

Weekly Overview for Online learning Year 5 - 08.02.21 - 15.02.21



<p>Ongoing Practice</p>     	<p>Reading Eggs - https://readingeggs.co.uk/</p> <p>Spend approx 20-30 minutes a day on Doodle.</p> <p>Doodle English - complete daily tasks and stay in the green https://students.doodleenglish.com/</p> <p>Doodle Math - complete daily tasks and stay in the green. https://students.doodlemaths.com/</p> <p>Doodle Spell - complete daily tasks and stay in green. https://students.doodleenglish.com/spell</p> <p>Times tables Rockstars - 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>Maths</p> <p>These lessons will be uploaded each day.</p> <p>Tasks must be completed and submitted on Google Classroom by next day 9am</p>	<p>Parents/Carers, please note the Maths lessons will be uploaded onto Google Classroom each day under <u>Maths</u></p> <p>Monday- LI: We are learning to improve our mental and written calculations involving all 4 operations.</p>	<p>Task 1- Arithmetic weekly practice test Task 2- Go on Doodle Maths and complete the task assigned there</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>Tuesday- LI: We are learning about number sequences.</p> <p>Key Vocabulary: Fraction, numerator denominator sequence whole Fraction wall</p>	<p>Input Explain everything video input with opportunities for the children to answer questions. There is a powerpoint to support this.</p> <p>Task Google forms and worksheets(Google docs) to be completed on Google Classroom</p> <p>Everyone should have a go on the Challenge,</p>

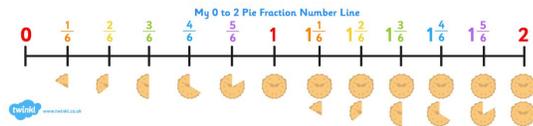
half, third, quarter, fifth, tenth
 tenths, hundredths
 improper fraction
 mixed number
 common factor
 linear sequence
 increase
 decrease

Key Questions:

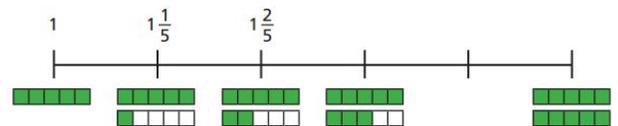
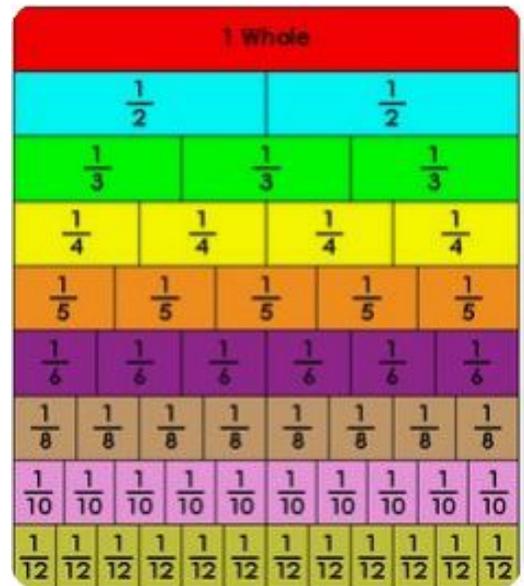
What are the intervals between the fractions? Are the fractions increasing or decreasing? How much are they increasing or decreasing by? Can you convert the mixed numbers to improper fractions? Does this make it easier to continue the sequence?

Key Visuals:

fraction wall
 counting fractions number line



Question of the Day , Starter activities, and Fluency in Five.



$2\frac{1}{2}, 3\frac{1}{4}, 4, 4\frac{3}{4}$

$4\frac{1}{3}, 3\frac{2}{3}, 3, 2\frac{1}{3}$

**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 about how to compare and order fractions less than 1

Key Vocabulary:

common multiple
 equivalent
 common numerator
 common denominator
 simplify

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

Input

Explain everything video input with opportunities for the children to answer questions. There is a powerpoint to support this.

In this lesson,

Task

Google forms and worksheets(Google docs) to be completed on Google Classroom

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

numerators and denominators but represent the same value.

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

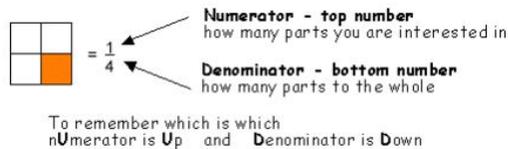
Where two fractions have the same denominator, this is called a common denominator

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

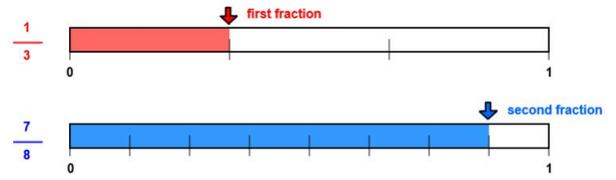
Key Questions:

- If the numerators are the same, how can we compare fractions?
- If the denominators are the same, how can we compare fractions?
- What does ascending order mean?
- What do we mean by a 'common denominator'?

Key Visuals:



fraction wall
bar models to compare fractions <1
Squared paper to draw models



$$\frac{1}{3} < \frac{7}{8}$$



2/5 is smaller than 1/2

$$\frac{2}{5} < \frac{1}{2}$$

Thursday- LI: We are learning about how to compare and order fractions greater than 1.

Key Vocabulary:
common multiple
equivalent
common numerator
common denominator
simplify

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 numerator, this is called a common numerator.

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

Key Questions:

If the numerators are the same, how can we compare fractions?

If the denominators are the same or different, how can we compare fractions?

What does ascending order mean?

What do we mean by a 'common denominator'?

Why is it important to draw the bars the same length?

When comparing mixed numbers do you have to draw bars to represent the wholes *and* the parts? Can you compare these mixed numbers by only drawing bar models to represent the parts?

Key Visuals:

fraction wall

bar models to compare fractions >1

Squared paper to draw models

Write these mixed numbers as improper fractions:

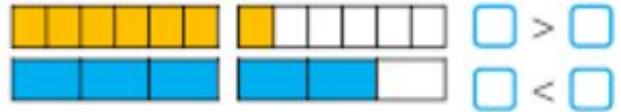
$1\frac{1}{5} = \frac{6}{5}$
 $2\frac{5}{6} = \frac{17}{6}$
 $3\frac{5}{8} = \frac{29}{8}$

$1 \times 5 + 1 = 5 + 1 = 6$
 $2 \times 6 + 5 = 12 + 5 = 17$
 $3 \times 8 + 5 = 24 + 5 = 29$

denominator

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

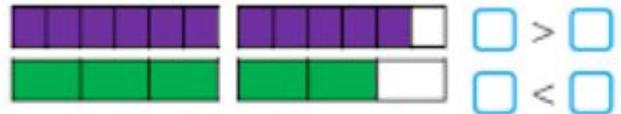
Use bar models to compare $\frac{7}{6}$ and $\frac{5}{3}$



Use this method to help you compare:

$\frac{7}{2}$ and $\frac{9}{4}$ $\frac{11}{6}$ and $\frac{13}{3}$ $\frac{9}{4}$ and $\frac{17}{8}$

Use a bar model to compare $1\frac{2}{3}$ and $1\frac{5}{6}$



Use this method to help you compare:

$1\frac{3}{4}$ and $1\frac{3}{8}$ $1\frac{5}{8}$ and $1\frac{1}{2}$ $2\frac{4}{7}$ and $2\frac{9}{14}$

Task

Google forms and worksheets(Google docs) to be completed on Google Classroom

Children will have to complete a task on MyMaths after watching the lesson on MyMaths.

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

Friday- We are consolidating our understanding of how to order and compare fractions less or greater than 1.

Key Vocabulary:

common multiple

equivalent

common numerator

common denominator

simplify

Input

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

There is a powerpoint to support this.

going through Wednesday and Thursday lesson addressing any misconceptions.

Task

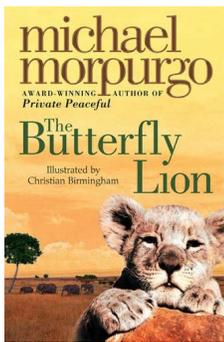
Google forms and worksheets(Google docs) to be completed on Google Classroom

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

Extra work will be assigned on Doodle Maths.

English

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



Monday - On Monday we will reflect on our COLD tasks and make personal targets for our HOT tasks. This comes now that we have learnt more about what life was like in the trenches and thought about what makes a good informal letter.

Tuesday - On Tuesday we will be writing a HOT task. Using what we have learnt about the trenches in the book, our research, our drafts and our studies from last week we will once again imagine that we are Bertie, in the trenches and we will write a letter to Millie.

Wednesday - On Wednesday, as we draw closer to the end of the book, we will read further chapters and find out what happened to the White Prince! We will then take part in a reading comprehension to continue to improve on our reading skills.

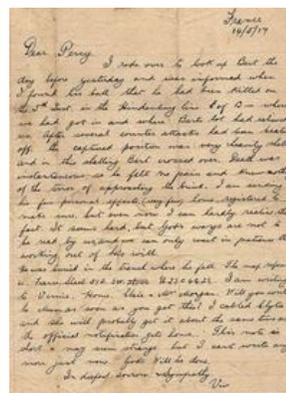
Thursday & Friday - On Thursday and Friday, we will come to the end of our class reader. We will then start our exciting end of book project. We will use our existing knowledge of creating comic strips and retell the story of the Butterfly Lion in comic strip form. However, it also needs to be retold in a way that is appropriate for a younger audience (the Year 1's at Wellington) or in a different language to English we would love to see some comic strips in your home language!

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

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**

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.

<https://www.doodleenglish.com/>



Reading - Bug Club

Please note a new reading book and task will be handed out every 2 weeks.

L1: To read and respond to comprehension questions

This week you will be allocated a book for **your colour band** to read and answer questions on a book in Bug Club.

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.

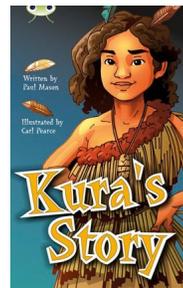
The standard of this work will need to be the same as what you produce in school in your purple task books.

Log in to Bug Club and find the books below (they should already be allocated - remember your colour band)

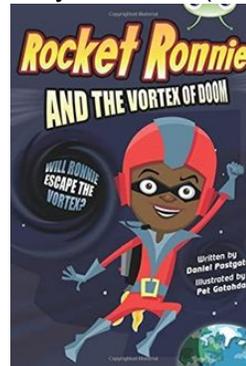
1. Read the book
2. On google docs answer the questions - giving evidence **from the book** to support your answer.
3. Complete the written task underneath your questions.
4. Return the completed task.

Please continue with the tasks/books set last week -

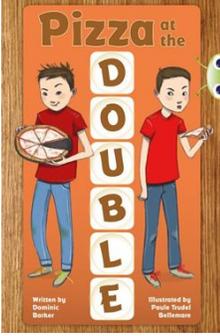
Dark Blue/ Sapphire (Bug Club - Blue)



Grey/ Emerald (Bug Club - Grey)



Ruby (Bug Club - Brown)

		
<p>Topic/ Science</p> <p>Topic and Science lessons will be uploaded on alternating weeks. See the weekly overview for information</p> <p>This lesson will be uploaded to Google Classroom on Wednesday morning.</p>	<p>This week, in Science:</p> <p>L.I. We are learning how to separate mixtures and solutions and how to explain the processes involved This lesson will involve 3 experiments</p> <p>Key vocabulary</p> <p>predict dissolving soluble insoluble mixture solution solute solvent filter paper funnel filtrate evaporation</p> <p>Key questions:</p> <p>What does evaporate mean? What is a solute ? What is a solvent? What is the filtrate?</p>	<p>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.</p> <p>This week you will have the opportunity to complete a Fun Science Experiment:</p> <p>Skittles rainbow fun science experiment</p>  <p>Everything you need to know will be uploaded on Google Classroom Wednesday morning at 9 am.</p>

PSHCE



LI: We are learning about a range of jobs carried out by people I know and explore how much people earn in different jobs.

LI: We are learning how and why to appreciate the contributions made by people in different jobs.

Key Vocabulary

- Dream**
- Hope**
- Job**
- Career**
- Profession**
- Money**
- Salary**
- Contribution**
- Society**
- Goal**
- Determination**
- Perseverance**
- Motivation**
- Country**
- Culture**
- Aspiration**

Key Questions

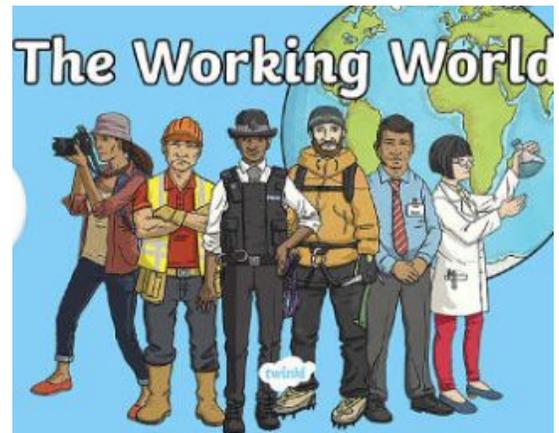
- What is my dream job and why?
- What things I should enjoy the most about my dream job?
- What qualifications are needed to achieve my dream?
- How the dreams and goals of young people in different cultures and countries compare to ours?



- 1. How are the lives of these children the same as yours?**
- 2. How are the lives of these children different from yours?**
- 3. What aspirations/dreams might the children have?**
- 4. How are their dreams the same/different to yours?**

Career Words 	teacher 
doctor 	police officer 
paramedic 	farmer 
fire fighter 	nurse 

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.



Input - Read through the Google slides and Watch the video : <https://www.bbc.co.uk/bitesize/clips/zgmn34j>
Answer these questions:

- What might Evangeline's dreams and goals be?
- How might they differ from yours?

TASK1 Using the internet, do a research and find out everything you can about your dream job and then complete a journal sheet with the following subheadings:

- Job title
- Job description/main duties
- Qualifications needed
- Salary

3 steps needed to take to achieve my dream job, e.g. work hard at school, get some relevant work experience (mechanic/hairdresser), go to university, do an apprenticeship etc.

Reflection: Write two or three things that you think you might enjoy the most about your chosen job.

TASK 2 Choose one of the children either from the picture or the video clip. Write what you think that child's dream/goal might be .

Reflection: Write a similarity and difference about the dream of the child your chose and your own dream.

Governments must actively work to make sure children and adults know about the Convention.

Watch this clip -what is the key message?

<https://www.youtube.com/watch?v=QlcLDNv12Mk&feature=youtu.be>

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.

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 ot know our rights?

Do we need rights? How are these helpful?

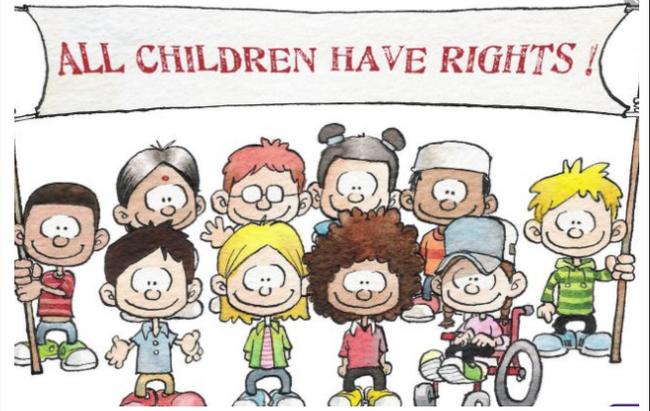
What is needed for every adult and

child to know about children's rights?

Where do we see our rights in everyday life?

Key Vocabulary

Rights, knowledge, children, adults, government



RE



L.I. I am learning about 'Aum', the main symbol of Hinduism



L.I. I am learning to think about how different people treat the world



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.



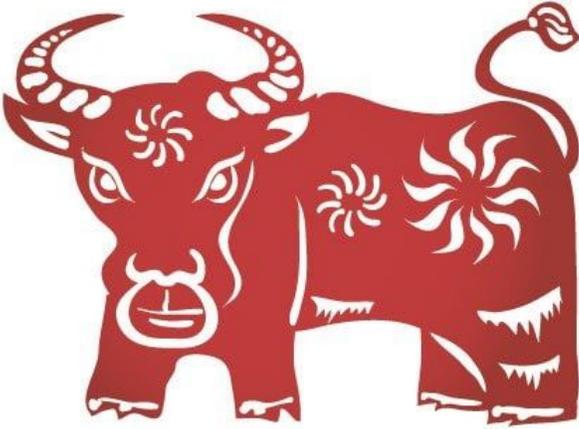
	<p>Key vocabulary Trimurti, Brahmin, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Atman, Krishna, Avatar, Chadogya, Upanishad</p> <p>Key question How can Brahman be everywhere and in everything?</p>	
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<p></p> <p>Spanish</p> 	<p>Input - login to https://www.languageangels.com/homeschool/</p> <p>Login - Wellin2007 Password - lahome</p> <p>Key sounds</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  gato </div> <div style="text-align: center;">  gorra </div> <div style="text-align: center;">  gusano </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="text-align: center;"> <p>ga</p> <p>gasa gana paga soga</p> </div> <div style="text-align: center;"> <p>go</p> <p>gola goma lago mago</p> </div> <div style="text-align: center;"> <p>gu</p> <p>gusano aguja laguna agudo</p> </div> </div>	<p>Spanish La Fonética (Phonetics & Pronunciation) - Lesson 3</p> <p>In this lesson you will look at the next set of 5 Spanish sounds out of a total of 20 in the whole unit. These sounds are: 'GA', 'GE', 'GI', 'GO' and 'GU'.</p> <p>Go to https://www.youtube.com/watch?v=A7JkFauTCbc and listen to the pronunciation.</p> <p>Now listen to the sounds and pronunciations in the interactive lesson</p> <div style="border: 1px solid black; background-color: #e67e22; padding: 10px; text-align: center; margin: 10px 0;">  How to improve your Spanish pronunciation! Lesson 3 </div> <p>TASK</p> <p>Then go to lesson 3 and go through the powerpoint and have a go at completing the tasks.</p>
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<p>Wellbeing Creative and Fun</p>	<p>Creative task : Chinese New Year Activity</p>
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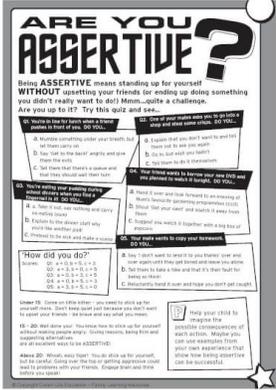
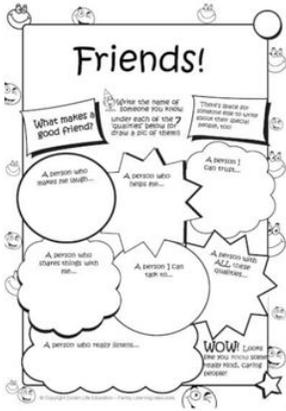
The Chinese New Year is on Friday (12/02/21) This year, it is the year of the Ox! Read the Chinese New Year story and then try and draw a chinese new year ox or create a chinese new year decoration.



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:





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>