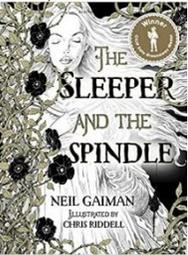
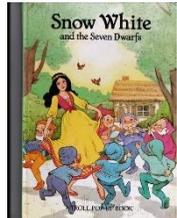
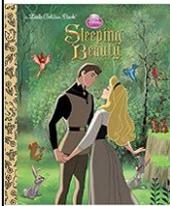




Remote Learning Timetable – Year 5 – WB 04.01.2021

	Activity	Tuesday	Wednesday	Thursday	Friday																																																																																																																																				
Before 9:00am	Eat breakfast Get dressed for the day	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	Quiet time/daily practice	<p><b>Spelling:</b> Here are your spellings for the week. Look up their definitions in the dictionary and create a glossary for each of the words.</p> <table border="1"> <thead> <tr> <th>group 1</th> <th>group 2</th> <th>group 3</th> </tr> </thead> <tbody> <tr><td>spacious</td><td>softly</td><td>running</td></tr> <tr><td>gracious</td><td>partly</td><td>hissing</td></tr> <tr><td>delicious</td><td>really</td><td>stopping</td></tr> <tr><td>precious</td><td>lovely</td><td>robbing</td></tr> <tr><td>ferocious</td><td>happily</td><td>spelling</td></tr> <tr><td>cautious</td><td>properly</td><td>robbed</td></tr> <tr><td>infectious</td><td>probably</td><td>hissed</td></tr> <tr><td>ambitious</td><td>surely</td><td>missed</td></tr> <tr><td>nutritious</td><td>suddenly</td><td>stopped</td></tr> <tr><td>fractious</td><td>speedily</td><td>soaked</td></tr> </tbody> </table>	group 1	group 2	group 3	spacious	softly	running	gracious	partly	hissing	delicious	really	stopping	precious	lovely	robbing	ferocious	happily	spelling	cautious	properly	robbed	infectious	probably	hissed	ambitious	surely	missed	nutritious	suddenly	stopped	fractious	speedily	soaked	<p><b>Spelling:</b> Go onto the school website and look through the powerpoint for your group to help you practice how to spell your words.</p> <table border="1"> <thead> <tr> <th>group 1</th> <th>group 2</th> <th>group 3</th> </tr> </thead> <tbody> <tr><td>spacious</td><td>softly</td><td>running</td></tr> <tr><td>gracious</td><td>partly</td><td>hissing</td></tr> <tr><td>delicious</td><td>really</td><td>stopping</td></tr> <tr><td>precious</td><td>lovely</td><td>robbing</td></tr> <tr><td>ferocious</td><td>happily</td><td>spelling</td></tr> <tr><td>cautious</td><td>properly</td><td>robbed</td></tr> <tr><td>infectious</td><td>probably</td><td>hissed</td></tr> <tr><td>ambitious</td><td>surely</td><td>missed</td></tr> <tr><td>nutritious</td><td>suddenly</td><td>stopped</td></tr> <tr><td>fractious</td><td>speedily</td><td>soaked</td></tr> </tbody> </table>	group 1	group 2	group 3	spacious	softly	running	gracious	partly	hissing	delicious	really	stopping	precious	lovely	robbing	ferocious	happily	spelling	cautious	properly	robbed	infectious	probably	hissed	ambitious	surely	missed	nutritious	suddenly	stopped	fractious	speedily	soaked	<p><b>Spelling:</b> Practice your spellings again, are there any that you found difficult? Do you notice a spelling pattern? Which one do you find particularly tricky? Create a mnemonic to help you remember how to spell it.</p> <table border="1"> <thead> <tr> <th>group 1</th> <th>group 2</th> <th>group 3</th> </tr> </thead> <tbody> <tr><td>spacious</td><td>softly</td><td>running</td></tr> <tr><td>gracious</td><td>partly</td><td>hissing</td></tr> <tr><td>delicious</td><td>really</td><td>stopping</td></tr> <tr><td>precious</td><td>lovely</td><td>robbing</td></tr> <tr><td>ferocious</td><td>happily</td><td>spelling</td></tr> <tr><td>cautious</td><td>properly</td><td>robbed</td></tr> <tr><td>infectious</td><td>probably</td><td>hissed</td></tr> <tr><td>ambitious</td><td>surely</td><td>missed</td></tr> <tr><td>nutritious</td><td>suddenly</td><td>stopped</td></tr> <tr><td>fractious</td><td>speedily</td><td>soaked</td></tr> </tbody> </table>	group 1	group 2	group 3	spacious	softly	running	gracious	partly	hissing	delicious	really	stopping	precious	lovely	robbing	ferocious	happily	spelling	cautious	properly	robbed	infectious	probably	hissed	ambitious	surely	missed	nutritious	suddenly	stopped	fractious	speedily	soaked	<p><b>Spelling Test!</b> Test yourself on your spelling words:</p> <table border="1"> <thead> <tr> <th>group 1</th> <th>group 2</th> <th>group 3</th> </tr> </thead> <tbody> <tr><td>spacious</td><td>softly</td><td>running</td></tr> <tr><td>gracious</td><td>partly</td><td>hissing</td></tr> <tr><td>delicious</td><td>really</td><td>stopping</td></tr> <tr><td>precious</td><td>lovely</td><td>robbing</td></tr> <tr><td>ferocious</td><td>happily</td><td>spelling</td></tr> <tr><td>cautious</td><td>properly</td><td>robbed</td></tr> <tr><td>infectious</td><td>probably</td><td>hissed</td></tr> <tr><td>ambitious</td><td>surely</td><td>missed</td></tr> <tr><td>nutritious</td><td>suddenly</td><td>stopped</td></tr> <tr><td>fractious</td><td>speedily</td><td>soaked</td></tr> </tbody> </table> <p>How many did you get correct? Make sure you email your teacher to let them know!</p>	group 1	group 2	group 3	spacious	softly	running	gracious	partly	hissing	delicious	really	stopping	precious	lovely	robbing	ferocious	happily	spelling	cautious	properly	robbed	infectious	probably	hissed	ambitious	surely	missed	nutritious	suddenly	stopped	fractious	speedily	soaked
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9.30 to 10.30	English learning task	<p><b>English:</b> This term we are learning about fairytales. create a thought shower which shows all of the information you know about each of the fairytales below:</p>	<p><b>English:</b> Our new text is called The Sleeper and the Spindle.</p>  <p>Let's read the first page together. There is an extract saved onto the website for you to look through.</p> <p>Now consider what the edge of the</p>	<p><b>English:</b> What do you think the characteristics of the Queen are? Do you think she is a good or bad character? Is it usual for a Queen within a fairytale to not look forward to her wedding?</p> 	<p><b>English:</b> Let's read pages 16-18 – Look at the PDF document on the school website.</p> <p>How many different words does the author use for the Queen? How does this word choice help develop characterisation?</p> <p>Think about if I change the noun phrase how does this change the meaning or enhance the imagery:</p>																																																																																																																																				



What are their main messages within these stories? What is the purpose of fairytales and who are they written for? How many fairytales and fairytale characters can you name? What are the settings and themes of fairytales? Can you identify similarities and differences between them.

Now complete the venn diagram that can be found on the school website.

mountain would be like. Would you want to cross it? Watch part of this video to inspire you

<https://www.youtube.com/watch?v=2pmgu6Yfbb8&t=69s>

Create a list of expanded noun phrases to describe the mountain.

e.g.  
*deadly peaks beneath the snow*  
*towering turrets of ice*  
*crumbling rocks in the valley*  
*crisp snow under foot*

Now using this list create a warning poster to try and stop people from crossing the mountain.

e.g.  
*Never attempt to cross the **mountain** beyond **Dorimar** or you'll freeze to death on the **desperately cold, snow-capped peaks**. If you pass the point of no return, don't expect anyone to save you! Ignore this message at your peril! Many people with stronger bodies and sharper brains have failed...*

Create a word bank of words/ phrases which describe how the Queen is feeling on her wedding day.

Write a small diary entry for the Queen using as many homophones as you can: morning/mourning, week/weak, aloud/allowed, be/bee, of/off, time/thyme, no/know, reign/rain, die/dye, hear/here, to/too, aisle/ isle.

Here is how I started my diary entry:

*Dear diary,*  
*I have been wondering this morning about my marriage. In a week from now, it will be time for me to be a bride.*

*"I am so sick of walking up these stairs", replied the **old sot**.*

*"I am so sick of walking up these stairs", replied the **bitter devil**.*

Create a noun chart like the one below and think of as many nouns as you can to describe the various characters.

			
witch	dwarf	Queen	Princess
hag	gnome	girl	girl

10:30 to 11:00

11:00 to 12:00

Maths Learning task

**Maths:** Which timestables are you confident with? Play hit the button to practice.

**Maths:** Ron uses this method to calculate  $34 \times 5$ .

**Maths:**

**Maths:**





				5) (On page 178) Stella 'tightened her grip around Ethan' How might Stella be feeling at this point? Why?	
2:00 to 3:00	Learning task 3	<p><b>PSHE:</b> HAPPY NEW YEAR!</p> <p>It is a new start to the term, and a new start to the year. The New Year, for many is a time to celebrate all that has been achieved in the previous year and a time when people try and set goals or New Years resolutions to complete.</p> <p>Read through the information and watch the videos on this link to see how New Year is celebrated throughout different parts of the world:  <a href="https://www.bbc.co.uk/newsround/38341760">https://www.bbc.co.uk/newsround/38341760</a></p> <p>Now write a list of your own New Years resolutions that you would like to set yourself and achieve this year.</p>	<p><b>Spanish:</b> This week we will be learning about Spanish fruits here are the names of some of them below:</p> <p>Apple – Manzana.          Banana – Banana or Platano.          Cherry – Cereza.          Grape – Uva.          Grapefruit – Pomelo.          Guava – Guayaba.          Kiwi – Kiwi.          Lemon – Limón.</p> <p>Can you practice saying them aloud?          Can you now put them into a sentence.</p> <p><i>Mi fruta favorita es...</i>  <i>My favourite fruit is...</i></p>	<p><b>History:</b> This half term we are learning about the Tudors.</p> <p>Follow this link and make notes about the different facts  <a href="https://www.theschoolrun.com/homework-help/tudors">https://www.theschoolrun.com/homework-help/tudors</a>  <a href="https://www.bbc.co.uk/teach/school-radio/history-the-tudors/zkgyhbk">https://www.bbc.co.uk/teach/school-radio/history-the-tudors/zkgyhbk</a></p> <p>Now create your own Tudor timeline showing key events of what happened during the Tudor period.</p>	<p>P.E.</p> <p>Complete this Joe Wicks workout:  <a href="https://www.youtube.com/watch?v=2XlpOYd6WAo">https://www.youtube.com/watch?v=2XlpOYd6WAo</a></p>
3:00 to 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.

