

## Weekly Overview for Online learning Year 5 - 01/03/21 - 05/03/21



<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 learning to add fractions</p> <p><b>Key Vocabulary:</b></p> <table border="1" data-bbox="386 1650 911 1770"> <tr> <td>common denominator</td> <td>mixed number</td> </tr> <tr> <td>improper fraction</td> <td>simplify</td> </tr> <tr> <td>proper fraction</td> <td></td> </tr> </table>	common denominator	mixed number	improper fraction	simplify	proper fraction		<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>
common denominator	mixed number							
improper fraction	simplify							
proper fraction								

**Sentence Stems:**

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

An improper fraction is one where the numerator is greater than the denominator.

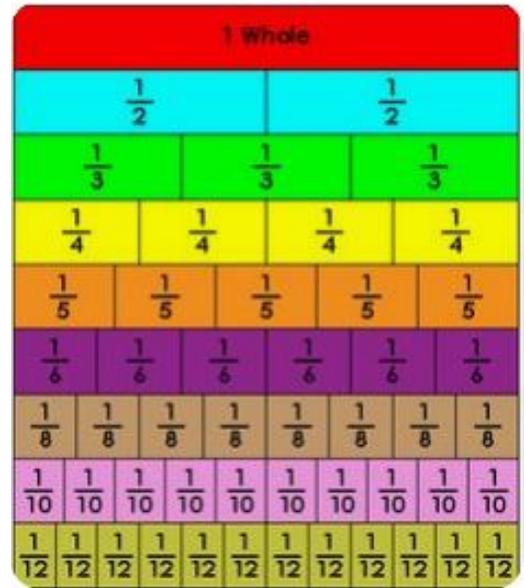
A proper fraction is one where the numerator is less than the denominator.

A mixed number contains an integer and a proper fraction.

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

**Key visuals:**

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**

**Wednesday- LI:** We are learning to add mixed numbers

**Key Vocabulary:****Key Vocabulary:**

common denominator	mixed number
improper fraction	simplify
proper fraction	

**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

**THEIR  
LEARNING.**

**Sentence Stems**

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

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A mixed number contains an integer and a proper fraction.

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

**Key Visuals:**

$$1\frac{1}{3} + 2\frac{1}{6} = 3 + \frac{3}{6} = 3\frac{3}{6} \text{ or } 3\frac{1}{2}$$

Add the fractions by adding the whole first and then the fractions. Give your answer in its simplest form.

$1 + 2 = 3$   
 $\frac{1}{3} + \frac{1}{6} = \frac{2}{6} + \frac{1}{6} = \frac{3}{6}$

$$3\frac{1}{4} + 2\frac{3}{8}$$

$$4\frac{1}{9} + 3\frac{2}{3}$$

$$2\frac{5}{12} + 2\frac{1}{3}$$

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.

**Thursday-** We are learning to add mixed numbers (continuation)

**Key Vocabulary:**

**Key Vocabulary:**

common denominator	mixed number
improper fraction	simplify
proper fraction	

**Sentence Stems**

Where two or more fractions have the

**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.

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**Key Visuals:**

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$3\frac{1}{4} + 2\frac{3}{8}$

$4\frac{1}{9} + 3\frac{2}{3}$

$2\frac{5}{12} + 2\frac{1}{3}$

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

**Friday-** L.I. We are learning to subtract fractions

**Key Vocabulary:**

**Key Vocabulary:**

improper fraction	common denominator
equivalent	simplify

**Key Sentence Stems:**

An improper fraction is one where the numerator is greater than the denominator.

**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.

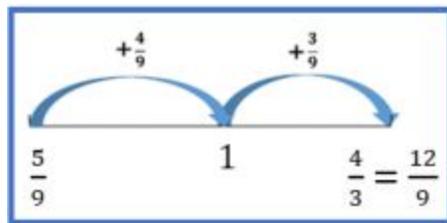
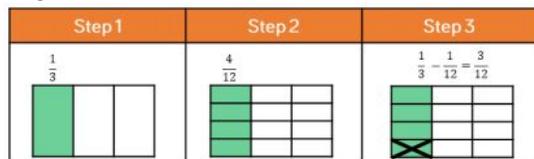
Have a go on the Fluency in Five, Starter activities, challenges and Problems of the Day

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:**



**English**

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



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

**Monday - LI: We are learning to select the appropriate form and tone for a diary entry.**

**LI: We are learning to identify and explore inferences about a characters feelings.**

On Monday we will be writing a COLD task. For this cold task chn are going to write a diary entry from the POV of Bess. They will be writing as her ghost looking back at the events in the poem. Chn will need to utilise their inferencing skills to

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**



really understand Bess' feelings and thoughts throughout.

**Tuesday - LI: We are learning to predict what might happen from details stated and implied( contend domain 2E).**

On Tuesday we will be utilising our knowledge of Point Evidence and Explain (PEE) to answer reading comprehension questions based on The Highwayman Over the last few weeks we learnt how to use PEE to answer comprehension questions. This week, we will be putting that skill into practice.

**Wednesday -LI: We are learning to identify relative and embedded clauses**

**LI: We are learning to explore the embedded and relative clauses in our writing**

On Wednesday we will focus on Grammar- Embedded and Relative clauses

**Thursday-LI: I am learning to explain the key features of a diary entry.**

**LI: I am learning to analyse and explore a diary entry from a character's point of view.**

On Thursday we will be learning how to plan a diary entry from a character's point of view.

Following the cold task chn will analyse their own diary entry with the assessment sheet. Identifying what they have done well and what they can improve for the cold task.

**Friday -LI: I am learning to select the appropriate form and tone for a diary entry.( Hot Task)**

On Friday children will complete a Hot Task. They are going to do their hot task diary entry from Bess POV. Chn need to ensure they are clearly highlighting Bess' thoughts and feelings, her opinions,

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.



relevant descriptive language – varied sentence structure, varied sentence starters. Also considering paragraph structure.

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



**Reading - Bug Club**

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

**LI: We are learning 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.

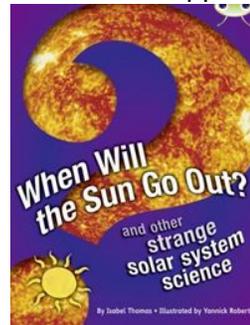
**The standard of this work will need to be the same as what you produce in school in your purple task books.**

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

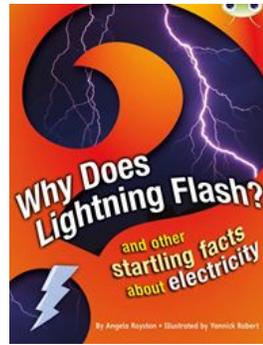
1. Read the book
2. On google docs answer the questions - giving evidence **from the book** to support your answer.
3. Complete the written task underneath your questions.
4. Return the completed task.

Please continue with the tasks/books set last week -

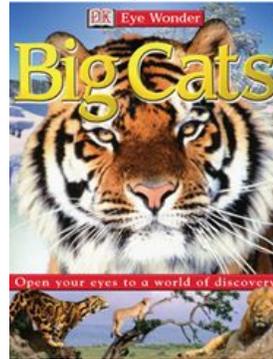
Dark Blue/ Sapphire (Bug Club - Blue)



Grey/ Emerald (Bug Club - Grey)



Ruby (Bug Club - Brown)



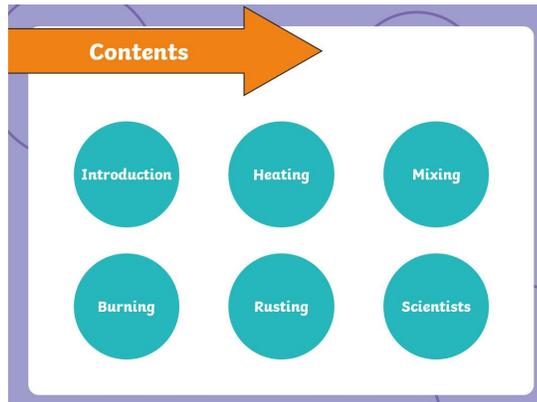
## Topic/ Science

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.

**In Science this week, we will continue with our topic and we will learn about materials and irreversible changes.**

**L.I.We are learning to understand irreversible changes.**



### **Key Vocabulary:**

ash  
burning  
change of state  
chemical changes  
dissolving  
effervesce  
fossil fuel  
hazard  
heating  
irreversible  
change  
physical changes

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.

An irreversible change is where the material cannot be returned to its original form.

Examples of irreversible changes are heating, mixing, burning and rusting.

In most cases a new material is formed.

Some key questions:

What are some examples of irreversible changes?

Why is burning an irreversible change?

Why is cooking an egg irreversible?

What is an example of an irreversible physical change?

## PSHCE



L.I. We are learning to know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart

### Key Vocabulary

Choices  
Healthy behaviour  
Unhealthy behaviour  
Informed decision  
Pressure  
Media  
Influence

### Key Questions

What helps you make an informed choice about how to behave?



### Key questions

Why is it so important to know about the events are happening in the world?

Where can we get information from?

Who writes this information, is it always accurate?

Do you know how to tell if the news is fake?

### Key vocabulary

information, source, government,  
Fake, news, media, radio, television,  
reliable, report, bias, view point

Look through the powerpoint on anti social behaviour.

Read Gregg and Lottie's story and think about the choices and consequences regarding the different characters.



Answer the questions about their behaviour in google docs.

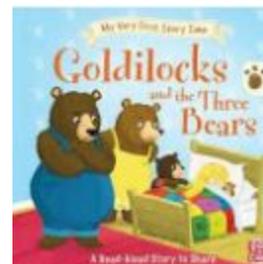
Think of an alternative ending for the story, beginning at the point where Jax and her boyfriend arrive at the party. Try to tell the story where none of the characters had drunk alcohol and were more in control of their thoughts and feelings.

Look through the powerpoint and watch the video and think about the right to reliable information from a variety of sources, and how governments should encourage the media to provide information that children can understand

1 List 5 really interesting things you have learnt this week.

2. Watch the story of Goldilocks and the 3 bears [Goldilocks And The Three Bears | Fairy Tales | Gigglebox - YouTube](#)

3, Imagine you are a reporter, retell the story from the view of baby bear using google docs.



RE



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.

**Key vocabulary:**

Easter, Christianity, Salvation, Jesus, crucifixion, Holy Week

**Key question**

- What do we know already about Jesus?
- Was Jesus aware of God's plan/His purpose?
- How significant is it for Christians to believe God intended Jesus to die?

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**Input** - login to

<https://www.languageangels.com/homeschool/>

Login - Wellin2007

Password - lahome

In this unit you will learn how to repeat and recognise the vocabulary for weather in Spanish. Activities will include creating a Spanish weather map, being able to describe the weather in different regions of Spain using a weather map with symbols, and asking and answering the following question : what is the weather like today?

- Está lloviendo = it is raining
- Está nevando = it is snowing
- Hay tormenta = there is a storm
- Hace sol = it is sunny
- Hace mucho viento = it is windy
- Hace buen tiempo = the weather is fine
- Hace mal tiempo = the weather is not good
- Hace frío = it is cold
- Hace calor = it is hot

In this lesson you will be introduced to some new Spanish vocabulary related to the weather.



Listen and watch the interactive lesson Que tiempo hace?

Now complete the activities and games on the website.

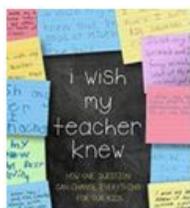
Go to this section in the games section and find



and then click and



play



## Wellbeing

### Extra special wellbeing activity this week! “I wish my teacher new.....”

Please watch the video guide for this activity - in the video, a class teacher will also share what they wish their teachers knew about them when they were young.

Once you have watched the video, complete the - I wish my Teacher Knew ... (template in the task - in Google Docs)

Sometimes school is tough, and days are long. It would make it a whole lot easier if my teacher understood what was going on.

### I wish my teacher knew...

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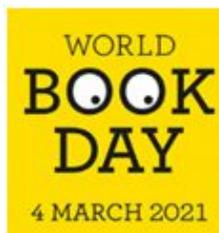
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Enjoy!



Friday 5th  
March - Our  
social Google  
Meet will be

We have some activities lined up for the children to take part in for World Book Day!

These activities will be shared on Google Classroom - under the area

★World Book Day★

Children can choose an activity they wish to complete. This can be done throughout the week. A photo of their work can be uploaded under this task in Classroom.

On Friday, for our Google Meet Social - children can bring their World Book Day work

linked to World Book Day!

and share it with their peers!

**If your child wishes to dress up for the Social Google Meet on Friday - they are welcome to do so too!**

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



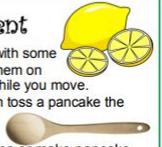
### Physical Development

#### 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?



**If you did not make pancakes on pancake day... Why not make some this week?**

### 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 :





### **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>