

A Local Historical Study: **Why is the history of Cornwall also the 'History of England'?**

Each week complete a minimum of one task from different areas of the curriculum and record in your home learning book. How you research your findings is entirely up to you. You can use computers, books, observation, questioning or experimenting; draw, paint, write or build. The only requests are that the work be carefully and attractively presented and that you do not copy out screens from books or the internet.

You must also practise your spellings and multiplications, read (remember to record it in your book). To support your learning in school, you will also be given knowledge organisers which you will need to learn. There **may** also be a small amount of maths and english to complete. We will normally share home learning each Friday.

1 Dojos
You have completed your home learning and made some effort. I would like to see more consideration over the content and /or presentation of your learning.

2 Dojos
This is good home learning; you've clearly put some thought into it and put a sensible amount of time into your learning.

3 Dojos
Very impressive learning! You must have put lots of thought and effort into this learning and it's clear that you enjoyed doing this.

Maths

LI: to know the multiplication facts to 12.
We are now moving on to multiplication and division. It is very important that you can recall all multiplication and division facts. Make sure that you practise daily. Don't forget to go on Time Table Rock Stars!

LI: to be able to apply reasoning skills to solve mathematical problems. Zios and Zept

On the planet Vuv there are two sorts of creatures. The Zios have 3 legs and the Zepts have 7 legs.



The great planetary explorer Nico, who first discovered the planet, saw a crowd of Zios and Zepts. He managed to see that there was more than one of each kind of creature before they saw him. Suddenly they all rolled over onto their backs and put their legs in the air.

He counted 52 legs. How many Zios and how many Zepts were there?
Do you think there are any different answers?

Can you now write your own similar problem?

LI: to be able to apply reasoning skills to solve mathematical problems.

Sweets in a Box

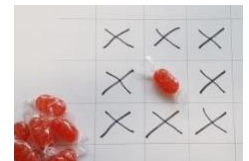
A sweet manufacturer has decided to design some gift boxes for a new kind of sweet.

Each box is to contain 36 sweets placed in lines in a single layer in a geometric shape without gaps or fillers.

How many different shaped boxes can you design?

The sweets come in 4 colours, 9 of each colour.

Arrange the sweets so that no sweets of the same colour are adjacent to (that is 'next to') each other in any direction. In the picture below, none of the squares marked x can have a red sweet in them.



Arrange the sweets in some of the boxes you have drawn.

See if you can invent a good way of showing your arrangement.
Try different numbers of sweets such as 24 or 60 in each box.

English

Spelling Practise and reading.

LI: To write Your Toy's Story

Imagine your favourite toy is telling its life story, just like Otto does. Write a short autobiography (at least one page) from the toy's perspective. Include:

- How they came into your life.
- Memorable moments you've shared.
- Any adventures or challenges they've faced.
- How they feel about being your toy.

LI: To Create a Comic Strip

Design a comic strip (6-8 panels) showing a day in the life of your favourite toy. Think about:

- What they do when you're not around.
- Who their friends are (other toys or objects).
- A fun or dramatic event they might experience.

You can draw the panels by hand or use a digital tool to create your comic. Add captions or dialogue to tell the story!

LI: Interview Your Toy

Pretend you're a journalist and conduct an interview with your toy. Write a Q&A format with at least 5 questions and answers. Possible questions:

- "What's your favorite memory with me?"
- "What do you do when I'm not playing with you?"
- "If you could go anywhere, where would it be?"

Get creative with the toy's answers, imagining its personality and thoughts!

<p>A Local Study : <i>Why is the history of Cornwall also the 'History of England'?</i></p>	<p>LI: To create a poster or a digital presentation about the lives of miners in Cornwall during the 18th and 19th centuries. Include:</p> <ul style="list-style-type: none"> • Tools and equipment used by miners. • Daily life challenges and working conditions. • A famous mine or mining incident in Cornwall. <p>Bonus: Use quotes or stories from historical records.</p>	<p>LI: To create a map of Cornwall highlighting its key mining locations. For each location:</p> <ul style="list-style-type: none"> • Mark whether it was known for tin, copper, or another mineral. • Write a short paragraph explaining its significance. <p>Bonus: Research one mining location and describe its current status (e.g., museum, ruin, or other use)</p>
<p>Art</p>	<p>LI: TO Create a Landscape Drawing or Painting</p> <p>Depict a Cornish mining landscape, featuring iconic elements like tin mines, engine houses, or rugged cliffs.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Research famous mining sites in Cornwall, such as Wheal Coates or Geevor Tin Mine. • Use pencils, pastels, watercolors, or acrylics to illustrate the scene. • Include details like the ocean, surrounding vegetation, and historic mining architecture. • Write a short paragraph explaining why you chose this scene and how it reflects Cornwall's mining heritage. 	<p>LI: To create a collage that represents the history and culture of Cornish mining.</p> <p>Instructions:</p> <ul style="list-style-type: none"> • Use newspapers, magazines, or printouts of photos to find images of miners, tools, tin mines, and landscapes. • Incorporate textures like aluminium foil to represent tin or dark papers for underground tunnels. • Arrange the elements to tell a story about the life of miners or the importance of mining in Cornwall's history. • Include a brief description of your artwork and the materials used.