

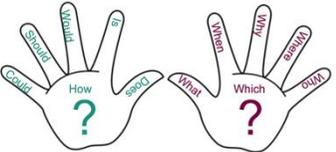


Remote Learning Timetable - Year 5 - WB 08.02.2021

	Activity	Monday	Tuesday	Wednesday	Thursday	Friday																																	
Before 9:00am	Eat breakfast	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	<b>Spelling Task:</b>	<p><b>Spelling:</b> Below are your spellings for the week. Practise writing them using look, cover write and check.</p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> </tr> </thead> <tbody> <tr> <td>chief</td> <td>remove</td> <td>saw</td> </tr> <tr> <td>field</td> <td>defrost</td> <td>claw</td> </tr> <tr> <td>believe</td> <td>redo</td> <td>yawn</td> </tr> <tr> <td>thief</td> <td>reconsider</td> <td>paw</td> </tr> <tr> <td>relief</td> <td>resume</td> <td>fawn</td> </tr> <tr> <td>ceiling</td> <td>dehumidify</td> <td>flaw</td> </tr> <tr> <td>beige</td> <td>decrease</td> <td></td> </tr> <tr> <td>protein</td> <td>decapitate</td> <td></td> </tr> <tr> <td>heist</td> <td>rebuild</td> <td></td> </tr> <tr> <td>vein</td> <td>reflect</td> <td></td> </tr> </tbody> </table>	1	2	3	chief	remove	saw	field	defrost	claw	believe	redo	yawn	thief	reconsider	paw	relief	resume	fawn	ceiling	dehumidify	flaw	beige	decrease		protein	decapitate		heist	rebuild		vein	reflect		<p><b>TODAY IS ONLINE SAFETY DAY!</b></p> <p><b>Internet Detectives:</b> For this activity you will need the Bingo Card PDF. On the bingo card there are 9 different activities for you and you to complete with someone in your household.</p> <p>Choose an activity or two to complete now.</p> <p>You have until Friday to complete the bingo card and you don't have to complete all 9.</p> <p>Each time you complete an activity. Colour it in on your bingo sheet and e-mail you teacher to explain what you did/found.</p> <p>Remember to make sure you are working with a trusted adult when accessing the internet for these activities.</p>	<p><b>Spelling:</b> Are there any that you are still finding difficult? Choose one of the words and draw a picture around it to help you remember how to spell it.</p>	<p><b>Spelling:</b> Practise spelling your words again using look, cover, write and check.</p> <p>For any that you found particularly difficult create a mnemonic for them to help you remember.</p>	<p><b>Spelling Test!</b> Test yourself on your spelling words:</p> <p>How many did you get correct?  <b>Make sure you email your teacher to let them know!</b></p>
1	2	3																																					
chief	remove	saw																																					
field	defrost	claw																																					
believe	redo	yawn																																					
thief	reconsider	paw																																					
relief	resume	fawn																																					
ceiling	dehumidify	flaw																																					
beige	decrease																																						
protein	decapitate																																						
heist	rebuild																																						
vein	reflect																																						



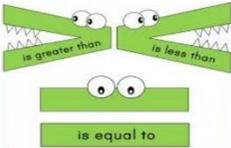
<p>9.30 to 10.30</p>	<p><b>Learning Task 1</b></p>	<p><b>Spanish:</b> Mr Fisher has prepped a Spanish lesson for today. Take a look at the worksheet and powerpoint on the website.</p> 	<p><b>Online Choices Activity:</b> For this activity you will need the Online Choices PDF. Discuss the different scenarios with your child(ren) and then write a sentence, or record a video, explaining what you decided for each scenario and why.</p>	<p><b>P.E.</b> For your P.E. session today, Mr Fisher has arranged for another challenge for you to complete! Look at the information below and the worksheet on the website.</p>  <p>Mo Farah's Olympic 5,000m time was 12 mins and 59 seconds. What you need to do is challenge yourself to run as far as you can in 13 minutes, either by yourself or in a team. Mr Fisher has recorded a video which shows himself trying it at the park.</p> <p><a href="https://youtu.be/P6IvJPOeBio">https://youtu.be/P6IvJPOeBio</a></p>	<p><b>DT:</b> You have been invited to a Fraction Party in Maths! Take a look at your party invitation which is on the school website.</p> <p>It is a fancy dress party, where everyone dresses up as something relating to a fraction. Design and create your own fraction costume. You may want to dress as a pizza! You could use face paint, make yourself an equivalent fraction..... be as creative as possible!</p>  	<p><b>P.E:</b> This week for your second PE session, get involved in the Daily Mile 2021 Spring Challenge: Climbing Mount Mile!</p> <p>Every time you do a daily mile you can log it online, winning the opportunity to download resources and points as you go along. Ask your parent or carer to create an account for you. There are also prizes to be won if you get to the Mount Mile Summit by 24th May! Get going by creating your Playwaze account here:</p> <p><a href="https://playwaze.com/book/170658-c">https://playwaze.com/book/170658-c</a></p> <p>Why not take a look at this video from Sam Roddick, Paralympian and Cambridgeshire Daily Mile Champion:</p> <p><a href="https://www.youtube.com/watch?v=jW1tRs1IHlM&amp;feature=youtu.be">https://www.youtube.com/watch?v=jW1tRs1IHlM&amp;feature=youtu.be</a></p>
<p>10.30 - 10.40</p>	<p><b>Daily Practice:</b></p>	<p><b>Times table practice:</b> Log in to Times Table Rockstars.</p>	<p><b>Video:</b> Please use this time to watch the Safer Internet Day video with your child.</p> <p><a href="https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/safer-internet-day-films/films-5-11-year">https://www.saferinternet.org.uk/safer-internet-day/safer-internet-day-2021/i-am-educator/safer-internet-day-films/films-5-11-year</a></p> <p>Once you have watched the video, talk to your child about how they</p>	<p><b>Times table practice:</b> Log in to Times Table Rockstars.</p>	<p><b>Times table practice:</b> Log in to Times Table Rockstars.</p>	<p><b>Times table practice:</b> Log in to Times Table Rockstars.</p>

<p>10.40 – 11:40</p>	<p><b>English Task</b></p> <p>Please check that you do not have to complete any of the pre-reading tasks before the live lesson</p> <p>*Please have a look at our working wall to see the modelled examples from your teacher*</p>	<p><b>Starter:</b> Oh no! King Kong has been shot down. We will be holding a press conference on Zoom at 11:10, so that we can interview key characters ahead of writing our news reports. You will be attending as a journalist, so please prepare some questions to ask Ann Darrow, Carl Denham, the native islanders, and other characters. Use talk to the hand to help you.</p>  <p>Example question to Ann: Why did you allow King Kong to be shot?</p> <p><b>Log into the live session at 11:10-11:30.</b></p> <p><b>Independent task:</b> Now we have conducted interviews with each of the different characters, to find out their perspective of what happened. Choose your task from the choices below, all task sheets can be found on the website.</p> <p><b>Mild:</b> Can you fill out the speech bubbles in the sheet on the website, to show different characters' thoughts?</p> <p><b>Medium:</b> Can you fill out the character grid with notes on the characters' interviews</p> <p><b>Spicy:</b> Fill out the character grid with notes on the characters'</p>	<p>know if something they read on the internet is true.</p> <p><b>Safer Internet Assembly</b> Today's live English lesson will be replaced with a Safer Internet assembly.</p> <p>Please use the same link that you would use to access the live English lesson.</p> <p><b>Log into the live lesson at 11:10-11:30.</b></p>	<p><b>Starter:</b> Today we will be writing headlines for our newspaper reports. Have a look at some recent news (either in a newspaper or through the links below), and see if you can spot what literary devices journalists use in headlines to grab the reader's attention. Make a note of your favourite headline so that you can share it in class!</p> <p><a href="https://www.bbc.co.uk/newsround">https://www.bbc.co.uk/newsround</a></p> <p><a href="https://kids.nationalgeographic.com/explore/nature/news-bites/">https://kids.nationalgeographic.com/explore/nature/news-bites/</a></p> <p><a href="https://live.firstnews.co.uk/positivity-place/happy-news/">https://live.firstnews.co.uk/positivity-place/happy-news/</a></p> <p><b>Log into the live lesson at 11:10-11:30.</b></p> <p><b>Independent task:</b> In the session we looked at a variety of examples of catchy headlines.</p> <p>Create a list of headlines for your news report, look on the website and choose mild/spicy/ hot:</p> <p><b>Mild:</b> Write a headline that you think would be appropriate to go alongside each of the pictures. (The sheet is on the website).</p> <p><b>Medium:</b> Create a list of headlines that you might want to use for your newspaper report tomorrow.</p> <p><b>Spicy:</b> Write a list of headlines that an animal rights charity would</p>	<p><b>Starter:</b> Our newspaper will be published tomorrow, so it's time to start planning! Before the lesson, have a look at this video on how to plan a newspaper report. <a href="https://youtu.be/dyUia8leNVk">https://youtu.be/dyUia8leNVk</a></p> <p><b>Log into the live lesson at 11:10-11:30.</b></p> <p><b>Independent task:</b> In the lesson, we decided on our own success criteria for writing a newspaper report. What do you think you should include? Here are some examples of what you might want to include:</p> <ul style="list-style-type: none"> <li>• Catchy headline</li> <li>• Quoted speech</li> <li>• Formal language</li> <li>• Persuasive devices</li> </ul> <p>Now it's your turn! Write up your newspaper report ahead of publication tomorrow. Choose your task from the choices below:</p> <p><b>Mild:</b> Use the plan that is on the website to guide you on what to include for each paragraph.</p> <p><b>Medium:</b> Use your plan to guide you in writing a newspaper report. Be sure to include at least 3 key witness statements.</p> <p><b>Spicy:</b> Imagine you are an animal rights activist in the 1920's. Can you write your newspaper report from this perspective?</p>	<p><b>Starter:</b> It's print day! Before the lesson, select your favourite part of your newspaper that you can share in our special Newsroom zoom.</p>  <p><b>Log into the live lesson at 11:10-11:30.</b></p> <p><b>Independent task:</b> Now that we've had a chance to hear from others and get feedback, edit your report to make it the best it can be. Use the checklists on the website to help you when editing.</p> <p><b>Mild- Improving the format:</b> Have you got a clear heading and introduction? Have you used paragraphs effectively? Do your pictures have captions? Have you used subheadings?</p> <p><b>Medium- Improving coherence:</b> Does your report make sense? Is the who, what, where, when of the story clear to the reader? Is the spelling and punctuation correct?</p> <p><b>Spicy- Improving impact on the reader:</b> Have you used literary techniques to engage with the</p>
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		<p>interviews, be sure to use reporting clauses and quotation marks.</p> <p><b>Extension task:</b> Can you write up an interview with a character?</p>		<p>use and then a list of headlines that a newspaper who believed Kong deserved to die would use. How and why would your headlines be different? How does the audience affect what you write?</p>	<p><b>Extension task:</b> Pretend you are someone who has just read your newspaper article. Can you write up an opinion piece in response to the newspaper article. Think about how it made you feel? Do you agree with what was said?</p>	<p>reader such as ellipses, rhetorical questions, emotive language, powerful adjectives, quotes etc.?</p> <p>When you're happy with how it looks, send it in so we can share our favourites on the website!</p>
12:00-1:00	Lunch					
1:00 to 2:00	<p><b>Reading Task:</b></p> <p><b>Reading:</b> Read up to the page Animals at Night (this should have been sent to you this morning in an email.)</p> <p><b>Task:</b> The next few pages of the text are all about different animals. All animals have unique adaptations which help them to survive during the night. Look at the worksheet on the website and complete the missing parts.</p> 	<p><b>Pre-recorded lesson:</b></p> <p>This lesson is focusing on reliability in the online world by looking at online advertisements. For this lesson you will need to watch the pre-recorded video and download the accompanying PDF resources.</p>	<p><b>Reading:</b> Read to the end of When The Stars Come Out. The link should have been sent to you this morning. Today we are learning to summarise.</p>  <p><b>Task:</b> Choose an activity from the one below.</p> <p><b>Mild:</b> Create a mind map to summarise what the text explains to the reader about the night time.</p> <p><b>Medium:</b> Can you write a short tweet about what the book is about? You can only use 40 characters - including emojis!</p> <p><b>Spicy:</b> Create a blurb for the text, detailing what the story is about without giving too much information away.</p>	<p><b>Reading:</b> Now we have finished reading the whole book, we have gained a lot of information about what happens around the world when the stars come out! Today we are going to be continuing with our summarising skills.</p> <p><b>Task:</b> Choose your challenge worksheet that is on the website.</p> <p><b>Mild:</b> Create labels and captions which summarise the information you have learnt about the night to go onto a map of the world.</p> <p><b>Medium:</b> Look at the pictures on your worksheet. Write a paragraph detailing how that picture links to what you have learning about the night.</p> <p><b>Spicy:</b> Create your own information leaflet about all that you have learnt about the night.</p> <p>To help you with your task, you may want to refer back to the book, following the link which was sent to you yesterday.</p>	<p><b>Reading:</b> On our school YouTube channel we have lots of videos of teachers reading stories aloud. Follow this link, choose a book that you would like to listen to and then create a book review about what you have heard.</p> <p><a href="https://www.youtube.com/playlist?list=PLHRmH3Cxy7u6p426giHgYb5q_xvWROVzae">https://www.youtube.com/playlist?list=PLHRmH3Cxy7u6p426giHgYb5q_xvWROVzae</a></p> <p>Watch out for Miss Ullman, Miss Kohkar, Miss Harris and many other teachers!!</p>	
2:00 - 3:00	<p><b>Maths Task</b></p>	<p><b>2:00-2:30</b> Today we will be learning about ordering fractions greater by using images of fractions.</p>	<p><b>2:00-2:30:</b> In this session we will be continuing our learning of Online safety.</p>	<p><b>2:00-2:30</b> Today we will be continuing our work on ordering fractions greater than 1, but this time we will be focusing on using a</p>	<p><b>2:30-2:35</b> Today we will be going through a PiXL therapy. Please use the YouTube link that was sent to</p>	<p><b>2:00-2:30</b> Today we are going to have a refresh of all the fractions knowledge we have covered so far this term.</p>



		<p><b>Independent Task:</b> Please choose your challenge worksheet from the website.</p> <p><b>Mild:</b> Use a fraction wall to help you order and compare fractions below 1.</p> <p><b>Spicy:</b> Compare the fractions with different denominators using the method below:  <a href="https://youtu.be/j8VFdor72DE">https://youtu.be/j8VFdor72DE</a></p> <p><b>Hot:</b> Answer the word problems using the method below:  <a href="https://youtu.be/j8VFdor72DE">https://youtu.be/j8VFdor72DE</a></p> <p><b>Be sure to explain your answer fully.</b></p> <p><b>2:35 - 2:55 - Log in to live session</b> Within the session you will be recapping how to order fractions above 1 as a class.</p>	<p>Watch the different scenarios following the YouTube link below:  <a href="https://youtu.be/j8VFdor72DE">https://youtu.be/j8VFdor72DE</a></p> <p>Be ready to answer questions for when you log in to the live session!</p> <p><b>2:35 - 2:55 - Log in to live session</b></p>	<p>formal method as well as the fraction wall.</p> <p><b>Independent Task:</b></p> <p><b>Mild:</b> Compare the proper fractions using the method below. You may also want to look back at a fraction wall that is on the website.</p>  <p><b>Spicy:</b> Use the more than and less than symbols to compare fractions above 1.</p> <p><b>Hot:</b> Answer the word problems, be sure to explain yourself using mathematical reasoning.</p> <p>If you need a refresh on converting fractions, watch the below video for guidance.  <a href="https://youtu.be/j8VFdor72DE">https://youtu.be/j8VFdor72DE</a></p> <p><b>2:35 - 2:55 - Log in to live session</b> Within the session you will be recapping how to order fractions above 1 as a class.</p>	<p>you this morning to access the lesson.</p> <p><i>(Remember there is not a live session today!)</i></p>	<ul style="list-style-type: none"> <li>. Shading.</li> <li>. Equivalent fractions.</li> <li>. Irregular fractions.</li> <li>. Mixed number fractions.</li> <li>. Ordering.</li> <li>. Converting.</li> </ul> <p>Be sure you leave enough time to get ready for the party of the HALF term!</p> <p><b>2:35 - 2:55 - Log in to live session - FRACTION PARTY!</b></p> 
<p><b>3:00 - 4:00</b></p>	<p><b>Outdoors fresh air time (in garden if possible)</b></p>	<p>Sit outside and meditate - lay back and look at the sky what pictures can you see in the clouds?</p>	<p>Take a skipping rope outside and see how many times you can skip in a row!</p>	<p>Go outside and practise yoga.</p>	<p>Step outside and take time to look at your surroundings. Draw a picture of something that interests you.</p>	<p>Outdoors fresh air time (in garden if possible)</p>