

Weekly Overview for Online learning Year 5 - 22.02.21 - 26.02.21



<p>Ongoing Practice</p>     	<p><b>Reading Eggs</b> - <a href="https://readingeggs.co.uk/">https://readingeggs.co.uk/</a></p> <p>Spend approx <b>20-30 minutes a day</b> on Doodle.</p> <p><b>Doodle English</b> - complete daily tasks and stay in the green <a href="https://students.doodleenglish.com/">https://students.doodleenglish.com/</a></p> <p><b>Doodle Math</b> - complete daily tasks and stay in the green. <a href="https://students.doodlemaths.com/">https://students.doodlemaths.com/</a></p> <p><b>Doodle Spell</b> - complete daily tasks and stay in green. <a href="https://students.doodleenglish.com/spell">https://students.doodleenglish.com/spell</a></p> <p><b>Times tables Rockstars</b> - a little practice every day</p> <p><i>Parents, did you know that you can download Google Classroom on your Smart Phone? Log in with the .313 details. If your child is asked to upload a photo as evidence for their work, then if it's easier for you, you can upload it via 'Classwork' - (selecting the correct document) and paste it into there. Hope that helps.</i></p>	
<p><b>Maths</b></p> <p><b>These lessons will be uploaded each day.</b></p> <p><b>Tasks must be completed and submitted on Google Classroom by next day 9am</b></p>	<p>Parents/Carers, please note the Maths lessons will be uploaded onto Google Classroom each day under <u>Maths</u></p> <p><b>Monday-</b> LI: We are learning to improve our mental and written calculations involving all 4 operations.</p>	<p><b>Task 1- Arithmetic weekly practice test</b> <b>Task 2- Go on Doodle Maths and complete the task assigned there</b></p> <p>This week, we are going to complete the weekly arithmetic practice test on a Google Form. Give yourself 30 minutes to complete the test; remember to read the questions carefully and attempt all the questions. Complete any working out on a piece of paper. If you have remaining time, use it to check your answers.</p>
	<p><b>Tuesday-</b> LI: We are to learning to add and subtract fractions</p> <p><b>Key Vocabulary:</b> Fraction, numerator denominator sequence whole Fraction wall half, third, quarter, fifth, tenth</p>	<p><b>Input</b> Explain everything video input with opportunities for the children to answer questions.</p> <p>There is a White Rose Powerpoint to support this.</p> <p><b>Task</b> Google forms and worksheets(Google docs) to be completed on Google Classroom. Or My Maths or Doodle Activities.</p>

tenths, hundredths  
improper fraction  
mixed number

**Key Questions:**

- How many equal parts do I need to split my bar into?
- Can you convert the improper fraction into a mixed number?
- How can a bar model help you balance both sides of the equals sign?

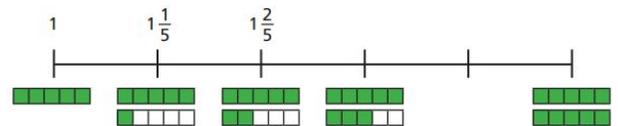
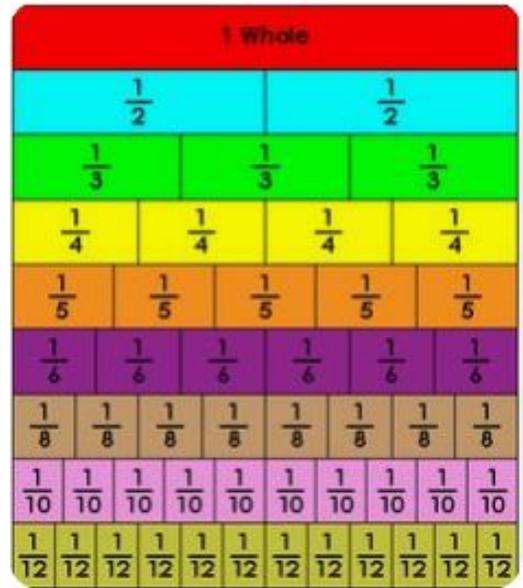
**Key Visuals:**

Bar Models

Here is a bar model to calculate  $\frac{3}{5} + \frac{4}{5}$

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

Everyone should have a go on the Challenge, Question of the Day, Starter activities, and Fluency in Five.



**PLEASE NOTE - IT IS VERY IMPORTANT THAT ALL CHILDREN WATCH ALL VIDEOS PROVIDED FOR THE LESSON TO ASSIST WITH THEIR LEARNING.**

**Wednesday- LI:** We are learning to add fractions within 1

**Key Vocabulary:**

**Key Vocabulary:**

common multiple	common denominator
equivalent	simplify
common numerator	

**Sentence Stems**

A common multiple is a whole number that is a multiple of each number in a group of numbers.

Equivalent fractions have different numerators and denominators but represent the same value.

Where two fractions have the same

**Input**

Explain everything video input with opportunities for the children to answer questions.

There is a White Rose Powerpoint to support this.

In this lesson,

**Task**

Google forms and worksheets(Google docs) to be completed on Google Classroom. Or My Maths or Doodle Activities.

Have a go on the Fluency in Five, Starter activities, challenges and Problems of the Day.

numerator, this is called a common numerator.  
 Where two fractions have the same denominator, this is called a common denominator.

To simplify a fraction you find the equivalent fraction with the smallest possible numerator and denominator.

**Key Questions:**

- Can you find a common denominator?
- Do you need to convert both fractions or just one?

**Key Visuals:**

Mo is calculating  $\frac{1}{2} + \frac{1}{8}$   
 He uses a diagram to represent the sum.

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

**Thursday-** We are learning to add fractions within 1 (continuation from Wednesday)

**Key Vocabulary:**

**Key Vocabulary:**

common multiple	common denominator
equivalent	simplify
common numerator	

**Input**

Explain everything video input with opportunities for the children to answer questions.

There is a White Rose Powerpoint to support this.

**Task**

Google forms and worksheets(Google docs) to be completed on Google Classroom. Or My Maths or Doodle Activities.

Have a go on the Fluency in Five, Starter activities, challenges and Problems of the Day

**Friday-** L.I. We are learning to add three or more fractions

**Key Vocabulary:**

**Key Vocabulary:**

common multiple	common denominator
equivalent	simplify

**Input**

Explain everything video input with opportunities for the children to answer questions.

There is a White Rose Powerpoint to support this.

**Task**

**Key Sentence Stems:**

A common multiple is a whole number that is a multiple of each number in a group of numbers.

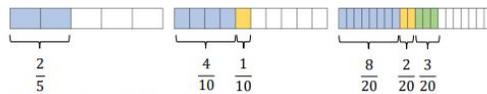
Equivalent fractions have different numerators and denominators but represent the same value.

Where two or more fractions have the same denominator, this is called a common denominator.

To simplify a fraction you find the equivalent fraction with the smallest possible numerator and denominator.

**Key Visuals:**

Ron uses a bar model to calculate  $\frac{2}{5} + \frac{1}{10} + \frac{3}{20}$



Use a bar model to solve:

$\frac{1}{4} + \frac{3}{8} + \frac{5}{16}$        $\frac{1}{2} + \frac{1}{6} + \frac{1}{12}$

Google forms and worksheets(Google docs) to be completed on Google Classroom. Or My Maths or Doodle Activities.

Have a go on the Fluency in Five, Starter activities, challenges and Problems of the Day

**English**

These lessons will be uploaded each day on Google Classroom in the English folder.



This week in English we will be starting work on our new text, a narrative poem The Highwayman by Alfred Noyes.

We will begin by analysing the front and back cover and then move on to make inferences about the text using details stated or implied.

**Monday - LI: We are learning to deduce and infer meaning from text and images**

**Key Vocabulary:**

poetry, highwayman, infer, predict

**Key questions:**

Tasks and inputs will be uploaded daily, at 9am, on Google Classroom. **Tasks must be completed and submitted on Google Classroom by next day 9am**

**Input:**

On our first video lesson we will begin by displaying some images that are associated with the poem 'The Highwayman'. At this point we won't reveal the text .

During the video lesson, we will ask the children to analyse the images and begin to deduce what they think is happening. Children to use their retrieval and inferencing skills. Look at the colours, characters, expressions etc as well as utilising their reading skills, such as knowledge of other books, knowledge of the world plus the questions that maybe going through their heads.

- What do you think might happen in this story?
- What is the blurb?
- What do you see on the front cover?
- What is the title- is this the main character's name ?
- Which words do you think best describe this character?
- Does anything on this book cover seem familiar to you?

**Tuesday - LI: We are learning to analyse text and utilise reading skills.**

**Key Vocabulary:**

- ❖ Alliteration
- ❖ Device
- ❖ Freeze-frame
- ❖ Highwayman
- ❖ Metaphor
- ❖ Onomatopoeia
- ❖ Personification
- ❖ Poem
- ❖ Repetition
- ❖ Rhythm
- ❖ Simile

**Key questions**

- What atmosphere is created? How?
- How does the language contribute to the meaning overall?
- Why have particular language choices been made?
- How are the characters feeling? How do you know?
- What do you notice about the structure?

**Wednesday -LI: We are learning to identify key details/themes.**

**LI: We are to use inferencing to identify meaning in the poem.**  
**Key Vocabulary:**

In the second video lesson the text will be read and discussed with the opportunity for the children to read it too.

For the third video lesson the chn now need to consider what is going on in the poem. What are we being told? Who are the key characters?

Watch the following youtube animation of the poem:

<https://www.youtube.com/watch?v=ryu1JZiSbH0>



Throughout the week we will have a video lesson where we will move on to begin considering how language contributes to the poems meaning overall. Why has the author chosen particular descriptions? For example why is the moon ghostly? Why is the poem set at night? What reading skill do we need to use a lot when reading this poem (inferencing). This skill helps us to identify meaning in certain parts of the poem, including characters feelings and emotions.

Following these discussions the chn are going to use their inferencing skills to identify the authors meaning from particular extracts.

Line from the poem	Inference
"The wind was a torrent of darkness"	It is night time and very windy. Maybe the word "darkness" means something bad. Therefore, maybe the highwayman is someone bad, riding into town with the wind.

There are some tricky old English words in The Highwayman.

Can you write definitions of the unfamiliar words in the poem to create a Highwayman Vocabulary Guide?

**Key questions:**

Is it a story? A special type of story (poem) – how do they know it is a poem.

**Thursday-LI: To explore the character of the highwayman**

**LI: To identify evidence that is fact or opinion.**

**Key Vocabulary:**

ale	curse	love-knot	sniggering
barred	dawning	moon	spurred
bonny	doe-skin	muskets	stable-wicket
bound	gagged	ostler	strive
brand	galleon	peaked	tawny
brandished	galloped	pistol	torrent
breeches	gusty	priming	trigger
cascade	harry	rapier	troop
casement	hilt	rein	velvet
clangs	hollows	scarce	whip
claret	inn	shattered	writhed
clattered	jeweled	shrieking	yard
cocked hat	landlord	shutters	

**Key questions:**

- What do you think The Highwayman does?
- Why are the Kings men looking for him?
- Why is his character quite mysterious?
- Does the Highwayman rob innocent people?

**Friday** - Grammar & punctuation practice

**PLEASE NOTE - IT IS VERY IMPORTANT THAT ALL CHILDREN WATCH ALL VIDEOS PROVIDED FOR THE LESSON TO ASSIST WITH THEIR**

Spellings will also be handed out on Wednesday to learn. The usual format will be uploaded to Google Classroom as well as Doodle Spell. It is vital that these are learnt. The number of spellings have been increased to 15 each week. This will include words relevant to our foundation subjects.

**Statutory Spellings**

accommodate  
accompany  
according  
achieve  
aggressive  
amateur  
ancient  
apparent  
appreciate  
attached  
available  
average  
awkward  
bargain  
bruise  
category  
cemetery  
committee  
communicate  
community  
competition  
conscience  
conscious  
controversy  
convenience

**Statutory Spellings**

correspond  
criticise  
curiosity  
definite  
desperate  
determined  
develop  
dictionary  
disastrous  
embarrass  
environment  
equipment  
equipped  
especially  
exaggerate  
excellent  
existence  
explanation  
familiar  
foreign  
forty  
frequently  
government  
guarantee  
harass

**SPaG with The Highwayman**  
The Semi-colon

Job description:  
Can be used instead of a connective to join two related ideas:  
E.g. and breeches of doe brown skin, they find never a wrinkle  
They can also be used to separate items in a list that are longer than one or two words:  
E.g. This poem is about the highwayman, Bes, the landlord's daughter, Tim, the ostler and King George's men.

Can you put semi-colons back in these phrases from the poem?  
Where Tim the ostler lazened his face was white and peaked his eyes were hollows of madness, his hair like molten lead.

**SPaG with The Highwayman**  
Onomatopoeia

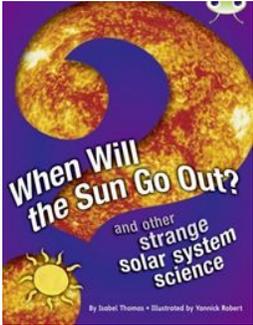
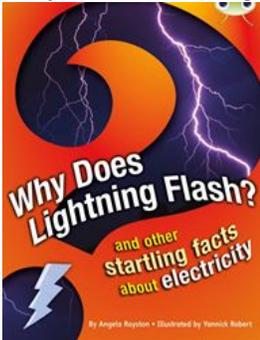
Onomatopoeia is when a word sounds like what it is describing.  
Like 'buzz' or 'roar'.

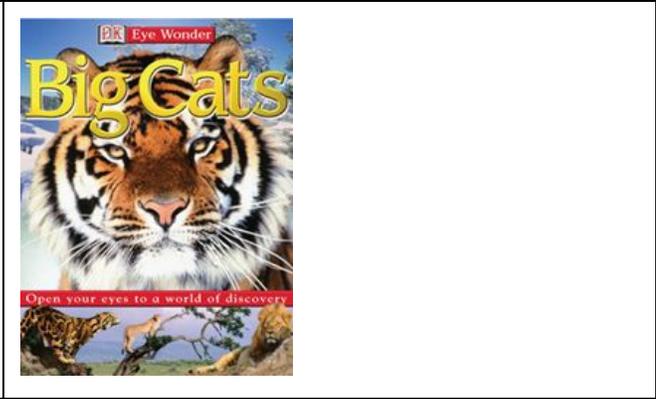
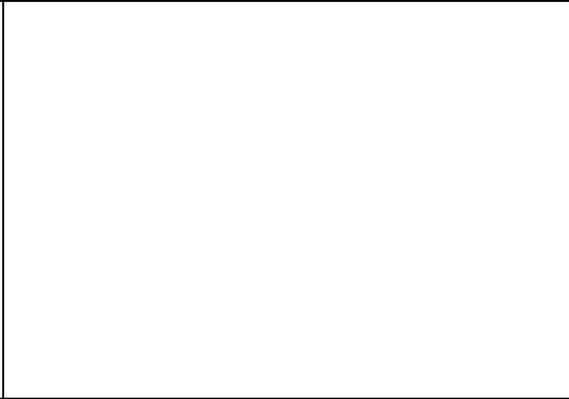
Can you find any onomatopoeic words in The Highwayman?

Hints:

- A word to describe the wind
- Something that tapped on the window
- The noise of the stable-wicket
- The sounds of the highwayman's horse

Can you think of a sentence that uses an onomatopoeic word?

	<b>LEARNING.</b>	
<p><b>Reading - Bug Club</b></p> <p>Please note a new reading book and task will be handed out every 2 weeks.</p>	<p><b><u>LI: We are learning to read and respond to comprehension questions</u></b></p> <p>This week you will be allocated a book for <b>your colour band</b> to read and answer questions on a book in Bug Club.</p> <p>You will need to log in and read the book as usual, answering the bug questions and then answer the questions given on Google Docs. Once you have completed this, you will need to work on the longer writing task.</p> <p><b>The standard of this work will need to be the same as what you produce in school in your purple task books.</b></p>	<p>Log in to Bug Club and find the books below (they should already be allocated - remember your colour band)</p> <ol style="list-style-type: none"> <li>1. Read the book</li> <li>2. On google docs answer the questions - giving evidence <b>from the book</b> to support your answer.</li> <li>3. Complete the written task underneath your questions.</li> <li>4. Return the completed task.</li> </ol> <p>Please continue with the tasks/books set last week -</p> <p>Dark Blue/ Sapphire (Bug Club - Blue)</p>  <p>Grey/ Emerald (Bug Club - Grey)</p>  <p>Ruby (Bug Club - Brown)</p>



**Topic/ Science**

Topic and Science lessons will be uploaded on alternating weeks. See the weekly overview for information

This lesson will be uploaded to Google Classroom on Wednesday morning.

This week, in **Topic**:

L.I. We are to learning to understand how Fairtrade works

**Key vocabulary**  
 Fairtrade  
 Tea  
 Farming  
 Economy  
 Rural  
 Developed Country

**Key questions:**

How is tea grown?  
 How does Fairtrade work?  
 How is the Fairtrade premium spent?



Tasks and inputs will be uploaded on Wednesday, at 9am, on Google Classroom. Tasks must be completed and submitted on Google Classroom by next Wednesday at 9am.

This week you will have the opportunity to complete a Fun Science Experiment:




PSHCE



**L.I. We are learning to understand the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.**

### Key Vocabulary

- Choices
- Healthy behaviour
- Unhealthy behaviour
- Informed decision
- Pressure
- Media

### Key Questions

How do you show respect for your body?

Is it better to rely on facts before making a decision about your health?

Does the media always show the facts about smoking?

Are the things we see and read about in the media always true?



### Article of the Week



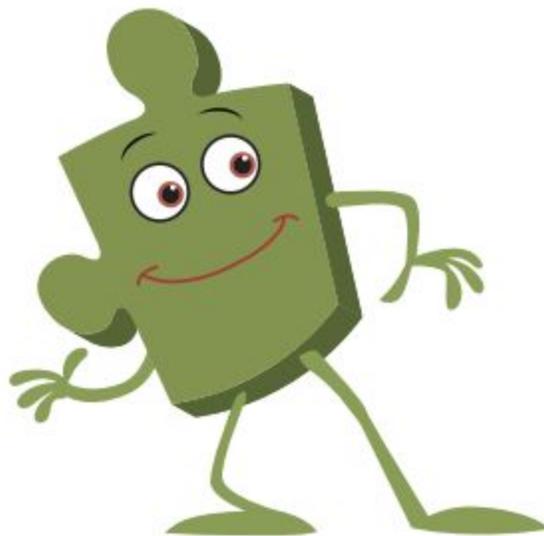
**LI: We are learning to about Article 42 - knowledge of rights**

### Key Questions

What is the key message of the video clip?

Why do we need to know our rights?

Tasks and inputs will be uploaded on Thursday, at 9am, on Google Classroom. Tasks must be completed and submitted on Google Classroom by next Thursday.



Look through the PowerPoint and watch the brief video.

Answer the 3 questions on google docs and then write a poem or story about a child who had 'no rights', show reasons, feelings and thoughts.

You can hand write the poem/story or type straight on to Google docs.

	<p>Do we need rights? How are these helpful?</p> <p>What is needed for every adult and child to know about children's rights?</p> <p>Where do we see our rights in everyday life?</p> <p><b>Key Vocabulary</b></p> <p>Rights, knowledge, children, adults, government</p>	
<p>RE</p>	<p><b>L.I. We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</b></p> <p><b>Key vocabulary:</b> Easter, Christianity, Salvation, Jesus, crucifixion, Holy Week</p> <p><b>Key question</b></p> <ul style="list-style-type: none"> <li>• What do we know already about Jesus?</li> <li>• Was Jesus aware of God's plan/His purpose?</li> <li>• How significant is it for Christians to believe God intended Jesus to die?</li> </ul>	<p>Tasks and inputs will be uploaded on Tuesday, at 9am, on Google Classroom. Tasks must be completed and submitted on Google Classroom by the following Tuesday at 9am.</p>
<p><b>Spanish</b></p>	<p><b>Input</b> - login to <a href="https://www.languageangels.com/homeschool/">https://www.languageangels.com/homeschool/</a></p> <p>Login - Wellin2007 Password - lahome</p> <p><b>Key sounds</b></p>	<p>Spanish La Fonética (Phonetics &amp; Pronunciation) - Lesson 4</p> <p>In this lesson you will look at the last set of five Spanish sounds from this unit. The sounds are: 'B', 'V', 'CC', 'QU' and 'Z'.</p> <p>Now listen to the sounds and</p>



pronunciations in the interactive lesson

# How to improve your Spanish pronunciation!

## Lesson 4

### TASK

Then go to lesson 3 and go through the powerpoint and have a go at completing the tasks.

### Wellbeing Creative and Fun



#### Personal, Social & Emotional Development

- Talk about what you know about Pancake Day with your friends. What is it all about? Have you made pancakes before? What are your favourite pancake toppings?
- Follow a pancake recipe with friends. Take turns to measure and mix the ingredients. Can you clean up afterwards too? See how well you can work together in a group.
- Make up a pretend pancake cafe, taking turns to be the customer, waiter or chef.
- Explore some new pancake toppings or recipes. Describe how they taste and explain which are your favourites and why.



#### Communication & Language

- Use the internet to find a pancake recipe that you would like to make or find one in a recipe book.
- Find out what pancake day is also known as and how the celebration came about. Find out how it is linked to Easter and what Lent is.
- Make a pancake day display and include lots of words relating to pancake day and making pancakes.
- Use drawings to create a step by step guide for your favourite pancake recipe.



#### Expressive Arts & Design

- Make some pretend pancakes using cardboard circles and explore using different arts and crafts materials to decorate them and make pretend toppings.
- Follow some fruit paint recipes and then use it to paint some interesting designs on pancakes.
- Make up a silly song about pancakes. Can you think of some actions to go with your song? Use the internet to find some fun pancake day songs.



#### THEME / TOPIC



PANCAKE DAY

#### Physical Development

##### Gross Motor Skills

- Use real or pretend pancakes and get active with some pancake races. Try running whilst balancing them on your head or use frying pans and toss them while you move.
- Have a pancake tossing competition. Who can toss a pancake the most times before it falls?

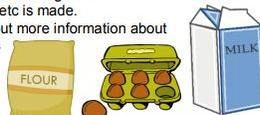
##### Fine Motor Skills

- Use various ingredients to decorate pancakes or make pancake faces. Squeeze on syrup or fruit tubes, cut / slice pieces of fruit and use as eyes, nose, ears or make patterns or pictures.



#### Knowledge & Understanding Of The World

- Think about all of the ingredients required to make pancakes. Where do we get all of these things from? Find out more about how flour, butter, sugar, etc is made.
- Use the internet to find out more information about the history and traditions of pancake day. What other names do people call it?



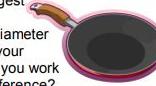
#### Literacy

- Write a list of all the words you can think of to do with pancakes and pancake day.
- Sit in a circle with your friends and take turns to go round the circle and through the alphabet with pancake day words. It could be things you use whilst making pancakes, ingredients or toppings, e.g apron, banana, chocolate, etc.
- Write letters on some paper pancakes then use them to spell out some pancake day words or to spell your name.



#### Maths

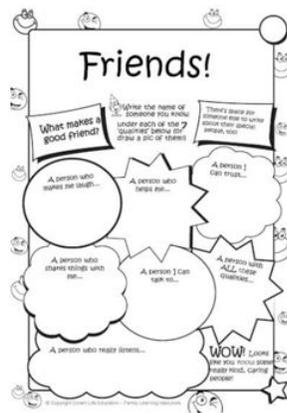
- Count how many times you can toss a pancake (real or pretend) without letting it fall.
- Use a measuring jug and kitchen scales to help measure and weigh out the ingredients you need for a pancake recipe.
- Make some pancakes or pretend pancakes then put them in order from smallest to largest.
- Use a ruler to measure the diameter and radius of your pancake. Can you work out the circumference?



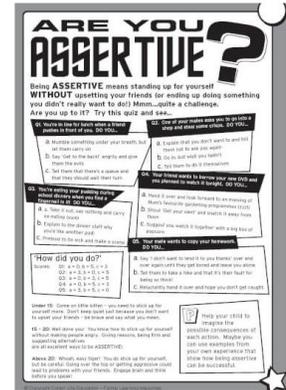
## Fun Friday Activities

On Friday morning, a selection of activities will be uploaded on Google classroom for you to choose and complete. Some of the activities are :

- 1) Start by making a list of all the things that make a good friend (e.g. helpful, kind)
- 2) Find a recipe for a cake - try BBC Good Food online or a recipe book if you have one.
- 3) Write a recipe for friendship, using recipe-writing language, e.g. 200g of kindness, 100g of thoughtfulness, two tablespoons of humour - you get the idea!
- 4) You could draw a picture of a cake and write the recipe on top of it.
- 5) Or try 'What makes a good friend?' activity sheet, below:



## Fun Friday Activities



## Music

Each week you can learn one or two songs from Out Of The Ark website :

<https://www.outoftheark.co.uk/ootam-at-home/>

Singing can be very fun and will help reduce anxiety and boost wellbeing. You can also complete the activities attached to these songs.





### **Keeping fit**

Do your daily work out with Joe Wicks -

<https://www.youtube.com/c/TheBodyCoachTV/featured>

Try out a Just dance video.

<https://www.youtube.com/watch?v=4DcGBE-F9hk>

Try out this PE lesson with Marcus Rashford

<https://www.bbc.co.uk/iplayer/episode/m000jycy/celebrity-supply-teacher-series-1-3-marcus-rashford-pe>