**Spring Year 5 3rd February – 12th February**

**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**  **Wed 3rd Feb** | **Subject** | **Activity** |
| **Spellings** | **Homophones and near homophones**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  alter, altar, ascent, assent, bridal  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. |
| **English** | **The British by Benjamin Zephaniah**  **Lesson 1: To learn about a poet and the historical context of a poem**  <https://classroom.thenational.academy/lessons/to-learn-about-a-poet-and-the-historical-context-of-a-poem-74u3ec>  **Reading warm up**  Read the passage, what season do you think this is? How do you know the answer? Where did you find the evidence?  What does inseparable mean? Why do you think Lucy and Sita might have been walking him together?  **Benjamin Zephaniah**  Read the information about this poet.  Where did Benjamin Zephaniah grow up? How do you know that he took an interest in poetry from an early age? Why do you think his poetry is so heavily influenced by Jamaica? What words tell you that the poet was well-known in the 1980’s? How do we know that Benjamin is a successful poet and musician?  **The Poem – The British**  What do you think the poem is going to be about? What do you think the word inhabitants mean? How has the writer shown that London is the capital city of Great Britain?  **Independent task**  What do you think about the poem ‘The British’ might include? Try writing your own poem called The British.  **Gpas 2Do – synonyms and antonyms. Go to Purple Mash and complete the task which will help you with your poetry writing later in the unit.** |
| **Reading** | **Comprehension**  **Australia**  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 7**  **Mixed numbers to improper fractions (problem solving)**  Re-watch the video: <https://vimeo.com/500361175>  Complete the questions in your pack. Don’t forget to check your answers.  **2Do: Comparing Mixed Numbers. Go to Purple Mash and have a go at the quiz to consolidate your learning. Can you improve your score?** |
| **Mental Maths** | **Mental Maths**  Look at: <https://myminimaths.co.uk/year-5-week-5-identifying-the-value-of-digits-in-numbers-up-to-1000000-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** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  [https://www.youtube.com/watch?v=W7b9pXSF5dk](https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y1-Spring-Block-2-WO5-Compare-objects-within-50-2019.pdf?v=W7b9pXSF5dk) |
| **Computing** | **Learn how to use variables.** By completing this activity you will learn how to make a ghost-catching game including the use of variables. Click on this link: <https://projects.raspberrypi.org/en/projects/ghostbusters>  **You are going to make a ghost-catching game!**  Click on the green flag on the picture to see an example of the animation. Click the green button in the bottom right of the screen ‘animate a ghost’ to move on to the next screen.  **Create a new scratch project** by opening this link in a new tab: [rpf.io/scratch-new](https://rpf.io/scratch-new). Click on the i next to the heading ‘creating a new scratch project’. The instructions in the box will remind you what to do. It will help you to have the instructions open in one screen and the scratch project open in the other.  When you have followed the instructions on the page, click on the green button in the bottom right hand corner.  Repeat until you have completed the ‘Challenge: more sprites’ activity.  Save your work if you can to your computer, or to your online account if you have been allowed to open one. (Check with an adult if you’re not sure.) |
| **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=UFKf4X0pyKs>  <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/at-the-pantomime/>  **Activity:**  Listen to the poem and draw your favourite pantomime character. |

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| **Day 2**  **Thurs 4th Feb** | **Subject** | **Activity** |
| **Spellings** | **Homophones and near homophones**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  alter, altar, ascent, assent, bridal  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 British by Benjamin Zephaniah**  **Lesson 2: To read and analyse a poem**  <https://classroom.thenational.academy/lessons/to-read-and-analyse-a-poem-68u30c>  **Reading warm up**  Look at the word columns and link the words.  **The British by Benjamin Zephaniah**  Read the poem. Did you enjoy the poem? Why? Why not? What was the poem about? Were you close to the predictions you made in the last lesson?  **Style of poem**  What is familiar about the style of this poem? What are the clues in the first 6 lines of the poem that tell us that it has been written in the style of a recipe? What are the words in bold all examples of? If the poem is written in the style of a recipe, what are all the different nationalities meant to be?  Look at the glossary of nouns from the poem. Read through the words and learn about the different groups of people who have settled in the UK.  **Independent Task**  Reread the poem, can you spot any verbs that he used which we would normally associate with a recipe? |
| **Reading** | **Comprehension**  **The Balaclava Boys**  Read the text and answer the questions.  **Reading 2Do – log in to Purple Mash to see the questions on the text. You don’t need to write the answers in your book, just write them in the 2Do.** |
| **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 8**  **Number sequences**  Watch the video: <https://vimeo.com/500361688>  Complete the questions:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO4-Number-sequences-2019.pdf>  Don’t forget to check your answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS4-Number-sequences-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-5-identifying-the-value-of-digits-in-numbers-up-to-1000000-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** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  [https://www.youtube.com/watch?v=03zpE9XNEVk](https://peplanning.org.uk/downloads/pe-at-home/?v=03zpE9XNEVk) |
| **DT** | **Our project for this half term was to design and make a chocolate muffin.** This links with Charlie and the Chocolate Factory as well as our work in Science on reversible and irreversible changes. Choose an activity from the ones below. You might want to complete one of the fun activities over half term if you like! **Take a photo of any bakes or projects you make and share them with your teacher via the 2Do on Purple Mash!**  **Task 1 - Healthy Food Project**  Can you create a healthy snack for people to enjoy in lockdown?  Use the task sheet in your pack to help you.  **Share what you come up with using the 2Do set for you on Purple Mash.**  **Task 2 – Find out about reversible and irreversible changes in cooking.** Click [here](https://www.dkfindout.com/uk/science/solids-liquids-and-gases/reversible-and-irreversible-changes/) to read a really simple explanation of this relating to food. Click [here](https://m.youtube.com/watch?v=37pir0ej_SE&feature=youtu.be) to watch a video explaining how we can find out about reversible and irreversible changes in food. Write an explanation for what happens in your book.    **Task 3 – Make a chocolate snack**  Have a go at making [these Rice Krispie cakes](https://www.bbcgoodfood.com/recipes/chocolate-rice-krispie-cakes) (or use your own recipe). Mrs Cross says leave out the dark chocolate if you want to, it won’t make any difference! If you use white chocolate, be careful because it can overheat or ‘seize’ really easily.  **Task 4 (for fun) – Watch the movie Charlie and the Chocolate Factory, and if you haven’t already – read the 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=VR1pz43N7qg>  <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://vimeo.com/217992896>  **Activity:**  Listen to the poem again. The poem is a kenning. Try and find out what a kenning is. |

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| **Day 3**  **Fri 5th Feb** | **Subject** | **Activity** |
| **Spellings** | **Homophones and near homophones**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  bridle, cereal, serial, compliment, complement  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 British by Benjamin Zephaniah**  **Lesson 4: To answer questions on a poem and plan my own poem**  <https://classroom.thenational.academy/lessons/to-answer-questions-on-a-poem-and-to-plan-my-own-poem-6gvkgc>  **Vocabulary warm up**  Write the definition for these 3 words – diverse, equality, nationality. Check the definition with the teacher.  **The British**  Refresh your memory by reading the poem The British again. What words tell you that the Pelts, Celts and Silures stayed in Britain for a long period of time? Why does the writer choose the verb overrun to describe the arrival of the Romans into Britain? What does the word vigorously tell us about this period of Britain’s history? Why has the writer used the adjective hot to describe the Chileans? What word tells you that the writer thinks having lots of different languages in Britain is a good thing? The writer uses the words equally, unequal and equality in the notes and warning part of the poem. What is the key message he is trying to say to the reader?  **Writing a poem in the style of a recipe**  Read the poem – A Team. Can you guess what ingredients might be in my recipe? Look at the mind map for the A Team poem.  Think about how to make a successful school. Generate a mind map of all things needed for a successful school. These ideas will be used in the next lesson to write your own poem.  **Writing 2Do – log in to Purple Mash to tell your teacher all the things needed for a successful school.** |
| **Reading** | **Comprehension**  **Lungs**  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 9**  **Number sequences (problem solving)**  Re-watch the video if you need to: <https://vimeo.com/500361688>  Complete the questions in your pack. Don’t forget to check your answers. |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-5-identifying-the-value-of-digits-in-numbers-up-to-1000000-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** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=JqmIhSL3il8> |
| **Science** | **What makes a formulation?**  <https://classroom.thenational.academy/lessons/what-is-a-formulation-74r32t>  In this lesson, we will learn what makes a substance a formulation. We will identify some common formulations and investigate what happens when formulations are scaled up or down.  Before you start, complete the quiz: <https://classroom.thenational.academy/lessons/what-is-a-formulation-74r32t?step=1&activity=intro_quiz>  Watch the video and complete 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 exit quiz: <https://classroom.thenational.academy/lessons/what-is-a-formulation-74r32t?step=4&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=cIE8uY8WA8U&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6K1-e7sET&index=7>  <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://vimeo.com/217992896>  **Activity:**  Listen to the poem and create some two-word phrases for cat, baby and school. |

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| **Day 4**  **Mon 8th Feb** | **Subject** | **Activity** |
| **Spellings** | **Homophones and near homophones**  **Use each of the following words in a sentence, underlining the spelling word:**  bridle, cereal, serial, compliment, complement  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 British by Benjamin Zephaniah**  **Lesson 5: To write my own recipe poem**  <https://classroom.thenational.academy/lessons/to-write-my-own-recipe-poem-6dgk6c>  **To write my own recipe poem**  Read the poem by Benjamin Zephaniah.  **Planning your own poem.**  Read the poem ‘A team’ inspired by Benjamin Zephaniah. ‘A Team’ is a poem about how to make a successful team. Look at your ideas from the last lesson- different things a successful school needs. Look at the ideas from the mind map – A school. Can you write as many verbs as you can for the recipe poem? Think of a title for your poem. What is the message from the teacher’s poem ‘A school (serves a lifetime)’?  **Independent task**  Write your own poem, you can use the examples, or you can try to use your own ideas. You can write a poem about a movie, friendship, a song etc. Enjoy planning the poem! |
| **Reading** | **Comprehension**  **My Home**  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 10**  **Compare and order fractions less than 1**  Watch the video: <https://vimeo.com/500362215>  Complete the questions:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO5-Compare-and-order-fractions-less-than-1-2019.pdf>  Don’t forget to check your answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y5-Spring-Block-2-ANS5-Compare-and-order-fractions-less-than-1-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-5-identifying-the-value-of-digits-in-numbers-up-to-1000000-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** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=QPgMfIy8PdY> |
| **PSHE** | **Relationships: Our Special People (1)**  Draw or write about what is most important in a friendship or family relationship.  **Think** about the special people in your life (people you know well, not just a favourite superstar!!). What do they do that makes them special to you? **Make a brainstorm, mind-map or word cloud about special people.** You don’t have to name anyone, but think about your own special people as you do this activity.  Draw a picture of you with your special person (or use a photograph if you have permission). Around the outside of the picture write down all the ‘qualities’ of the relationship e.g. trust, loyalty… Repeat this for another special person if you would like to.  **Extra:** You could make a card, draw a picture or write a letter for your special person and tell them why they are so special to you. You could brighten someone’s lockdown! |
| **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=MFAT6PUfYPM>  <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://vimeo.com/217992896>  **Activity:**  Listen to the poem and write down what two-word phrases you hear. |

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| **Day 5**  **Tues 9th Feb** | **Subject** | **Activity** |
| **Spellings** | **Homophones and near homophones**  **Use six of the following words in a spelling sentence:**  alter, altar, ascent, assent, bridal, bridle, cereal, serial, compliment, complement |
| **TTRS** | **10 minutes TTRS practice**  Your usernames are in your packs. If you lose it, please email your teacher. <https://ttrockstars.com/> |
| **English** | **Poetry – The Listeners by Walter de la Mare**  **Lesson 1: To learn about a poet and engage with the poem for first impressions**  <https://classroom.thenational.academy/lessons/to-learn-about-a-poet-and-engage-with-the-poem-for-first-impressions-6hhk0t>  **Reading warm up**  Read the sentences. What time of day is it? How do you know?  **Poet – Walter de la Mare**  Read the information about the poet. What do you think Walter de la Mare wrote about in his poems?  Now read some more information about the poems. What is Walter de la Mare best known for being? Answer the questions from what you have learnt about this poet.  **The Listeners**  Who do you think the listeners might be? Pre-vocabulary: traveller, smote, phantom. What types of word are these? Read the poem The Listeners. How does the poem make you feel? You can rewind the video and listen to it again.  **Independent task**  Write notes to answer the following questions about the poem ‘The Listeners’  Was there anything you liked from the poem?  Was there anything you didn’t like from the poem?  Do you have any questions about the poem?  Does the poem remind you of anything? |
| **Reading** | **Comprehension**  **Loch Ness**  Read the text and answer the questions.  **Reading 2Do – log in to Purple Mash to see the questions on the text. You don’t need to write the answers in your book, just write them in the 2Do.** |
| **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 11**  **Compare and order fractions less than 1 – Problem Solving**  Re-watch the videos if you need to: <https://vimeo.com/500362215> and <https://vimeo.com/500381597>  Complete the questions in your pack. Don’t forget to check your answers.  **2Do: Fractions – Mixed Questions. Go to Purple Mash and have a go at the quiz to consolidate your learning. Can you improve your score?** |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-5-identifying-the-value-of-digits-in-numbers-up-to-1000000-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** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  [https://www.youtube.com/watch?v=bs6pEuYAY3Y](https://classroom.thenational.academy/lessons/listening-ears-60w3gt?v=bs6pEuYAY3Y) |
| **PSHE** | **Relationships: Our Special People (2)**  What is most important thing in a positive friendship or family relationship?  Sort the statements on the Zone of Relevance sheet in your pack.  Put the things you think are most important for you in the centre square and the less important things in the outer square. |
| **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=xrmc2b6wJxU>  <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://vimeo.com/217992896>  **Activity:**  Listen to the poem and have a go at writing your own kenning poem. |

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| **Day 6**  **Wed 10th Feb** | **Subject** | **Activity** |
| **Spellings** | **Homophones and near homophones**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  principal, principle, profit, prophet, descent  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** | **Poetry – The Listeners by Walter de la Mare**  **Lesson 2: To use strategies to identify key vocabulary and begin to understand the poem further**  <https://classroom.thenational.academy/lessons/to-use-strategies-to-identify-key-vocabulary-and-begin-to-understand-the-poem-further-6cw38t>  **Reading warm up**  Read the sentences. Think of a word that will replace the word dense.  **Identifying unknown vocabulary**  Read the poem ‘The Listeners’ again and write down the words you don’t understand.  **Strategies to identify meaning**  Explore the word champed. What type of word is it? Use the following strategies to find the meaning of the word.   1. Skip out the word in the sentence. 2. Replace the word with another word. 3. Read around the word.   Use the 3 strategies for finding the meaning for these words – turret, smote, perplexed  Use the strategies to find the meaning of the words in bold in the rest of the poem.  **Summarising**  Write down 1 to 2 sentences about what the poem is about.  **Gpas 2Do – Box the word. Go to Purple Mash and convert the­ nouns or adjectives into verbs using suffixes. This links to grammar and spelling work you have already completed this term.** |
| **Reading** | **Comprehension**  **Lucy**  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 12**  **Compare and order fractions greater than 1**  Watch the video: <https://vimeo.com/500382050>  Complete the questions:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO6-Compare-and-order-fractions-greater-than-1-2019.pdf>  Don’t forget to check your answers:  <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS6-Compare-and-order-fractions-greater-than-1-2019.pdf> |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-6-estimating-the-volume-and-capacity-of-everyday-objects-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** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=n92vmXdN3K8> |
| **Computing** | **Create a chatbot** You are going to learn how to program a character that can talk to you! A character like that is called a chat robot, or chatbot.  Visit <https://projects.raspberrypi.org/en/projects/chatbot>  Click on the green flag, and then click on the chatbot character to start a conversation. When the chatbot asks a question, type your answer into the box at the bottom of the Stage, and then click on the blue mark on the right (or press Enter) to see the chatbot’s reply.  Click on the green button (Your chatbot) in the bottom right section of the screen to move on to the next section of the lesson.  Open [rpf.io/chatbot-on](http://rpf.io/chatbot-on) in a new window so that you can still see the instructions. Move on to the next page ‘a talking chatbot’. Don’t forget to click on the for extra information about parts of your task.  Use the green button ‘Challenge: more questions’ to challenge yourself by programming your chatbot to ask another question.  You can also program your chatbot to make decisions (click the green button in the bottom right of the screen to move on). You can challenge yourself further by programming the chatbot to make more decisions; change location and finish creating your chatbot.  Once you’ve finished your chatbot, can you ask someone who lives with you to have a conversation with it? Do they like your character? Can they spot any problems? |
| **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=pICqu1vpAgA>  <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://vimeo.com/217992896>  **Activity:**  Listen to the poem and recite your own poem to an adult. |

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| **Day 7**  **Thurs 11th Feb** | **Subject** | **Activity** |
| **Spellings** | **Homophones and near homophones**  **10 minutes ‘Look, Cover, Write, Check’ for the following words:**  dissent, desert, dessert, draft, draught  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** | **Poetry – The Listeners by Walter de la Mare**  **Lesson 3: To use the text to answer questions**  <https://classroom.thenational.academy/lessons/to-use-the-text-to-answer-questions-75k30d>  **Reading warm up**  Read the sentences about ‘The listeners'. Decide if the sentences are true or false.  Reread the poem.  **Retrieval questions**  Use the following strategies to answer the retrieval questions.  Skim and scan the text for keywords. Underline key information in the text. Read around the keywords to check the context.  How would you describe the setting? Use words from the poem to support your answer.  What time of day is it? How do you know?  The listeners are behind the door. True or False  **Inference questions**  Use the following strategies to answer the inference questions.  Underline the keywords in the question. Skim and scan the text for key information. Search for hidden clues in the text.  How is the traveller feeling? How do you know?  He left on his horse quickly. True or False |
| **Reading** | **Comprehension**  **Staying Together**  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 13**  **Compare and order fractions greater than 1 – Problem Solving**  Re-watch the videos if you need to: <https://vimeo.com/500382050>  Complete the questions in your pack. Don’t forget to check your answers. |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-6-estimating-the-volume-and-capacity-of-everyday-objects-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** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=ooj7zYeIXwM> |
| **PSHE** | **Our Special People (3)**   * If someone (a special person) is far away or we don’t see them that often, what are some fun ways to let them know we still care?   **Think of five different ideas!**  Check with an adult first – can you do one of these to cheer somebody up?   * How can you show the people you live with that you care for them? (You could learn to make a cup of tea – **with permission from an adult**; you could read a story to a younger brother or sister…) What would show the people in your household that you care for them?   Use the ideas on today’s task sheet to help you. |
| **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=vGdpXUKoWlQ>    <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://www.bbc.co.uk/bitesize/clips/zkpmhyc>  **Activity:**  Listen to the poem and think about what the box is made of and where it came from. |

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| **Day 8**  **Fri 12th Feb** | **Subject** | **Activity** |
| **Spellings** | **Homophones and near homophones**  **Write a sentence for six of the following words:**  principal, principle, profit, prophet, descent, dissent, desert, dessert, draft, draught  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** | **Poetry – The Listeners by Walter de la Mare**  **Lesson 5: To identify key themes in the poem and create our own poem with a similar theme**  <https://classroom.thenational.academy/lessons/to-identify-key-themes-in-the-poem-and-create-our-own-poem-with-a-similar-theme-65k66d>  Reading warm up  Number the events that happen in the poem in the correct order.  Reread the poem ‘The Listeners’.  What is a theme? Write down the themes you think come up in this poem.  How would you describe the two settings?  What unanswered questions do you have? For example- Who is the traveller? Why did he come to the house?  **Creative writing**  Userhyming, alliteration and unanswered questions in your own poem. Look at the images to inspire you, enjoy writing your own poem!  **Write your poem on the 2Do section of Purple Mash and submit it to your teacher that way, instead of writing it in your book. If you prefer, you could handwrite it and submit a photo of your poem.** |
| **Reading** | **Comprehension**  **The Hills**  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** | **Assessment – Multiplication and Division**  What can you remember about multiplication and division? If you are stuck on something, let your teacher know during the phone call, video call or by email.  Complete the sheet in your pack. Remember to check your answers. |
| **Mental Maths** | **Mental Maths**  Look at  <https://myminimaths.co.uk/year-5-week-6-estimating-the-volume-and-capacity-of-everyday-objects-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** | You will need plain paper for this lesson.  Click on the link for Rob’s video.  Follow Rob’s instructions to create a similar drawing.  <https://www.youtube.com/watch?v=WR55SUFtfz0> |
| **Science** | **How can we separate mixtures into pure substances?**  <https://classroom.thenational.academy/lessons/how-can-we-separate-mixtures-into-pure-substances-6hh3ce>  In this lesson we will learn about four ways that mixtures can be separated, including using magnets; evaporation, filtration and sieving.  Before you start the lesson, have a go at the introductory quiz: <https://classroom.thenational.academy/lessons/how-can-we-separate-mixtures-into-pure-substances-6hh3ce?step=1&activity=intro_quiz>  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-we-separate-mixtures-into-pure-substances-6hh3ce?step=4&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=sxfq3sz1SFk&list=PLuwFE3Wyin9cSVFJ_Sjep0Pq6K1-e7sET&index=9>  <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://www.bbc.co.uk/bitesize/clips/zkpmhyc>  **Activity:**  Listen to the poem and design your own box. |



**National Storytelling Week 30th January to 6th February 2021**

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| Upper Key Stage 2 | Years 5 and 6 |
|  | <https://www.youtube.com/user/TomPalmerBlackOp>  Take a look at Tom Palmer’s website. There are lots of first chapters and activities to do. Perhaps we could ask Tom to visit us in school in person or virtually. Have a look at his books just in case he says yes! |

During National Storytelling Week it would be lovely if you could share a story with your child or listen to authors reading their work. Tom Palmer is one of the authors who have kindly agreed to share their stories online.