

Ahoy there you pesky pirates!

So how's your week been? As brave and fearless pirates the rainy weather should not have affected you too much this week, as you're all used to stormy seas and wet weather! Us 'seadogs' have had to dry out our 'Jolly Roger' after we 'battened down the hatches'! Well, what a wondrous week of home-schooling you've all had. Once again we have been overwhelmed with the quality of work being produced and the inspirational ideas you lot have! You've really taken to this pirate project and that makes us VERY happy!

You may have heard this week that the government announced that primary schools are no longer expected to open up to all year groups before the end of the summer term, because of this nasty bug. This has made us very sad indeed, but our pirate-promise to you all, is that we will continue to plan fun things, we'll keep emailing and phoning you and please remember that we're here for you PLUS determined that we will all get to do some exciting things together soon!!

This week, there are a few fabulous shout outs we would like to share: Bobby gatecrashed a conference call his mummy was on this week....why, you may be asking? Well, his mummy was talking to the one and only Major Tim Peake (former International Space Station crew member) and Bobby decided to show Tim some of his artwork! Obviously his work was very much admired from this rather impressive astronaut. Meanwhile, Oliver has been awarded a green Blue Peter badge for all of his hard work in looking after the environment. What a super achievement indeed. Jack made us smile this week too, as he sent a video of himself singing a couple of sea shanties, which was an absolute joy to watch. Well done to Lily and Josh for their fantastic videos too this week, Miss Wright loved them!

Many of you have sent in your scores for the Chelmsford mini games, which has been fabulous, thank you. Chelmsford School Sport Partnership have now extended the deadline for us to send them our scores to 19th June, so there's still time to have a go if you want to. Theo's dog Ted seemed to enjoy the throwing activity a bit too much, as he kept stealing the sock before Theo's mummy and daddy could measure the distance! Thanks for sending us that video and you showed great perseverance there Theo!

Well, have another 'pirate-tastic' week and we will eagerly await to see your marvellous work! This week the focus is on Pirate Ships! Take care, stay safe and keep smiling those gorgeous smiles of yours!



Scalleywag Lubber, Pegleg McBoatface and Matey Sparrow



English 1/History: **Pirate ships** (Please see attachment).

Read this short powerpoint to learn about 2 types of pirate ships that were used during the Golden Age of pirates. Which ship would you have preferred to be captain or crew of?

English 2: **Labelling** (Please see attachment).

Now have a go at labelling the pirate ship, thinking very carefully about your handwriting, pencil grip and cursive joins. Make sure any ascenders are tall and that any descenders go below the line with a monkey tail! Copy the correct word into the correct space on the ship.

English 3/History: **Write a diary entry for a day at sea as a pirate**

Life as a pirate must have been filled with a mixture of excitement, wonder, adventure, fighting as well as boredom at times, whilst sailing across the vast open oceans and seas. We want you to imagine that you are the captain or crew member aboard a pirate ship and write a diary entry for one of your days/nights aboard. REMEMBER: a diary is someone's special book for keeping a record of their experiences and thoughts.

So, you will be writing about **your** day/night, as if **you're** talking to the diary. We call this writing in the first person! If you're not too confident at writing, try and just write a few sentences about what's gone on in your day. You could

begin your diary entry with a date (you can make one up from loooong ago) and then: Dear Diary.....

There's a little video clip on Espresso that might help to give you some ideas about what to include:

Pirate adventure (writing inspiration)

An imaginative video showing the voyage and adventure of a pirate ship.

Maths: 10 x table, sharing/grouping/odd and even numbers using White Rose (online)

This week, we would like you to recap some of your multiplication work. Visit the website once again (see the link below) and like before, each lesson has a short video that you can watch. **YOU WILL NOW FIND THE MATHS SHEETS IN THE ATTACHMENT.** Don't forget to date and number your work! There are 5 lessons each week, so you can do 1 lesson a day!

<https://whiterosemaths.com/homelearning/year-2/>

CLICK SUMMER 1 WEEK 6 W/C 1st June

Remember that you can use the bar model to help you with your workings out. Look at how the bar model is used in the video.

Science Investigation: Floating and Sinking

Every good pirate needs a boat that will float! Have a go at the experiment below and find suitable materials that will float. Make sure you predict what you think will happen and record your results in any way you desire! Just remember to email us your findings please!

<https://www.science-sparks.com/sink-float-pirate-style/>

Music/History/Dance: A Pirate sea shanty dance

Go into Espresso and write Pirates into the search engine. Once done, find the Pirates module KS1 (should be at the top), click that, then click Activities, then click music. This should take you to **The Jolly Sailor's Hornpipe** piece of music. Have a listen; do you recognise it? Now see if you can come up with a dance that your pirate crew could do to take away the boredom on a particularly long night aboard your ship.

Perhaps you could Facetime or Zoom each other so you can show and teach each other your Pirate dance. Don't don't forget to email us in your videos though!

Pirates

Ahoy matey! Investigate and learn about the Golden Age of Pirates and pirates in literature and culture with these cross-curricular resources.

Art/DT 1: Have a go at designing and making a pirate ship
Follow the link below to see how to make a pirate ship...enjoy!

<https://www.redtedart.com/diy-cardboard-pirate-boat>

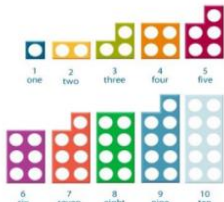





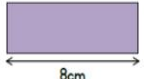

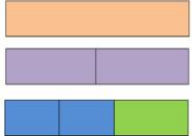
Art/DT 2: Father's day is coming up (21-06-20), why don't you mark this special day by making a super-pirate-themed card for the captain of your family! Look at below for inspiration:







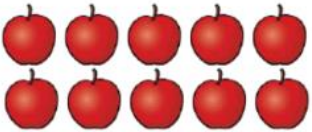






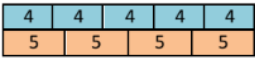



Some extras if you fancy!!

Why don't you have a go at solving some of the following maths questions below over the next few weeks. The problem solving and reasoning challenges might seem a little bit tricky and they will certainly make you think, but well worth giving them a go to extend your thinking and mathematical ability.

	National Curriculum Statement	All Students		
		Fluency	Reasoning	Problem Solving
Multiplication and Division	<p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p>	<ul style="list-style-type: none"> Use towers of cubes to calculate: $4 \times 5 =$ $20 \div 2 =$ $6 \times 10 =$ $25 \div 5 =$ A flower has 5 petals. How many petals do 5 flowers have? Circle the odd numbers. 12 13 17 18 21 Look at Numicon up to 10  <p>Which numbers are odd? Which are even? What's the same about the even numbers? What's the same about the odd numbers?</p>	<ul style="list-style-type: none"> Which has more? 4 bags of sweets with 5 in each or 3 bags of sweets with 10 in each? Explain your reasoning. $20 = \square \times \square$ What numbers could go in the boxes? Prove it. I have 35p in my pocket in 5p coins. How many coins do I have? Draw a picture to prove your answer. 	<ul style="list-style-type: none"> Tubes of bubbles come in packs of 2 and 5. Holly has 22 tubes of bubbles. How many of each pack could she have? How many ways can you do it? Sally and Katie want to share sweets out equally between them. They can buy bags of 17, 18 or 21 sweets. Which bag should they buy? What other packs of sweets could they buy? Fran and Lily had a tub of lollies. When they shared them between them they had one left over. Just as they had finished sorting, three of their friends came and wanted some lollies so they shared the same lollies again. This time they had 2 left over. How many lollies might have been in the tub?

	National Curriculum Statement	All Students		
		Fluency	Reasoning	Problem Solving
Multiplication and Division	<p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign.</p>	<ul style="list-style-type: none"> $5 \times 3 = 15$ Write a division sentence using the same numbers. Write these addition sentences as multiplication sentences. One has been done for you. $5 + 5 + 5 + 5 = 5 \times 4$ $2 + 2 + 2 =$ $10 + 10 =$ Can you write 4 number sentences to describe the array? 	<ul style="list-style-type: none"> Use the number cards to make multiplication and division sentences. How many numbers up to 20 can you make?  eg $1 \times 1 = 1$ Use the picture below to think of multiplication and division sentences using x, ÷ and = 	<ul style="list-style-type: none"> Each purple block is 8cm long.  Each green block is 6cm long.  How long is a blue block?  Can you write a multiplication or division sentence for each step of working out you do?

	National Curriculum Statement	All Students		
		Fluency	Reasoning	Problem Solving
Multiplication and Division	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.	<ul style="list-style-type: none"> Use the pictures to fill in the missing numbers.  <p><input type="text"/> groups of <input type="text"/> = <input type="text"/></p> <p>Addition sentence:</p> <p>Multiplication sentence:</p> <ul style="list-style-type: none"> I have five 10p coins, exactly enough to buy a chocolate bar.  <p>I need 1 more 10p to buy bottle of pop. How much is a bottle of pop?</p>	<ul style="list-style-type: none"> Compare the number sentences using < > or = <p>$3 + 3 + 3 + 4$ <input type="text"/> $3 \times 4 + 4$</p> <p>$5 \times 4 + 2 + 2$ <input type="text"/> $5 + 5 + 5 + 5 + 2 + 2$</p> <ul style="list-style-type: none">  = 12  = 12  = <ul style="list-style-type: none"> Erik bakes 5 trays of muffins. Each tray contains 6 muffins.  <p>He sells 16 muffins and eats 5 How many muffins does he have left?</p>	<ul style="list-style-type: none"> Here are some apples.  <p>Class 2 are asked work out the total. Here are four different ways they do it.</p> <p>Fill in the missing blanks.</p> <p>..... + = 10</p> <p>..... + + + = 10</p> <p>..... \times = 10</p> <p>..... \times = 10</p> <ul style="list-style-type: none"> If <p> = 30</p> <p> = 20</p> <p> = 4</p> <p>Complete the addition</p> <p> =</p>

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Multiplication and Division	Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	<ul style="list-style-type: none"> Write multiplication sentences for the bars below. What do you notice?  <ul style="list-style-type: none"> Fill in the gaps:  \times 3 = 15 3 \times  = 15 Here are some number cards. Use them to fill in each number sentence below. <p><input type="text"/> 2 <input type="text"/> 10 <input type="text"/> 20</p> <p> $_ \times _ = _$ $_ = _ \times _$ $_ \div _ = _$ $_ = _ \div _$ </p>	<ul style="list-style-type: none"> True or False? $2 \times 5 = 5 \times 2$ $2 \times 5 = 10 \times 1$ $2 \times 5 = 1 \times 10$ What do you notice? Circle the incorrect number sentence. Explain your reasons. $4 \times 5 = 20$ $5 \times 4 = 20$ $20 \div 5 = 4$ $5 \div 20 = 4$ The rectangle is made of 2 rows of 4 and 4 columns of 2. Can you write 2 multiplication sentences to show this? What do you notice about the numbers? 	<ul style="list-style-type: none"> Use the number cards to make multiplication and division sentences. How many can you make? <p><input type="text"/> 20 <input type="text"/> 2 <input type="text"/> 5</p> <p><input type="text"/> 10 <input type="text"/> 4</p> <ul style="list-style-type: none"> Cassie has 4 bags with 5 sweets in each. Rachel has 5 bags with 4 sweets in each. How many do they have each? <p>Can you split the sweets into different numbers of bags so they both still have the same number?</p>

Remember that you can always check out other brilliant pirate activities on ESPRESSO. Type in Pirates in the search engine, then click KS1 options; all you have to do then is choose which one to start with!

Have fun Pirates!

