



# BUBBLE LOCKDOWN V2!

DAY 1 ACTIVITIES



Today we are going to start with some reading comprehension about me, Tim Peake – the first British Astronaut to go to the International Space Station.

Year 4 – read the first page and answer the following questions.

Year 5 read and answers questions on the next pages

### Who Is Tim Peake?

Timothy Nigel 'Tim' Peake is a British astronaut who was born in Chichester, West Sussex, England, on 7<sup>th</sup> April 1972.

### Tim's Childhood

Tim grew up in a village with his older sister, mother and father. At an early age, Tim was fascinated with flying because his father took him to air shows.

He went to school at the Chichester High School for Boys.

### After Tim Left School

- In 1990, Tim went to the Royal Military Academy Sandhurst.
- He trained to be a pilot and worked for 18 years for the army.
- In 2008, Tim applied to become an astronaut.
- In 2009, Tim began his astronaut training at the European Astronaut Corps.

### Blast Off!

In December 2015, Tim Peake launched alongside two other astronauts. Tim reached his destination on the same day.

He spent six months living in space. During that time, he completed a spacewalk, which means he left the space station to complete jobs outside in space. This was watched by millions of people on Earth with excitement.

### Home Again

Tim returned to Earth in June 2016, landing in Kazakhstan. During his mission, Tim made 3000 orbits of the Earth.

It took two months for Tim's body to recover from the effects of zero gravity.



### Did You Know?

- Tim's first meal on board the ISS was a bacon sandwich and cup of tea.
- While in space, Tim travelled about 125 million km.
- Tim was the first British astronaut to complete a spacewalk.
- During Tim's return to Earth, he travelled at 25 times the speed of sound.

## Questions

1. On which date was Tim Peake born? Tick one.

- 15<sup>th</sup> December 2015
- 7<sup>th</sup> April 1972
- 18<sup>th</sup> June 2016
- 7<sup>th</sup> April 1990

2. Which school did Tim attend? Tick one.

- Sussex Boys School
- Royal Military Academy Sandhurst
- European Astronaut Corps
- Chichester High School for Boys

3. How many years did Tim work for the army? Tick one.

- 16
- 17
- 18
- 19

4. Where did Tim land when he returned from space? Tick one.

- Russia
- England
- Kazakhstan
- Britain

5. Fill in the missing words in this sentence:

At an early age, Tim was \_\_\_\_\_ because his father took him to air shows.

6. How long did Tim spend in space?

\_\_\_\_\_

7. Why do you think that people watched Tim's spacewalk with excitement?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

This is not a test  
of memory – keep  
referring to the  
text!

## Answers for year 4

1. On which date was Tim Peake born? Tick one.

- 15<sup>th</sup> December 2015
- 7<sup>th</sup> April 1972
- 16<sup>th</sup> June 2016
- 7<sup>th</sup> April 1990

2. Which school did Tim attend? Tick one.

- Sussex Boys School
- Royal Military Academy Sandhurst
- European Astronaut Corps
- Chichester High School for Boys

3. How many years did Tim work for the army? Tick one.

- 16
- 17
- 18
- 19

4. Where did Tim land when he returned from space? Tick one.

- Russia
- England
- Kazakhstan
- Britain

5. Fill in the missing words in this sentence:

**At an early age, Tim was fascinated with flying because his father took him to air shows.**

6. How long did Tim spend in space?

**Tim spent six months in space.**

7. Why do you think that people watched Tim's spacewalk with excitement?

**Pupils' own responses, such as: I think people watched Tim's spacewalk with excitement because he was the first British astronaut to complete one and he had become very famous before going into space.**

**Early Life**

Timothy Nigel 'Tim' Peake was born in Chichester, West Sussex, on 7<sup>th</sup> April 1972, and grew up in a nearby village. Tim and his older sister, Fiona, enjoyed a stable upbringing and ordinary family life. Their mother, Angela, worked as a midwife and their father, Nigel, who was a journalist, had always been interested in aircraft. He took Tim to air shows from an early age. This is where Tim's fascination with flying began.

He started at the Chichester High School for Boys in 1983, leaving in 1990 to attend the Royal Military Academy Sandhurst.

**Military Career**

Despite having been interested in stars and the universe as a child, as a career choice Tim followed his passion for flying and trained to be a pilot resulting in an eighteen-year military career flying all types of helicopters and aircraft.

Tim later trained to be an instructor, before flying Apache helicopters in Texas with the US Army. On his return to the UK, the Apache was being introduced into the British Army so Tim helped develop the training programme.

Tim left the army in 2009 after completing over 3000 flying hours to become a test pilot.

**Training Success**

In 2008, when the European Space Agency (ESA) announced it was accepting applications for new astronauts, Tim saw the advert online and decided it was too good an opportunity to miss. His application joined 8000 others!

In 2009, following various exams, Tim received a phone call from the ESA offering him a place to train to be an astronaut with the European Astronaut Corps.

Basic training involved learning all of the knowledge needed to become an astronaut including: space law, rocket propulsion and space flight engineering. Tim also had to learn to speak Russian (the language used by the ESA training programme). As training progressed, Tim learnt survival skills and how to move in zero gravity.



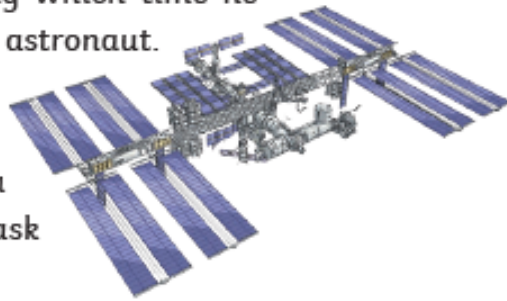
## Blast Off!

On 15<sup>th</sup> December 2015, as Tim Peake launched alongside Yuri Malenchenko and Tim Kopra at 11:03 a.m., the nation held their breath. Tim reached his destination on the same day but the docking procedure did not go to plan, meaning the team had to dock manually. More than two hours later, the hatch opened and Tim was welcomed onboard, becoming the first British ESA astronaut to live on the International Space Station (ISS).

Tim spent six months living in space, during which time he completed the first spacewalk by a British astronaut.

With his crewmate, Tim Kopra, Tim travelled 50 metres to reach their maintenance work.

The mission was cut short when Tim Kopra reported water in his helmet but the main task had been completed successfully.



## Coming Home

Tim returned to Earth on 18<sup>th</sup> June 2016. He landed in Kazakhstan, travelling in the Soyuz capsule at 25 times the speed of sound. During his mission, Tim had taken 3000 orbits of Earth, covering about 125m km. It took around two months for Tim's body to recover from the effects of zero gravity.

While in space and since returning home, Tim has worked a lot with children on various science projects to spread the excitement of being an astronaut.

## Glossary

**test pilot** – A pilot who flies an aircraft to test its performance.

**astronaut** – A person who is trained to travel in a spacecraft.

**zero gravity** – The state or condition in which there is no apparent force of gravity acting on a body.

**dock manually** – Land by hand (rather than using computers).

**spacewalk** – A period of physical activity engaged in by an astronaut in space outside a spacecraft.

**Soyuz capsule** – A spacecraft designed by the Soviet space programme.

# Questions

1. As training progressed, Tim learnt survival skills and how to move in zero gravity.'  
What does **progressed** mean? Tick one.

- moved backward  
 moved forward  
 stopped  
 started

2. Match the educational establishment to the year that Tim started attending it.

Chichester High School  
for Boys

2009

Royal Military Academy  
Sandhurst

1983

European Astronaut Corps

1990

3. Which job and training did Tim do in 2009?

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This is not a test  
of memory – keep  
referring to the  
text!



4. Why did Tim have to learn to speak Russian?

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5. Find and copy a word from the first paragraph which shows that Tim had a great interest in flying.

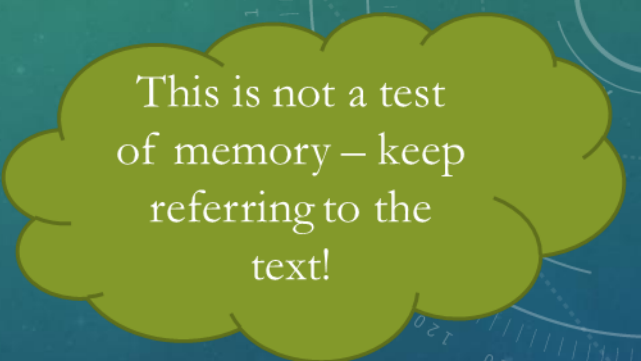
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6. Has Tim Peake had a satisfying career to date? Explain your answer.

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This is not a test of memory – keep referring to the text!

7. Why do you think that Tim has spent time working with children since his space mission?

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8. What do you think that Tim will do next in his career? Explain your answer.

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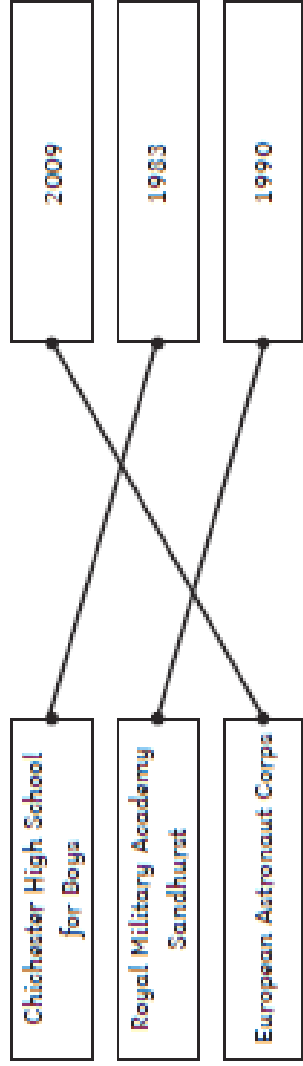
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# Answers Y5

1. As training progressed, Tim learnt survival skills and how to move in zero gravity.  
What does progressed mean? Tick one.

- moved backward
- moved forward
- stopped
- started

2. Match the educational establishment to the year that Tim started attending it.



3. Which job and training did Tim do in 2009?

**In 2009, Tim trained to become a test pilot by completing over 3000 flying hours for his training.**

4. Why did Tim have to learn to speak Russian?

**Tim had to learn to speak Russian because it was the language used by the European Space Agency training programme.**

5. Find and copy a word from the first paragraph which shows that Tim had a great interest in flying.

**fascination**

6. Has Tim Peake had a satisfying career to date? Explain your answer.

**Pupils' own responses which provide explanation, such as: I think that Tim has had a satisfying career to date because he has always worked in positions he enjoys and he has been able to help other people in the jobs he has done.**

7. Why do you think that Tim has spent time working with children since his space mission?

**Pupils' own responses, such as: I think Tim has spent time working with children since his space mission so that young people will be inspired to become scientists.**

8. What do you think that Tim will do next in his career? Explain your answer.

**Pupils' own responses based on his life so far as discussed in the text, such as: I think that Tim will take part in more space missions to continue to test technology and how far astronauts can progress into space. I also think that he will continue to be involved in education such as working with more children and training astronauts to continue to inspire the next generation.**

# ENGLISH – WRITING

## LO: DESCRIBE A SETTING, USING POWERFUL VOCABULARY

- Look carefully at the scene on the following page. Your task is to describe this scene using the following :
- SC – (Using DASH to plan setting):
  1. add **D**etails to build a clear image for the reader
  2. use great **A**djectives
  3. use the **S**enses (see /hear/ smell/ feel) to build atmosphere
  4. **H**ighlight the facts: time of day, weather, place etc

What can you see? What words would you use to describe these things?



How could you describe the smells?

What do you think you could hear? Think of sci-fi settings or images you are familiar with (eg. Dr Who, Star Wars etc)

This would be a great opportunity to use SIMILE, ALLITERATION, METAPHOR OR PERSONIFICATION

When you are writing, look for every opportunity to improve / up-grade your language use. Remember to include all non-negs and try to include conjunctions in some expanded sentences

ONCE YOU HAVE WRITTEN YOUR DESCRIPTION, LOOK AGAIN AT THE SC AND CHECK TO SEE HOW WELL YOU DID. LOOK FOR EVERY OPPORTUNITY TO IMPROVE YOUR WRITING. EDIT IN PENCIL PLEASE.

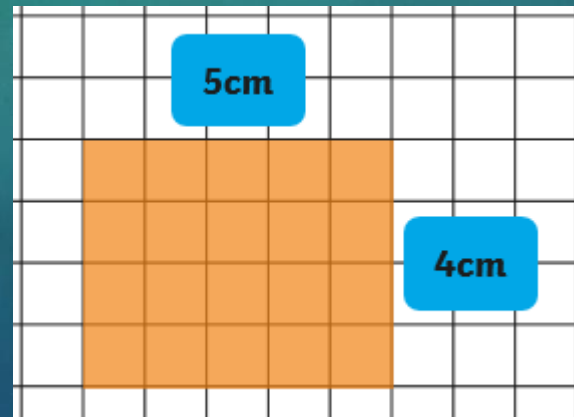
- SC – (Using DASH to plan setting):
- 1.add **D**etails to build a clear image for the reader
- 2. use great **A**djectives
- 3. use the **S**enses (see /hear/ smell/ feel) to build atmosphere
- 4. **H**ighlight the facts: time of day, weather, place etc.

Your writing should be lively and engaging – don't settle for anything less Beech Class!



# YEAR 4 AND 5 MATHS

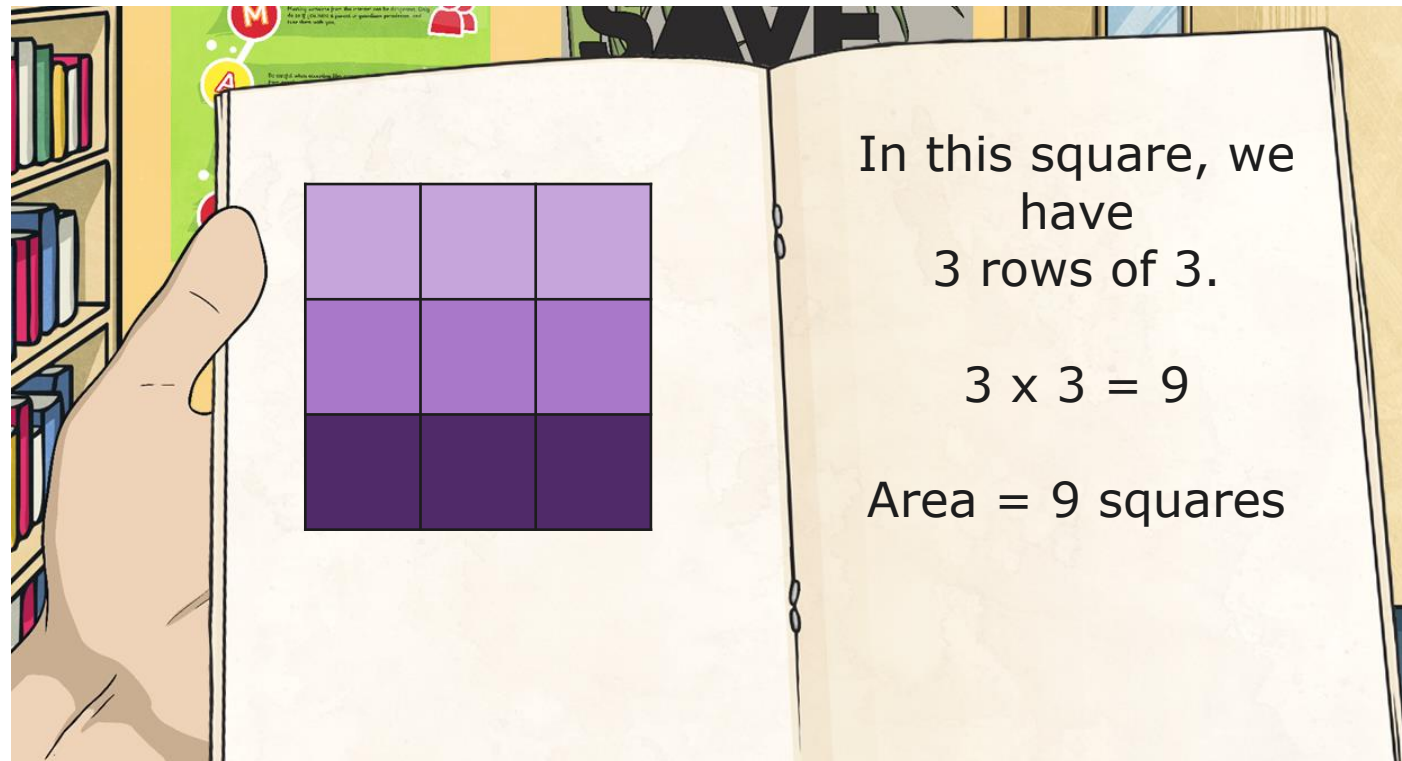
## LO: CALCULATE / REVISE AREA



Note: the maths tasks can be found in assignments on TEAMS – in the same place as homework.

# Using Multiplication to Calculate Area

We can calculate area by counting squares. This square has an area of 9 squares. Another way to calculate the area is to use multiplication.



# Calculating Area in $\text{cm}^2$ and $\text{m}^2$

If we know the length and the width of a rectangle or square, we can calculate its area.

When we calculate an area in centimetres, we measure this in square centimetres. We can also write this as  $\text{cm}^2$ .

This is because it describes how many 1cm by 1cm squares make up the area.

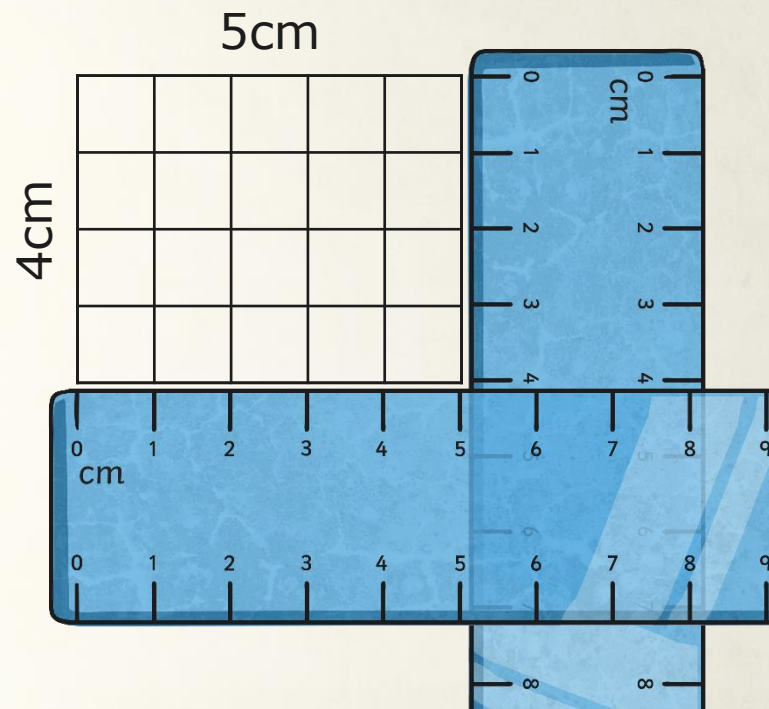
$$4\text{cm} \times 5\text{cm} = 20 \text{ square centimetres}$$

We write this as  $20\text{cm}^2$ .

What is the other multiplication we could do to find the area?

$$5\text{cm} \times 4\text{cm} = 20\text{cm}^2$$

$$\text{Area} = 20\text{cm}^2$$





# Calculating Area in $\text{cm}^2$ and $\text{m}^2$

Calculate the area of this shape.



$$\text{Area} = 21\text{cm}^2$$



If you are still unsure, or simply want to find out more, Take a look at the Youtube links below.

When you are happy, Choose your task from the attached pdf's.

<https://www.youtube.com/watch?v=CgqgY7a630Q> (everyone)

<https://www.youtube.com/watch?v=qbl0d8ofRwc> (next steps)

**Challenge task** – have a go if you felt the main task was in your **comfort zone**, and post your answers in your ‘country’ group. I will let you know how you did!

- 1) Farmer Giles needs to put a fence around his rectangular field. Its length is 20 metres and its width is 7 metres. How much fencing does he need?
- 2) Marisa wants to wallpaper her living room wall. She has measured the height and found it is 6 metres high, and the width is 7 metres. How much wallpaper does she need?
- 3) Trevor has made a square cake for his brother. Each side is 30 cm. He needs to ice the top and put a ribbon around the sides. How much ribbon does Trevor need, and how big is the area he needs to ice?

In order to remind ourselves about the rules for online learning (we occasionally forgot last time!!) I would like you to create a poster, using a range of organisational devices, to reinforce **SAFE Home-Learning behaviours**. Read through the slides I shared last time (there are some changes since we were guinea-pigs, pay attention!) and decide which points would need to be included in your **LO: Safe E-Learning poster**. Choose at least 5.

The following pages are the updated information –

1. **Read through carefully and make notes about the most important safety points – ones you may include**
2. **Then look at the slide showing some of the 'coherence' features a poster might use.**
3. **Create your poster – you can do this on the computer or by hand – make it clear and easy to follow / read. Use illustration to support the writing.**



How to get in touch:

You can e-mail me through 'posts' in the general channel

You can email me through 'posts' in your group channel (countries) - this is the easiest way I can pick up your messages, and if I reply, only those in the group can see what I've said.

If you want a private conversation - ask for one and I can set up a new channel just for you - but only if it's necessary. **If it's a safety worry, contact Mrs Patchett or Childline (see end slide)**



# Being safe online.



- Whenever you need to contact me OR a class mate – use TEAMS.
- If you need to do any research on the internet or watch a video I have posted, apply all e-safety rules.
- Sometimes YouTube can have adverts for (or links to) things which will not be to do with our learning. Do not click on these without ADULT permission.
- If you do online research, think carefully about the words and phrases you use – you don't want to stumble over any unsuitable material. If you do – TELL school or your grown ups.
- The rules for words and phrases you type still apply when using TEAMS or your welearn account. Any 'suspect' activity gets reported to Mrs Patchett
- When involved in a live session, make sure whatever anyone can see or hear in your home is ok to be seen + heard. This is very important, as it is to 'safeguard' everyone.
- When a live session has ended – you MUST leave and get on with your work. Do not stay on to chat. Keep in touch with each other by typing 'posts' on Teams – either in general or country channels.
- Teams is for SCHOOL and WORK communications ONLY. Any rule-breaking may trigger a phone call to your grown-ups, so please ...



...Think! Before you click.

Before you start any live sessions or home learning, there are a few things you will need to do / have.

- Have your books ready
- Have writing materials: pen / pencil / ruler (and colours if you have them)
- If you can, work in a quiet place that is free from distractions – if this is not easy to do, see if you can use some headphones... these really help
- Think about what others may be seeing/hearing when you are online – make sure this is always suitable by being dressed, changing your background, moving position (if necessary) etc.
- Make sure you are ready to sit and listen to the live session – that means go to the toilet, finish your breakfast etc.



## What a lesson might look like: (there are some changes)

- During the morning every day I will do a quick check of how you are, and how your learning is getting on. This will not be a lesson, just a post to touch base with you all and make sure you are ok.
- Lessons will be set on a Powerpoint / PDF every day in the usual online way - using the 'assignments' section on Teams.
- If live a chat can be scheduled, it will begin at a scheduled time - this should be around 15 mins long and I would like you all to join in using the chat facility, even if it's only to say 'hello'.(but this may have to be flexible)
- All resources will be included in the assignment for the lesson, as they were last time. Some will be in the files tab or I'll copy onto posts if you are having trouble accessing this on your device. Let me know.
- The lesson set should last for 45 mins-1 hour, as it will be in class at the same time. If it takes less time or longer, check your 'level' or add more.
- After you have completed your work and it is self marked (using answers or SC) - it will need to be submitted by the end of the day. **Please do NOT submit unmarked work - make sure it is marked first.**



Because learning is being led from school this time, live sessions may not be able to happen as the internet is not brilliant (as you know) here. I will do my best to keep in touch – even if we schedule live chats or email sessions for you. You are not alone .




## YOUR GROUP CHANNELS...

KENYA	FLYNN, ESME, JASMINE, LOLA, HARRY GS
JAPAN	ETHAN, MEGAN, LILY, JESS, RORY
NORWAY	COBEY, BELLA, NATALIA, JENSON W
CANADA	LILLY-B, EWAN, MILLIE, FAYAAZ, ELODIE, JENSON
BRAZIL	DAISY, CIAN, HARRISON, DANIEL, AVA
TASMANIA	FREDDIE, CHARLIE, HARRY B, ELIZAH, SIENNA

## Finally – Here are a few more important details.

- ✓ *I will try to pick up emails and messages between 9am and 12.30 when I can* – please remember – I will be teaching in school so it won't be quite like last time.
- ✓ Between lessons / activities, make sure you take a break – just as you would in school. This is important.
- ✓ *I will not be available from 12.30 – 1.30* after this I may be planning for the next day or teaching . I will check in on TEAMS as regularly as I can – but please be patient.
- ✓ If you can, try to upload your work as it is completed – that way, I can keep monitoring / give you feedback. If this is not possible, aim to **get it uploaded before the following day**. Feedback will be given so **please check this regularly**, just as you do with homework.
- ✓ Last time we locked down, some of you asked if you could start work at different times. Join any live chat at the given time, the rest of the day can fit around your grown-ups and can be started when you like, and finished when the work is done to the best of your ability. If you have spare time or IT issues: read / practise your year group spellings / do TT Rockstars / look back at last Summers online learning which is still on the website. There's also Oak National Academy work AND BBC Bitesize lessons online. Use your time well – it's still school time!
- ✓ ***IF YOU ARE HAVING DIFFICULTY UPLOADING / ACCESSING YOUR WORK (like you do for homework) GET IT E-MAILED INTO SCHOOL ADMIN.*** The office can also offer support for any technical issues.

# Coherence



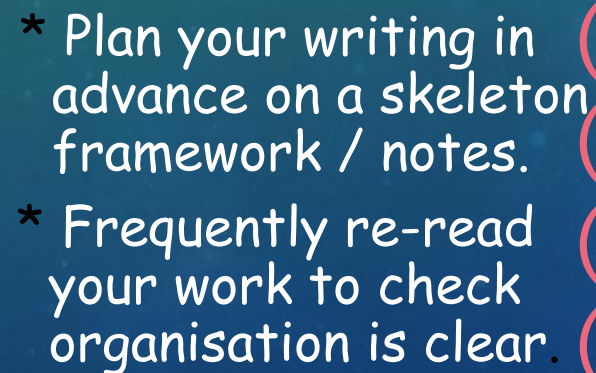
**Headings and subheadings**  
give an overview of the text's organisation.

Some ways of helping the reader see how your ideas are organised...


**Layout conventions**  
show what sort of text it is, e.g.  
*diary, letter, newspaper, article.*

**Paragraph breaks**  
show shifts of time, place, viewpoint, topic, etc.

**Punctuation**  
shows where one chunk of meaning ends and another begins. (Non-negs!)

- 
- \* Plan your writing in advance on a skeleton framework / notes.
  - \* Frequently re-read your work to check organisation is clear.

**Presentational devices**  
draw attention to sections of text and make meaning clearer  
e.g. *speech bubbles, timelines, flowcharts, etc. bullet points, boxed information.*





# Bournebrook

Church of England Primary School

# ChildLine

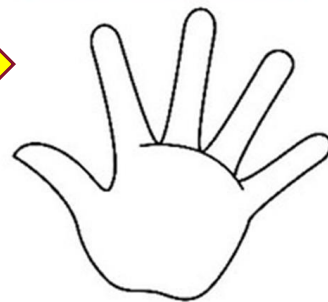
0800 1111



- Remember to **talk to someone on your Network Hand** if you are worried about something
- If **nobody is listening to your worries** or there is nobody to talk to, **you can call Childline on 08001111** - adults at Childline are used to talking to children with worries and can help you.



5 fingers of safety



If you feel unsafe at home or are worried that a friend is not safe, call Mrs Patchett on 07787261064.