
















Remote Learning Timetable - Year 5 - WB 11.01.2021

	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>Spelling: 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>pleasant</td> <td>greatest</td> <td>car</td> </tr> <tr> <td>pheasant</td> <td>lightest</td> <td>bar</td> </tr> <tr> <td>silent</td> <td>fastest</td> <td>far</td> </tr> <tr> <td>president</td> <td>largest</td> <td>start</td> </tr> <tr> <td>moment</td> <td>nicest</td> <td>smart</td> </tr> <tr> <td>deodorant</td> <td>fattest</td> <td>partner</td> </tr> <tr> <td>environme nt</td> <td>biggest</td> <td></td> </tr> <tr> <td>deviant</td> <td>thinnest</td> <td></td> </tr> <tr> <td>excellent</td> <td>hottest</td> <td></td> </tr> <tr> <td>ferment</td> <td>saddest</td> <td></td> </tr> </tbody> </table>	group 1	group 2	group 3	pleasant	greatest	car	pheasant	lightest	bar	silent	fastest	far	president	largest	start	moment	nicest	smart	deodorant	fattest	partner	environme nt	biggest		deviant	thinnest		excellent	hottest		ferment	saddest		<p>Spelling: Look back at your spellings for the week. Look up their definitions in the dictionary and create a glossary for each of the words.</p>	<p>Spelling: Practice your spellings again! Are you improving? For any that you have gotten wrong, create a spelling pyramid for them.</p> 	<p>Spelling: 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>	<p>Spelling Test! Test yourself on your spelling words: <i>How many did you get correct? Make sure you email your teacher to let them know!</i></p>
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9.30 to 10.30	Learning Task 1	<p>Science: Watch the videos on the website and complete the activities. https://classroom.thenational.academy/lessons/what-are-solar-and-lunar-eclipses-6nh3et?activity=video&step=1</p> <p>Challenge: Complete Miss Beaman's Science challenge! Can you remember all of the planets in our solar system in order of their distance from the sun? Try listening and rehearsing this rap!</p>	<p>History: HENRY VIII AND HIS SIX WIVES</p> <p>Today we are going to be learning about Henry VIII and his wives. Listen to this song about all of his wives...</p> <p>https://www.bbc.co.uk/cbbc/watch/horrible-histories-song-wives-of-henry-viii-song</p>	<p>DT: LET'S GET BAKING!!</p> <p>Pretend you are a working in Henry the VIII's kitchen as chief bread maker.</p> <p>King Henry loves to eat bread above all other things! But he hates it when he receives the same bread each day. The King has a nasty temper and just like one of his wives, the King's previous bread maker was beheaded as he burnt the dough! (Make sure you don't meet the same fate!)</p>	<p>Art: SELF PORTRAITS</p> <p>In Tudor times, only the very rich could afford to have their portraits painted. Paintings of poorer people from this time are rare. In the past, people used portraits as a way of showing their wealth, status and power. They displayed the portraits in the same way that people post photographs of themselves on social media today.</p> <p>Over the next few weeks, you will be learning to draw your own self</p>	<p>Music: PULSE & RHYTHM</p> <p>Watch this video and join in: https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr</p>																																	



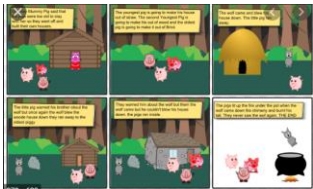
		https://youtu.be/ZHAqT4hXnMw	<p>Go through the PowerPoint that is in your email. What do you think Henry's first wife,</p> <p>Create a diary entry from the perspective of one of his wives. What would she think of him? How does she feel about how he treats her? Does she think he is a good King?</p> <p>Read the information in this link to learn more about Henry VIII. https://www.bbc.co.uk/bitesize/topics/zkrkscw/articles/zv2bmfr</p>	<p>Over the course of the next few weeks you will be tasked with designing and then making a variety of types of bread for his weekly state banquets. But first, you need to learn to follow a basic bread recipe.</p>	<p>portrait, but first you need to learn how to draw the different components of a face.</p> <p>Watch this video of how to draw an eye, now have a go at doing this yourself. Be sure to use a mirror to help you!</p> <p>https://www.youtube.com/watch?v=w pZzbAeVxAE</p>																					
10.30 - 10.40	Break and Snack Time	<p>During your break why not watch the news on Newsround?</p> <p>https://www.bbc.co.uk/newsround</p>	<p>Maybe today you can really impress your teachers by making a start with one of the lockdown challenges they have set for you on the website!</p>	<p>Last half term we created our own catapults. Take a look at this one made from lego:https://thekidshouldseethis.com/post/building-a-lego-candy-cane-catapult</p>	<p>During your break today, why not get some fresh air and take a walk outside! Remember to wrap up warm as it's very cold!</p>	<p>On your break today why not watch Animal LOL on NatGeo Kids. https://kids.nationalgeographic.com/videos/</p>																				
10.40 - 11:40	<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>10.40-10.55 - Pre-reading Read up until Page 24 and think about what the characters could be saying to each other in the picture.</p> <p>10:55 - 11:20 - Log in to live session</p> <p>11:20 - 11:40 - Independent Task Write up the conversations between the characters on Page 24 (a large picture can be found on the website) be sure to include the following features of speech:</p> <ul style="list-style-type: none"> • Inverted commas • Variety of said verbs • New line new speaker 	<p>10.40-10.55 - Pre-reading Read from page 26- page 30. Write down any words or phrases that are used to describe the castle.</p> <p>10:55 - 11:20 - Log in to live session</p> <p>11:20 - 11:40 - Independent Task: Create your own estate agents' advert for the castle. I have posted my example onto the remote learning section of the website.</p>	<p>10.40-10.55 - Pre-reading Now read to the bottom of page 32. Now while your waiting to login to the live session can you match the following antonyms to each other e.g. happy - sad.</p> <table border="1"> <tr> <td>ugly</td> <td>worn</td> <td>peaceful</td> </tr> <tr> <td>smooth</td> <td>calm</td> <td>beautiful</td> </tr> <tr> <td>fresh</td> <td>straight</td> <td>wizened</td> </tr> <tr> <td>agitated</td> <td>bent</td> <td>angry</td> </tr> </table> <p>10:55 - 11:20 - Log in to live session</p> <p>11:20 - 11:40 - Independent Task:</p>	ugly	worn	peaceful	smooth	calm	beautiful	fresh	straight	wizened	agitated	bent	angry	<p>10.40-10.55 - Pre-reading Read to page 37. Look at the image on page 37 create a table like mine below to show how the characters are feeling and what they are doing (action)</p> <table border="1"> <thead> <tr> <th>Feeling</th> <th>Action</th> </tr> </thead> <tbody> <tr> <td>Nervous</td> <td>Thrashing the sword</td> </tr> <tr> <td>Petrified</td> <td>Hitting the zombies</td> </tr> <tr> <td>Brave</td> <td>Running away</td> </tr> </tbody> </table> <p>10:55 - 11:20 - Log in to live session</p>	Feeling	Action	Nervous	Thrashing the sword	Petrified	Hitting the zombies	Brave	Running away	<p>10.40-10.55 - While you are waiting to log in can you brainstorm all of the different purposes of writing: e.g. to inform...</p> <p>10:55 - 11:20 - Log in to live session</p> <p>11:20 - 11:40 - Independent Task: Complete the worksheet that is on the website.</p> <p>Challenge: Once you have completed this can you now go onto the school</p>
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		<p>Challenge yourself!!</p> <p> Use a variety of nouns for the characters - look back at your work from last week.</p> <p> Use relative clauses</p> <p> Include split speech within your writing - be sure to punctuate this correctly with commas</p>	<p>Challenge yourself!!</p> <p> Use expanded noun phrases</p> <p> Use persuasive devices in your writing: power of 3, rhetorical questions, exaggeration</p> <p> If you have included the two features above and finished your work. Can you now write a response letter/ email pretending to be someone who wants to buy and live in the castle?</p>	<p>Create character comparison of old and young woman using a range of conjunctions, prepositions and adverbs for contrast.</p> <table border="1" data-bbox="1108 367 1444 518"> <tr> <td>but</td> <td>however</td> <td>whereas</td> </tr> <tr> <td>yet</td> <td>although</td> <td>still</td> </tr> <tr> <td>while</td> <td>despite</td> <td>though</td> </tr> </table> <p>Here is my example: <i>The Sleeper's skin was smooth yet the old woman's skin was wizened. Despite appearing young, the Sleeper was in fact hundreds of years old.</i></p> <p>Challenge yourself!!</p> <p> Include the words that you organised in your starter - be sure to spell them correctly.</p> <p> Include a variety of punctuation</p> <p> Include similes and metaphors</p>	but	however	whereas	yet	although	still	while	despite	though	<p>11:20 - 11:40 - Independent Task: Today we are learning about the effect of putting clauses in a different order. Sometimes we might explain a character's feelings first and then explain their actions. Other times we may describe the action then the feeling. For example: <i>Running away, they felt scared.</i> <i>Feeling scared, they ran away.</i></p> <p>Page 37 is missing description! Write your own version of what is happening in this scene be sure to include a variety of sentences which swap the clause order.</p> <p>Challenge yourself!!</p> <p> Use expanded noun phrases</p> <p> Use relative clauses</p> <p> Include similes and metaphors</p>	<p>website and choose one of the writing challenges that Mrs Choi has set for you. When you are writing be sure to remember the purpose, context and audience of what you are writing!</p> <p>http://www.shirley.cambs.sch.uk/website/year_5_remote_learning/463026</p>
but	however	whereas													
yet	although	still													
while	despite	though													
11:40 - 12:00	Quiet time/daily practice	<p>Times table practice: Log in to Times Table Rockstars.</p> <p>You should have received your log ins for this.</p>	<p>Daily Mile: We are continuing our initiative of Daily Mile in school. It is really important that during lockdown we continue to stay fit and healthy! Please choose one of the challenges from the following website to complete:</p> <p>https://thedailymile.co.uk/wp-content/uploads/2020/04/Week1_PrintOut.pdf</p>	<p>Times table practice: Log in to Times Table Rockstars.</p> <p>You should have received your log ins for this.</p>	<p>Daily Mile: We are continuing our initiative of Daily Mile in school. It is really important that during lockdown we continue to stay fit and healthy! Please choose one of the challenges from the following website to complete:</p> <p>https://thedailymile.co.uk/wp-content/uploads/2020/04/Week1_PrintOut.pdf</p>	<p>Times table practice: Log in to Times Table Rockstars.</p> <p>You should have received your log ins for this.</p>									



Lunch

12:00-1:00	Lunch					
1:00 to 2:00	<p>Reading Task:</p>	<p>Reading: Create a story board of all the events that have happened in the story so far. Here is an example of one below:</p>  <p>Keep this to one side and save it for later, as each time we read new chapters we will add more information to this.</p> <p>Now read the rest of chapter 13 and 14. Your parents should have received an email with this link.</p>	<p>Reading: Today you will be working on inference skills. To infer means to use evidence, context, and reasoning to draw conclusions about characters, the setting or the story line.</p> <p><i>e.g. A character in a book is packing a suitcase with swimming trunks, maps and sun cream. You can infer that this character is preparing for a holiday to go somewhere hot.</i></p> <p>Answer the inference questions below about the 2 chapters you read yesterday. You may want to go back to the YouTube link and pause the video on certain pages so you can find the answer.</p> <ol style="list-style-type: none"> 1) (Page 193) Find two or three ways that the writer tells you that ship has been abandoned. 2) (Page 193) What does 'looking pale and ghostly' tell you about the ship's appearance? 3) (Page 203) "...flitting around Stella" Give two impressions this gives you of the bird. 	<p>Reading: Read chapters 15 and 16. Your parents should have received an email with this link.</p> <p>Can you now add more information to the story board you created on Monday.</p> <p>Now look at your story board and think about: <i>What are the main events? How have the characters changed throughout the text? Do you like any of them more or less than what you did at the start of the story?</i></p>	<p>Reading: Today you will be focussing on how language is used by the author to develop meaning and effect the reader. Looking at this example below we can see how the choice of words changes what we think of a character:</p> <p><i>Stella <u>bravely</u> whacked the frosty with the spoon.</i></p> <p><i>Stella <u>swiftly</u> whacked the frosty with the spoon.</i></p> <p><i>By changing the adverb we change the meaning and what we think of the character.</i></p> <p>Answer the questions below about what you read yesterday. You may want to go back to the YouTube link and pause the video on certain pages so you can find the answer.</p> <ol style="list-style-type: none"> 1) (Page 207) Write down three words that tell you how Stella was feeling within her nightmare. 2) (Page 208) What did Shay have to do in order to wake Stella? 3) (Page 219) What was revealed by Stella seeing the crest for the Royal Crown Steam Navigation Company? 	<p>Reading: Today we will be learning to build our vocabulary. In the next chapters you will come across the following words. Can you look them up in a dictionary and create a short glossary explaining what these words mean?</p> <ul style="list-style-type: none"> • grotesque • carnivorous • appalling • hallucinations • gratitude <p>Now watch the next YouTube video for chapters 17 and 18. Your parents should have received an email with this link.</p>
2:00 - 3:00	<p>Maths Task</p>	<p>2:00-2:30 Today we are learning about grid method to multiply. Choose your challenge worksheet from the website. If you are stuck do not</p>	<p>2:00-2:30 Choose your challenge worksheet from the website.</p>	<p>2:00-2:30 Choose your challenge worksheet from the website.</p> <p>2:35 - 2:55 - Log in to live session</p>	<p>2:30-2:35 Today we will be going through a PiXL therapy. Please use the YouTube link that was sent to you this morning to access the lesson.</p>	<p>2:00-2:30 Choose your challenge worksheet from the website.</p>



		worry as we are going through this method within the lesson. 2:35 - 2:55 - Log in to live session	2:35 - 2:55 - Log in to live session	Task	<i>(Remember there is not a live session today!)</i>	2:35 - 2:55 - Log in to live session
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)