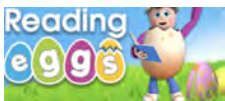






Weekly Overview for Online learning Year 5 - 25.01.21 - 29.01.21



|   |  |  |
|---|--|--|
| <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<br/> <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.<br/> <a href="https://students.doodlemaths.com/">https://students.doodlemaths.com/</a></p> <p><b>Doodle Spell</b> - complete daily tasks and stay in green.<br/> <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><br/> <b>Task 2- Go on Doodle Maths and complete the task assigned.</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: Diagnose multiplication and division learning gaps</p>  | <p><b>Task 1 Multiple choice test-</b> 25 multiple choice questions on all key multiplication and division topics including factors, multiples and prime numbers aiming to pinpoint any gaps in learning of fundamental skills.</p> <p><b>Task 2 End of unit - Multiplication and Division- assessment</b> aiming to pinpoint any gaps in learning of fundamental skills.</p>  |

**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 what is a fraction.

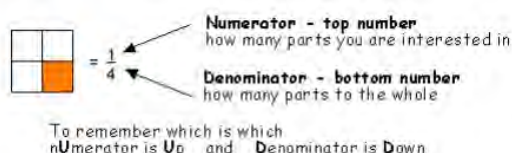
**Key Vocabulary:**

Fraction, numerator and denominator whole

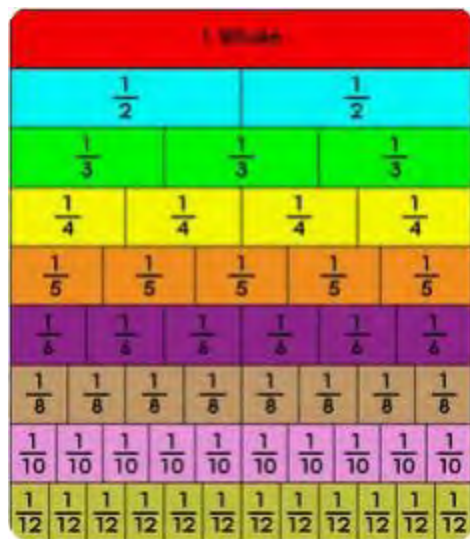
**Key Questions:**

- What is a fraction?
- What is a numerator?
- What is a denominator?
- How are two fractions similar?

**Key Visuals:**



fraction wall



**Input**

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

In this lesson, children explore fractions in different representations, for example, fractions of shapes, quantities and fractions on a number line.

**Task**

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

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

The following resources may be useful in developing and consolidating a number of concepts in fractions. This is not an exhaustive list and other resources may also be useful

|  |   |
|--|---|
| dienes blocks (base 10 materials)  | dice  |
| cuisenaire rods  | fraction, decimal, percentage walls                                     |
| fraction bars  | pie fraction sets   |
| class number lines (clothes line and pegs style), table top number lines | playing cards   |
| empty number lines   | dominoes  |
| counting sticks  | notation/transition boards  |
| 5 frame, 10 frame  | place value chart/template  |
| calendar   | calculators   |
| number line (with and without numbers)                                   | abacus  |
| hundred square (with and without numbers)                                | food: hula hoops, dolly mixtures, smarties, cakes, pizzas, tortillas... |
| number fans  | hundredths disc   |
| number balance   | 10 x 10 grid paper  |
| digit cards  | dotted paper  |

**Thursday- LI:** We are learning about equivalent fractions. We are learning to find more than one equivalent fraction on a fraction wall.

**Key Vocabulary:**

Fraction, numerator denominator whole

**Input**

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

**Task**

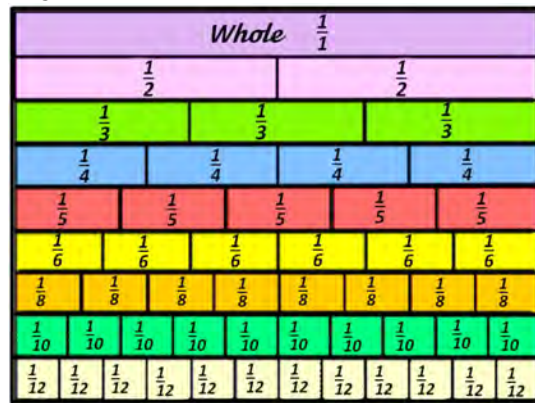
Google forms and worksheets(Google docs) to be completed on Google Classroom

Fraction wall  
 half, third, quarter, fifth, tenth  
 tenths, hundredths  
 equivalent  
 improper fraction

**Key Questions:**

How big is the fraction?  
 What equivalent fractions can we find by folding the paper?  
 Which whole number is it nearest to?  
 When you complete the operation will the answer be bigger or smaller than the fractions in the operation?  
 How much bigger/smaller will the answer be?  
 Estimate what that answer might be?

**Key Visuals:**



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- LI:** We are consolidating our learning of equivalent fractions

**Key Vocabulary:**

Fraction,  
 numerator  
 denominator  
 whole  
 Fraction wall  
 half, third, quarter, fifth, tenth  
 tenths, hundredths  
 improper fraction  
 mixed number  
 common factor

**Key Questions:**

What equivalent fractions can we find by folding the paper?  
 How can we record these?

**Input**

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

**Task**

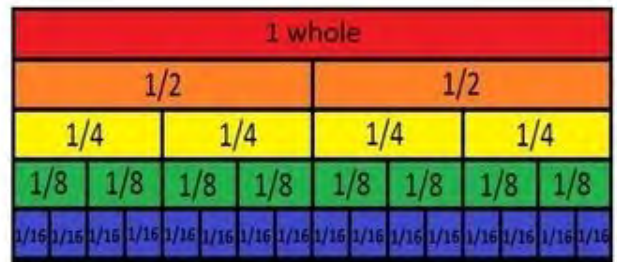
Google forms and worksheets(Google docs) to be completed on Google Classroom

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

What is the same and what is different about the numerators and denominators in the equivalent fractions?  
How does multiplication and division help us find equivalent fractions?

**Key Visuals:**  
fraction wall

☆ Equivalent Fractions ☆



**English**

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

Monday - On Monday we will be looking at cohesive words and phrases and how to use them in our writing to join opposing or additional points of view. This is in preparation for writing a balanced argument.

Tuesday - On Tuesday we will be using the skills we learnt yesterday and last week to write a balanced argument. We will be debating whether the lion should be sold to the circus.

Wednesday - On Wednesday we will be learning to explain similarities and differences between two characters (Reading content domain H).

Thursday - On Thursday we will be learning how to use Point Evidence and Explain (PEE) to answer reading comprehension questions based on The Butterfly Lion.

Friday - Grammar lesson (content TBC)

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

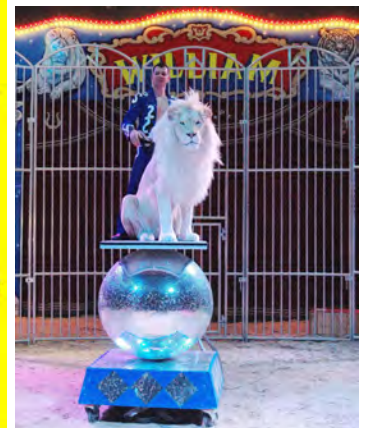
Tasks and inputs will be uploaded daily, at 9am, on Google Classroom. **Tasks must be completed and submitted on Google Classroom by next day 9am**

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/>

**Cohesive words/phrases**

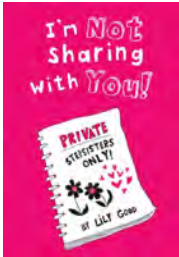


- In addition
- On the other hand
- However
- Nevertheless
- Therefore
- It seems plausible to
- Furthermore
- Consequently
- Naturally
- In spite of
- Incidentally
- Despite the fact that
- Even though
- Although
- Whilst
- In contrast






**Reading -**

**LI: To read and respond to comprehension questions**

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

|   |  |  |
|---|--|--|
| <p><b>Bug Club</b></p> <p>Please note a new reading book and task will be handed out every 2 weeks.</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>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>You will have to complete the tasks you received last week -</p> <p>Dark Blue/ Sapphire (Bug Club - Blue)</p>  <p>Grey/ Emerald (Bug Club - Grey)</p>  <p>Ruby (Bug Club - Brown)</p>  |
| <p><b>Topic/ Science</b></p> <p>Topic and</p>   | <p>This week, in <b>Science</b>, we will be continuing our new topic - <b>Materials</b>.<br/>         LI We are learning about Properties</p>  | <p>Tasks and inputs will be uploaded on Wednesday, at 9am, on Google Classroom.</p>  |

|   |   |  |
|---|---|--|
| <p>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>and Changes of Materials: Dissolving</p> <p>LI. We are learning how to conduct a temperature dissolving investigation</p> <p><b>Key vocabulary</b></p> <p>Soluble<br/>insoluble<br/>solute<br/>solvent<br/>solution<br/>dissolved<br/>gaps<br/>molecules<br/>dissolving</p>  | <p>Tasks must be completed and submitted on Google Classroom by next Wednesday at 9am.</p> <div data-bbox="943 344 1572 743"> <h3 style="text-align: center;">Investigating Dissolving</h3>  <div style="border: 1px solid blue; background-color: #4a90e2; color: white; padding: 10px; border-radius: 10px;"> <p>You are going to work with a family member to investigate dissolving. You will need to consider the possible variables that might affect dissolving, then think of a question to ask about one of these variables. Talk to your partner( family member) about the possible variables.</p> </div> </div> |
| <p><b>PSHCE</b></p>   | <p><u>LI: To understand that I will need money to help me achieve some of my dreams</u></p> <p><u>LI :To identify what I would like my life to be like when I am grown up</u></p> <p>Key Vocabulary</p> <p>Dream<br/>Hope<br/>Goal<br/>Feeling<br/>Achievement<br/>Money<br/>Grown up<br/>Adult<br/>Lifestyle</p> <p><b>Key Questions</b></p> <p>How does money affect you at the moment in terms of having what you would like to have?</p> <p>What dreams might we have that do not involve money or do most of our dreams rely on us having enough money to make them come true?</p> | <p>Look through the images on the powerpoint, which image best describes the dream you have for yourself when you grow up.</p> <p>This can include what hobbies you might have, what you are able to do that they are not allowed to do at the moment, or it could be to gain a particular job/ profession.</p> <p>Once you have decided, write a letter to Jobs R Us, as to why you would be a suitable candidate for that t job and how you would show this.</p>   |

|                                   |   |   |
|-----------------------------------|---|---|
| <p><b>Article of the Week</b></p> | <p><b>Mental Health week</b></p> <p><b>Article of the week</b><br/> <b>Article 24 - Health Care - ensures that every child has the right to the best possible health</b></p> <p><b><u>Key Vocabulary</u></b></p> <p>Mental, thoughts, feelings, views<br/> Wellbeing, health, dangers Anxious, nervous, terrified, worried, confused, relaxed, emotions,</p> <p><b><u>Key Questions</u></b><br/> What is mental health?<br/> Why is it important to look after your mental health?<br/> What happens if you do/don't look after your mental health?</p> | <p>Input - Read through both PowerPoints and discuss the questions on the slides.</p> <p>Task - Think about how you learn about health in school.</p> <p>ARTICLE OF THE WEEK</p> <p>Create a leaflet to show how and why looking after your mental health is important.</p> |
| <p><b>RE</b></p>                  | <p>L.I. I am learning to understand that Hindus believe Brahman takes on many forms<br/> L.I. I am learning that most Hindus have a personal God or Goddess, to whom they pray to regularly</p> <p>This week, we will be hearing a story about one of the Gods and we will use what we have learnt to create a fact file about what Hindus believe about God.</p> <p><b>Key vocabulary</b></p> <p>Trimurti, Brahmin, Shiva, Vishnu, Ganesha, Lakshmi, Puja, Atman, Krishna, Avatar, Chadogya, Upanishad</p>   | <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>  |

**Key question**  
How can Brahman be everywhere and in everything?



**Spanish**

**Input** - login to  
<https://www.languageangels.com/homeschool/>

Login - Wellin2007  
Password - lahome  
Key vocabulary/visuals



**Chocolate**

(like 'ch' in 'Charlie')



**Jirafa**

(like 'h' in 'hello')



**Niña**

(like 'ny' in 'canyon')



**Caballo**

(like 'y' in 'yeast')

In this lesson you will look at the first 5 Spanish sounds out of a total of 20 in the whole unit. These sounds are: 'CH', 'J', 'Ñ', 'LL' and 'RR'.

Log on to Language angles and go to lesson 1 and listen and practise the interactive lesson.



**How to improve your Spanish pronunciation!**

**Lesson 1**

Complete the 3 activities on Google Class.



- 1) t i e \_ \_ a
- 2) c e b o \_ \_ a s
- 3) \_ a r d i n
- 4) \_ \_ a m p i \_ o n e s
- 5) \_ \_ u \_ \_ o s

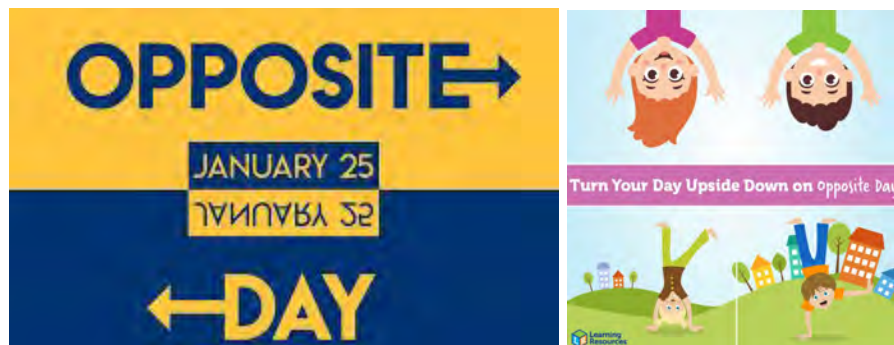
Wellbeing

**Creative task**



/Creative and Fun

Monday the 25th of January is National Opposite day! Or Day Opposite National.



Can you create something that represents National Opposite day? It could be a picture with opposite drawings. Or writing a story with lots of opposites: like waking up in the Morning and putting your pyjamas on and having dinner for breakfast!

Make your creation as crazy or as creative as you can! We will be looking forward (or backward) to your creations.

### **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>