**Spring Year 5 22nd February – 5th March**

**Timetable for Year 5 remote learning**

Please find below the timetable for your child to complete during school time whilst they are not in school. Your child can work through the lessons set each day, and just follow the link which will take you straight to the teaching/learning for that lesson. They can record their work on the worksheets which have been sent home where appropriate or in their exercise books.

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| **Day 1** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘or’**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  forty, scorch, absorb, decorate, afford  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 1: To explore a text**  <https://classroom.thenational.academy/lessons/to-explore-a-text-60vp6e>  **Writing warm up**  Write the words in the correct word class categories – Noun, Verb, Adjective and Adverb  **The Front cover**  What does ‘prediction’ mean? Have a look at the front cover of the book ‘The viewer’ by Gary Crew and Shaun Tan. How does the front cover make you feel? What are your predictions about the book? Do you think the book is fiction or non-fiction? Who is the book aimed for?  **Inside the book**  Look at the picture from the book ‘The Viewer’. What are your eyes drawn to? Write down everything that you can see.  **Making Predictions**  Answer these questions: Where is the opening set? When is it taking place? Who is the person? What are they doing?  Use the sentence frame: I can predict that \_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_. Furthermore, \_\_\_\_\_\_\_\_\_ |
| **Reading** | **Comprehension**  **The Long Road**  Read the text and answer the questions. |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions: Add and subtract fractions**  Watch the video: <https://vimeo.com/503132995>  Complete the questions: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO7-Add-and-subtract-fractions-2019.pdf>  Don’t forget to check your answers: <https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y5-Spring-Block-2-ANS7-Add-and-subtract-fractions-2019.pdf>  **Log in to Purple Mash and complete the 2Do task ‘Adding & Subtracting Fractions’.** |
| **Mental Maths** | **Mental Maths**  <https://myminimaths.co.uk/year-5-week-7-round-numbers-to-the-nearest-10-100-1000-10000-100000-monday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Croissant:**  [**https://www.youtube.com/watch?v=\_IUF1Kyy5io**](https://www.youtube.com/watch?v=_IUF1Kyy5io)  You will need a pencil and some paper. |
| **Computing** | **Paint box**  Make your own paint program!  Visit <https://projects.raspberrypi.org/en/projects/paint-box>  Click on the green flag to start. Use the mouse to move the pencil, and hold down the left mouse button to draw. Click on a colour to change pencils. Click on the eraser to change to it, and use it to erase your work. To clear the page, click on the cross.  Click on the green button at the bottom right of the page to progress to ‘Make a pencil’. Open <http://rpf.io/paint-box-on> in a new page so you can continue following the instructions on the paintbox web page. **Remember to click on the ‘i' in the box for more help and information.**    Follow the instructions on the page to add your pen extension. Test your code. Can you draw with your pencil? Click on the ‘i' box (Does your pencil not draw from its tip?) to improve how your pencil draws.  Click on the green button at the bottom right of the page to progress to ‘Coloured pencils’. You will add different coloured pencils to your project and allow the user to choose between them.  When you have completed the instructions on the page, click the ‘Challenge: more pencils’ button at the bottom right of the page. Can you add red, yellow, and black pencils to your paint program? Take a look at the earlier steps if you want a reminder of how to do this. Can you use your pencils to draw a picture?  Once you have followed the instructions, click the button on the bottom right of the page to ‘Undo mistakes’. Once you have done this, you can have a go at the next section ‘Change the pencil width’.  Finally, have a go at the last challenge ‘keyboard commands’ where you will learn to add code so that, instead of clicking on the coloured squares or buttons on the Stage, you can make things happen by pressing keyboard keys. |
| **PE** | PE with Joe:  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below: <https://www.youtube.com/watch?v=tSi2ix1i180>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://clpe.org.uk/poetryline/poems/planet-sale>  What does the poem make you think about?  How does it make you feel? |

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| **Day 2** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘or’**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  forty, scorch, absorb, decorate, afford  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 2: To investigate suffixes: -able and -ible**  <https://classroom.thenational.academy/lessons/to-investigate-suffixes-able-and-ible-69h6at>  **Key Vocabulary** – adjective, root, suffix  Read the definitions, what are the words they describe?  What do these words (adorable, tolerable, comfortable, horrible, visible, and terrible) have in common? What are different about these words?  We are looking at the suffixes –able and -ible. What do the words above mean? Put these words (horrible, comfortable and tolerable) into a sentence.  What is the word class for these words? Can you sort the words into two groups of spellings?  **Generating rules**  **able –** best bet suffix and it is the most common  **ible –** older words use this suffix  Read each word, can you hear a word inside the word? Write down each word you can hear.  What has happened to the word adore when the suffix ‘able’ has been added to it?  Spelling for the week: adorable, tolerable, comfortable, enjoyable, changeable, horrible, terrible, visible, audible, forcible  **Log on to Purple Mash to complete 2Do activity on Tenses** |
| **Reading** | **Comprehension**  **Sail Away**  Read the text and answer the questions. |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions: Add fractions within 1**  Watch the video: <https://vimeo.com/503134338>  **No worksheet is required for this lesson.** |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-7-round-numbers-to-the-nearest-10-100-1000-10000-100000-tuesday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Chocolate Cake:**  <https://www.youtube.com/watch?v=7zC0kge5Sgg>  You will need a pencil and some paper. |
| **Geography** | **Cocoa Climate**  This lesson introduces the topic of climate, giving children the opportunity to compare the climate in the UK with the climate in the cocoa growing region of West Africa.  Look at this photo and discuss these questions with a family member:  What type of farmer do you think this is?  What is growing on this farmer’s farm?  Where in the world is this?  What do you think the temperature is like in this photograph?  Could this photograph be in the UK?  Why do you think this is?  Watch the video ‘Cocoa Climate’ on <https://vimeo.com/503505343>  How is the tropical rainforest climate of Côte d’Ivoire different to temperate climate of the UK?  Draw a picture of a farm in the UK and think about the differences in climate compared to the one shown in this picture. You can use [these pictures](https://www.google.com/search?q=uk+farm&tbm=isch&ved=2ahUKEwjZlaSQv9LuAhUEfRQKHcEMA7cQ2-cCegQIABAA&oq=uk+farm&gs_lcp=CgNpbWcQAzIECAAQQzICCAAyAggAMgIIADICCAAyAggAMgIIADICCAAyAggAMgIIADoHCAAQsQMQQzoFCAAQsQM6CAgAELEDEIMBUNz1KViG_Clgjf8paABwAHgAgAFJiAGhA5IBATeYAQCgAQGqAQtnd3Mtd2l6LWltZ8ABAQ&sclient=img&ei=KxgdYJnUC4T6UcGZjLgL&bih=969&biw=1920) for inspiration if you like. |
| **PE** | PE with Joe:  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below: <https://www.youtube.com/watch?v=hnOtrnh80hs>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://clpe.org.uk/poetryline/poems/planet-sale>  What does the poem suggest about the current ‘owners’ of the planet? Have they left it in a good state before trying to sell it on? What words or phrases tell you this? |

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| **Day 3** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘or’**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  enormous, category, tornado, according, opportunity  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 3: To explore relative pronouns**  <https://classroom.thenational.academy/lessons/to-explore-relative-pronouns-74v62c>  What is a complex sentence? Read the sentences: can you identify the main clause? Write out the main clause to check if it makes sense on its own. Can you identify the subordinate clause? Write it down (it won’t make sense on its own).  Write two complex sentences, the first must start with a subordinate clause. The second must start with a main clause.  **Relative Clause**  What is a relative clause? Remember the sentence structure – main clause, relative clause, main clause.  Read the sentence to check the different parts of the sentences. Identify the relative clause.  **Relative Pronoun**  What is a relative pronoun? When do you use who? When do you use which? Read the sentence and add a relative clause starting with the correct relative pronoun (don’t forget the commas).  **Independent task**  Add a relative clause to these simple sentences. To challenge yourself, write more sentences with a relative clause (starting with the correct relative pronoun). |
| **Reading** | **Comprehension**  **Bush Fire!**  Read the text and answer the questions.  **Log onto Purple Mash and write your answer in the 2Do activity.** |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions: Add fractions within 1**  Watch the video: <https://vimeo.com/503393745>  Complete the questions: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO8-Add-fractions-within-1-2019.pdf>  Don’t forget to check your answers: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS8-Add-fractions-within-1-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at <https://myminimaths.co.uk/year-5-week-7-round-numbers-to-the-nearest-10-100-1000-10000-100000-wednesday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Cheese Puffs:**  [**https://www.youtube.com/watch?v=rfjbcHYWqUo**](https://www.youtube.com/watch?v=rfjbcHYWqUo)  You will need a pencil and some paper. |
| **Science** | **How can you separate a mixture of sand, salt and water?**  <https://classroom.thenational.academy/lessons/how-can-you-separate-a-mixture-of-sand-salt-and-water-6rtpct>  In this lesson we will learn about how to separate soluble and insoluble solids from water.  Before you start the lesson, have a go at the introductory quiz: <https://classroom.thenational.academy/lessons/how-can-you-separate-a-mixture-of-sand-salt-and-water-6rtpct?activity=intro_quiz&step=1>  Watch the video and have a go at any of the tasks the teacher asks you to do. Don’t forget to have your book and something to write with ready. At the end of the lesson, have a go at the quiz: <https://classroom.thenational.academy/lessons/how-can-you-separate-a-mixture-of-sand-salt-and-water-6rtpct?step=4&activity=exit_quiz> |
| **PE** | PE with Joe:  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:  <https://www.youtube.com/watch?v=l0k6XqfFEUo>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://clpe.org.uk/poetryline/poems/planet-sale>  Discuss with an adult any concerns you may have about the planet. |

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| **Day 4** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘or’**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  enormous, category, tornado, according, opportunity  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 4: To generate vocabulary to describe a setting**  <https://classroom.thenational.academy/lessons/to-generate-vocabulary-to-describe-a-setting-cmvk2t>  **Writing warm up**  Use your word class knowledge to sort the words. Read the sentence and sort the words into the different word class groups – noun, verb, adjective and adverb.  **Describe a setting**  Look at the picture from the book ‘The Viewer’ and write down all the nouns that you can see, for example, the sky. Choose the most important nouns to describe. Most of the setting is through a smashed television. Why do you think the illustrator has made this decision?  Write down adjectives for the sky. Write down adjectives for the car, clock and boy. Remember when describing, the adjectives are written before the noun and don’t forget the comma between the adjectives.  Find the noun within the noun; for example, the clouds in the sky. Write adjectives for clouds, birds and smoke.  **Independent task**  To take your description to the next level, find nouns within the nouns. Once you have found these nouns, generate adjectives to describe them. |
| **Reading** | **Comprehension**  **Krishna and Kaliya**  Read the text and answer the questions. |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions: Add 3 or more fractions**  Watch the video: <https://vimeo.com/504416042>  Complete the questions: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO9-Add-3-or-more-fractions-2019.pdf>  Don’t forget to check your answers: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS9-Add-3-or-more-fractions-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-7-round-numbers-to-the-nearest-10-100-1000-10000-100000-thursday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Alice in Wonderland:**  <https://www.youtube.com/watch?v=RL8UxORQwZc>  You will need a pencil and some paper. |
| **RE** | **Buddhist Worship and beliefs**  What do Buddhists believe? Look at the bbc bitesize article here: <https://www.bbc.co.uk/bitesize/topics/zh4mrj6/articles/zdbvjhv>. Watch the video, explore the information and take the quiz at the end. Make notes about what you have found out in your book. |
| **PE** | PE with Joe:  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:  <https://www.youtube.com/watch?v=xs_g2B-D7zg>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://clpe.org.uk/poetryline/poems/planet-sale>  Write down three things that you could do to help save our planet. |

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| **Day 5** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘or’**  **Use six of the following words in a spelling sentence:**  forty, scorch, absorb, decorate, afford, enormous, category, tornado, according, opportunity  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 5: To develop a rich understanding of words associated with chaos and confusion**  <https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-chaos-and-confusion-cdgkce>  Key vocabulary – synonym, word pair, adjective, noun  What does chaos look like? Write down all your ideas.  What is happening in the picture? Use these sentence frames to help you.  I notice a …  I think the characters are feeling …  The atmosphere is …  I would describe these characters as …  Look at the noun – **commotion**  Which words are the synonyms for commotion? Read the word pairs for the word commotion and picture a scenario in your head. What does commotion mean?  Look at the next picture. Use the sentence frames previously to think about what is happening in the picture.  Look at the adjective - **unruly**  Which words are the synonyms for unruly? Read the word pairs for the word unruly and picture a scenario in your head. What does unruly mean?  Look at the next picture. Use the sentence frames previously to think about what is happening in the picture.  Look at the adjective - **havoc**  Which words are the synonyms for havoc? Read the word pairs for the word havoc and picture a scenario in your head. What does havoc mean?  Write down a definition for each of these words – commotion, unruly and havoc. Read and complete the sentences with the correct word.  **Independent task**  Write a sentence for each of the new words learnt today – commotion, unruly and havoc. Use these sentences to help you.  Beneath his feet, lay …  Underneath the fiery sky, …  Amidst the \_\_\_\_ objects, \_\_\_\_\_  **Writing 2Do: Log onto Purple Mash and write your sentences for your teacher to read and give feedback.** |
| **Reading** | **Comprehension**  **The Storm**  Read the text and answer the questions. |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions: Add fractions**  Watch the video: <https://vimeo.com/505801286>  Complete the questions: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO10-Add-fractions-2019.pdf>  Don’t forget to check your answers: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS10-Add-fractions-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-7-round-numbers-to-the-nearest-10-100-1000-10000-100000-friday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Parrot:**  <https://www.youtube.com/watch?v=5JTowr55ktU>  You will need a pencil and some paper. |
| **RE** | **Buddhist Worship and beliefs**  Explore the Buddhist Shrine Room in the activity set for you on Purple Mash. Write a postcard describing what you have seen in the Shrine Room.  **This has been set as a 2Do task. Log in to Purple Mash for details.** |
| **PE** | PE with Joe:  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:  <https://www.youtube.com/watch?v=hozv0a23eKk>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://clpe.org.uk/poetryline/poems/planet-sale>  Make a list of the names of other planets in the solar system. |

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| **Day 6** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘au’**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  pause, cause, sauce, fraud, launch  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 6: To generate verbs and adverbs to describe a setting**  <https://classroom.thenational.academy/lessons/to-generate-verbs-and-adverbs-to-describe-a-setting-cctkjd>  **Writing warm up**  What are the names of these word classes? Read the definition and write down the word that it matches to.  **Generating verbs**  The Viewer – recap on the last lesson where you generated adjectives and nouns. Read the sentences and identify the interesting verbs that bring the writing alive. How do we choose verbs to describe a picture that is still? From the picture, find the nouns and decide if they are doing anything: for example, the boy.  **Generating adverbs**  Write down adverbs that match the verbs; for example, searched carefully. Read the sentence and identify the different word classes.  Look at the noun- debris. What verbs can you think of for this word? Think about the adverbs that would match the verb.  Complete the table with the words from the different word classes.  **Independent task**  Use the adjectives, nouns, verbs and adverbs we have generated from the last two lessons to write 3 sentences to describe the setting. To challenge yourself, use a relative clause to add extra information. |
| **Reading** | **Comprehension**  **Treasures of the past**  Read the text and answer the questions. |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions: Add mixed numbers**  Watch the video: <https://vimeo.com/507550069>  **No worksheet is required for this lesson.**  **Log onto Purple Mash and do the 2Do activity on adding fractions.** |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-8-solving-problems-with-scaling-monday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Cartoon Fridge:**  [**https://www.youtube.com/watch?v=QpTnnkntCwY**](https://www.youtube.com/watch?v=QpTnnkntCwY)  You will need a pencil and some paper. |
| **RE** | **Buddhist Worship and beliefs**  Listen to the story of Angulimala on Purple Mash. After listening to this story, advise him of what he should do.  **This has been set as a 2Do task. Log in to Purple Mash for details.** |
| **PE** | PE with Joe:  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below: <https://www.youtube.com/watch?v=ke04O2ma7eI>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://childrens.poetryarchive.org/poem/the-romans-in-britain/>  Make a list of the things the romans gave us. |

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| **Day 7** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘au’**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  pause, cause, sauce, fraud, launch  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 7: To practise and apply knowledge of suffices: -able and –ible, including test**  <https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-able-and-ible-including-test-cmwkcd>  Watch lesson 2 if you have not watched it before completing this lesson.  **Review spelling rules**  Read the definitions and find which key word matches the definition. Read the sentence and complete it by using the correct key word.  **Suffix -able and ible**  Look at the two lists of words.  comfortable and breakable: think about why these spellings are similar.  horrible and terrible: which suffix is added and how the spelling is the same.  adorable and valuable: think about the spelling rule, what needs to change from the root word when the suffix is added.  changeable: which suffix has been used? Can you hear a word inside a word?  visible and responsible: what is the spelling rule (able or ible)?  forcible: can you hear a word inside a word?  **Spelling strategy**  Try to sing, rap or clap the words to a rhythm. Now do the spelling test.  Keep practising the words if you spelt any incorrectly. **Remember practise makes perfect!** |
| **Reading** | **Comprehension**  **Valley of the Kings**  Read the text and answer the questions.  **Log on to Purple Mash and answer the questions in the 2Do activity.** |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions: Add mixed numbers**  Watch the video: <https://vimeo.com/507550069>  Complete the questions: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO11-Add-mixed-numbers-2019.pdf>  Don’t forget to check your answers: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS11-Add-mixed-numbers-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-8-solving-problems-with-scaling-tuesday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Hibernating Bear:**  [**https://www.youtube.com/watch?v=s4jy0AJU0BQ**](https://www.youtube.com/watch?v=s4jy0AJU0BQ)  You will need a pencil and some paper. |
| **Geography** | **Climate, Fairtrade and You**  Re-watch the video ‘Cocoa Climate’ on <https://vimeo.com/503505343>  **Log on to Purple Mash and create a poster encouraging people to buy Fair Trade products.**  If you prefer, you can draw one on a piece of paper and email it to your teacher, or complete it in your exercise book. |
| **PE** | PE with Joe:  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below:  <https://www.youtube.com/watch?v=WDvjqO2VXa8>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://childrens.poetryarchive.org/poem/the-romans-in-britain/>  Try to recite the first verse. |

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| **Day 8** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘au’**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  author, August, applaud, astronaut, restaurant  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 8: To practise using non-finite clauses**  <https://classroom.thenational.academy/lessons/to-practise-using-non-finite-clauses-64v6ad>  **Writing warm up**  Read the descriptive sentence and spot the mistakes. Explain why each comma has been edited onto the sentence.  **Revising main and subordinate clauses**  What is a clause? What is a main clause? Write a main clause for the picture (from The Viewer).  What is a subordinate clause? Write a subordinate clause about the picture (from The Viewer).  Now add a main clause before or after the subordinate clause so you have written a complex sentence.  **Non-finite clauses**  What do you notice about these non-finite clauses? What do they all have in common?  Read the sentence, what is the subject of this main clause? Now try adding your own no-finite clause before this main clause. Remember, it should tell the reader a bit more about the boy and begin with an ‘ing’ word.  Read the different non-finite clauses (in red) which have been divided into three sections.  **Independent task**  Add non-finite clauses for the 3 simple sentences.  Using the picture, write your own sentences using a non-finite clause at the start.  **Log on to Purple Mash and complete the 2Do activity on Relative Clauses (remember a relative clause is a type of subordinate clause).** |
| **Reading** | **Comprehension**  **Early last Sunday morning**  Read the text and answer the questions. |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions Lesson: Subtract fractions**  Watch the video: <https://vimeo.com/507661410>  Complete the questions: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO12-Subtract-fractions-2019.pdf>  Don’t forget to check your answers: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS12-Subtract-fractions-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-8-solving-problems-with-scaling-wednesday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Funny Cinnamon Roll:**  [**https://www.youtube.com/watch?v=VxQbuaawi1Y**](https://www.youtube.com/watch?v=VxQbuaawi1Y)  You will need a pencil and some paper. |
| **Science** | **How can we separate river water into separate substances?**  <https://classroom.thenational.academy/lessons/how-can-we-separate-river-water-into-separate-substances-60tk0t>  In this lesson, we will plan and evaluate a method to separate soil and gravel from river water.  Before you start the lesson, have a go at the introductory quiz: <https://classroom.thenational.academy/lessons/how-can-we-separate-river-water-into-separate-substances-60tk0t?activity=intro_quiz&step=1>  Watch the video and have a go at any of the tasks the teacher asks you to do. Don’t forget to have our book and something to write with ready. At the end of the lesson, have a go at the quiz: <https://classroom.thenational.academy/lessons/how-can-we-separate-river-water-into-separate-substances-60tk0t?step=4&activity=exit_quiz> |
| **PE** | PE with Joe:  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below: <https://www.youtube.com/watch?v=slWSKoIP3vc>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://childrens.poetryarchive.org/poem/the-romans-in-britain/>  Identify the lines that rhyme. |

**Thursday 4th March 2021**

**World Book Day**

Please see separate World Book Day folder for timetable and resources

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| **Day 10** | **Subject** | **Activity** |
| **Spellings** | **Words with an /or/ sound spelt ‘au’**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  author, August, applaud, astronaut, restaurant  Check the meanings of the words here: <https://www.collinsdictionary.com/> |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher.  <https://ttrockstars.com/> |
| **English** | **The Viewer**  **Lesson 9: To write the opening**  <https://classroom.thenational.academy/lessons/to-write-the-opening-cru30r>  **Writing warm up**  Match the definition of different tenses to the right tense.  Which tense will we use when writing the opening of The Viewer?  **Preparing to write**  Look at the story mountain: today you will be focusing on the story opening.  Story opening: you will describe the setting so the reader can picture it, describe any characters so the reader can picture them and set the atmosphere for the story.  Making the plan:   1. Describe the setting 2. Describe the characters 3. Describe the action   **Success criteria for the opening:**   1. Adjectives before the noun, don’t forget the comma between adjectives 2. Verbs and adverbs to describe what people (things) are doing 3. Different sentence types – simple, compound and complex (with a relative clause) 4. Non-finite clause to start a sentence (challenge)   **Writing the opening**  Describe the setting:  Write about the time of day, weather and location and the place where the first scene takes place. Listen to the teacher’s description.  Describe the characters (one at a time):  What do they look like? What are they doing?  Look at the success criteria to check if they have been included in the descriptive opening.  The action:  Boy searching through the scrapyard  Read all the teacher’s descriptive paragraphs and magpie any ideas that you like. Write down any expanded noun phrases, sentence starters etc.  **Independent task**  Use the plan and the success criteria to write your own opening for the picture from The Viewer. Remember a good opening needs to describe the setting so the reader can picture it, describe any characters so the reader can picture them and set the atmosphere for the story.  **Writing 2Do: Log onto Purple Mash Write and write your descriptive opening for your teacher to read and give feedback**. |
| **Reading** | **Comprehension**  **Sunbeds**  Read the text and answer the questions. |
| **Writing** | **Creative Writing**  Look at the picture on <https://www.pobble365.com/>.  Answer the questions and use this to inspire a piece of descriptive writing about the picture. |
| **Maths** | **Fractions: Subtract mixed numbers**  Watch the video: <https://vimeo.com/509806730>  Complete the questions: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Spring-Block-2-WO13-Subtract-mixed-numbers-2019.pdf>  Don’t forget to check your answers: <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS13-Subtract-mixed-numbers-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-8-solving-problems-with-scaling-thursday/>  Answer the questions then check your answers on the page.  There is a video tutorial at the top of the page that will explain how the questions are worked out. |
| **Art** | Follow the link below for your drawing today:  **Folding Surprise Frankenstein:**  [**https://www.youtube.com/watch?v=0owwLsKNnvM**](https://www.youtube.com/watch?v=0owwLsKNnvM)  You will need a pencil and some paper. |
| **Science** | **Physical and chemical changes**  **What happens during a state change?**  In this lesson, we find out what happens to the arrangement and behaviour of particles during a change of state. Learn about the properties of solids, liquids and gases and how to identify changes of state.  <https://classroom.thenational.academy/lessons/what-happens-during-a-state-change-c8wp6e>  Watch the video and have a go at any of the tasks the teacher asks you to do. Don’t forget to have your book and something to write with ready.  At the end of the lesson, have a go at the quiz: <https://classroom.thenational.academy/lessons/what-happens-during-a-state-change-c8wp6e?step=3&activity=exit_quiz> |
| **PE** | Dance with Oti  Keeping physically active is important, to support your child with their daily activity they can choose to do an online video lesson or choose to do some other type of activity to help them to keep fit and healthy.  We have provided a couple of suggestions below: <https://www.youtube.com/watch?v=_T8FDcxC-FY>  <https://peplanning.org.uk/downloads/pe-at-home/>  This can be accessed, and the children can pick activities they would like to do. There are indoor and outdoor depending on the weather and space available. |
|  | **Poetry** | Click on the link and listen to the poem.  <https://childrens.poetryarchive.org/poem/the-romans-in-britain/>  Can you find out when the Romans invaded Britain? |