

Year 5 Remote Learning – Week Beginning 16th November 2020

Hello! We hope you are staying safe and well at home.

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 and science knowledge organisers.

Maths

For short teaching videos to accompany each session, please visit <https://whiterosemaths.com/homelearning/year-5/week-8-number-multiplication-division/>

| | |
|-----------|---|
| Monday | This week in maths, we are focussing on multiples and prime numbers. Today, complete worksheet 1 (Monday) on multiples. Remember your teacher has the answers if you want them checking. Write out all of your tables too – we will need to know all of them by term 3. |
| Tuesday | Today, we are looking at factors – you will need to know (or have access to) your timetables today. Complete Tuesday's worksheet. |
| Wednesday | Complete today's worksheet on common factors. Today, also, write out any timetables you still don't know yet and make them a priority to learn them. |
| Thursday | These two days we are exploring prime numbers. There is a number square to 100 attached too, for you to use and try and work out any prime numbers. |
| Friday | |

English

Monday

Spelling – silent letters

Ask someone at home to test you on these silent letter words:

| | | |
|-----------------|----------------|---------------|
| doubt | island | lamb |
| solemn | thistle | knight |
| knickers | numb | autumn |
| whistle | debt | isle |

Look through any books at home to see if you can find any other examples of silent letter words. Record them in a table, organising them into silent b, n, k, t

Our 5 focus spellings this week are:

doubt
solemn
island
lamb
knight

| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|---|----------------------|-------------|----------------|-------------|-----------------|-----------------|------------|------------------|---------------|-----------------|------------|--------------------------|---------------|-------------|------------|-----------------|---------------|-----------|-----------------|--------------------|---|---|---|-----------|------|----------------------|
| <p>Tuesday</p> | <p>The Last Viking – reading Read the attached first chapter of The Last Viking by Terry Deary. Answer these questions:</p> <ol style="list-style-type: none"> 1. Why has the author used such a short sentence to start the story? 2. How does the description of the boats arriving on page 1 add to the ominous feel from the first sentence? 3. From reading the first page, do we know who is telling the story? 4. On page 4, Emma says she would rather have her throat cut than become a slave. Why do think she says that? 5. On page 5, Emma rides to the monastery. How does the author show she is hurrying? 6. Look at page 6 & 7. How does that author show that Edmund does not like Emma? 7. What does Emma think of Edmund? Justify your answer. | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Wednesday</p> | <p>Expanded noun phrases Watch the clip and read the information about expanded noun phrases: https://www.bbc.co.uk/bitesize/articles/z4d6t39</p> <p>Turn these noun phrases into expanded noun phrases by adding an adjective to each. Remember, you could add more than one adjective.</p> <table border="0" data-bbox="376 624 1160 991"> <tr> <td>1. the dog</td> <td>11. a poppy</td> </tr> <tr> <td>2. ten bottles</td> <td>12. the sky</td> </tr> <tr> <td>3. a skyscraper</td> <td>13. my birthday</td> </tr> <tr> <td>4. a beast</td> <td>14. two sausages</td> </tr> <tr> <td>5. three pigs</td> <td>15. the screams</td> </tr> <tr> <td>6. a feast</td> <td>16. Mrs Ferreira's voice</td> </tr> <tr> <td>7. the dragon</td> <td>17. the owl</td> </tr> <tr> <td>8. my feet</td> <td>18. the volcano</td> </tr> <tr> <td>9. his friend</td> <td>19. a car</td> </tr> <tr> <td>10. Arlo's book</td> <td>20. my imagination</td> </tr> </table> <div data-bbox="376 1023 987 1474" style="background-color: #d9ead3; padding: 10px; margin-top: 20px;"> <p>You can also add a <u>prepositional phrase</u> to add further information about a noun.</p> <p><u>the fluffy kitten with the black and white tail.</u></p> <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">↑</td> <td style="text-align: center;">↑</td> <td style="text-align: center;">↑</td> </tr> <tr> <td style="text-align: center;">adjective</td> <td style="text-align: center;">noun</td> <td style="text-align: center;">prepositional phrase</td> </tr> </table> <p>Can you identify the adjectives and prepositional phrase in these sentences?</p> <ol style="list-style-type: none"> 1. the mighty oak tree in the depths of the forest 2. a delicious pizza full of flavour 3. the glittering jewels on the Viking's brooch </div> <div data-bbox="1088 1075 1904 1262" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Now go back to the list of noun phrases and expand them by adding a prepositional phrase.</p> <p>Choose 6.</p> </div> | 1. the dog | 11. a poppy | 2. ten bottles | 12. the sky | 3. a skyscraper | 13. my birthday | 4. a beast | 14. two sausages | 5. three pigs | 15. the screams | 6. a feast | 16. Mrs Ferreira's voice | 7. the dragon | 17. the owl | 8. my feet | 18. the volcano | 9. his friend | 19. a car | 10. Arlo's book | 20. my imagination | ↑ | ↑ | ↑ | adjective | noun | prepositional phrase |
| 1. the dog | 11. a poppy | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. ten bottles | 12. the sky | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. a skyscraper | 13. my birthday | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. a beast | 14. two sausages | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. three pigs | 15. the screams | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. a feast | 16. Mrs Ferreira's voice | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. the dragon | 17. the owl | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. my feet | 18. the volcano | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9. his friend | 19. a car | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 10. Arlo's book | 20. my imagination | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ↑ | ↑ | ↑ | | | | | | | | | | | | | | | | | | | | | | | | | |
| adjective | noun | prepositional phrase | | | | | | | | | | | | | | | | | | | | | | | | | |

Thursday

Using expanded noun phrases in sentences

The sky was as red as blood and the clouds were ragged and black. The sea was as dark and oily-smooth as a monk's ink. The sails were dirty, dark smudges on the crimson sky.

But Emma couldn't move for a while. She couldn't take her eyes off the sword-sharp vessels that slid over the dark water. The black clouds split and the jagged red sky between them looked like a monstrous dragon.

She let the bell swing towards me. At that moment two things happened. I glanced over her shoulder and looked through the window at the top of the tower. Something was moving out there. I saw a band of hard-faced, well-armed men marching over the hill towards the monastery and the village.

Descriptions can be made more effective by including expanded noun phrases and similes.

Look at these extracts and find all the expanded noun phrases and similes.

You are going to write a description of the Vikings marching towards the village.

Start by looking at the nouns below and trying to add adjectives and prepositional phrases to expand them

men, shields, swords, hill, road, village, monastery, waves, feet, shouts, sky, clouds, sea

e.g. the glinting and glistening swords
the choking dust clouds from beneath stomping feet

Next, try and put these phrases into sentences. You will need a verb in your sentence, and something will need to be 'happening' to the noun.

e.g. In the distance, the glinting and glistening swords of the approaching men **looked** like shards of glass.
As the Vikings pushed forward, the choking dust clouds from beneath the stomping feet **rose** high up into the sky like thick smoke.

Have a go at writing a description of the Vikings marching towards the village using your expanded noun phrases. Try to include some similes.

Friday

Anti-bullying Week 2020

Please look at the attached Powerpoint presentation with a grown up from home. Discuss each of the slides together. You can find out more information and access more videos and activities here:

<https://www.anti-bullyingalliance.org.uk/anti-bullying-week>

Topic

Monday

History – Anglo-Saxon Kings

Kingdoms

The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They also controlled their own army. Kings constantly fought to control other kingdoms and defend their land. They were known as warrior-kings.

When the Anglo-Saxons first settled in Britain there were seven kingdoms. However, by AD 878 there was only one kingdom left; Wessex, ruled by King Alfred the Great. The other kingdoms had been overrun by the Vikings who established their own kingdoms.



Kings Vs. Vikings

Some of the Anglo-Saxon Kings are well known for the resistance they put up against the Vikings. They fought hard to keep control of their land and tried to push the Vikings out.

One of the best known Anglo-Saxon kings is King Alfred the Great. He is the only British monarch to have the title 'great' in his name.



Read the attached pdf document about Alfred the Great. Use the text to answer these questions.

1. How did Alfred become King of England?
2. How did Alfred stop the Viking raids when he first became King?
3. How did Alfred come to an agreement with Guthrum?
4. List three things Alfred did to help prevent further Viking invasions.
5. Alfred made new laws and improved education in England. Why do think this could be described as his greatest achievement?

| | |
|------------------|--|
| <p>Tuesday</p> | <p>Science – air resistance https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxw6gdm Visit the bitesize website to find out about air and water resistance. Do the interactive activity.</p> <p>Write a paragraph describing what effect the parachute opening will have on this skydiver. See if you can use these keywords in your explanation. gravity falling air resistance parachute</p> <div data-bbox="1352 172 2065 580" 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: Bunny hops Star jumps Press ups Sprints Knee kicks Sit ups</p> <p>Can you get your family involved too?</p> |
| <p>Thursday</p> | <p>Science – water resistance Look at these pictures of different marine animals and the boat. Write an explanation for why they will be able to move quickly through water. Would they be any slower if they had a flat head? What if the ship had a flat front?</p> <div data-bbox="389 1157 692 1385" data-label="Image"> </div> <div data-bbox="728 1157 1106 1410" data-label="Image"> </div> <div data-bbox="1240 1136 1648 1410" data-label="Image"> </div> <div data-bbox="1682 1190 2065 1433" data-label="Image"> </div> <p>Finish your science learning by completing the bitesize quiz. https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxw6gdm</p> |

