

	Reading/Writing	Maths	Foundation	Physical
Mon	<p><b>Features of a Newspaper Report</b></p> <p><b>Home learning focus</b> To recognise the features of a newspaper report.</p> <p><b>Online lesson link:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zg4xdp3es/zym8bqt">https://www.bbc.co.uk/bitesize/articles/zg4xdp3es/zym8bqt</a></p> <p><b>Learn</b></p> <p><b>Newspaper reports</b> are printed in newspapers, or published online, to keep us informed about important things that are happening all around the world.</p> <p>When you are writing a <b>newspaper report</b>, you should:</p> <p>include a short and snappy <b>headline</b> (title).</p> <p>Write a sentence at the start to <b>sum up</b> what the story is about.</p> <p>Write in the <b>third person</b> (he, she, they).</p> <p>Write in the <b>past tense</b> (as if it has already happened).</p> <p>Use <b>paragraphs</b> to make the text clear and easy to understand.</p> <p>Include <b>quotes</b> (other people's thoughts and opinions about the subject).</p> <p>Include <b>facts</b> about what has</p>	<p><b><u>Angles, comparing and ordering</u></b></p> <p><b>Online Lesson Link:</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zg4xdp3">https://www.bbc.co.uk/bitesize/articles/zg4xdp3</a></p> <p><b>Home learning focus:</b> In this lesson you will compare angles and identify acute, obtuse and right angles.</p>	<p><b><u>PSCHE</u></b></p> <p>Recent reports by Oxford University, the NSPCC and The Children's Trust highlight the negative impact the Coronavirus situation has had, particularly on <b>primary school aged children</b>. A new initiative specifically targets emotional issues caused by lockdown, as well as wider mental wellbeing in young people.</p> <p>TV presenter Martin Roberts from Homes under the Hammer has joined forces with legendary children's entertainer Basil Brush to create a <b>fun yet educational video and free written resources</b> for your children to use at home or in the classroom.</p> <p><b>Link to video:</b></p> <p><a href="https://vimeo.com/421516335">https://vimeo.com/421516335</a></p> <p><b>Please find two worksheets below the timetable to use alongside this video, or as a talking point about your child's feelings and emotions if you are unable to access the video.</b></p>	<p><b>GoNoodle!</b> Follow the link below and select 'for families' to complete a GoNoodle video of your choice. This can be accessed on computers, phones or I pads.</p> <p><a href="https://family.gonoodle.com/">https://family.gonoodle.com/</a></p>

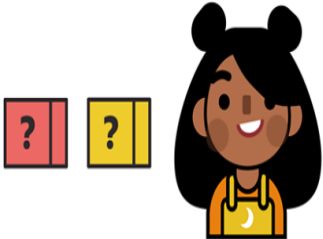

<p>happened using the <b>5 Ws</b>: what, where, when, who, why?</p> <p>You could also include a <b>photo</b> with a caption to give the reader more information. It's important not to confuse <b>facts</b> and <b>opinions</b> when you're writing a newspaper report.</p> <p><b>Facts</b> are the true details about what has happened. They can be researched and proved to be correct.</p> <p>For example: Russia is the largest country in the world.</p> <p>Newspaper reports contain lots of <b>facts</b>. One way they do this is by answering the 5 Ws: what, where, when, who, why?</p> <p><b>Opinions</b> are what people think. People can have lots of different opinions and often disagree with each other.</p> <p>For example: Chocolate ice cream is tastier than strawberry ice cream.</p> <p>When you include an <b>opinion</b> from someone in a newspaper report, you should put it in <b>inverted commas</b> (speech marks) and <b>name the</b></p>			
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	<p><b>person</b> who said it. This makes it clear that it is what someone believes and is not a fact.</p> <p><b>Try the activity below this timetable.</b> Newspaper reporters need to be able to tell <b>fact</b> from <b>opinion</b> so they can use them correctly in their articles.</p> <p>Read the 'Fact or Opinion' activity sheet and decide which of the sentences are facts and which are opinions.</p> <p>Either print the activity out (you could cut out the cards and arrange them into two piles or write 'fact' or 'opinion' on each one) or simply read through the activity and discuss or decide whether each is a fact or an opinion.</p>			
Tues	<p><b><u>Writing headlines using alliteration</u></b></p> <p><b>Home learning focus:</b> Using alliteration to write headlines.</p> <p><b>Online lesson link:</b>  <a href="https://www.bbc.co.uk/bitesize/articles/zcvvtjsg">https://www.bbc.co.uk/bitesize/articles/zcvvtjsg</a></p> <p><b>Learn</b>  Newspaper articles</p>	<p><b><u>Classifying Triangles</u></b></p> <p><b>Online Lesson Link:</b>  <a href="https://www.bbc.co.uk/bitesize/articles/zckttjsg">https://www.bbc.co.uk/bitesize/articles/zckttjsg</a></p> <p><b>Home learning focus:</b> Learn about the different types of triangles and their properties.</p> <p><b>Learn</b>  Triangles are a type of polygon (a 2D shape with straight lines).</p>	<p><b>Practical STEM</b></p> <p>See the STEM starters below or the additional activities – take your pic!!</p>	<p><b>Cosmic Kids Yoga</b></p> <p>Choose a yoga session of your own, from the Cosmic Yoga YouTube channel:</p> <p><a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p>

	<p>use <b>headlines</b> to attract readers.</p> <p>Headlines are written at the <b>top</b> of an article, like a title, and hint at what the article will be about.</p> <p>Newspaper <b>headlines</b> should be short, snappy and grab the reader's attention.</p> <p>They do this by:</p> <p>Giving <b>some</b> information about the story.</p> <p>Using <b>powerful words</b> that make an impact.</p> <p>Using <b>alliteration</b> so the title sounds catchy.</p> <p>Using <b>humour</b> to make the audience laugh.</p> <p>You are going to use <b>alliteration</b> in your headlines today.</p> <p>Alliteration is when words <b>close together</b> in a sentence start with the <b>same</b> sound.</p> <p>For example: <u>S</u>ammy the <u>s</u>lippery <u>s</u>nake went <u>s</u>liding by.</p> <p><b>Try the activities below the timetable.</b></p>	<p>There are <b>four</b> different types of triangles:</p> <p>equilateral isosceles right-angled scalene</p> <p><b>See information and activities below.</b></p>		
Wed	<p><b><u>Writing a newspaper article</u></b></p> <p><b>Home learning focus:</b>To revise the features of a newspaper and</p>	<p><b><u>Classifying Quadrilaterals</u></b></p> <p><b>Online Lesson Link:</b> <a href="https://www.bbc.co.uk/bitesize/articles/ztn9vwx">https://www.bbc.co.uk/bitesize/articles/ztn9vwx</a></p>	<p><b><u>Music</u></b></p> <p><b>How and Why Singing</b></p>	<p><b>PE with Joe Wicks</b></p> <p>Available each morning via his YouTube channel:</p>

	<p>write your own newspaper article.</p> <p><b>Online lesson link:</b>  <a href="https://www.bbc.co.uk/bitesize/articles/zhxdg7h">https://www.bbc.co.uk/bitesize/articles/zhxdg7h</a></p>	<p><b>Home learning focus:</b> Learn about the different types of quadrilaterals and their properties.</p> <p><b>Learn</b>  You can classify shapes based on their properties.</p> <p><b>Properties</b> are qualities that a shape has. Examples of shape properties are:</p> <p>number of sides  length of sides  number of angles (corners)  types of angles (acute, obtuse, right-angle)  perpendicular and parallel lines</p> <p><b>See information and activities below.</b></p>	<p><b>Makes us Feel Good!</b></p> <p><b>Online lesson link:</b>  <a href="https://www.bbc.co.uk/bitesize/articles/z8nsm39">https://www.bbc.co.uk/bitesize/articles/z8nsm39</a></p> <p><b>Home learning focus:</b> Learn about what happens in our bodies when we sing, and why it makes us feel good.</p> <p>Just like exercise, singing releases <b>endorphins</b> and <b>oxytocin</b>, the body's natural stress and pain relievers.</p> <p>Singing makes you feel good, and reduces anxiety.</p> <p>When we sing together with others this promotes a sense of belonging and leaves us feeling connected with our community - we can see this at football matches.</p> <p>What is happening inside a singer's body when they sing? How is it that sound is made?</p> <p>All sound starts with something <b>vibrating</b>.</p> <p>The vibrations of the sound source send waves into the air and when these reach our ears, our brains interpret them as sound.</p> <p>When we talk about the <b>pitch</b> of a sound, we are</p>	<p><a href="https://www.youtube.com/user/thebodycoach">https://www.youtube.com/user/thebodycoach</a></p>
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			<p>referring to whether it is high (like a car alarm) or low (like a fog horn).</p> <p>We hear a high pitch when there are more sound waves per second, and a low pitch when there are fewer sound waves per second.</p> <p>Musicians create beautiful sounds with their instruments. However, a singer's instrument is invisible to them, or rather they are their instrument. They are at a disadvantage because they can't see the bits of it that they are working so it is hard to coordinate. Singers spend a long time learning how to stop muscle groups that <i>aren't</i> directly involved in making sound from trying to get in on the action.</p> <p>Learn some of the imaginative tricks of the trade that singers use to help their bodies trigger the physical coordination singing requires.</p> <p><b><u>Activities:</u></b> See the activity below.</p>	
Thurs	<u>Vocal interpretation of a character</u>	<u>Maths Challenges!</u>	<u>Tornado in a Jar!</u>	

<p><b>Home learning focus:</b> Learn the basics of vocally interpreting characters through the use of volume, pitch and accent.</p> <p><b>Online lesson link:</b> <a href="https://www.bbc.co.uk/bitesize/articles/ztr6wnb">https://www.bbc.co.uk/bitesize/articles/ztr6wnb</a></p> <p><b>Learn</b> Performers can use a variety of vocal skills to:</p> <p>communicate important information to the audience show a character's emotions transform themselves into the character they are playing.</p> <p><b>Accent</b></p> <p>Accent refers to a particular way of talking and pronouncing words.</p> <p>It can be easy to tell where a person is from if they have a strong and recognisable regional accent.</p> <p><b>Emphasis</b></p> <p>Emphasis is where a performer will stress a particular word or phrase within a sentence to indicate importance.</p> <p>To stress a word, they may increase their <b>volume</b> or use <b>intonation</b> (the rise and fall of their voice) to draw attention to it.</p>	<p><b>Challenge 1</b></p> <p>Sam has some red and yellow cubes.</p> <p>She has 20 cubes in total.</p> <p>She has 8 more yellow cubes than red ones.</p> <p>How many red cubes does she have?</p>  <p><b>Challenge 2</b></p> <p>Jon thinks of a number.</p>  <p>Half of his number is 12.</p> <p>What is one third of Jon's number?</p>	<p>See activity below timetable.</p>	<p><b>Set up this circuit in your garden or living room. Do each stage for 1 minute. Then rest for 1 minute.</b></p> <p>Stage 1: Jumping jacks. Stage 2: Running on the spot. Stage 3: Standing jumps Stage 4: Air punches Stage 5: Press ups Repeat.</p>
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<p>Emphasis can completely change the meaning of what is being said.</p> <p><b>Pace</b></p> <p>The speed of speech can often convey how someone is feeling.</p> <p>A person who is tired may speak slowly, whereas an excited character may talk quickly.</p> <p>Performers may also choose to <b>pause</b> to show hesitation, that they are overwhelmed with emotion, or that they are thinking.</p> <p><b>Pitch</b></p> <p>When people experience intense emotions, their pitch can significantly change.</p> <p>If someone is excited, their pitch may become quite high.</p> <p>When someone barely changes their pitch, their voice is described as <b>monotone</b>.</p> <p><b>Volume</b></p> <p>While performers will need to be loud enough to be heard by everyone in the audience, they can change their volume to express a character's emotions.</p> <p>While it might be obvious to shout to show anger, exploring a different choice, e.g. reduced volume to show anger, could have an equally powerful effect on stage.</p>	<h1>Challenge 3</h1> <p>A cup contains some coffee.</p> <p>Sasha drinks 2/5 of the coffee.</p> <p>There is 120 ml of coffee left.</p> <p>How much coffee was in the cup at the start?</p>		
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	<p><b>Now you can try and put some of what you have learned about vocal interpretation of a character into action.</b></p> <p><b>Activity 1</b></p> <p>To experiment with emphasis, try reading the sentence below and putting emphasis on the words in bold:</p> <p>I didn't lose your keys  I <b>didn't</b> lose your keys  I didn't <b>lose</b> your keys  I didn't lose <b>your</b> keys  I didn't lose your <b>keys</b></p> <p>Do you see how emphasis changes the meaning of the statement?</p> <p>I didn't lose your keys -  Somebody else lost them  I <b>didn't</b> lose your keys - I absolutely did not lose them  I didn't <b>lose</b> your keys - I did something else with them  I didn't lose <b>your</b> keys - The keys didn't belong to you  I didn't lose your <b>keys</b> - I lost something else of yours</p>			
Fri	<p><b>SPELLING:</b> Adding the suffix -ous (Words ending 'e' drop the 'e' but not 'ge') <b>famous nervous ridiculous carnivorous herbivorous porous adventurous courageous outrageous advantageous</b></p>	<p><b>Times Tables Rockstars</b></p> <p>Use the app to practise all of the multiplication and division facts up to 12 x 12.</p>	<p><b><u>Paper Windmill</u></b></p> <p><b>See below timetable for activity.</b></p>	<p><b>KidzBop Kids</b></p> <p>Choose a guided dance via the Kidz Bop YouTube channel:</p>

	<ul style="list-style-type: none"> <li>• Look at each of your spellings – are there any which you know the meaning of with confidence? Are there any which you are unsure of?</li> <li>• Using a dictionary, or your grown-ups, find the definition of each spelling.</li> <li>• Using this knowledge, can you use each spelling in a sentence?</li> <li>• Now practise writing each spelling repeatedly, perhaps in different sizes, font and colour! <ul style="list-style-type: none"> <li>• <b>Challenge:</b> Can you find any other words which fit this spelling rule?</li> </ul> </li> </ul>			<a href="https://www.youtube.com/user/KidzBopKids">https://www.youtube.com/user/KidzBopKids</a>  <u>OR</u>  Can you set up your own garden obstacle course? Can you include a balance, a turn, a jump and at least 2 different ways of travelling? See if your grown up can complete your course after you.
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### Creepy crawly palace

Create a palace suitable for a minibeast! Discover how to make your micro-habitat here [http://www.treetoolsforschools.org.uk/activities/pdfs/pdf\\_minibeast\\_palace.pdf](http://www.treetoolsforschools.org.uk/activities/pdfs/pdf_minibeast_palace.pdf). Keep checking to see if anything moves in.

### Making things move

Take a toy car, or any toy with wheels and give it a push on 4 different surfaces in your house or outside space. Which surface do you think the car will go furthest on? Try it out a few times to find out. Can you find any other ways to make your toy car move?

### Weather diary

Start a weather diary. Can you see any patterns after a week, month, season? Keep it going for as long as you can and compare the weather at different times of the year. Can you see any differences?

### Perfect pets

Pets have basic needs which need to be met to survive and be healthy. Think about the things we provide for our pets. Which are essential for survival and health and which are not. Can you make a booklet explaining how to look after your pet or an animal you would like as a pet?

### Straw oboe

Try making a straw oboe. You will need a drinking straw and some scissors. Cut the end of the straw into an arrow shape and blow gently. Once you get a duck type sound try altering the length of the straw. What do you notice? <https://bit.ly/3berawB>

### Umbrella

What is the best material for an umbrella? From your kitchen collect some materials to test. It could be paper (kitchen roll), fabric (tea towel), metal (silver foil) or plastic (cling film). Come up with a test to decide which material would be best for an umbrella.

### Make a circuit

Using items you have at home can you make a model of an electrical circuit? What could you use for the wires, cell (battery) or buzzer? Can you add a switch? How would your switch be open or closed?

### Soil shakers

Find out what's in your garden soil. Put a layer of soil in an empty jar with a lid. Fill the jar about 3/4 full of water and put the lid on tight. Shake up the soil and water mixture. Leave the jar to settle. You should see different layers of materials. Can you work out what they are?

### Kite Building

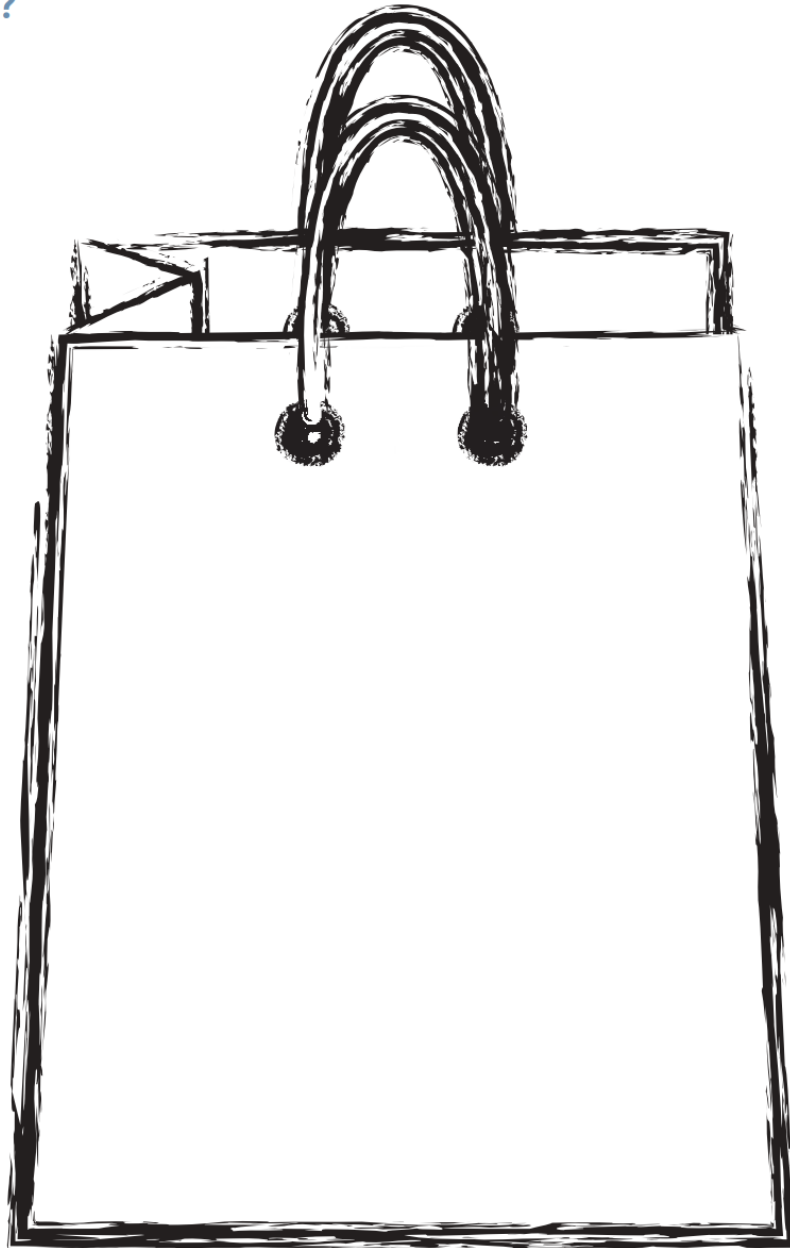
What makes the best kite? Should it be flat or does a cylinder kite work too? Which material is the best? Make a kite and take it out on a walk on a windy day to test it.

### Make fake blood

Do you know what is in blood? Can you make a model of blood in an empty bottle? You will need something for red blood cells (red plasticine?), white blood cells (mini marshmallows?), nutrients, plasma and platelets. You can find out more about blood here: <https://www.bbc.co.uk/bitesize/topics/zwdr6yc/articles/zqv4cwX>

# Bag of Worries

What kind of things might make you feel sad, unhappy or worried?





## Things I can try if I'm Feeling Sad

Who I could talk to

Adults I trust

Things that  
make me happy

If it's a BIG feeling -  
ie. something I am feeling  
all the time

## Activity 2: Exploring Vocal Colour through Song

Singing is all about communication; and an important part of this is conveying emotion. Playing around with emotions that aren't connected to the music we're singing can be a useful tool to explore vocal colour (expression in the voice). Experimenting like this can stop us from getting stuck in a rut and help the brain to trigger physical coordination.

Using *O Waly Waly* - or another song you know well - how does singing the song change if you imagine:

- You are singing to your favourite person in the world
- You are lost and can't find your way home
- You have been told off for something that was not your fault, and are quietly furious

Does the colour of your voice change? What about the volume? How about the text? When do the words sound clearest?

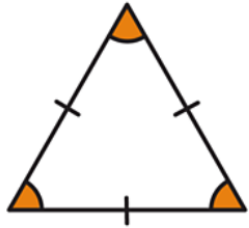
If it is hard to tell, try recording yourself using the voice memo function on an electronic device and listen back. Were your choices as bold as they felt when you made them? Could you be even *braver*?!



FNO Bavlis Sinaina Workshop at Lea

All triangles have three sides, but their sides and angles all change depending on what type of triangle you are looking at.

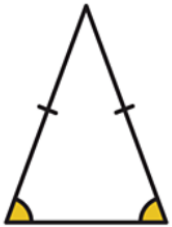
Let's take a look at the different types:



### Equilateral

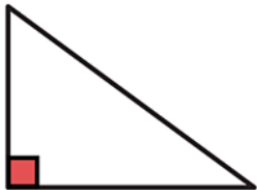
Equilateral triangles have three equal sides and three equal angles of  $60^\circ$ .

This is easy to remember because 'equilateral' sounds like 'equal'!



### Isosceles

Isosceles triangles have two equal sides and two equal angles.



### Right-angled

You can always spot a right-angled triangle because it has a right angle ( $90^\circ$ ).

The right-angle is usually marked by a small square in the corner.

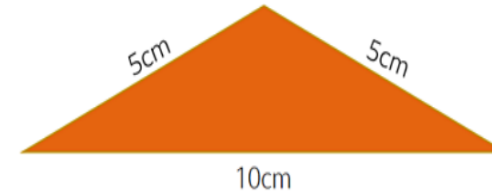


### Scalene

Scalene triangles have no equal sides and no equal angles.

Its sides and angles are all different sizes.

### Example 1:

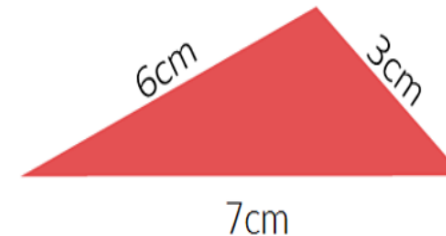


To decide what type of triangle this is, you have to look at the properties of the shape.

Look at the length of the sides. Two sides are **5 cm** and one is **10 cm**.

Since two sides are the same length, this triangle must be an **isosceles triangle**.

### Example 2:

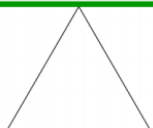


Look at the properties of the triangle - what are the measurements of the sides?

All sides are a different length, which makes this a **scalene triangle**.

## Shape and Space

e.g.



Equilateral



Isosceles



Scalene

Write on the lines below each shape, whether the triangles are equilateral, isosceles or scalene.

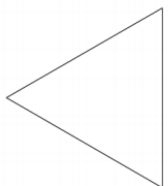
Q1



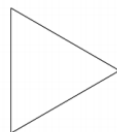
Q2



Q3



Q4



Q5



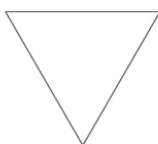
Q6



Q7



Q8





## Quadrilaterals

Quadrilaterals have **4 straight sides** and **4 angles**. These are the common properties.

Here are some examples of quadrilaterals and their properties:

### Square

Properties:

- all sides all of an equal length
- angles that are all right-angles (perpendicular lines)
- 2 pairs of parallel lines



### Rectangle

Properties:

- 2 sides longer than the others
- angles that are all right-angles
- 2 pairs of parallel lines



### Trapezium

Not all trapeziums look the same. This trapezium has:

Properties:

- 1 pair of parallel lines (all trapeziums have this)
- 2 sets of equal angles
- 2 lines equal length and 2 that aren't
- 2 obtuse angles and 2 acute



### Parallelogram

Properties:

- 2 pairs of parallel lines
- 2 acute and 2 obtuse angles
- 2 pairs of sides that are equal length



### Rhombus

Properties:

- all sides equal length
- 2 pairs of parallel lines
- 2 acute and 2 obtuse angles



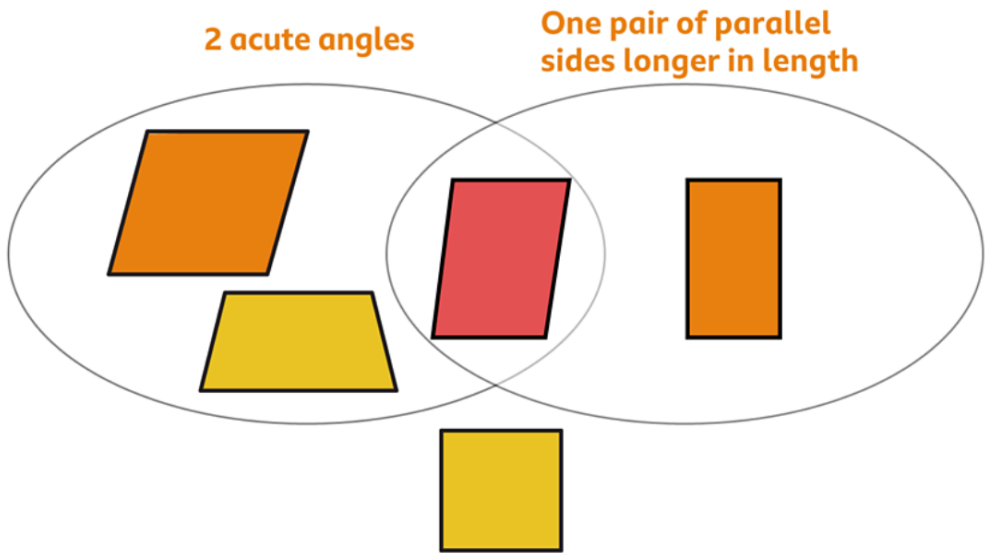
As you can see, some quadrilaterals share more properties than four sides and four angles.

Look at this rhombus and square.



These two quadrilaterals also share **2 pairs of parallel lines** and **4 equal lengths**.




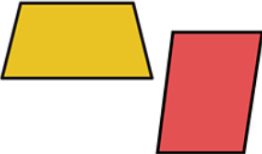
You can classify and compare shapes by using a Venn diagram.



Each shape has been placed in the section of the Venn diagram it belongs in.

Because the square doesn't have any acute angles or a pair of parallel sides that are longer in length, then it stays outside of the Venn diagram.

You could also use a Carroll diagram to classify these shapes.

	4 equal sides	At least one pair of parallel lines
Has right angles		
No right angles		

# Activity: Activity 1

## Finding quadrilaterals

Look around you. Can you see any quadrilaterals? Draw and label the types of quadrilaterals you can see.

Quadrilaterals have four sides. Can you draw a four-sided shape which is **not** a quadrilateral?

# Tornado in a Jar

## You will need:

- Jar with a lid
- Water
- Vinegar
- Dish soap

1. Fill the jar with water – leaving about 2cm at the top to help the water swirl.
2. Add a few drops of dish soap. You don't need much!
3. Add 1 teaspoon of vinegar.
4. Close the jar and swirl to create your tornado.



## THE SCIENCE

When you swirl the water in the jar, you generate something called a *centripetal force* which is a pressure that pushes the water towards the centre of the bottle. The dish soap and vinegar help you to see the vortex because they generate bubbles that also gather towards the centre. In a real tornado, a collision of air currents forms a rotation. As the air rotates, the centripetal force pushes the air into a vortex similar to what you saw in your jar.

Add small beads to the jar to demonstrate the force of the 'tornado'. These will be drawn into the swirling water!

# Paper Windmill

## You will need:

- Paper
- Pencil
- Drawing pin (or nail)



1. Cut your piece of paper into a square. You can do this by folding the short edge so it meets the long edge then trimming the excess.
2. Decorate both sides of the paper.
3. Fold the paper diagonally so it turns into a triangle and crease it lightly. Repeat this for the opposite direction as well. You will then unfold and have a creased "X" on the page.
4. Cut along the creases about halfway to the middle of the paper. Don't cut all the way.
5. Bend each corner into the middle (bending and not folding)
6. Once all 4 corners are in the middle, push the drawing pin (or nail) through the middle and into the pencil.

## THE SCIENCE

Wind is moving air. Wind happens both because of how the Sun heats up the Earth and the tiny air molecules that move around us all the time. As the Sun heats up the Earth's surface, differences in air pressure cause air to move



## Fact or Opinion

I can identify the different language authors use to present fact or opinion.

Bamboo, which grows in the rainforest, is the fastest growing plant in the world. There is a kind of bamboo that can grow up to 91cm every day!

The black howler monkey is the most interesting animal in the rainforest.

The noise made by black howler monkeys can be heard more than 3 miles away!

The worst tasting rainforest food is avocados.

Rainforests are situated along the equator. They get a high amount of rainfall, with around 250cm of rain falling each year.

The okapi is the cutest animal in the rainforest.

The only continent not to have a rainforest is Antarctica because it is too cold there!

It's too warm in the rainforest.

Illegal logging is really hard to stop. The rainforest is so big, that it is easy for loggers to chop down trees in an area so remote that nobody sees what they are doing.

## Activity 1

Read each of the **headlines** below and decide whether you think they would grab the reader's attention or not. Then give a reason.

For example:

**Chilly chicken wears christmas cardigan**

**I think this headline would grab the reader's attention because the alliteration makes it interesting to say. It also uses humour too because a chicken in a cardigan is a funny idea!**

1. Man makes massive macaroon
2. Whale washed up on a beach after it got caught in a storm
3. Sneaky seals steal from zoo keeper
4. Lightning strikes!



## Activity 2

Read each headline and each summary of a news report. Match up the correct headline to the correct summary.

Headlines	Summaries
1 - Menacing monsters move in	<b>A</b> - A young girl was arrested yesterday for sneaking into a family home, eating all the freshly-made porridge and breaking some chairs, while the family were out for a walk.
2 - Bulldogs' victory in battle against Pirates	<b>B</b> - Zookeepers were left flabbergasted yesterday when they went to feed Eddie the Emu only to find he had escaped his enclosure! After a zoo-wide hunt, they received a phone call from a nearby house stating they had a large, grey bird standing at their back door.
3 - Eddie the emu escapes!	<b>C</b> - A man has reported seeing strange goings-on in the abandoned house opposite where he lives. He claims to have seen a six-foot monster with slimy skin and sharp teeth looking at him through the window.
4 - Greedy girl gobbles gruel	<b>D</b> - The Boston Bulldogs football team have triumphed in a 10 – 2 win over the Cornwall Pirates in an exciting 90-minute match.