

Practice 7 timetables

<https://www.youtube.com/watch?v=x4lyvoo7wNI>

<https://www.youtube.com/watch?v=BNBvzjut7TQ>

<https://www.youtube.com/watch?v=5XT3vxohtBg>

Interactive clock to help you with telling the time or to extend your learning: <https://www.visnos.com/demos/clock>

Stopwatch:

https://www.google.com/search?q=online+stopwatch&rlz=1C1GCEA_enGB846GB846&oq=online+stop&aqs=chrome.0.0j69i57j0l6.2666j0j7&sourceid=chrome&ie=UTF-8

Lesson Objective

To be able to measure time in seconds.

Lesson Approach

To begin this lesson, provide pupils with a stopwatch and ask them to record the amount of time it takes them to walk across the room. Record the times for them. Guide them to see that the same distance walked by different people will take different amounts of time.

Differentiation

D1 This initial activity is designed to be inclusive of all learners as it is hands-on and practical.

D2 For advanced learners, ask them to predict how long it would take them to run across the room. If the room is 10 m long, ask them if that would be helpful in predicting how long it would take them to run 50 m. Are there reasons why this may not be an accurate way of judging this type of event? Ask them to write about this.

Show the class Let's Learn 1 and discuss what is shown on the stopwatch and the phone stopwatch. Ask them to read the times shown. Guide them to see how seconds are displayed in digital form. Ask pupils to discuss who took longer to walk across the room and by how much.

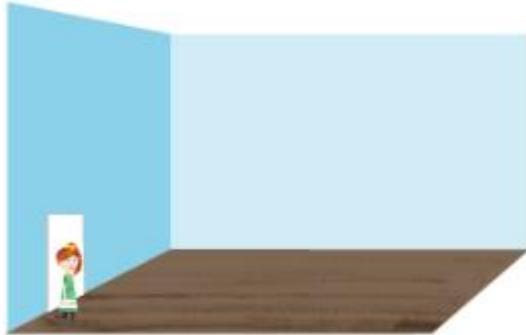
Next, show them Let's Learn 2 and ask them to guess how long it took Elliott to run 50 m. Tell them your friend said it took Elliott 17 minutes to run 50 m. Is this true? How else can we know this is not correct? (Is it reasonable to think it would take someone 17 minutes to run 50 m?) Are there any clues in the picture that can help us?

During Guided Practice, pupils are reading stopwatches to tell time in seconds.

Measuring Time in Seconds

Lesson 9

In Focus



Use a stopwatch to measure the time.

How long does it take to walk from one end of the room to the other?



Let's Learn

1 How much time did each child take?



took about 8 seconds.



took about 6 seconds.



took more time than



8 seconds > 6 seconds



2 Can you guess the number of seconds you might take to run 50 metres?



Elliott takes  . Elliott takes about seconds.

How about you?

Activity Time

Work in pairs.

What you need:



- ① Run 50 m.
- ② Your partner will measure how many seconds you take.
- ③ Record your time.
- ④ Take turns to repeat ① to ③.

name	time
<input type="text"/>	<input type="text"/> seconds
<input type="text"/>	<input type="text"/> seconds

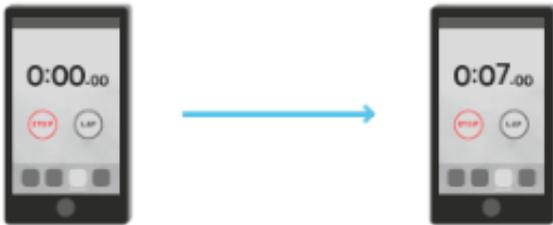
Guided Practice

- 1 Emma used a stopwatch to find out how many seconds her friend took to run 100 metres.



Emma's friend took about seconds.

- 2 Sam used his phone's stopwatch to find out how many seconds his dog took to find a hidden ball.



Sam's dog took about seconds.

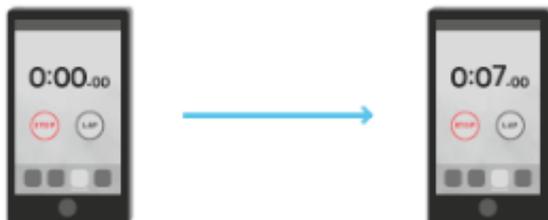
Guided Practice

- 1 Emma used a stopwatch to find out how many seconds her friend took to run 100 metres.



Emma's friend took about **36** seconds.

- 2 Sam used his phone's stopwatch to find out how many seconds his dog took to find a hidden ball.



Sam's dog took about **7** seconds.

Transcript of video clip: Perseus and 'The Gorgon's Head'

Athene had not only told Perseus how to kill the gorgon, she had given him the means. He now carried her brightly polished shield in one hand and his sword in the other. He knew that he must be getting close to Medusa's cave. The valley in which he stood was filled with stone people. Some trapped as they'd turned to run, others frozen in horror, their mouths open, the scream still on their lips. It was as if they had been photographed in that last second of their life. Their reaction in that second had been caught for eternity.

One young soldier had covered his face but then he had tried to peek through his fingers. A local government official stood rigid, his stone fingers stood clutching a scrap of yellowing paper. There were stone women and stone children.

Now, Perseus saw the mouth of a large cave yawning darkly at him. Holding the shield more tightly than ever he climbed down the gentle slope and, taking a deep breath, entered the gloom. "Medusa!" His voice sounded lost in the shadows. Something moved at the back of the cave. "Medusa!" Now he could hear breathing and the sounds of hissing. "I am Perseus." "Perseus," came a deep throaty voice from the back of the cave. It was followed by a horrible giggling. "Have you come to see me?" The gorgon stepped forward into the light. For a dreadful moment, Perseus was tempted to look up at her, to meet her eyes. But with all his strength he kept his head turned away as Athene had instructed him. And instead of looking at Medusa he looked at her reflection in the shield.



Now he could see her green skin, her poisonous red eyes and her yellow teeth, all reflected in the polished bronze. His lifted his sword.

"Look at me. Look at me!" the gorgon cried. Still he kept his eyes on the shield. He took another step into the cave. Now the reflection was huge, the teeth snarling at him out of the shield.

"Look at me. Look at me!"

How could he find her when all he could see was the reflection? Surely it would be easier to kill her if he just took one quick look, just to make sure he didn't miss.

"Yes, that's right. Look at me."

With a despairing cry, Perseus swung wildly with his sword. He felt the sharp steel bite into flesh and bone. A fountain of blood spouted out of her neck as her body crumpled. Then at last it was over. Still not looking at it, Perseus picked up the grim trophy of his victory and dropped it into a heavy sack.

Task 3:

Write your own version of the myth in the first person (using 'I, me, my, mine') from Perseus' point of view - or if you want a challenge try doing it from the point of view of one of the snakes in Medusa's hair.

Creative extension:

- Draw your own picture of Medusa, the snake-haired monster.
- If you are able to, research and read other Greek myths.
- The ancient Greeks decorated their vases with scenes from mythology. Draw or paint a scene from the Perseus myth for your own vase. You could even make your own papier mâché vase to paint it onto <https://www.wikihow.com/Make-a-Papier-M%C3%A2ch%C3%A9-Vase>

Topic- 30 minutes per day (2 hours minimum per week)



★ **Holi- 'Good vs. Bad'**

★ Our RE topic this half term has been the Hindu festival of Holi, 'Good overcoming Evil/Bad'. In conclusion to this unit,
★ this week I would like the children to create a final piece of work. This could take any form e.g. a piece of art
★ representing the festival or the story (painting, drawing, sewing), a presentation (you could explain how good can
★ overcome bad in different situations), acting out the story/celebration of Holi (video/pictures). You could even detail
★ what you have done recently to overcome 'bad' (recycling or helping someone).

★ I think this links nicely to what is going on currently in the world and shows that we can all help to put good into the
★ world. Here is a video of the story and about the festival to remind you:

★ <https://www.youtube.com/watch?v=Dnc2NQ8uPRQ>

★ <https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qqy9q>

★ I will put up an assignment on google classroom for you to submit your work/pictures of it. Both myself and Mr Ruffle
★ enjoyed looking through all of the work that was submitted last week so I can't wait to see your creative
★ masterpieces!

★ Here's a good website if you need some inspiration: <https://artscraftsymom.com/holi-crafts-and-activities-for-kids/>

Remember your 30 minutes reading!

Have a fantastic day,

Miss Webber

