Topic lessons
Rivers and Properties of Materials
W.b. 22nd February 2021

Year 5 Home Learning

Wibsey Primary School

Monday – Rivers

1 – Complete the pre learning task.

2 – Watch the video with Mr Richards and make notes.

3 – Identify the features of a river on the Google Slide document and turn it in.

4 – Look at the maps of the River Aire from its Upper, Middle and Lower Course. Identify the **source, channel, meander, tributary** and **mouth** of the river.

Challenge – Can you make links with our Haworth topic and tell me the grid references of the River Aire's source, meanders and mouth?

Pre-Learning	Post-Learning
What are the key rivers of the world? What rivers do you know in the UK? What are the key features of a river? Why are rivers important and what are they used for?	What are the key rivers of the world? What rivers do you know in the UK? What are the key features of a river? Why are rivers important and what are they used for?
	
How did you do?	**What was the most memorable part to the learning?**

The Life of a River

Do you know what any of these words mean?

- upper course
- middle course
- lower course
- valley
- channel
- waterfall
- rapids
- gorge
- meander
- tributary
- confluence
- floodplain
- levee
- delta
- estuary

The Life of a River

Rivers can be divided into three stages:

The Upper Course

Rain falling in highland areas flows downwards and collects in channels, forming a stream. As the stream continues to run downhill, it is joined by other streams and increases in size and speed. The point where two rivers join is called a confluence.

The Middle Course

As a river reaches it's middle course, the fast flowing water causes erosion, which makes it deeper and wider. The river erodes left and right, forming horse-shoe like loops called meanders.

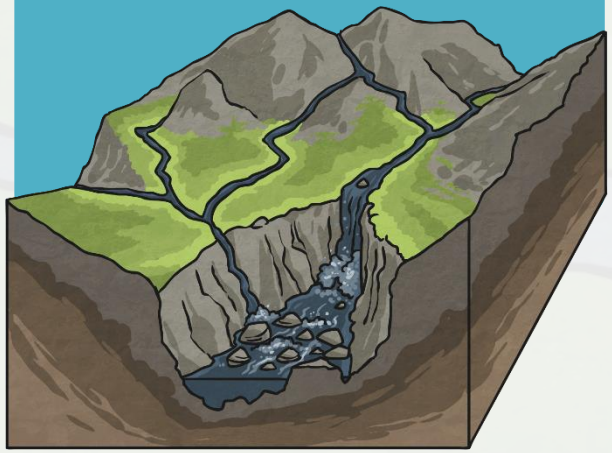
The Lower Course

In the lower course, a river is in flatland and flows slowly. The force of the water is lower than in the other stages, so the river deposits all the bits of eroded land it has been carrying with it.

The Upper Course

What is the river like along its upper course?

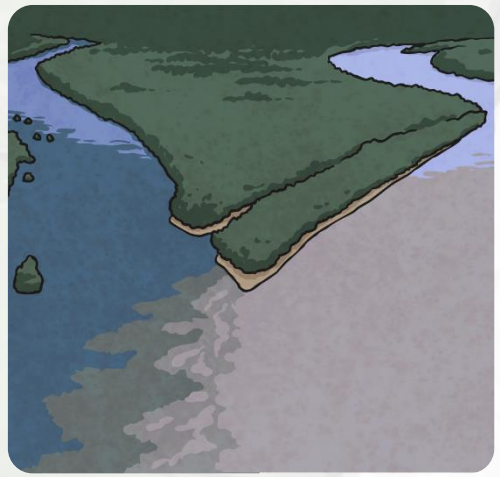
- Speed
- Features
- Valley shape
- Channel width



The Middle Course

What is the river like along its middle course?

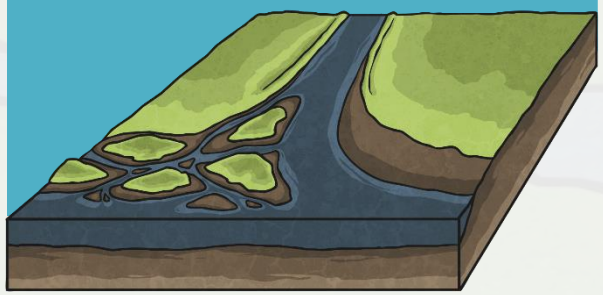
- Speed
- Features
- Valley shape
- Channel width



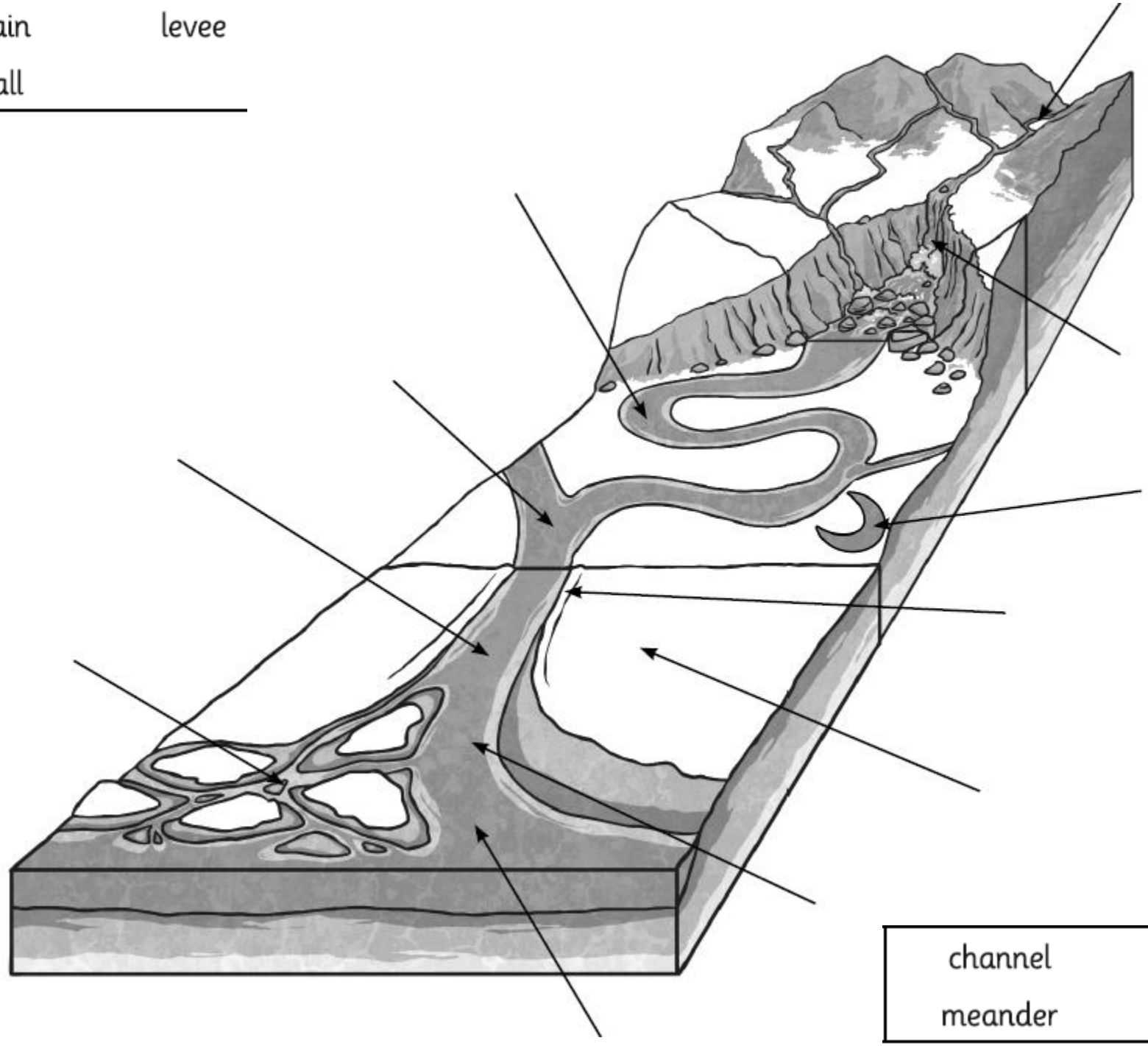
The Lower Course

What is the river like along its lower course?

- Speed
- Features
- Valley shape
- Channel width



estuary	floodplain	levee
source	waterfall	

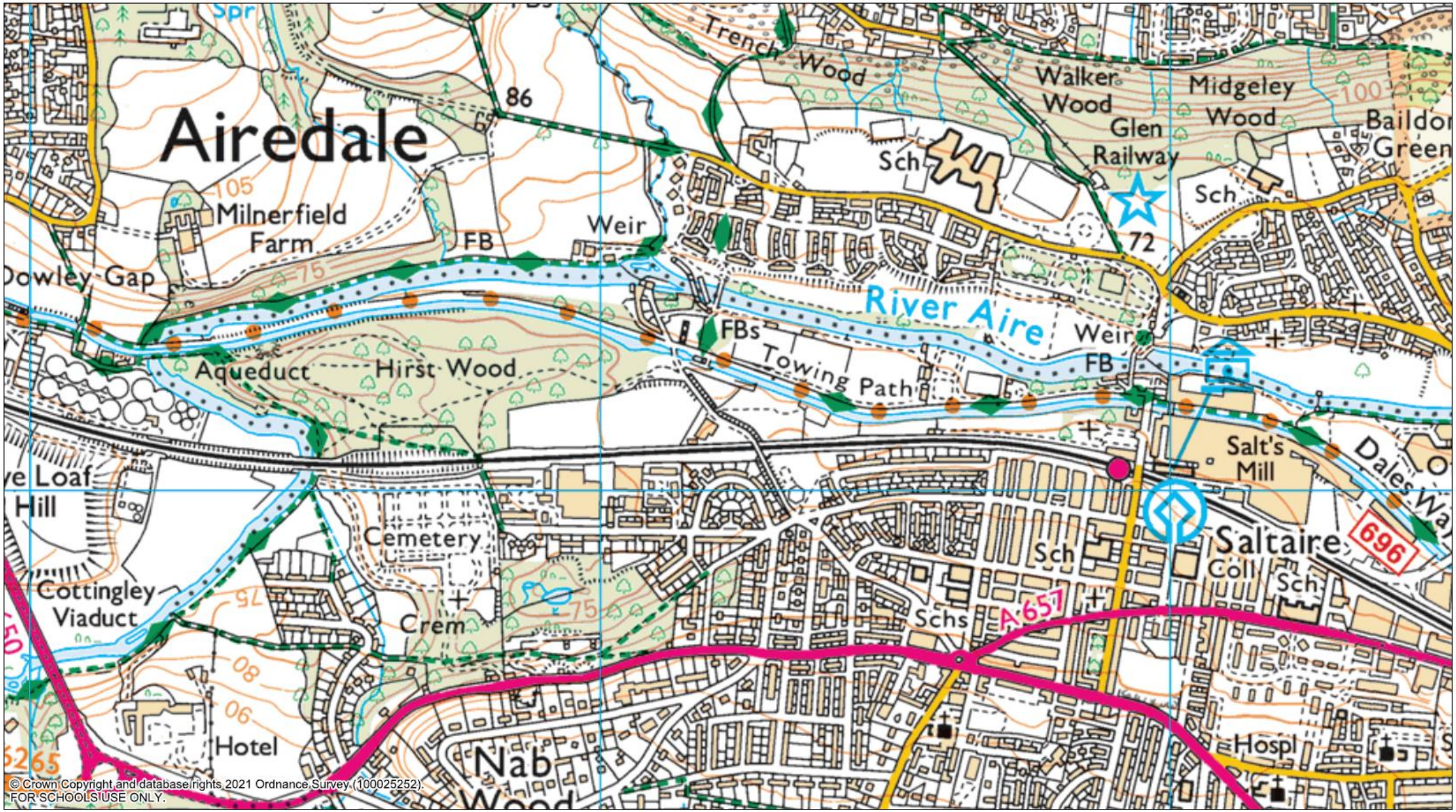


channel	confluence	delta
meander	mouth	oxbow lake

National Library of Scotland
Leabharlann Nàiseanta na h-Alba

Source of the River Aire

getmapping®


Airedale
Milnerfield Farm
Dowley Gap
Weir
FB
River Aire
FBs
Towing Path
Weir
FB
Aqueduct
Hirst Wood
Trench Wood
Walker Wood
Glen
Railway
Midgeley Wood
Sch
72
Salt's Mill
Saltaire
Sch
Coll
Sch
696
Schs
A657
Hospl
Cemetery
Crem
Cottingley Viaduct
Hotel
Nab Wood
Hill
86
105
75
100
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06
265
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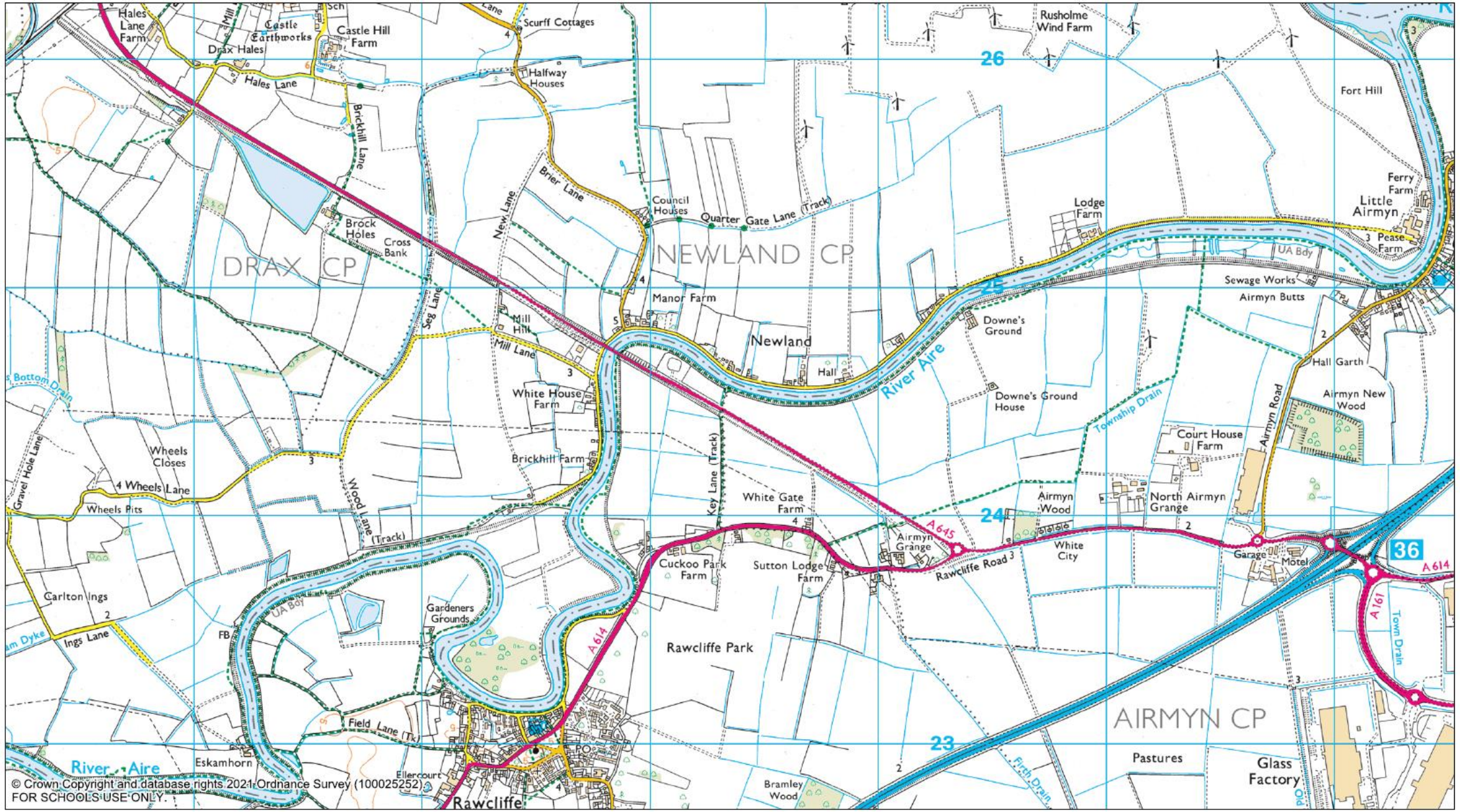
Mouth of the River Aire



Tuesday – Science

I can describe the properties of different materials and test the properties of different materials in order to classify them.

In this lesson, we will learn about properties of materials and how we are able to classify materials based on their properties.

Watch the first PowerPoint – the difference between natural and synthetic materials and identify the properties in order to group and classify them.

If you can, with objects at home but 5/6 objects in a bag and describe the material.

Discuss vocabulary – match definitions to each word to create a glossary. Some definitions are missing.

<u>Experiment.</u>

Complete your reasoned predictions.

Devise methods for testing magnetism and transparency and how to keep each investigation as a fair test.

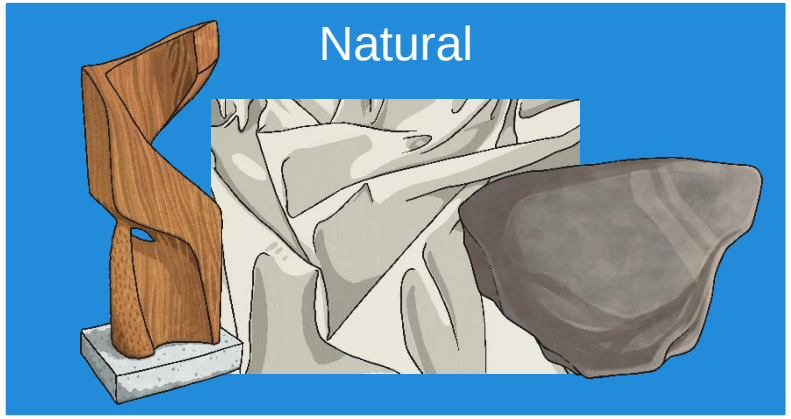
Conduct investigation (if you can or watch the video), write up results and conclude.

Describing Materials

Any substance that is used to make something is a material.

Natural materials such as stone, wood and cotton are used or worked with in the way they are found in nature.

Synthetic or human-made materials are made from natural materials, but are altered with the help of heat or chemicals. Some examples include plastics, polyester and Kevlar.

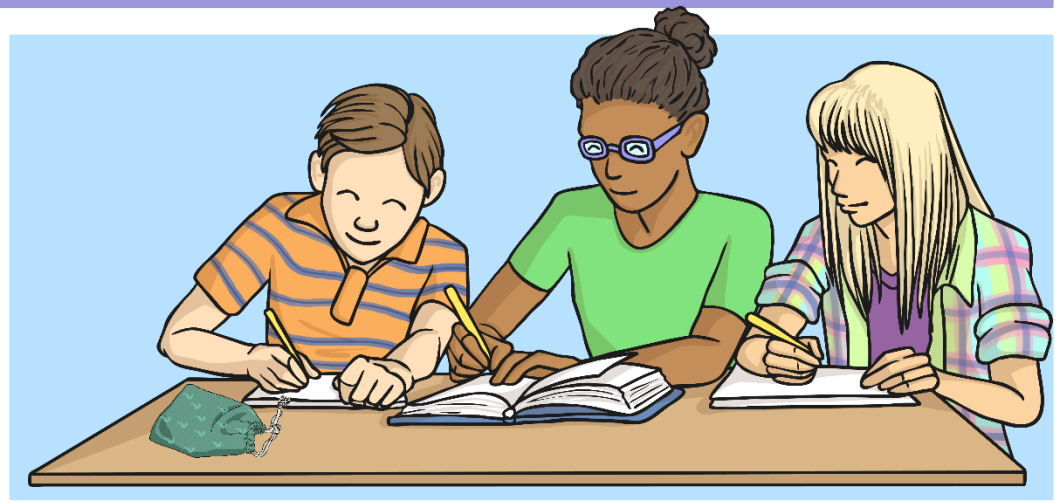


Describing Materials

Around your classroom you will see several feely bags.

In each bag is a material. Can you identify the different materials just by feeling them?

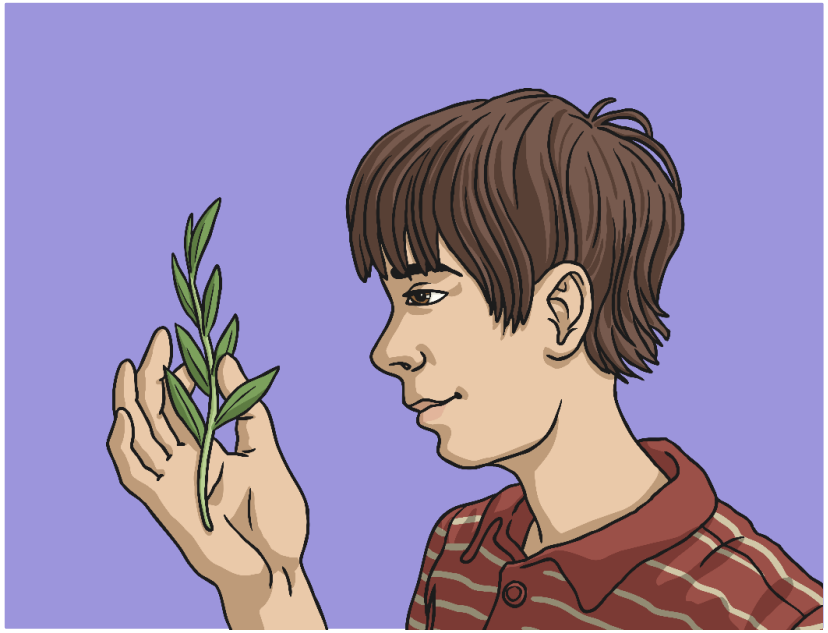
While you have a go at this activity, think of words to describe each material, such as hard, soft, cold or rough.



Describing Materials

Have a look inside the feely bags.
Were you right about any of the materials?

What words did you think of to describe each material?



Create a glossary by matching the definitions to the scientific vocabulary you shall use in this unit.
Not all definitions are there!

Magnetic
Reflective
Absorbent
Permeable
Translucent
Flexible
Hard
Flammable
Insulating
Transparent

Will allow liquids and gases to pass through it.

Will let light, but not detailed shapes, pass through them.

Easy to bend.

Will easily catch fire and burn quickly.

Difficult to scratch.

Will stop energy such as electricity or heat from transferring through.

Discuss the definitions of the words.

Magnetic	Objects are attracted to magnets.
Reflective	Will bounce off its surface.
Absorbent	Is able to soak up liquid easily.
Permeable	Will allow liquids and gases to pass through it.
Translucent	Will let light, but not detailed shapes, pass through them.
Flexible	Easy to bend.
Hard	Will easily catch fire and burn quickly.
Flammable	Difficult to scratch.
Insulating	Will stop energy such as electricity or heat from transferring through.
Transparent	Light passes through easily and objects are seen clearly.

Using Materials

Why is it useful to know the properties of a material?	It is useful because if you know the properties of a material, you can then choose the best material for a purpose. Look again at the objects from the feely bags. Why was each material chosen to make these things?

Talk to someone at home about your ideas.

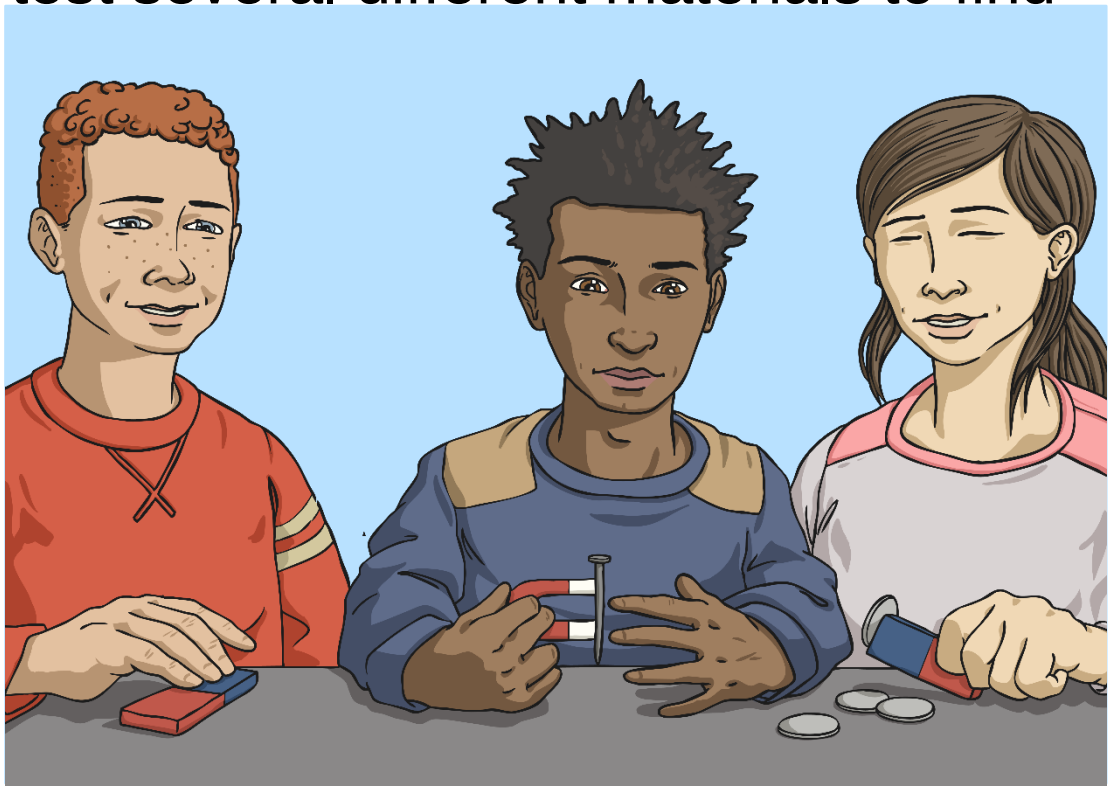
Testing Properties

To find out which properties a material has, they have to be tested.

You are going to test several different materials to find

You will test for:

- magnetism;
- hardness;
- transparency;
- flexibility;
- permeability.



Wednesday – RE

This term, we shall be focussing on the Buddhist religion.

Our key question for today's lesson is **What is life like inside a Buddhist monastery?**

Watch the video below and complete the activities.

https://classroom.thenational.academy/lessons/what-is-life-like-inside-a-buddhist-monastery-75hket

In this lesson, we will be learning about Buddhist monks and nuns. We will learn about the different schools of Buddhism and the journey that Buddhist lay people take to become a 'full monk'. We will learn about daily life in a monastic community and we will compare life in a monastery to our own daily life.

Thursday – PE

Please complete the following videos from Joe Wicks. Remember to warm up and cool down, just like we would in PE!

Active 8 Workout – 16 https://youtu.be/9uw9ug_g-gM

5 Minute Move – 17 https://youtu.be/hvJXQT4gowg

Active 8 Workout – 18 https://youtu.be/E5cmJpSFZB8

Computing Friday

Passwords

Talk about where you use passwords.

WSFL; Why should you always keep your password private?

Why use a strong password?

Bank
Method: my name and date of birth
sharonnoble150585

Facebook
Method: The name of my pet/child/mum then my date of birth
e.g. borischloesue15/05/85

Online shopping
Method: A cherished holiday destination with a symbol and the date of my driving test
e.g. Spain%14.12.04

Email
Method: My mum's favourite colour (spelt phonetically and with a capital in the middle) plus the number and letter coordinates of my favourite restaurant in Paris with a symbol on the end (email)
e.g. blOo6648.87:2.34@

Click on this link to create passwords

m15t3RbU77eN

password

manunited

3382242

h2E1EYElik3u

peppapig

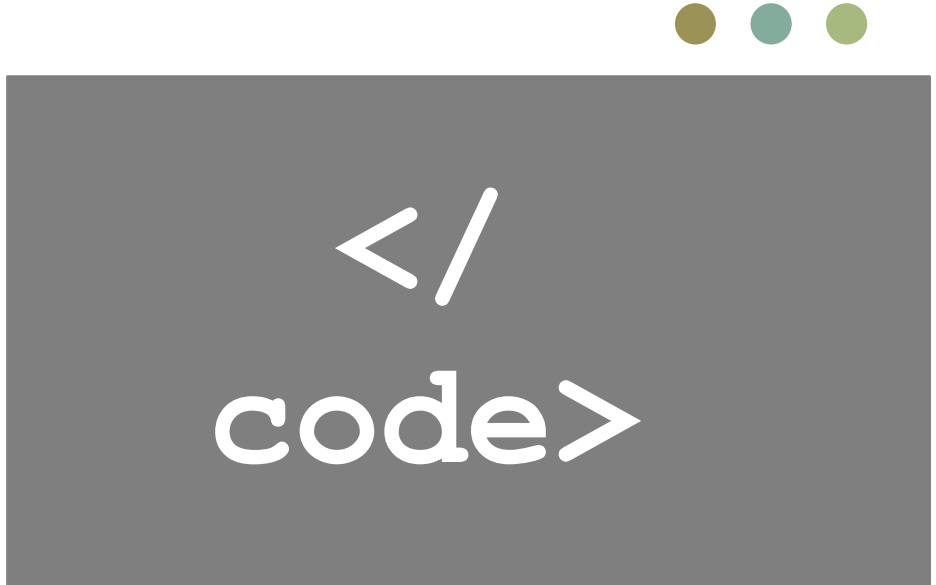
school

Developing Coding

What is coding?

Why do we use coding?

Why should we learn coding?



Developing Coding

Coding is inputting some instructions (algorithms) into a device to get a certain outcome.

(algorithms)

Let’s look at some of those words…

Algorithms

An algorithm is a sequence of instructions or a step-by-step guide that are followed to solve a problem or complete a task.

Simple algorithms

When you write an algorithm you need to include precise, step-by-step instructions.

Here are the instructions for making a cup of tea:

1. **Put water in the kettle.**
2. **Push the button to boil the kettle.**
3. **Place tea bag in cup.**
4. **Pour water into cup on tea bag.**
5. **Remove tea bag.**
6. **Add milk to the cup.**

Simple algorithms

Imagine if we missed out one of the steps or reversed the order. We could end up switching on the kettle with nothing in it. Or there could just be milk and water in the cup with no tea bag!

That wouldn't make a very nice cup of tea, would it? In fact, it wouldn't make a cup of tea at all!

Can you make a simple set of instructions for making a Smoothie:

Make sure these are clear instructions. When you write an algorithm you need to include precise, step-by-step simple instructions.

Here are the instructions for making a smoothie:

1. **Add fruit to the blender.**
2. **Add milk to the blender.**
3. **Put the lid on the blender.**
4. **Switch the blender on.**

Imagine if we missed out one of the steps or reversed the order. We could end up switching on the blender with nothing in it. Or there could just be milk in the blender and no fruit.

That wouldn't make a very tasty smoothie, would it? In fact, it wouldn't make a smoothie at all!

Speaking a computer's language!

Computers won't understand your algorithm as they use a different language.

It will need to be translated into code which the computer will then follow to complete a task.

This code is written in a programming language.

There are many different types of programming languages.