

Year 5 Remote Learning – Week Beginning 7th December 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.

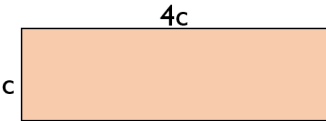
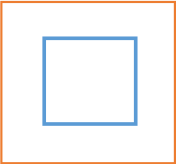
This week is Christmas Art week in school. Have a look at this website to get some ideas of easy decorations and crafts you can do at home: [50+ Christmas Crafts for Kids - The Best Ideas for Kids](#) (please note there are adverts on this website – adult supervision would be advisable).

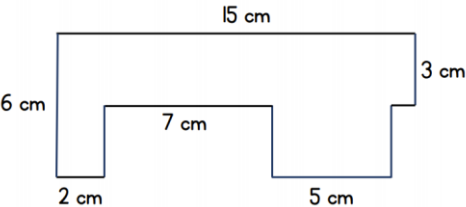
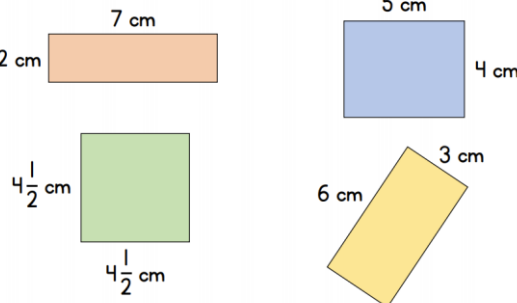
Maths




This week we are learning about perimeter.

You can find short teaching videos to go with each session here: [Week 11 - Measurement: Perimeter & Area | White Rose Maths](#)

If you need the answers, please email your teacher and she will forward you them.

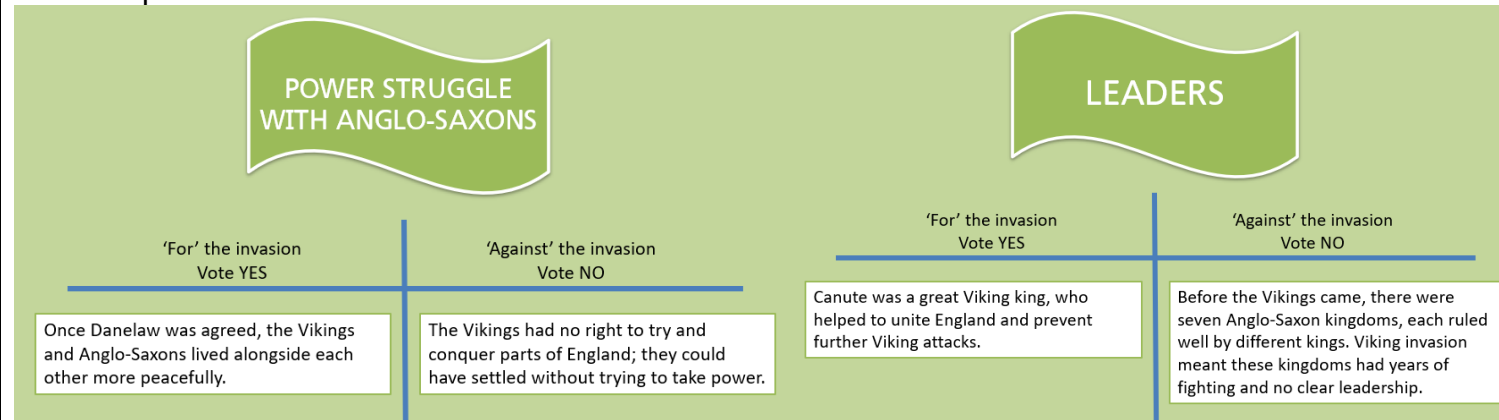
Monday	Session 1 – worksheet in the attached file. Remember to continue with TTRS and speed tables.
Tuesday	Session 2 – worksheet in the attached file. Remember to continue with TTRS and speed tables.
Wednesday	Session 3 – worksheet in the attached file. Remember to continue with TTRS and speed tables.
Thursday	Session 4 – worksheet in the attached file. Remember to continue with TTRS and speed tables.
Friday	<p>Try to answer these reasoning questions about perimeter:</p> <p>Here is a square inside another square.</p> <p>The value of c is 14 m.</p> <div style="display: flex; justify-content: space-around; align-items: center;"><div style="text-align: center;"><p>The value of c is 14 m.</p></div><div style="text-align: center;"></div></div> <p>The perimeter of the inner square is 16 cm The outer square's perimeter is four times the size of the inner square. What is the length of one side of the outer square? How do you know? What do you notice?</p> <p>What is the total perimeter of the shape?</p>

	<p>True or False? Perimeter of rectilinear shapes</p> <p>The perimeter of the shape is 38 cm.</p>  <p>White Rose Maths</p>	<p>True or False? Perimeter of a rectangle</p> <p>Each of the rectangles have the same perimeter.</p>  <p>White Rose Maths</p>	
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English	
Monday	<p>Complete the Monday History lesson BEFORE this lesson</p> <p>Watch this video: https://www.youtube.com/watch?app=desktop&v=TfBZuo2Jcwc&list=PLx2QMoA1Th9fVTsHjpl31Vxtiv5709Vwc&index=9 Now answer this question:</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="text-align: center; margin-right: 20px;"> <p><u>Who do you think should have been King of England in 1066?</u> <u>Justify your decision.</u></p> </div> <div style="display: flex; gap: 10px;">    </div> </div> <p>Remember to give good reasons for your answer and use as much historical evidence as you can to support your answer. Also, try to compare the three men in your answer.</p>
Tuesday	<p>Our BIG Question: Should the Vikings have invaded Britain?</p> <p>Make a table showing reasons for and against the Viking invasion of Britain. Think about what was good about the Vikings invading and what was bad. Try to include something about each of these key areas:</p> <ul style="list-style-type: none"> • Reasons for invading • Raids • Struggle for Power with the Anglo-Saxons

- Leaders
- Homes and Daily Life

For example:



Wednesday

Answer the question: Should the Vikings have invaded Britain?

You need to use all your knowledge of the Vikings to write an discussion argument answering our Big Question. Your discussion should include:

- An opening statement
- Arguments for and against
- A conclusion

Use the follow slides to help you:

Title: Should the Vikings have invaded Britain?

Opening statement – introduce the issue and preview the main arguments.

State your point of view.

The Viking invasion of Britain lasted for around 300 years. During that time, many changes took place in Britain, some were good but most were bad. My position is that the Vikings should not have invaded Britain.

The Vikings were great explorers and travelled to many parts of the globe. Over the course of their travels, they came to settle in Britain. Although this brought with fighting and a struggle for power, I strongly believe that the Viking invasion of Britain was a good thing.

Paragraph 2

Arguments for – points and evidence.

Arguments against – points and evidence.

OR

Give reasons and evidence for all the points you make. Researching the topic beforehand helps with this.

The most compelling reason against the Viking invasion is without doubt the violence and death they caused to the innocent people of Britain. Their raids were brutal and cruel and it was not fair for them to steal from others. Next, they could have settled in Britain without trying to conquer it, which resulted in unnecessary fighting and deaths.

Firstly, most Vikings who came to Britain settled here peacefully. They had good reasons for leaving their home countries and were only looking for a better life. In addition, they were actually very skilled craftspeople, farmers and traders, which meant that they brought lots of new skills to Britain.

Paragraph 2

Arguments for – points and evidence.

Arguments against – points and evidence.

OR

If you think YES, the Vikings should have invaded, you will start with arguments FOR the invasion.

If you think NO, the Vikings should NOT have invaded, you will start with arguments AGAINST the invasion.

Paragraph 3

Arguments for – points and evidence.

Arguments against – points and evidence.

OR

You now need to give a few points for the OTHER side of the argument.

Paragraph 3

Arguments for – points and evidence.

OR

Arguments against – points and evidence.

Give reasons and evidence for all the points you make.
Researching the topic beforehand helps with this.

However, I can concede that there were some good things to come from the Viking invasion. For example, the Vikings had a clear structure to their law system and we still use many of their ideas today. **Also**, they were very skilled craftspeople, which allowed Britain to develop new skills, like ship building.

It is unfortunately true that the Vikings could be brutal and carried out perhaps unnecessary attacks at times. **Although it is true that** they were skilled craftspeople, the Anglo-Saxons, who were already in Britain, were also good farmers and lived similar lives to the Vikings.

Conclusion

Conclude with the decision that is correct for you.

In concluding a discussion you must give a reason for what you have decided.

All this taken into account, it is clear that the Vikings should not have invaded Britain. They should have tried harder to make the best of their lives in Scandinavia instead of causing so much death and destruction in a country that they had no right to be in.

Ultimately, the Vikings brought more good than bad to Britain so it was right for them to have invaded here. **All in all**, if it wasn't for the Vikings, Britain might not be the united place it is today, where we can enjoy a diverse and well-ordered way of life.

You can use some of these phrases to help you:

Giving Your Opinion

Introducing Your Argument

I think that...
I strongly believe that...
It is obvious that...
It is clear that...
My position is that...
It is undeniable that...
The fact is that...
I ask you to consider
In my opinion, ...

Developing Your Argument

Furthermore, ...
In addition to...
Moreover, ...
Likewise, ...
Firstly, ...
Again, ...
Next, ...
The most compelling reason is that...
Without doubt, ...

Admitting Counter Arguments

Although it is true that...
Admittedly, ...
While some people may think that...
Unfortunately, it may be the case that...
I acknowledge that...
I can understand that...
I appreciate that...
It is unfortunately true that...
I concede that...

Countering

However, ...
Nevertheless, ...
Even so, ...
Whereas...
Nonetheless, ...
Despite...
But...
In fact, ...
Conversely, ...

Conclusion

In summary, ...
To conclude, ...
Finally, ...
All this taken into account, ...
In conclusion, ...
For these reasons, ...
All in all, ...
In short, ...
Ultimately, ...

Thursday

Debating game

Have a look at the statements below. Choose some of the statements to discuss with your family. Try to use some of the debating phrases and make sure you give reasons for your opinions.

Children should choose subjects they learn at school.

Summer is more fun than winter.

Chores should be compulsory.

Screen time for children should be limited to 30 minutes per day.

Debating phrases to use:

I agree...

I strongly agree...

I agree that...

It has been proven...

I disagree...

I strongly disagree...

I disagree that...

It has been discovered...

My favourite...

I firmly believe...

It is widely believed...

On one hand...

I have mixed feelings about...

In my opinion...

It has been found...

On the other hand...

Consider the following...

Firstly...

To illustrate my point...

Finally...

To begin...

For example...

To reinforce my point...

Therefore...

Furthermore...

However...

Similarly...

Overall...

In fact...

Although...

Conversely...

In conclusion...

Friday	<p>Spelling - -able and -ible suffixes</p> <p>Complete each word below by choosing 'able' or 'ible'.</p> <p>a reli_____ h aud_____</p> <p>b solv_____ i cap_____</p> <p>c invinc_____ j like_____</p> <p>d prevent_____ k digest_____</p> <p>e ador_____ l indestruct_____</p> <p>f illeg_____ m irrespons_____</p> <p>g cred_____ n separ_____</p> <p>This week's focus spellings: visible, sensible, incredible, likeable, noticeable, excitable</p>
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Topic																																																																			
Monday	<p>History What happened to the Vikings?</p> <p>Watch this animation: https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/z3s9j6f Print off the Who's Who game. Follow the instructions on the sheet to play the game with someone at home.</p>																																																																		
Tuesday	<p>French Using the French number guide to help you, create your own French number wordsearch. Make sure you spell the numbers correctly!</p> <table data-bbox="1657 1129 2123 1420"> <tr> <td>1</td><td>un</td> <td>11</td><td>onze</td> <td>21</td><td>vingt-et-un</td> </tr> <tr> <td>2</td><td>deux</td> <td>12</td><td>douze</td> <td>22</td><td>vingt-deux</td> </tr> <tr> <td>3</td><td>trois</td> <td>13</td><td>treize</td> <td>23</td><td>vingt-trois</td> </tr> <tr> <td>4</td><td>quatre</td> <td>14</td><td>quatorze</td> <td>24</td><td>vingt-quatre</td> </tr> <tr> <td>5</td><td>cinq</td> <td>15</td><td>quinze</td> <td>25</td><td>vingt-cinq</td> </tr> <tr> <td>6</td><td>six</td> <td>16</td><td>seize</td> <td>26</td><td>vingt-six</td> </tr> <tr> <td>7</td><td>sept</td> <td>17</td><td>dix-sept</td> <td>27</td><td>vingt-sept</td> </tr> <tr> <td>8</td><td>huit</td> <td>18</td><td>dix-huit</td> <td>28</td><td>vingt-huit</td> </tr> <tr> <td>9</td><td>neuf</td> <td>19</td><td>dix-neuf</td> <td>29</td><td>vingt-neuf</td> </tr> <tr> <td>10</td><td>dix</td> <td>20</td><td>vingt</td> <td>30</td><td>trente</td> </tr> <tr> <td></td><td></td><td></td><td></td> <td>31</td><td>trente-et-un</td> </tr> </table>	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
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PE- Create your own activity circuit. Spend 90 seconds on each. Keep a record to see how many of each you can do.																																																																			

Some activities you could include:

Bunny hops

Star jumps

Press ups

Sprints

Knee kicks

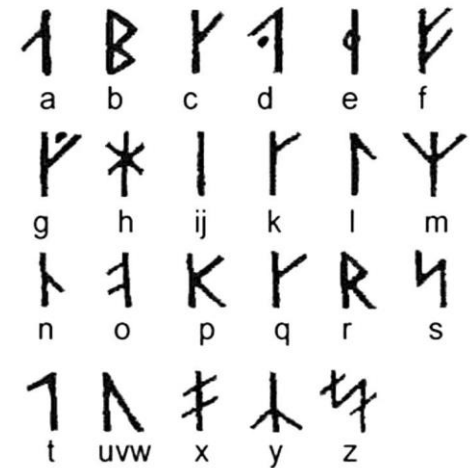
Sit ups

Can you get your family involved too?

Thursday

Art

Using the Viking rune alphabet, have a go at writing a message. Maybe you could talk about your week or write a diary entry as a Viking, using your History knowledge from this term.

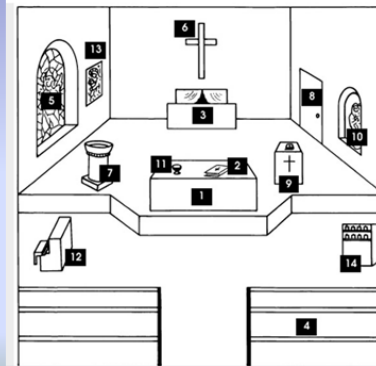


Friday

RE

Watch this video. <https://www.youtube.com/watch?v=gsAc7bS7Nt0>
Then label the different parts of the church, using the key word to help you.

Use the key words to label the parts of the church



- Cross
- The altar table
- Pews
- Stained glass windows
- Statues
- Chalice (wine cup)
- Organ
- Holy pictures
- Candles
- The bible
- The tabernacle
- Baptismal font (basin with water in to be baptised)
- Sacristy door
- Lectern