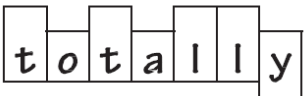
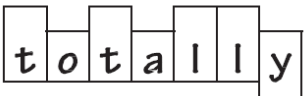
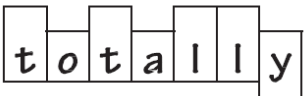


Year 5 Remote Learning – Week Beginning 23rd November 2020

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 recapping square, cube numbers and multiplying by 10,100 and 1000.	
You can find short teaching videos to go with each session here: https://whiterosemaths.com/homelearning/year-5/week-9-number-multiplication-division/	
If you need the answers, please email your teacher and she will forward you them.	
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	Session 5 – worksheet in the attached file. Remember to continue with TTRS and speed tables.

English			
Monday	<p>Spelling – Y5/6 statutory spelling list</p> <p>Please see the attached spelling list. These are all the words you are expected to be able to spell by the end of Year 6. Have a go at practising some of them using these techniques:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Look, say, cover, write, check</p> <p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Drawing around the word to show the shape</p> <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div style="text-align: center;">  </div> </td> </tr> </table>	<p>Look, say, cover, write, check</p> <p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>	<p>Drawing around the word to show the shape</p> <p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p> <div style="text-align: center;">  </div>
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<p>Words without vowels</p>	<p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p> <p style="text-align: center;">f _ _ _ ld</p>	<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p> <p style="text-align: center;"> p py pyr pyra pyram pyrami pyramid </p> <p>You can then reverse the process so that you end up with a diamond.</p>
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Our five focus spellings this week are: achieve, community, environment, explanation, suggest

Tuesday

Setting descriptions

Read this description:

Inside the gloomy longhouse, it was hard to see past your own hand; not only did the narrow slits in the wooden walls hardly let in any light, but the cloying, thick smoke from the roaring fire was struggling to find its single escape route: the tiny smoke hole in the roof. The combination of the acrid smoke and the immense heat from the fire in the centre of the room was suffocating. It was just possible to make out the rows of stones of the hearth, standing like an army surrounding and protecting the fire. Through the flames, the hazy shape of an iron cooking pot was visible. It was from this that the only pleasant thing about this place arose. The tantalising aroma of sizzling meat and the sound of fat crackling and spitting out of the pot was irresistible and almost made you forget about the smothering smoke.

Find examples of expanded noun phrases and similes.

Where is the topic vocabulary?

Which senses are being used to describe the setting?

How can we turn this factual sentence into a description?

People sat and slept on raised platforms of earth built along the walls.

<p>Which senses could we use to describe the platforms?</p>	<p>Touch – the feel of the platforms and what they were like to sleep on.</p> <p>Sight – what they looked like.</p> <p>Sound – at night, the sounds of lots of people sleeping on them.</p>
<p>We need to also include expanded noun phrases and maybe a simile.</p>	<p>Along the draughty walls of the house were hard, raised earth platforms. These uncomfortable structures made sleeping very difficult. Crammed in like sardines, the whole family had to jostle and fight for space and if you were lucky enough to fall asleep, you were most likely woken by the sound of loud snoring from your brother next you.</p>

How can we turn this factual sentence into a description?

At night, the only light came from a candle made from rush dipped into animal fat.

Which senses could we use to describe the light at night?

We need to also include expanded noun phrases and maybe a simile.

Have a go.

Turn these sentences into descriptions:

A big metal cooking pot hung from a chain over the fire.

Everybody lived in the same space and there might even be animals sharing the room, too.

The only pieces of furniture were a small table and stools.

Which senses could you use?

Include expanded noun phrases and maybe a simile.

Wednesday

Watch this walkthrough of a Viking village:

<https://www.youtube.com/watch?v=iV-224nMwN8>

Imagine you are walking through the village. Complete a senses table showing like below:

Sensory Scene Setting

SEE	HEAR	SMELL	TOUCH/FEEL	TASTE

Draw a map of the Viking village. Use your knowledge from Monday's History about the types of building you would find there. Try to label different buildings and include the surrounding landscape.

Thursday

Use your Viking village map from yesterday. Draw a route on it. Think about where you could start and finish and what you describe along the route.

Describe your route to someone at home. Use your senses list from yesterday.

Try to use these prepositional phrases to help you talk about everything around you.

Can you also start to add in expanded noun phrases, senses and similes?

in the distance	on the horizon	beside	between
to the left/right	far away	opposite	high
next to	close by	behind	low
above	under/ beneath	in front	along

Friday

Imagine you were walking around the village.
You are only describing what you can see, hear, feel etc.
YOU ARE NOT TELLING A STORY!!!

How can you start your description?
Think about what you would see, hear,
feel etc. from the starting point on your map.

Remember:
First person
Past tense

Write your description.

WALT write a historical setting description	Me	Teacher
I can use relevant historical vocabulary and references		
I can include prepositions		
I can include the five senses		
I can use expanded noun phrases and similes		

Use your village map, prepositions list and senses list to help you.

Topic

Monday

History

Watch these videos about Anglo-Saxon and Viking homes:

<https://www.bbc.co.uk/bitesize/clips/znjqxn>

<https://www.bbc.co.uk/bitesize/clips/zrthfg8>

Make a list of similarities and difference between Anglo-Saxon/Viking homes and the home you live.

Answer this question:

Would you rather live in a Viking/Anglo-Saxon house or your house today? Explain your answer.

Go to this website to explore different buildings in an Anglo-Saxon village:

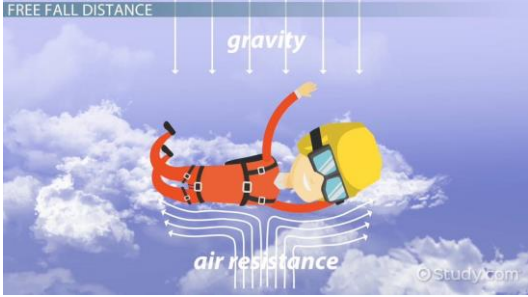
http://www.earlybritishkingdoms.com/kids/saxon_trades.html

Make a list of the different trade and crafts people who would have lived there. What did they each do?

Tuesday

Science

Visit the bitesize website <https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxw6gdm>

	<p>Watch the video and complete the interactive activity and quiz.</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> 
<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 hopsStar jumpsPress upsSprintsKnee kicksSit ups <p>Can you get your family involved too?</p>

Thursday

French

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

Look at these Viking symbols. Using these as inspiration, sketch your own Viking symbol. What could your symbol represent?

