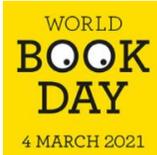
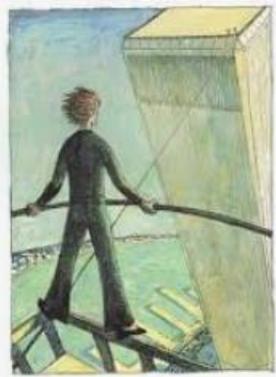




Remote Learning Timetable - Year 5 - WB 22.02.2021

	Activity	Monday	Tuesday	Wednesday	Thursday	Friday																		
Before 9:00am	Eat breakfast Get dressed for the day	While you're waiting for breakfast why not do some stretches!	While you're waiting for breakfast, why not help your parent with a job around the house?	Can you help the adults prepare breakfast?	After breakfast, can you help your parents with the washing up? 	While you're waiting for breakfast, why not help your parent with a job around the house?																		
9:00 to 9:30	Spelling Task:	<p>Practice the words below, using look, cover, write and check.</p> <table border="1" data-bbox="371 587 719 874"> <thead> <tr> <th>Group 1 & 2</th> <th>Group 3</th> </tr> </thead> <tbody> <tr> <td>Comfortable</td> <td>Grew</td> </tr> <tr> <td>Accountable</td> <td>Blew</td> </tr> <tr> <td>Sustainable</td> <td>Chew</td> </tr> <tr> <td>Favourable</td> <td>Flew</td> </tr> <tr> <td>Unchallengeable</td> <td>Brew</td> </tr> <tr> <td>Fashionably</td> <td>Dew</td> </tr> <tr> <td>Distinguishably</td> <td>Screw</td> </tr> <tr> <td>Unpredictably</td> <td>threw</td> </tr> </tbody> </table> <p>Search for -able suffix words around your home. Example: on posters, advertisements, in books or newspapers. Take photos as evidence or make list of the words you discover.</p> 	Group 1 & 2	Group 3	Comfortable	Grew	Accountable	Blew	Sustainable	Chew	Favourable	Flew	Unchallengeable	Brew	Fashionably	Dew	Distinguishably	Screw	Unpredictably	threw	<p>Look at the statement below- What suffix has Phillippe overused? Make a list of all the words that end in -able in this statement. What is the rule, if the root word ends in an 'e'? (conceive = conceivable) Are there any words that don't fit the rule? (Hint: of course there are, it's the English language!)</p> <p>It is probable you have never heard of me. My name is Philippe - The inimitable Petit (or so they call me)! I am famous for having done the inconceivable. I climbed the Twin Towers in New York City! They're not there anymore, but they were once the most sizeable buildings in the world - what I mean by that is they were the tallest! Many people told me they were not suitable for this kind of stunt - too high, too windy, always too dangerous! Or, that I was not capable of doing it - too young, too weak, too scared! But, I did it... I showed them that nothing is unachievable! I suppose that's just me - over-excitable and too</p>	<p>Create a poster advertising Philippe Petit's spectacle using as many -able words as you can. It can be difficult to think of these words, so this link may help: https://www.thefreedictionary.com/words-that-end-in-able</p>  <p>Welcome to Mr Petit's unchallengeable event!</p>	<p>How many words can you make, using the letters from 'World Book Day'? Use the link below to record your answers. https://docs.google.com/forms/d/12Tfhxxo7cbWrZfVqSdpb_U7jUFH8XpKrvTApBk8mLW8/edit</p>	<p>SPELLING TEST!</p> <p>Test yourself on your spelling words, how many did you get correct?</p> <p>Be sure to send your scores into your teacher.</p>
Group 1 & 2	Group 3																							
Comfortable	Grew																							
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impressionable. Well - it just goes to show if you believe in yourself, you can achieve the unbelievable!

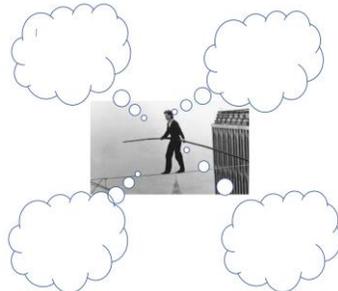
<p>9.30 to 10.30</p>	<p>Learning Task 1</p>	<p>Geography: Today we will be looking at the impact of climate change on the planet, focusing specifically on the wildfires in California.</p> <p>First, watch this video by the National Geographic, which explains the causes and effects of climate change: https://kids.nationalgeographic.com/videos/topic/spectacular-science#2d51efa8-90d3-4f86-9b29-e673cd1f69c5</p> <p>Next, watch Miss Farsides' video, where she will talk through the California wildfires. https://youtu.be/trc3PgjosO4</p> <p>Independent tasks: Mild- Create a poster about the wildfires in California. Hot- Write a newspaper report on the California wildfires, including a section on how wildfires start and the impact this has on the planet.</p>	<p>R.E: Watch the following video where Miss Grootaers shares a Hindu story about devotion. https://youtu.be/VsXv71t5rdM</p> <p>How can we show devotion? Watch Miss Grootaer's video for creative ideas for your activity. https://www.youtube.com/watch?v=AB_k3Lxd8O0&feature=youtu.be</p> <p>For instructions on how to make an origami boat, use the information below: https://www.youtube.com/watch?v=6X7g5RWSEq4</p> <p>A paper version of the instructions can be found on the Year 5 Remote Learning Page.</p>	<p>Science: Watch Miss Farsides' video: https://youtu.be/wwwRoC6VhI8</p> <p>Then complete the worksheets that are on the Year 5 Remote Learning Page.</p>	<p>Design and Technology-World Book Day Challenge: Recreate a character from your favourite book. You could carve their face into a potato, or decorate an old wooden spoon. If you need inspiration, this website will give you some more ideas: https://www.worldbookday.com/un-craft-favourite-characters/</p> <p>It would be great to see your character in our live session!</p>	<p>P.E: <u>Blue Wales vs Tree Kangaroos.</u> Watch Miss Grootaer's video: https://www.youtube.com/watch?v=IOE1zuYL5jk&feature=youtu.be</p> <p>Complete a warm up including jogging, star jumps, windmill arms and squats. Measure how far you can jump. Try to dribble a ball around some cones. Balancing skills: Create your own 'high wire' (a thin line on the ground) and complete an imaginative walk along it. How far can you jump? Stand still and try to propel your body forward with a jump. How can you measure your distance? Send in evidence to your class teacher, to help your class win. You can complete the form on our Remote Learning Page, or send in a note/videos of your tasks.</p>
<p>10.30 - 10.40</p>	<p>Daily Practice:</p>	<p>Times table practice: Log in to Times Table Rockstars.</p>	<p>Times table practice: Log in to Times Table Rockstars.</p>	<p>Times table practice: Log in to Times Table Rockstars.</p>	<p>Times table practice: Log in to Times Table Rockstars.</p>	<p>Times table practice: Log in to Times Table Rockstars.</p>



<p>10.40 - 11:40</p>	<p>English Task</p> <p>Please check that you do not have to complete any of the pre-reading tasks before the live lesson</p>	<p>Starter: Watch the video from the top of the South Tower. https://www.youtube.com/watch?v=-Do645Qvayo&t=227s</p> <p>Think about how you would feel to be so high up.</p> <p>Read from p6, the video should have been sent to you this morning. Where has the author to build tension? How has the author done this?</p> <p>Login to live session: 11.10-11.30 We will be imagining how it might feel to walk on a high wire and discussing the thoughts and feelings that would go through our minds.</p> <p>Independent Task: Imagine you are completing a wire walk between the two towers. Describe your thoughts and feelings.</p> <p>Challenge: Mild - Use this image (Saved on our Remote Learning website) or draw your own. Write your thoughts in the bubbles. Example: I am feeling scared because I</p>	<p>Starter: Read the next part of the story. The video should have been sent to you this morning. Write a list of questions you would like to ask the lady/eyewitness.</p> <p>Login to live session: 11.10-11.30 We will host a press conference where you can interview the first eye witness of the high wire scene. We will prepare to write an interview.</p> <p>Independent Task: Writing up an interview of an eye witness to the high wire event.</p> <p>Challenge: Mild - Ask appropriate questions, using capital letters at the start and question marks at the end. Example: Why were you near the two towers at the time?</p> <p>Medium - Ask and answer a range of questions, using a new line for each speaker. Try to use different question openers. Example: Who? What? Where? When? etc.</p> <p>Spicy - Include a range of punctuation, such as semi-colons or ellipsis, in your responses, to show how the eyewitness may be thinking.</p>	<p>Starter: Read the next part of the story. The video should have been sent to you this morning. Think about what an eye-witness might say. How might different people react? (A child's response may be different to an adult, for example).</p> <p>Login to live session: 11.10-11.30 We will be sharing ideas to create key parts of a newspaper article.</p> <p>Independent Task: Use inverted commas (speech marks) to write quotes from an eyewitness.</p> <p>Challenge: Mild - Imagine you saw the man walk between the two towers. Write sentences to show what you would say. You could use this sheet to help you. It is saved on the Remote Learning website.</p> <p>Medium - Use formal openers to introduce your quotes. Example: A member of the public stated, It has been reported that,</p>	<p>Starter: Prepare your costume ready for the live lesson.</p> <p>Login to live session: 11.10-11.30 We will be playing games and completing activities linked to World Book Day.</p> <p>Independent Task: This is a chance to do some writing of your choice. You may wish to write your own story, design a recipe, create a fact file or biography, or write a book review. Whatever you decide, please do share your work with your class teacher.</p>	<p>Starter: This will be our final English session before we return to school. Think about what are you looking forward to about returning to school? Do you have any concerns?</p> <p>Login to live session: 11.10-11.30 In this session, we will play some games, as it is our last live session. There will also be a chance to ask questions about returning to school.</p> <p>Independent Task, part 1: This will be our last day with Miss Grootaers and Miss Farsides. To say goodbye, write a letter to tell them about your favourite activity you completed with them. You can use these sentences openers to help you:</p> <p>Dear Miss Grootaers and Miss Farsides,</p> <p>Thank you for teaching some of our lessons. I particularly enjoyed... This was fun because...</p> <p>Independent Task, part 2: To help use prepare for returning to school, write a letter to your class teacher. In this letter, please explain what you are looking forward to, any activities you would like to do and describe any concerns you might have.</p>
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could fall.



Medium - Include adjectives, adverbs and similes

I am creeping cautiously along the wire, like a timid mouse.

Spicy - Include a range of sentence openers and examples of personification.

As I place my right foot in front of me, the strength of the high wire welcomes me.

Examples: I was out doing my shopping; I'd run out of tea bags, you see.

I...I...Just couldn't believe it!

Spicy - Write the opening paragraph for your newspaper article (5Ws), then continue your writing to include quotes from your eyewitnesses.

Your letter may look something like this:

Dear...

I am feeling _____ about returning to school.

At home, I have really enjoyed_____

However, I struggled with _____

This term, I would like to learn_____

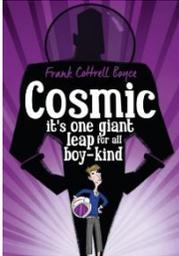
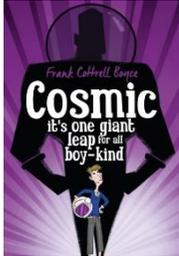
I am looking forward to_____

However, I am a little bit worried about_____

I hope you have a lovely weekend.

Best wishes,



11:40 - 12:00	Quiet time	Take a brisk walk outside	Listen to some music and try and relax	Look outside your window and draw a picture of what you can see	Practice yoga https://www.youtube.com/user/CosmicKidsYoga	Read a book and write a book review
12:00-1:00	Lunch					
1:00 to 2:00	Reading Task	<p>Pre-reading activity: Listen to the next part of the story (Chapters 5 and 6). The link should have been sent to you this morning.</p>  <p>Independent Task: Add to your story-map to show what has happened.</p>	<p>Based on the reading from yesterday, answer the following questions:</p> <ol style="list-style-type: none"> 1) How does Liam's Mum feel about travel? How do you know? 2) Why doesn't Liam want to play monopoly? 3) How are Liam's parents feeling about him? How do you know? 4) Why does Liam's Dad offer to play 'World of Warcraft' with him? 5) Why do you think, Liam's avatar is 'shorter than average'? 	<p>Pre-reading activity: Listen to the next part of the story (Chapters 7 and 8). The link should have been sent to you this morning.</p>  <p>Independent Task: Add to your story-map to show what has happened.</p>	<p>Share a story. Share a story with someone in your family, tell a tale to a pet or perhaps share your favourite book over an online call with your friend.</p>   <p>Where do you like to read? Whilst jumping on your trampoline? Curled up on your sofa? Upside down in the kitchen? Take a photo of you favourite place to read a book and send it in for our blog page.</p>  <p>Links to some of the videos of teachers reading their favourite stories will be emailed to you, today.</p>	<p>Based on the reading from Wednesday, answer the following questions:</p> <p>Why did Liam decide to answer lots of questions in maths?</p> <p>How does Liam decide to get 'Dad skills'?</p> <p>What does Liam think about his Dad's conversation skills?</p>
2:00 - 3:00	Maths Task	<p>2:00-2:30</p> <p>Log into the live session at 2:35-2:55</p>	<p>2:00-2:30</p> <p>Log into the live session at 2:35-2:55</p>	<p>2:00-2:30</p> <p>Log into the live lesson at 2:35-2:55</p>	<p>No live Maths lesson today.</p> <p>Create your own mini book.</p>	<p>No live Maths session today.</p> <p>Subtracting mixed number fractions.</p>



		<p>We will recap adding and subtracting fractions.</p> <p>Independent task:</p> <p>Mild: Use bar models to add and subtract fractions with the same denominators.</p> <p>Medium: Use bar models and diagrams to add and subtract fractions with different denominators.</p> <p>Hot: Use bar models and diagrams to add and subtract fractions with different denominators and answering reasoning problems.</p>	<p>We will focus on subtracting fractions.</p> <p>Independent task:</p> <p>Mild: Subtracting fractions with the same denominators.</p> <p>Medium: Subtracting fractions with different denominators, using bar models and number lines.</p> <p>Hot: Subtracting fractions using bar models and number lines and answering reasoning problems.</p>	<p>We will focus on subtracting mixed number fractions.</p> <p>Independent task:</p> <p>Mild: subtracting 2 mixed number fractions, focusing on halves, quarters and thirds.</p> <p>Medium: Subtracting mixed number fractions, using bar models.</p> <p>Hot: Subtracting mixed number fractions, using bar models and number lines. Then answering reasoning problems.</p>	<p>The British Library have shared some information about famous miniature books: https://www.bl.uk/childrens-books/activities/make-a-miniature-book#</p> <p>Watch the videos by Miss Grootaers and Miss Farsides (sent out to you today) to help you create your own mini library. For an extra challenge, why not try making some pop-up pages.</p> 	<p>Mild: Subtracting a fraction from a mixed number fraction.</p> <p>Medium: Subtracting a fraction from a mixed number fraction, using diagrams to explain.</p> <p>Hot: Subtracting a fraction from a mixed number fraction, by breaking up the whole, using flexible partitioning.</p>
3:00 - 4:00	Outdoors fresh air time (in garden if possible)	Sit outside and meditate - lay back and look at the sky what pictures can you see in the clouds?	Take a skipping rope outside and see how many times you can skip in a row!	Go outside and practise some yoga.	Step outside and take time to look at your surroundings. Draw a picture of something that interests you.	Outdoors fresh air time (in garden if possible)