

Year 5 Remote Learning – Week Beginning 9th November 2020

Please make sure you are reading every day and practising times tables.

You can also practise spelling and handwriting using the vocabulary from the history knowledge organiser.

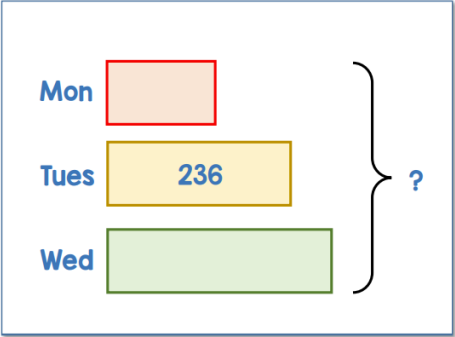
Maths

This week we are continuing with statistics. If you need the answers, please email your teacher and she will forward you them. You can find daily videos for each session here: <https://whiterosemaths.com/homelearning/year-5/week-7-statistics/>

Monday	Session 1 – worksheet in the attached file. Remember to continue with TTRS and speed tables.
Tuesday	Session 2 – worksheet in the attached file. Remember to continue with TTRS and speed tables.
Wednesday	Session 3 – worksheet in the attached file. Remember to continue with TTRS and speed tables.
Thursday	Session 4 – worksheet in the attached file. Remember to continue with TTRS and speed tables.

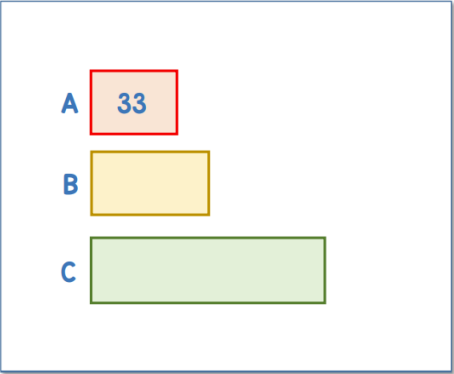
Friday

3 A baker sold 93 more pies on Tuesday than Monday.
She sold 55 fewer pies on Tuesday than on Wednesday.
She sold 236 pies on Tuesday.
How many pies did she sell in total?



A bar model with three horizontal bars. The top bar is labeled 'Mon' and is the shortest. The middle bar is labeled 'Tues' and has the number '236' written inside it. The bottom bar is labeled 'Wed' and is the longest. A large curly bracket on the right side of the bars spans all three bars and is followed by a question mark '?'.

4 A shape is made of 3 rectangles.
The total area of the shape is 150 cm²
The area of rectangle A is 33 cm²
Rectangle B is half the area of C.
What is the area of rectangle C?



A diagram showing three stacked rectangles. The top rectangle is labeled 'A' and has the number '33' written inside it. The middle rectangle is labeled 'B' and is shorter than A. The bottom rectangle is labeled 'C' and is the longest and tallest of the three.

Try these bar model problems. Remember to draw the bars and make notes on them as you work through the problems.

English

Monday

Spellings
Read this poem:

Year 5 – Block 1 – Lesson 2 5.4

I take it you already know
Of tough and bough and cough
and dough?
Others may stumble, but not you,
On hiccough, thorough, lough and
through?
Well done! And now you wish,
perhaps,
To learn of less familiar traps?
Beware of heard, a dreadful word
That looks like beard and sounds
like bird,
And dead: it's said like bed, not
bead –
For goodness sake don't call it
deed!
Watch out for meat and great and
threat
(They rhyme with suite and
straight and debt).

A moth is not a moth in mother,
Nor both in bother, broth in broth-
er,
And here is not a match for there
Nor dear and fear for bear and
pear,
And then there's dose and rose
and lose –
Just look them up – and goose
and choose,
And cork and work and card and
ward,
And font and front and word and
sword,
And do and go and thwart and
cart –
Come, come, I've hardly made a
start!
A dreadful language? Man alive!
I'd mastered it when I was five!

Spellings of the week:

West Borough
bought
brought
cough
dough

Can you find all the different ways of pronouncing words with -ough in them?

Look at these words:

Year 5 – Block 1 – Lessons 2–4 5.5

bough	cough	dough
enough	bought	plough
though	drought	sought
thought	tough	thorough
rough	although	brought

Write them in a table, grouping them according to which words have the same -ough sound.

Tuesday

Watch the video. <https://www.bbc.co.uk/bitesize/clips/zrpnvcw>

Write a paragraph to explain how the monks and the Vikings would have had a different point of view to each other about the Lindisfarne raids.

Talk to your family about times when you may each have had a different point of view about an event e.g. a family holiday activity or a meal you have eaten.

Wednesday

Remembrance Day

Watch the video <https://www.bbc.co.uk/teach/school-radio/assemblies-ks1-ks2-remembrance-day-remembrance-sunday/znkxjsg>
Read the poems:

We Remember Laura Mucha	Why do you droop, willows? We remember the roll of hills, the whole of roads filled with soldiers – soldiers – soldiers.	Why do you weep, willows? We remember the surging smashing thumping thrashing losing lashing. We remember the yearning writing searing slicing sacrificing. We remember the pounding quaking bombing breaking hoping aching.
	Why are you silent, willows? We remember the burst of shells, the burn of skin, the boil of rage bubbling – bubbling.	We remember all too clearly, all too often. We weep because others forget.
	Why do you groan, willows? We remember the ooze of wounds, the stench of death, the stains of war hating – hating. Why do you creak, willows? We remember the weight of grief, the wail of loss, the wait for peace, waiting – waiting	

Remembrance Day Remembered



For the sake of men we never knew
We trooped into the hall
Where their names in golden letters
Were written on the wall.

Somebody sounded a bugle
And ghosts seemed everywhere
Until the last note softly fell
On the suddenly empty air.

Then the world filled up with living
In its own accustomed way,
With the usual busy traffic
Of the usual busy day.

But what I most remember
And know that I always will
Is how we stood utterly silent
And absolutely still.

by John Mole

Think about what remembrance means to you. Write your own remembrance poem.

Thursday

Look at the vocabulary list on the right.

Go through each word and decide whether it would be used by either a monk or a Viking describing the Lindisfarne Raids.

Create a table to show monk vocabulary and Viking vocabulary using the words on the right.

Add any other good vocabulary you can think of.

Choose 5 of the words or phrases and write them in interesting sentences about the Lindisfarne raids.

hacked to pieces friends peaceful captured
slaughter
slain brutal killed well-organised
ransack
steady proud planned
important heroes
brave resist attack terrified
shocked charged gentile calm
adventure froze with terror survive
a swift blow from a sword

Friday



A monk's version of the Lindisfarne Raids.

It started just like any other tranquil morning on the holy island of Lindisfarne. Gentle monks were going about their business, tending to the livestock, preparing meals and praying in the church.

Then we heard a shout to say there were strange boats arriving on the shore. I came out from my room in the monastery and headed towards the cliff edge to look for myself. Already, I could hear my brothers' shouts turning to terrified screams. I froze with terror, unsure what to do. Peering over the cliff edge, I couldn't believe my eyes. Before me was a scene like nothing I had ever witnessed. Enormous, leering dragon-headed boats lurched up and down in the wake of the waves on the beach, hoards of men tumbling out them and charging towards the shore. They were waving swords and shields above their heads like madmen. It was then that I began to fear for my life.



A Viking's version of the
Lindisfarne Raids

We had been preparing for the raid for weeks and the momentous time had finally arrived to start our adventure. All of our organising and planning was about to pay off. At high tide, we fearlessly rowed our magnificent ships towards the shore of that tiny island, confident we would be successful in our quest for treasure.

As the boats approached the shore, I could see some of the monks come down on the beach to greet us. The fools! They had no idea that we weren't coming to befriend them but to steal their riches!

I was one of the first to jump off my ship. Proudly raising my mighty shield above my head, I strode through the powerful waves and shouted the names of my wife and children at the top of lungs. I was doing this all for them.

Choose either the monk or the Viking. Continue their recount of the Lindisfarne Raid. You need to show their point of view by including the right vocabulary from yesterday, and including their feelings and opinions. Remember to write in first person and past tense and in chronological order.

Topic

Monday

History

Watch the video, use the information on the knowledge organiser, and the timeline below. Create your own timeline, showing significant events in the struggle for the Vikings to conquer Britain.

<https://www.jorvikvikingcentre.co.uk/discover-from-home/> (scroll down to find the embedded video 'The Viking Invasion of Britain')

793	First invasion by the Vikings. They raided monasteries on the coast including Lindisfarne, off the coast of Northumbria.
794	First raids on Scotland and Ireland.
820	Viking raids continue around the English coast
821	Wessex becomes the Supreme Kingdom
865	Great Viking Army from Denmark Invades England
866	Danes capture York (which the Vikings called Jorvik) and make it their kingdom (land ruled by a king)
871	King Ethelred, the West Saxon king, and his brother Alfred, defeat the Viking army at the Battle of Ashdown (in Berkshire).
876	Vikings from Denmark, Norway and Sweden settle permanently in England.
886	King Alfred the Great defeats the Vikings but allows them to settle in Eastern England (the Kingdoms of York and East Anglia) This area on England becomes known as Danelaw and is ruled by the Viking King Guthrum.
901-937	Eastern England (Danelaw) is conquered by the English
950	Vikings from Ireland, the Isle of Man and the Hebrides raid Wales, particularly the coastal monasteries.
954	Eric Bloodaxe, the last Viking King of Jorvik, is thrown out of York.
980	New Viking Raids on England
994	Olaf of Norway and Sven 'Forkbeard', son of the Danish king, lead an invading Danish army in an unsuccessful siege of London, and subsequently ravage the south-east.
1014	King Canute (Cnut) of Denmark captures the English Crown
1042	Edward the Confessor becomes King (A Saxon King)

<p>Tuesday</p>	<p>Science –Friction https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxqrdx Watch the video and work through the different activities on the site.</p> <div data-bbox="808 205 1429 676" data-label="Image"> </div>
<p>Wednesday</p>	<p>PE- Create your own activity circuit. Spend 90 seconds on each. Keep a record to see how many of each you can do.</p> <p>Some activities you could include:</p> <ul style="list-style-type: none"> Bunny hops Star jumps Press ups Sprints Knee kicks Sit ups <p>Can you get your family involved too?</p>

Thursday

French – counting to 31

Use the French numbers to work out the speed addition table. You can make your own if it's easier!

1	un	11	onze	21	vingt-et-un
2	deux	12	douze	22	vingt-deux
3	trois	13	treize	23	vingt-trois
4	quatre	14	quatorze	24	vingt-quatre
5	cinq	15	quinze	25	vingt-cinq
6	six	16	seize	26	vingt-six
7	sept	17	dix-sept	27	vingt-sept
8	huit	18	dix-huit	28	vingt-huit
9	neuf	19	dix-neuf	29	vingt-neuf
10	dix	20	vingt	30	trente
				31	trente-et-un

+	quatorze	neuf	zéro	dix-huit	deux	six	cinq	onze	dix-sept	trois
huit										
treize										
quinze										
douze		vingt-et-un								
sept										
dix-neuf										
zéro										
un										
seize										
quatre										

Friday

Art

Research some Vikings symbols using the internet and look at the Viking Rune alphabet to inspire you to create and sketch your own Viking symbol using ink.