



Subject	Day	Focus
		To use formal written methods to solve division calculations
Arithmetic	Monday	https://myminimaths.co.uk/year-5-week-4-long-division-using-formal-written-methods-monday/
	Tuesday	https://myminimaths.co.uk/year-5-week-4-long-division-using-formal-written-methods-tuesday/
	Wednesday	https://myminimaths.co.uk/year-5-week-4-long-division-using-formal-written-methods-wednesday/
	Thursday	https://myminimaths.co.uk/year-5-week-4-long-division-using-formal-written-methods-thursday/
	Friday	https://myminimaths.co.uk/year-5-home-learning-week-4-long-division-using-formal-written-methods-friday/
Problem solving - maths	Monday	4 Key Questions
		What do I want you to learn? To interpret Line Graphs
		How will I show you? https://classroom.thenational.academy/lessons/interpreting-line-graphs-cmr3ec
		What activity will you do to practise? Interpret line graphs activity
		How will I know that you have learnt? Data will have been interpreted accurately
	Tuesday	4 Key Questions
		What do I want you to learn? To read and interpret line graphs
		How will I show you? https://classroom.thenational.academy/lessons/reading-and-interpreting-line-graphs-cgktd
		What activity will you do to practise? Read and interpret line graphs activity
		How will I know that you have learnt? Line graphs will have been read and interpreted accurately
	Wednesday	4 Key Questions
		What do I want you to learn? To read scales on a line graph
		How will I show you? https://classroom.thenational.academy/lessons/reading-scales-on-a-line-graph-6wuk0t
		What activity will you do to practise? Reading scales activity
		How will I know that you have learnt? You will be able to read a scale accurately.
	Thursday	4 Key Questions
What do I want you to learn? To compare and interpret line graphs and tables		
How will I show you? https://classroom.thenational.academy/lessons/tables-and-line-graphs-6xgk0t		
What activity will you do to practise? Compare and interpret line graphs activity		
How will I know that you have learnt the skill?		



		You will be able to compare and interpret line graphs and tables
	Friday	<p>4 Key Questions</p> <p>What do I want you to learn? To construct a line graph</p> <p>How will I show you? https://classroom.thenational.academy/lessons/constructing-a-line-graph-6gv38r</p> <p>What activity will you do to practise? Constructing a line graph accurately</p> <p>How will I know that you have learnt the skill? You will be able to construct a line graph</p>
English	Monday	To understand the features of a persuasive letter https://classroom.thenational.academy/lessons/to-understand-the-features-of-a-persuasive-letter-74tk4d
	Tuesday	To explore pronouns https://classroom.thenational.academy/lessons/to-explore-pronouns-75h38c
	Wednesday	To generate points to use in a persuasive letter https://classroom.thenational.academy/lessons/to-generate-points-to-use-in-our-persuasive-letter-6muk2d
	Thursday	To develop a rich understanding of words associated with feeling surprised https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-feeling-surprised-65jp2t
	Friday	To plan a persuasive letter https://classroom.thenational.academy/lessons/to-plan-a-persuasive-letter-71hk4e
Spelling	Monday	Copy the word list into your book
	Tuesday	Segment each word into syllables and write each syllable in a different colour.
	Wednesday	Use a dictionary to retrieve the definitions.
	Thursday	Use each word in a sentence. Use ADD SPICE below to help you structures different sentence types.
	Friday	Choose an activity from the spelling menu to complete. Can you identify a rule for spelling these words? If so, can you teach it to a family member?
Word list		Redo, refresh, return, reappear, redecorate, subdivide, subheading, submarine, submerge, misbehave, mislead, misspell
On line activities		https://spellingframe.co.uk/

Homework

Reading	Lexia
English	Read daily and make an entry in your Reading Diary. Use the questions prompts in the middle of your reading diary to frame your responses.
Maths	TT Rockstars



A You could start your sentence with an adverb. An adverb gives us more information about the verb.
Lovingly, he stared into her beautiful green eyes.

Here are some adverbs you might like to use:

Accidentally	Carefully	Cheerfully
Excitedly	Foolishly	Fortunately
Greedily	Generously	Happily
Knowledgeably	Menacingly	Nastily
Painfully	Quickly	Quietly
Sadly	Thankfully	Thoughtfully

D You could add a drop in clause to your sentence. A drop in clause adds extra information.
Michelle, who was very clumsy, always fell over her own laces.

Here are some examples that show the drop in clause:

- Mr White, who was very noisy, used to scare the children when he shouted!
- The bike, which had just been cleaned, sparkled in the sunlight.
- The old oak tree, that sat alone in the garden, swayed in the wind.

D You could start your sentence with a word that describes the noun, better known as an adjective.
Immense and ferocious, the giant stormed his way into the castle.

Here are some describing words you might like to use:

Big	Brave	Broad
Calm	Chubby	Colossal
Eager	Fat	Loud
Quick	Quiet	Puny
Strong	Weak	Wooden

S You could start your sentence with a simile. A simile is when you compare two things together.
As brave as a lion, he slayed the evil monster.

Here are some similes you might like to use:

As strong as...	As large as...
As wise as...	As soft as...
As hot as...	As tiny as...
As small as...	As sensitive as...
As dark as...	As busy as...
As clear as...	As clean as...

P You could start your sentence with a preposition. A preposition links nouns, pronouns and phrases to other words in a sentence.

On the top of the hill, there stood an old castle.

Here are some prepositions you might like to use:

Around	Behind	Beneath
Beside	In	Often
On	Over	Past
Through	Under	Until
Upon	With	Within

I You could start your sentence with an 'ing' word.
Unlocking the door, she left the room.

Here are some 'ing' words you might like to use:

Dying	Hiding	Hugging
Jumping	Knowing	Needing
Playing	Praying	Riding
Singing	Stopping	Thinking
Trying	Walking	Wanting

C You could start your sentence with a connective. A connective usually connects two sentences together.
Although he was hurt, he continued on his quest!

Here are some connectives you might like to use:

After	Although	As a result of
Because	Consequently	Despite
Except	Finally	Instead of
Meanwhile	Moreover	On the other hand
So	Therefore	Unless
Unlike	Whereas	Yet









E You could start your sentence with an 'ed' word.
Scared, he hid under his covers for shelter.

Here are some 'ed' words you might like to use:



Abandoned	Annoyed	Banished
Bruised	Challenged	Delivered
Determined	Discovered	Embarrassed
Excited	Focused	Frightened
Motivated	Overjoyed	Relieved
Persuaded	Scared	Worried



SPELLING MENU

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. <u>jump</u>ing cater<u>pill</u>ar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q--st--n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. <u>train</u><u>back</u><u>stop</u></p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>



Topic: Persuasive writing	Phase: KS2	Strand: persuasion																										
<p>What should I already know?</p> <ul style="list-style-type: none"> Children will have experienced writing for persuasion through other types of writing e.g. letters, arguments etc. but year 5 is the first year it is explicit To know how to use alliterative words. To know how to include emotional language to make the reader care. To know how to include a strong argument. To know what rhetorical questions are. To know how presentation can capture audiences. For example: colourful and eye-catching fonts / capitalised words. To know that persuasive texts can come in different forms e.g. letters and reports <p>What will I know by the end of the unit?</p> <ul style="list-style-type: none"> To know that persuasive texts can be written in several styles for example: letter, debate, argument, leaflet, brochure etc. To know that adjectives or phrases in three make things stand out To know that if words and phrases are repeated it sticks in the reader's mind To know how to use superlatives To know how to use emotive language to make the reader feel a certain way To know what a rhetorical question is To be able to include all appropriate requirements from the year 5 banding sheet for writing 	<p style="text-align: center;">Diagrams/WAGOLL</p> <h2 style="text-align: center;">Are Mobile Phones Necessary?</h2> <p>I strongly believe that mobile phones are necessary. My reasons for this belief is that mobile phones are convenient for business people who travel a lot, and they are handy to have in case of an emergency.</p> <div style="display: flex; justify-content: space-around; align-items: center;">  <div style="width: 30%;"> <p>To begin with, mobile phones are necessary because they are convenient for business people. For example, if you are out of the state or even working overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. What's even better is that you can even send faxes or messages and use the internet with your mobile.</p> </div> </div> <p>My other main reason is that mobile phones are necessary to have in case of an emergency. For instance, if you fall down a flight of stairs in a building and you are badly injured and can't reach a pay phone, it is good to have a mobile phone on hand to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth. Not only will you worry about your car being neglected, but you could also put yourself in a lot of danger.</p> <p>In conclusion, I believe that mobile phones have now become a necessary part of our everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in our lives.</p> 	<p style="text-align: center;">Vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td>Vocabulary for introductions</td> <td>I think... For this reason... I feel that... It is certain... On the other hand... 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