

Hello Year 5! Hope you have had a good week. We really enjoyed the video message that was created – it was lovely to see some of your faces and you made us all smile! We miss you all! As always it has been great catching up with you all and we look forward to speaking to more of you this week. We are going to leave the Ancient Greeks behind us for now, but if you have enjoyed learning about this period in history, feel free to carry on following your own interests – there is so much more to discover!

As this week in school we would have been starting Bikeability, we thought we would have a cycling themed week! Keep active this week by getting out on your bikes. Maybe you could plan a route for your family, or set yourself the challenge of completing a set amount of miles in a week. Have fun and most of all stay safe!

Also, at this time of year, we would be asking all Year 5 children to design a tie, which you would then get to vote on and the winning tie would become your Year 6 tie! So, now is your chance to get designing - how exciting! Instructions on how to go about this are on the first page of the resources below.

Let us know what you get up to and as always you can send any photos to Twitter @OldburyPark. Have fun!

Mr Williams Mrs Tudge Miss Wilkinson Mr Burnage Ms Carter

EVERY DAY

Daily Maths lessons - <https://whiterosemaths.com/homelearning/>

Watch the video and then complete the written task (these could be printed out or you could just write the answers in the book we sent home). This is 30-40 minutes work.

This week is Fraction Calculation (Week 5 of the summer term videos and activities)

Answers now saved as a separate document on the school website.

Mathletics – 15-20 minutes (more if you wish).

We have also included the Fluency in 5 resources for arithmetic practice.

Read for at least 15 minutes

A. $294 + 70 =$	B. $4,697 + 2,534 =$	A. $377 + 40 =$	B. $80 \times 9 =$	F. $6.24 \times 10 =$
C. $3 \times 8 =$	D. $564 \times 8 =$	C. $8,327 + 14,895 =$	D. $\frac{1}{4}$ of $36 =$	C. $\frac{7}{10}$ of $35 =$
E. $80 \times 5 =$		E. $73,294 - 79,569 =$		V. $883 + 300 =$

A. $\frac{2}{3}$ of $84 =$	B. $7,684 \div 8 =$	A. $10 \times 17.65 =$	B. $947 \times 8 =$
C. $8.761 \times 10 =$	D. $206 \times 8 =$	C. $974 + 70 =$	D. $6,764 + 5,693 =$
E. $600 + 573 =$		E. $\frac{3}{4}$ of $144 =$	

Additional tasks for this week (8/6/20)

English

Monday

Have a go at the reading comprehension about the Tour of Britain. (Use the version with 2 stars at the bottom.)

<https://www.twinkl.co.uk/resource/t2-e-5045-uks2-tour-of-britain-differentiated-reading-comprehension-activity-sheets>

Tuesday

Using these resources, make notes on how to stay safe when cycling. Think about what to wear, what to do before you set off and during your journey.

<https://www.twinkl.co.uk/go/resource/cycling-safety-hotspots-tg2-t-47>

<https://www.bbc.co.uk/newsround/49818373>

<https://www.twinkl.co.uk/go/resource/cycling-on-the-road-safety-multiple-choice-quick-quiz-tg2-t-49>

Wednesday

Have a look at the leaflet about cycle safety from the NHS in the resources below. There is lots of information (possibly too much) but it's not particularly child friendly or engaging. Your job is to design a leaflet all about bike safety aimed at children in Year 2/3. How will you organise the information? What information will you include? What are the most important pieces of information for them to know? How will you make sure it is easy to understand? How will you make it interesting to look at? Think about leaflets you have seen/created before. You may find some at home. Use today to plan your leaflet. You could write some of the sections in draft form and sketch out the layout.

Thursday/Friday

Create your leaflet, thinking carefully about how it is presented and its purpose.

We look forward to seeing what you have created.

Topic

This week we want you to complete at least one of the following –

- Consider all the benefits of cycling. How many can you think of? Have a look at the discussion ideas on the Let's get Talking sheet below to help get you going.
- Design your own bike helmet. An outline is provided below.
- How has the bicycle changed over time? Use the following links or carry out your own research to investigate this. You could present your findings in a timeline or any other format of your choice.
 - <https://www.youtube.com/watch?v=rNbUS6R64Fk>
 - <https://www.scienceforkidsclub.com/bicycles.html>
- Use Scratch or a similar program to create a bike inspired game.
- Learn to draw a bicycle. Here is a tutorial to help...
 - <https://www.youtube.com/watch?v=1T5f0eANAU>
- Look at the work by artist Lucy Pittaway. She has a whole collection inspired by cycling and Le Tour. Could you create your own piece inspired by her work?
- British cyclists have been very successful over recent years. Find out who they are and what they have achieved.

Science – Design a boat to race across water. Use the planning sheet below to plan your design. Don't forget to plan what materials you will be using. Investigate its ability to cross water. Does it move through water easily? How could your design make sure that the water resistance is low? Could you make two boats and race them?

French – Using the flashcards below, track the weather across the week and write it down in French. See how fast you can learn the types of weather. Ask a family member to test you and see how fast you can recall them.

TIE DESIGN

Use the following link to try out different tie designs. You can use any of the stripe patterns, but your tie must use no more than three colours and one of the colours must be burgundy. The rest is up to you. When you are happy with your design, you could screenshot your design, or print your design and take a photo of it, then email it to us: Y5entries@oldburypark.worcs.sch.uk

Please send your designs by Friday 12th June. You need to write the three colour choices that you have used, using the colour names / codes on the website.

We will then create a shortlist of designs and let you know how you can vote for your favourite next week.

We are looking forward to seeing them!

<https://www.kelticties.co.uk/tie-designer/>

Spellings

Unstressed vowels in polysyllabic words

definite

desperate

literate

secretary

stationary

dictionary

Wednesday

familiar

original

animal

Can you think of any other words that could be on this list?

For an extra challenge, choose 3-5 words from your reading book that are new to you, are words that you know you often get wrong, or are words that you just fancy learning!

Add and subtract fractions



1

Complete the calculations.

Use the bar models to help you.

a)

--	--	--	--	--

--	--	--	--	--	--	--	--

$$\frac{4}{5} + \frac{3}{5} = \square = \square$$

b)

--	--	--	--	--

--	--	--	--	--	--	--	--

$$\frac{6}{5} + \frac{3}{5} = \square = \square$$

c)

--	--	--	--	--

--	--	--	--	--	--	--	--

$$\frac{8}{5} - \frac{6}{5} = \square$$

d)

--	--	--	--	--

--	--	--	--	--	--	--	--

$$\frac{9}{5} - \frac{3}{5} = \square = \square$$



2

Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \square$

f) $\frac{17}{9} - \frac{8}{9} = \square = \square$

b) $\frac{4}{7} + \frac{3}{7} = \square = \square$

g) $\frac{16}{9} - \frac{8}{9} = \square$

c) $\frac{4}{7} + \frac{4}{7} = \square = \square$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \square = \square$

d) $\frac{8}{7} - \frac{3}{7} = \square$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \square = \square$

e) $\frac{7}{9} + \frac{8}{9} = \square = \square$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \square$

3

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$

$$\frac{\square}{8} + \frac{\square}{8} = \frac{13}{8}$$



- 4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has litres left.

- 5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\square}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\square}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\square}{8} = 1$

d) $\frac{11}{9} + \frac{\square}{9} = \frac{22}{9} = 2\frac{\square}{9}$

e) $\frac{11}{9} + \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\square}{9} = \frac{\square}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\square}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\square}{7} - \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\square}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\square}{7} + \frac{4}{7} = 3$

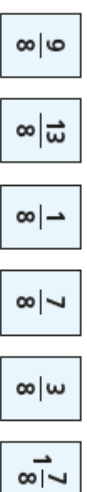
k) $\frac{15}{7} + \frac{\square}{7} + \frac{5}{7} = 3$

l) $\frac{16}{7} + \frac{\square}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



- 6 Here are some fraction cards.



Use the cards to write pairs of fractions with a total of 2

+ = 2

+ = 2

+ = 2

- 7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is m long.

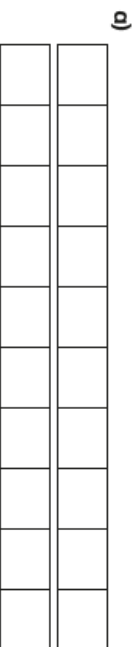
Dexter's rope is m long.



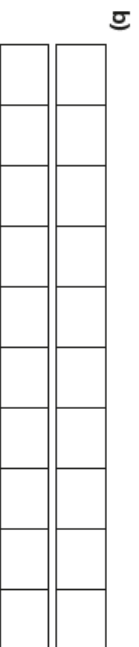
Add fractions

1 Complete the calculations.

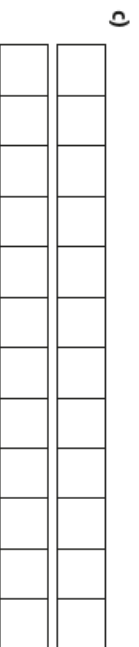
Use the bar models to help you.



$$\frac{1}{2} + \frac{7}{10} = \square = \square$$



$$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \square = \square$$



$$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \square = \square$$



2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \square = \square$

d) $\frac{4}{3} + \frac{5}{12} = \square = \square$

b) $\frac{5}{4} + \frac{7}{20} = \square = \square$

e) $\frac{3}{5} + \frac{11}{15} = \square = \square$

c) $\frac{3}{4} + \frac{5}{12} = \square = \square$

f) $\frac{5}{3} + \frac{11}{15} = \square = \square$

3 Match the additions that have the same answer.

$$\frac{3}{5} + \frac{9}{20}$$

$$\frac{16}{20} + \frac{9}{20}$$

$$\frac{3}{4} + \frac{9}{20}$$

$$\frac{12}{20} + \frac{9}{20}$$

$$\frac{4}{5} + \frac{9}{20}$$

$$\frac{14}{20} + \frac{9}{20}$$

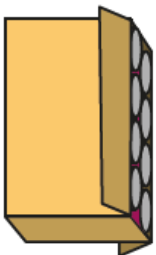
$$\frac{7}{10} + \frac{9}{20}$$

$$\frac{15}{20} + \frac{9}{20}$$

4

Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.



a) Work out the total weight of the tins of beans, sweetcorn and soup.

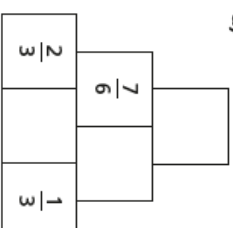
b) How much do the tins of tomatoes weigh?



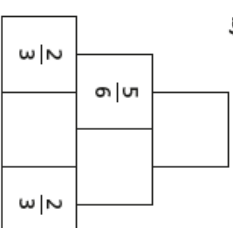
5

Complete the addition pyramids.

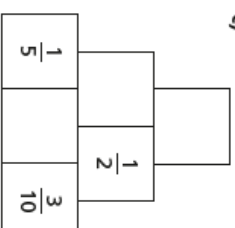
a)



b)



c)



6

What could the three missing numerators be?

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$

$$\frac{\square}{4} + \frac{\square}{12} + \frac{\square}{3} = \frac{13}{12}$$



Add mixed numbers

- 1 Teddy and Mo are adding mixed numbers.



Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$



Mo

Whose method do you prefer? _____
Talk about it with a partner.



- 2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} = \square$

b) $2\frac{2}{5} + 2\frac{3}{10} = \square$

c) $1\frac{3}{4} + 3\frac{3}{20} = \square$

e) $4\frac{1}{4} + 2\frac{11}{16} = \square$

d) $1\frac{3}{16} + \frac{4}{3} = \square$

f) $1\frac{4}{15} + 3\frac{2}{3} = \square$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

- 4 Complete the additions.

a) $2\frac{3}{4} + 3\frac{5}{12} = \square$

b) $3\frac{2}{3} + 2\frac{7}{12} = \square$

c) $5\frac{1}{6} + 3\frac{11}{12} =$

d) $6\frac{7}{15} + 3\frac{3}{5} =$

5 A blue ribbon is $2\frac{4}{9}$ metres long.



A yellow ribbon is $3\frac{2}{3}$ metres long.

a) What is the total length of the blue and yellow ribbon?

m

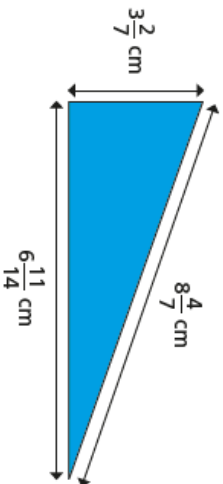
b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?



m

6 Calculate the perimeter of the triangle.



cm

7 Complete the calculation in three different ways.

$\frac{\quad}{5} +$ $\frac{\quad}{15} = 6 + \frac{11}{15} =$

$\frac{\quad}{5} +$ $\frac{\quad}{15} = 6 + \frac{11}{15} =$

$\frac{\quad}{5} +$ $\frac{\quad}{15} = 6 + \frac{11}{15} =$

Compare answers with a partner.

8 Here are some number cards.

$3\frac{1}{6}$
 $2\frac{11}{12}$
 $2\frac{5}{6}$
 $3\frac{5}{6}$
 $4\frac{1}{12}$
 $4\frac{1}{3}$

a) What is the greatest total you can make with two cards?

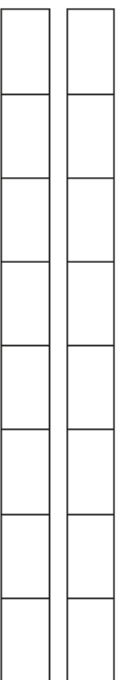
b) What is the smallest total you can make with two cards?

Subtract mixed numbers

1 Complete the subtractions.

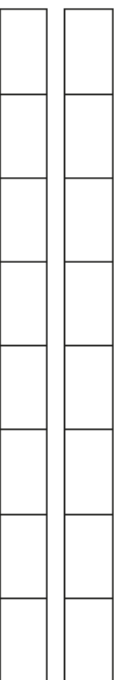
Use the bar models to help you.

a)



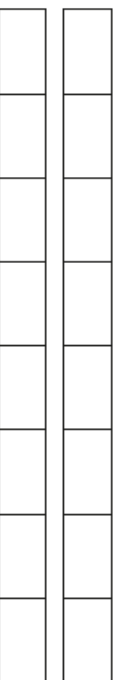
$$\frac{15}{8} - \frac{1}{2} = \square$$

b)



$$1\frac{7}{8} - \frac{3}{4} = \square$$

c)

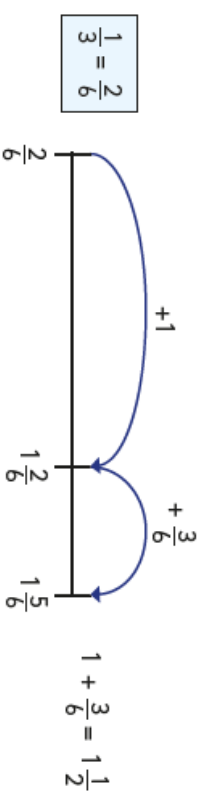


$$1\frac{1}{2} - \frac{3}{8} = \square$$

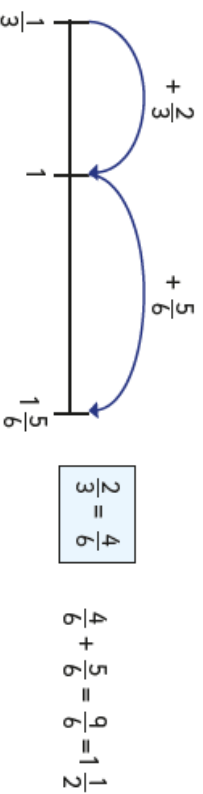


2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method



Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



$$1\frac{5}{8} - \frac{3}{16} = \square$$



3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} =$

d) $7\frac{5}{6} - \frac{13}{24} =$

b) $3\frac{3}{16} - \frac{1}{8} =$

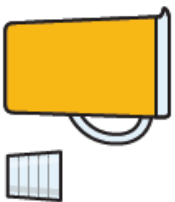
e) $4\frac{4}{9} - \frac{4}{27} =$

c) $2\frac{5}{6} - \frac{2}{3} =$

f) $6\frac{11}{12} - \frac{3}{4} =$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Evo pours $\frac{4}{15}$ litres into a glass.



How much orange juice is left in the jug?

There are litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's.

FRIDAY CHALLENGES

Challenge 3

If

$$70 + \text{yellow circle} = 100$$

$$50 + \text{green triangle} = 100$$

$$\text{yellow circle} + \text{green triangle} + \text{blue square} = 100$$

What is the value of the blue square?

Challenge 5

Charlie has a tin of paint.

The tin is half full and weighs 5.8 kg. Charlie paints a wall in his house.

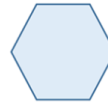
The tin is now a quarter full and weighs 3.1 kg.

How much does the empty tin weigh?

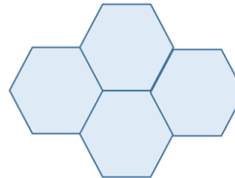


Challenge 4

The perimeter of this regular hexagon is 42 cm.



Four of these hexagons are put together to make this shape.



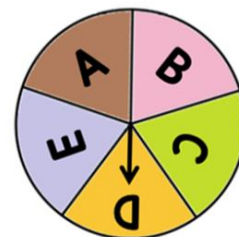
What is the perimeter of the shape?

Challenge 6

A spinner has 5 equal sections. The sections are labelled A to E.



The arrow is pointing to the centre of section A.



Tom rotates the arrow clockwise so that the arrow is now pointing to the centre of section D.

What angle has the arrow been rotated through?

The Tour of Britain 2018

The Tour of Britain is a bike race that takes place in numerous different places around England, Scotland and Wales and is an important event for the sport of cycling. It is the UK's largest professional cycle race and has been running in its current format since 2004. However, its history can be traced back to 1945, during which a Victory Cycling Marathon was organised by the British League of Racing Cyclists (BLRC) to celebrate the end of the Second World War and the success of the Allied forces.



The Tour of Britain is the biggest event that anyone can watch for free. Spectators can go along to the roadsides where the tour travels through and watch the cyclists speed past. It is important that spectators stand behind barriers though as the bikes travel incredibly fast and riders do occasionally crash and come off their bikes. Thousands more, in the UK and worldwide, watch on the television and online.

Who Rides in It?

Twenty teams take part from all over the world. Each team has six riders which they pick from their squad. (Squads can have up to thirty riders in them). Six British teams took part in the 2018 race and they were: Canyon Eisberg, Great Britain, JLT Condor, Madison Genesis, ONE Pro Cycling and Team Sky. The six members of the team often have different roles:

Team leader - The rider who is aiming to win as much as possible.

Sprinter - The rider who is aiming to win the fast sprinting parts of the race.

Climber - The rider who is aiming to win the hard, hill climb parts of the race.

Helpers or Domestiques - These are riders who are there, not to win for themselves but to help their team win. This could mean sheltering the Leader from the wind, bringing food or drink and being ready to leap off their bike to give it to the Leader if theirs develops a puncture or fault. This is true team work!

Where did the race go?

The race started on 2nd September 2018 in South Wales and lasted for eight days, finishing on 9th September in London. Each part of the race is called a 'stage' and each stage is carefully mapped and planned to make it interesting and challenging for the cyclists and spectators.

The riders completed the eight stages in eight different parts of the UK: Carmarthenshire to Newport, Cranbrook to Barnstaple, Bristol, Nuneaton to Royal Leamington Spa, Cockermouth to Whinlatter, Barrow-in-Furness, West Bridgford to Mansfield and finally, arriving in London.

Competitors covered long distances every day, ranging from 77km to over 200km and climbed up to 2,586m per day. In total, the riders covered a distance of 1,140km this year and climbed over twice the height of Mount Everest! The riders needed to be extremely fit, skilful cyclists and most importantly, good team players in order to succeed.

If you watched the race, you would have seen riders wearing different coloured shirts (called jerseys).

- Yellow - This is given to the overall leader of the race so far.
- Blue and white - The one who has gained the most points from each finish wears this.
- White with green spots - The rider who wears this will be referred to as the 'King of the Mountains' as they are the rider who has been the best at the hill climb stages.
- Red and green - This is the 'sprints' jersey and is given to the rider who has been best at the sprinting parts of the race.

Did You Know...?

Great Britain is the only nation that enters a national team in the Tour of Britain and some of the most successful British cyclists have taken part in the race. Sir Bradley Wiggins and Mark Cavendish, two of the most famous names in the world of cycling, have both entered the Tour of Britain numerous times. Sir Bradley Wiggins was the first British man to win the race in 2013 but, Mark Cavendish has won ten stages in total making him the most successful competitor to date.

The overall winner of the 2018 Tour of Britain was 26-year-old Julian Alaphilippe who rode for the French team Quick-Step Floors.

The Tour of Britain Questions

1. What does the BLRC stand for?

Tick **one**.

- British Loyal Racing Cyclists
 British League of Racing Cyclists
 British League of Real Cyclists
 British League of Racing Competitors

2. How much does it cost to watch the event?

3. Each team has six riders which they pick from their squad.

(Squads can have up to thirty riders in them.)

How would you feel if you were chosen from your squad to compete in the Tour of Britain?
Explain your answer.

4. Which team member is expected to win the fastest parts of the race?

5. Fill in the missing word.

The riders needed to be extremely fit, _____ and most importantly, good team players in order to _____.

6. Draw lines to match the jersey colour to why they are given.

White and Green Spots

given to the rider who has sprinted the best.

Yellow

given to the rider who has climbed the hills the best.

Red and Green Spots

given to the rider who is the overall leader.

Blue and White

given to the rider who has gained the most points.

7. Why is it important for competitors to be fit and healthy?

Use evidence from the text to support your answer.

8. Explain in your own words why Mark Cavendish has been more successful than Sir Bradley Wiggins in the Tour of Britain.

Cycling safety advice

Whether it's for work, school or pleasure, cycling has many benefits. It's convenient, environmentally friendly and can help you keep fit.

Safety tips

- Look behind you before you turn, overtake or stop.
- Use arm signals before you turn right or left.
- Obey traffic lights and road signs.
- Don't ride on the pavement unless there's a sign saying that you can.
- On busy or narrow roads don't cycle next to another person.
- When overtaking parked cars, watch out for car doors opening suddenly and allow room to pass safely.
- Don't use headphones while cycling.
- Never use a mobile phone while cycling.

Cycling has become more popular in recent years. With millions of people choosing to cycle, safety has become an important issue.

Cycling England's [Bikeability](#) is a cycling proficiency scheme designed to help children and parents ride confidently and safely on today's increasingly busy roads.

While the benefits of cycling outweigh the risks, the following tips will help you to stay safe on the road:

- **Be visible**
Make sure you're visible to other road users and pedestrians. Keep away from the kerb, wear bright or fluorescent clothing in daylight or poor light, and reflective clothing at night. Always use lights after dark, in the rain or if the weather is overcast.
- **Don't cycle too close to the kerb**
Give yourself space on the left and don't feel you have to cycle close to the kerb if a car behind you gets impatient. By moving further into the road you'll avoid drain covers and roadside debris. You'll also help drivers think more carefully about when it's safe to pass you.
- **Protect yourself**
Always wear a helmet as this reduces the risk of head injury if you're in an accident. To be effective, the helmet must be level on the head, with the pads inside touching all the way around and the strap comfortably snug.
- **Make eye contact**
Always be aware of who is around you. Make eye contact with drivers and let them know you've seen them. This will tell you if the driver has

seen you or not, which is especially helpful before you make a manoeuvre.

- **Make your intentions clear**

Show drivers what you plan to do in plenty of time and when it's safe to do so. Always look and signal before you start, stop or turn. Looking over your shoulder while indicating with one hand can be tricky at first, so practise this first when you're not on the road.

Cycling etiquette

- Don't weave in and out of traffic or change direction suddenly without signalling.
- Use cycle routes, advanced stop lines, cycle boxes and toucan crossings unless it's unsafe to do so at the time. It's not compulsory to use these, and whether you do so will depend on your experience and skills. But they can make your journey safer.
- Give pedestrians priority at all times. Some may be partially sighted or deaf and may not be aware of your presence.
- Use your bell to inform other road users of your presence. Fit a bell or horn if your bicycle is not fitted with one.

Legal issues

It's against the law for cyclists to:

- Cycle through red lights, including lights at pedestrian crossings.
- Cycle on pavements, unless there's a sign showing that the pavement has been converted to a cycle track.
- Cycle the wrong way up a one-way street, unless there's a sign showing that cyclists can do so.
- Ride across pedestrian crossings, unless it's a toucan crossing with a sign saying that cyclists can do so.

New to cycling? [Get practical advice on getting started.](#)

Last reviewed: 29/04/2011

Next review due: 29/04/2013

Article [url](#):

<http://www.nhs.uk/Livewell/Roadsafety/Pages/Cyclists.aspx>

LET'S GET TALKING...

Talking about cycling and its benefits is a great way to get pupils to put what they've learned during Bikeability training into a wider context. Our discussion points are designed to encourage pupils to think about their own travel choices, and how they could make some simple changes so they get the chance to use their bikes more often.

BENEFITS OF CYCLING

Have you ever received a bike as a present? Can you describe your bike – or the first bike you rode? How did you feel?

Share your experiences of cycling with family and friends. How does it compare to other trips you make with your friends or family in the car, or on the bus?

Can you remember where the local cycle paths are? How do they help cyclists?

What are the benefits of cycling to work rather than travelling by car? What are the environmental advantages of cycling?

KNOW YOUR AREA

If you cycle to school can you describe your route? Why did you choose that route?

How do you need to prepare for a short cycle journey? What about a longer journey that might take a few hours?

When planning a cycling trip how would you decide which way to go? What kinds of roads and tracks would you look out for?

KNOW YOUR BIKE

Why do you need to check the tyres on your bike? What would happen if they were flat?

Can you see parts of the gearing system?

Why is it important to keep the chain oiled?

How many different types of bikes can you name? Which would you choose for different purposes, such as a long ride, a speed event or performing tricks?

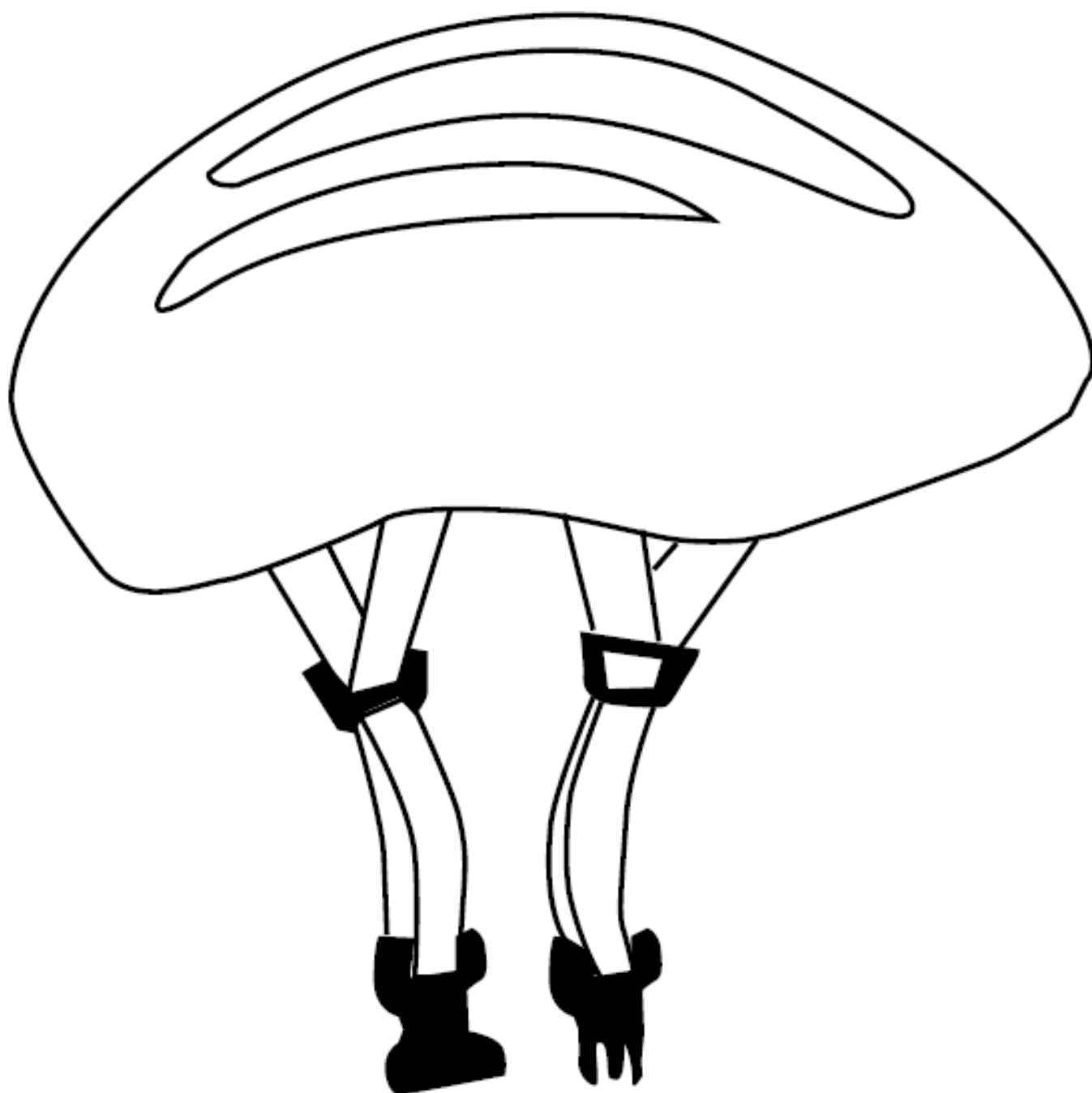
Why is it good to have lights on a bike?

What would you do if your bike wasn't working properly? What do you need to check?

Get cycling!

Helmet template

Get equipped! Come up with a cool design for the surface of the helmet. Have a competition with your classmates to see who can come up with the coolest idea.





Boat Race

Draw and label your boat here.

Why have you designed your boat this way?

Do you think your boat will move through the water easily and quickly? Why/why not?

How long did it take your boat to cross the water tray?

How did your boat do compared to the other boats?

Why do you think your boat performed this way? Refer to water resistance and streamlined shapes.

How would you adapt your boat to make it more streamlined if you were to race it again?

le temps



le soleil



le vent



la neige



le nuage



la pluie



l'orage



Le temps

8-14/6/2020

lundi	mardi	mercredi	jeudi	vendredi	samedi	dimanche