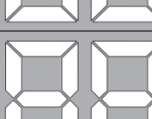
60 seconds = 1 minute

60 minutes = 1 hour

24 hours = 1 day

Look at each activity shown below and shade out parts of the number to make the figure you want. Add seconds, minutes, hours or days in the unit column to show you have a good understanding of units of time. The first one has been done for you.

Event	Possible Length	Units
boiling a kettle		minutes
eating an apple		
sleeping at night		
watching one television programme		

bed time story		
pouring a drink		
watching a film		
hours in a day		
climbing the stairs		
minutes in an hour		

## Lunch



## Reading

You could spend the first 15 minutes after lunch reading your AR book, like we do at school. Miss Clark will be checking how you are getting on with your AR quizzes at the end of the week. If you have finished your AR books, spend some time reading something else.

## Session 6 – Science

Friday 5th March, 2021

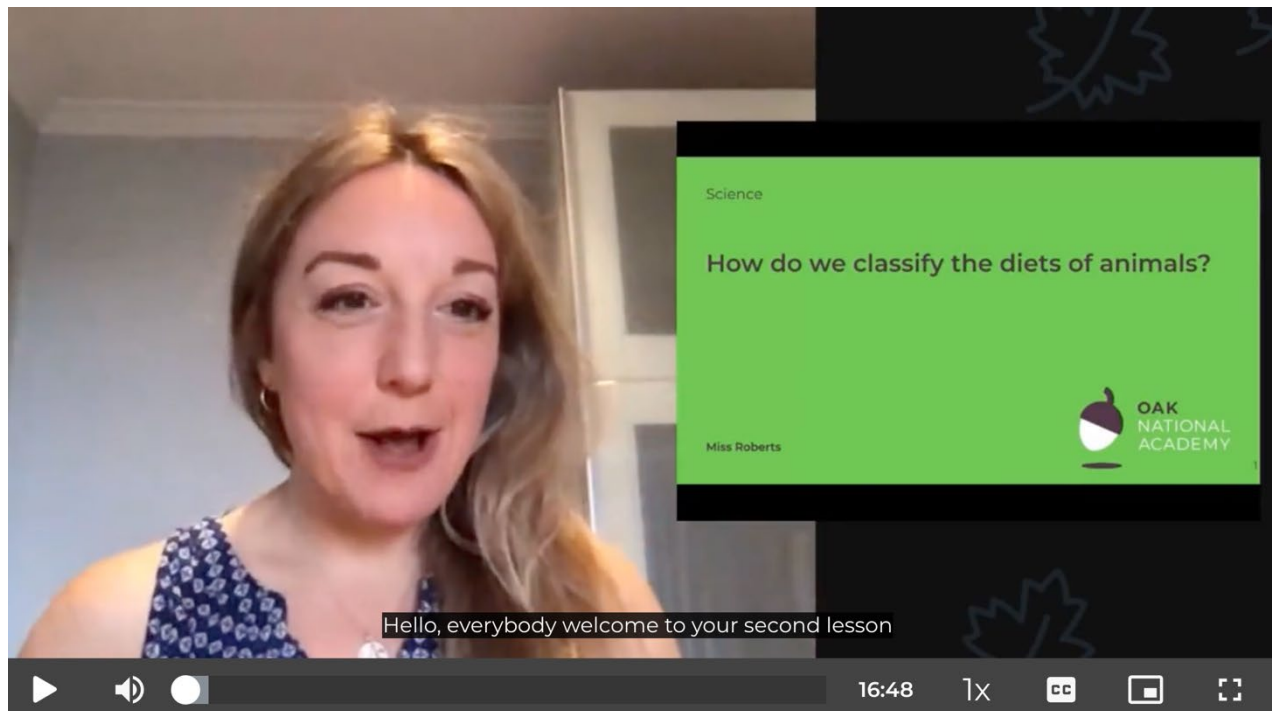
Today, in Science we are going to carry on looking at ecosystems.

**Remember, ecosystems:** A community of **animals**, **plants**, and **microorganisms**, together with their **habitat** is called an **ecosystem**.

Today we are looking at classifying the diets of animals



Let's look together at Oaks Academy: <https://classroom.thenational.academy/lessons/how-do-we-classify-the-diets-of-animals-6rup2c?activity=video&step=2&view=1>



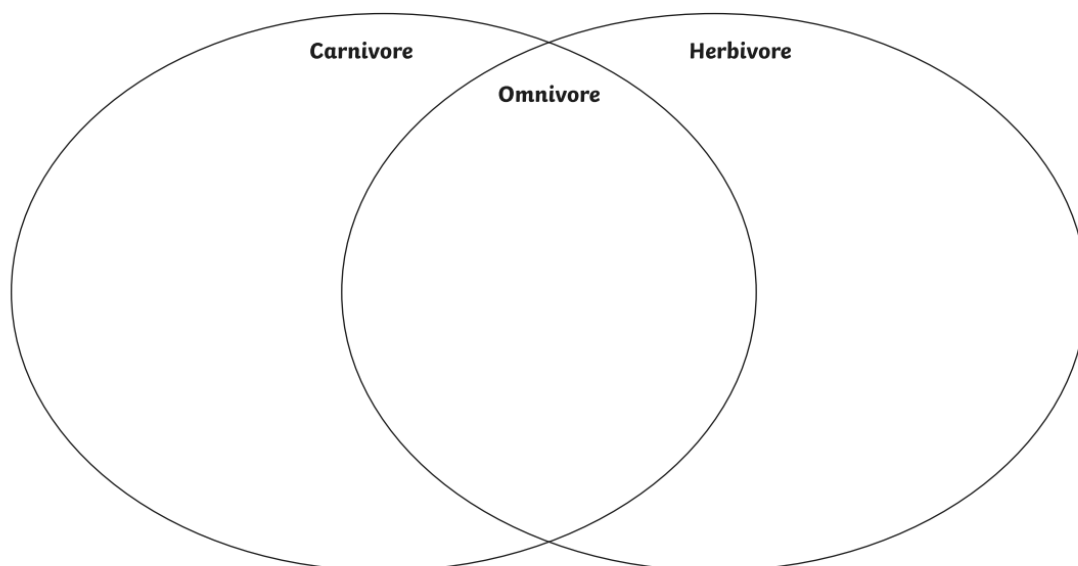
#### Task 1:

1. Click on the link <https://classroom.thenational.academy/lessons/how-do-we-classify-the-diets-of-animals-6rup2c?activity=video&step=2&view=1>
2. Complete all tasks
3. Post on Dojo

#### Task 2:

An Amazing Fact a Day

### Animal Diets



1. Complete the Venn diagram by drawing and labelling animals below:



## Session 7

Last session of online learning!

It's your last session of online learning today, so as a special activity, and we all know how important it is to go outside, I would like you to create a collage using natural materials of your favourite animal. Here are some examples: The most important thing is to have lots of fun and be creative. Maybe, you could make up an entirely new animal!

