

Year 5 Remote Learning

Time frame: week beginning: 01.03.2021



We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**







Year 5 Timetable

	<u>Year 5 Timetable</u>				
Wake Up Shake Up 8:30 – 9am	<p>"Wake Up, Shake Up" - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays. On Thursdays, Miss Stevenson will be delivering your wake up shake up!</p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p>				
Registration 9:30	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained 				
Maths 9:35 – 10:00am	<ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
English 11:30 – 12:00pm	<ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further. 				
Curriculum When you have completed Maths and English 1:00pm – 2:00pm.	<ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise. 				
Afternoon Registration 2:10pm- 2:30pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day. 				
Links to Days	Monday	Tuesday	Wednesday	Thursday	Friday
Resources	Monday	Tuesday	Wednesday	Thursday	Friday
	Monday				
Maths	Textbook and Workbook 5B Chapter 7, Lesson 14: Adding and Subtracting Decimals				

	<p>Please spend no longer than 30 minutes on this worksheet.</p> <p>Support: https://classroom.thenational.academy/lessons/deriving-decimal-addition-and-subtraction-facts-6gu30c?step=2&activity=video</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 20px;">  <p>Deepening:</p> </div> <div> <p>In this number pyramid, each number is calculated by adding the two numbers underneath.</p> <div style="text-align: center;">  </div> </div> </div>
<p>English</p>	<ul style="list-style-type: none"> • This week, you are going to look at a range of picture books illustrated and/ or written by Christian Robinson. • Read the list in the resources below for the work you will produce this week • Watch the Leo: A Ghost Story by Mac Barnett and Christian Robinson trailer. • Look at the table for recording your thoughts about book trailers that you will use for each trailer you watch this week. • Read - Your teacher will read <i>Leo: A Ghost Story</i> from this video. • Think – <i>Did the book surprise you or did the trailer represent the book well?</i> • Look at the table in the resources for recording your thoughts about picture books. • Watch this trailer for Another, a wordless picture book, by Christian Robinson. • Complete the book trailers table for the <i>Another</i> trailer. • Read - your teacher will read <i>Another</i> by Christian Robinson. • Complete the picture book trailer for this book.
<p>Curriculum</p>	<p>How has biomimicry helped improve transport?</p> <ul style="list-style-type: none"> • Look at the picture in the resource. What do you notice? • Look at shapes of different forms of transport. Are there any connections with the shape or form of any animals or plants? surf board - • Make connections with your understanding of forces, air resistance and water resistance. Draw pictures or use photos from internet and note anything you notice about shapes. • Watch up to 2:05 of this video (you can watch more if you like!) about how a birdwatcher changed Japanese train problem. • Watch this BBC video which shows it in a different way. • Use labelled diagrams to explain how the kingfisher solved the train problem. <p>Challenge: Find out and explain how the boxfish inspired Mercedes through biomimicry. Start here. Would this design or 2005 appeal in 2021?</p>
<p>Daily Tasks</p>	<p>Complete your spellings</p>

	<p>Tuesday</p>
<p>Maths</p>	<p>Textbook and Workbook 5B Chapter 7, Lesson 15: Rounding Decimals</p> <p>Please spend no longer than 45 minutes on both of these lessons</p>


	<p>Support: https://classroom.thenational.academy/lessons/rounding-decimals-part-1-70r6at?step=2&activity=video</p> <p> Deepening: Maths Journal</p> <p> found the difference between 0.21 and 0.9 by doing this:</p> $\begin{array}{r} \boxed{2} \ \boxed{1} \\ - \quad \boxed{9} \\ \hline 1 \ 2 \end{array}$ <p>The difference is 12. </p> <p>Explain why  is wrong.</p>
English	<ul style="list-style-type: none"> • Think – <i>What makes people choose to read a particular book?</i> • One of the reasons people might read a book is because someone recommends it to <u>them</u>. • Think - <i>What makes a great book? What makes you recommend a book to someone else?</i> • Read the Persuasive Techniques resource to remind you about persuasive techniques. • Read the “How to create a promotional poster for a great book” resource for top tips to help <u>you</u>. • Write - Many books now have trailers (film of short extracts/ details) like movies. Watch at least three trailers from the list of book trailers in the resources below and complete the table for them (don't worry about the final column). • Think – <i>What are the features of a book review?</i> • Read this example of a book review.
Curriculum	<p>How did the Ancient Greeks influence art?</p> <ul style="list-style-type: none"> • Many civilisations that came after them have inherited ideas from the Greeks that remain with us to this day. The Greeks even influence us today! Watch this video to see some of the ways that has happened. • One way they had an impact was in art. Greek sculptors, potters and designers produced many amazing pieces of work that are now in museums or on display around the world. <p>It was not just artists, but writers too, who made a name for themselves in Ancient Greece. Have a look at this page about Greek theatre and look at the Resource 3. What do all of these objects tell you about Ancient Greece?</p>
Daily Tasks	Complete your spellings





	Wednesday
Maths	<p>Textbook and Workbook 5B Chapter 8, Lesson 1: Comparing Quantities</p> <p>Please spend no longer than 30 minutes on this worksheet.</p> <p>Support: https://classroom.thenational.academy/lessons/understanding-percentage-6gvpad?step=2&activity=video</p>
English	<ul style="list-style-type: none"> • Watch the trailer for Last Stop on Market Street by Matt de la Peña and Christian Robinson. • Complete this book trailer table for the <i>Last Stop on Market Street</i> trailer.

	<ul style="list-style-type: none"> • Read this Last Stop on Market Street resource which has instructions/ prompts for this story. • Complete the picture book investigation table for this book or write your thoughts in note form under the same headings. • Think – <i>What is your opinion of today's stories? What did you like about them? Did they surprise you or did the trailers represent the books well?</i> • Watch – Please watch Kwame Alexander at 1.30pm
WORLD BOOK DAY	<p>Enjoy this live stream event with the author Kwame Alexander, we will be looking at his work in the summer term. What a fantastic way to get an insight into the mind of an author! It starts at 1:30pm</p> <p>https://youtu.be/y3t5YMdV4NY</p>
Curriculum	<p>What can we learn from studying how birds fly?</p> <ul style="list-style-type: none"> • Look at the pictures biomimicry in flight resource. What do you notice? • Human flight is all based on study of birds. Leonardo da Vinci was a genius in art, science and invention. His observations showed how much he understood. What do you notice here? • Look at these 3 biomimicry examples how birds are inspiring design and engineers now to answer: What can we learn from studying how birds fly? <ul style="list-style-type: none"> ○ OWLS – noise reduction: Watch this. Read resource. ○ Falcons – Watch this. (video scroll down page) Read resource. ○ Geese – flying together Watch this. • Answer the key question using pictures to help your explanation. You can choose one example in detail or give a short example from different birds. <p>Challenge: Find out how this research into studying birds is going to mean the flight of drones can improved.</p>
Daily Tasks	Complete your spellings

	<p>Thursday</p> <p>WORLD BOOK DAY!</p>
English	<p>Live Lesson 1</p> <ul style="list-style-type: none"> • Re-read the list of ideas for work you will produce today. • Re-read the model book review in the resources and use the planning format to help you write a book review. • Use the short story triangle plan in the resources to help if you are writing a narrative inspired by this week's work. • Create your work inspired by this week's lessons.
English	<p>Live Lesson 1</p> <ul style="list-style-type: none"> • Watch the trailer for <i>You Matter</i> by Christian Robinson, our World Book Day book, here (click on WATCH) and complete the book trailer table. • Predict – <i>What do you expect the book to be about?</i> • Read – Your teacher will read the book <i>You Matter</i> by Christian Robinson.

	<ul style="list-style-type: none"> • Write your thoughts about the book in the table in the resources. • Share your work from the day with your teacher and classmates.
WORLD BOOK DAY EVENT	<p>Enjoy this live stream event with the author Daniel Morden, we will be exploring one of his texts when we return to school next week! What a fantastic way to get an insight into the mind of an author! It starts at 1:30pm</p> <p>https://youtu.be/Ls1ltr52hC0</p>
Curriculum	<p>PSCHE - Safer Internet Week – Why are there so many adverts on the internet?</p> <ul style="list-style-type: none"> • Think – What are adverts? What different types of adverts have you seen on the internet? • Watch the video and try to count the different adverts that are shown. <p>Watch the video about some of the different ways people advertise online and their motives. Think about answers to questions in the quiz at the end of the video.</p>
Daily Tasks	Complete your spellings

	Friday
Maths	<p>Textbook and Workbook 5B Chapter 8, Lesson 2: Finding Percentages</p> <p>Please spend no longer than 30 minutes on this worksheet.</p> <p>Support: https://classroom.thenational.academy/lessons/percentage-as-a-fraction-and-decimal-6mrk0r?step=2&activity=video</p> <p> Deepening:</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center; background-color: #00a0a0; color: white; padding: 5px;">Mastery with Greater Depth</p> <p>Jack and Jill each go out shopping. Jack spends $\frac{1}{4}$ of his money. Jill spends 20% of her money.</p> <p>Frank says Jack spent more because $\frac{1}{4}$ is greater than 20%. Alice says you cannot tell who spent more.</p> <p>Who do you agree with, Frank or Alice? Explain why.</p> </div>
Maths	<p>Textbook and Workbook 5B Chapter 8, Lesson 3: Finding Percentages</p> <p>Please spend no longer than 30 minutes on this worksheet.</p> <p>Support: https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-problem-solving-c9h38d?step=2&activity=video</p>

	 <p>Deepening:</p> <p>Mind Workout</p> <p> and his friend played a game. They took turns to throw a ball at a target. After 10 throws,  had hit the target 30% of the time. After 20 throws, he had hit the target 40% of the time. After 30 throws, he had hit the target 50% of the time. After 40 throws, he had hit the target 60% of the time. What is the highest percentage of hits  could have after 100 throws?</p>
Curriculum	<p>French</p> <p>Watch https://vimeo.com/512226103/57a21832f3</p> <p>Complete worksheet below</p> <p>Miss Stevenson will post the link to the PE recorded lesson in the week to seesaw.</p> <p>Miss Stevenson will post the link to the music recorded lesson in the week to seesaw.</p>
Daily Tasks	<p>Complete your spellings</p> <p>Write a short book review for Miss Stevenson to add to the book review tree in the classroom</p>

Reading	
<p>Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.</p>	
Grammar and Spelling	
<p>Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Practice these for 15 minutes each day. Your spellings to learn are:</p> <p>accommodate</p> <p>according</p> <p>aggressive</p> <p>ancient</p> <p>appreciate</p> <p>sole</p> <p>soul</p> <p>stare</p> <p>stair</p>	

English Resources

List of English Work Outcomes this Week

For World Book Day 2021, we would like you to produce several pieces of work inspired by books. You need to recommend/ promote a book / books: this could be one of the books you read by Christian Robinson (as writer and/ or illustrator) or your own choice. The purpose of the work you produce should be to **persuade others to read it / them.**

You need to complete the following ways to recommend your chosen book/books:

- A **promotional poster**, featuring a paragraph or two explaining why children should read the book. You could include artwork inspired by the book you choose (for example, in the style of Christian Robinson).
- A **book review** about one of the books you have read this week.
- A **piece to camera** recorded on Zoom, giving your opinions of the book and recommending it to others.
- For a further challenge, you might want to write / make your own **picture book**, inspired by the images in *Another* or by the words of *You Matter*. Alternatively, your picture book could be based entirely on your own idea. You might wish to use the short story triangle to help plan your story.

Table for Picture Book Investigation

Title/ Author/ Illustrator	Summarise the book in one or two sentences	What is the message/ theme of the book?	Techniques (e.g. repetition/ rhyme/ humour/ use of colour)	What did you like about the book?

Resource 4. B: Links to Book Trailers

If you decide that you want to produce a book trailer this week, watching these trailers may help you to come up with some ideas.

[Another](#) by Christian Robinson

[Last Stop on Market Street](#) by Matt de la Peña and Christian Robinson

[Milo Imagines the World](#) by Matt de la Peña and Christian Robinson

[Leo : A Ghost Story](#) by Mac Barnett and Christian Robinson

[I Want My Hat Back](#) by Jon Klassen

[It's a Book](#) by Lane Smith

[The Day You Begin](#) by Jacqueline Woodson (Y2 book)

[What We'll Build](#) by Oliver Jeffers

[Sam and Dave Dig a Hole](#) by Mac Barnett and Jon Klassen

[Just Because](#) by Mac Barnett and Isabelle Arsenault

[Giraffe Problems](#) by Jory John and Lane Smith

Reasons to Recommend a Book

- Once you started reading it, you couldn't put it down.
- The characters in the book are well described, interesting and entertaining.
- The problem faced by the main character in the story is exciting and unpredictable (i.e. there are lots of twists and turns in the plot).
- The world that the author describes is really engaging and vivid (/easy to picture)
- The book is part of a series or by a favourite author, and you want to get your friends interested in the series/ author.
- If the book has illustrations, these are beautiful, unique or memorable.
- The story is highly amusing and makes you laugh while you are reading.
- The story has a strong theme/ teaches you a lesson that you think other students should learn, too.

Persuasive Writing Techniques

- **Alliteration**
- **Facts**
- **Opinion**
- **Rhetorical Questions. /Repetition**
- **Emotive language**
- **Statistics**
- **Three (power of)**

How to create a promotional poster for a great book

1. **Purpose:** To get readers excited about a book, author, series, or genre

2. **Getting Ready:**

- Make sure you've read the entire book.
- Choose a book or series you think your classmates will enjoy.
- Think about what makes your book interesting.
- Think about how you will capture the interest of the other readers in your class (describe it in an exciting way).
- Write a script for your advertisement.
- Write down page numbers or mark pages you plan to show the class with a sticky note before you present.
-
- Practise your advertisement before recording it

3. **During the Advertisement:**

Show the cover of the book to the class

Start with a good lead (Sometimes a question gets the audience interested.

Have you ever wanted to eat chocolate for breakfast? If so, this book is for you!)

Tell the author, title, genre, library location, series, etc.

Explain why you chose to share the book

Tell a little about the book, but don't give away the secrets

If possible, mention other books by the same author or other books in the same series

4. **Tips:**

Look at your classmates

Speak loud and clearly

Show your enthusiasm

Keep it short!

***Oranges in No Man's Land* Book Review**

Imagine if a loved one's life depended on you being brave. Imagine having to journey alone across a war-torn city to get vital medicine for them. What would you do?

Ten-year-old Ayesha, who lives in war-ravaged Beirut (the capital of Lebanon), is the heroine of Elizabeth Laird's fantastic short novel *Orange's in No Man's Land*. She must leave her younger siblings behind in their makeshift home (where they live without parents) to get life-saving medicine for her grandmother. On her journey, she encounters enemy checkpoints, faces the threat of snipers and crosses a city ruined by war. As Ayesha makes her perilous journey, readers learn of the difficulties encountered by those in civil war. For example, Ayesha is constantly worrying about her accent revealing which side of the war she is and endangering her.

As the gripping story unfolds, the resourceful Ayesha questions what she has been told about the two sides in the civil war. Throughout the book, she meets a range of people whom she believes are 'enemies', but she is often surprised. Once you have read this book, you will want to think about exactly what the intriguing title is about. Although the context in which the novel is set is one of war, the novel has positive messages for us all.

Children who have enjoyed novels such as *Journey to Jo'burg* should enjoy this enthralling tale. Readers will be full of admiration for Ayesha's courage and will learn a huge amount about a terrible time in Lebanon's history. When you finish reading this book, you will be glad that its author

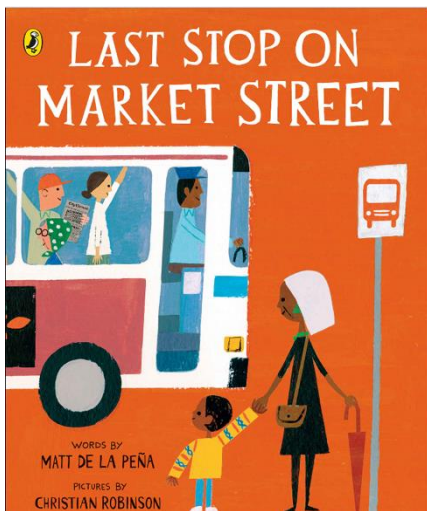
Book Review Planning Format

<p>Hook</p> <p>(e.g. Statement/ Statement/ Question)</p>	
<p>Introduction</p>	
<p>Plot/ Character</p> <p>(could be two paragraphs)</p>	<ul style="list-style-type: none"> • • • • •
<p>Themes</p> <p>Deepening</p>	<p>1)</p> <p>2)</p>
<p>Recommendati</p> <p>on</p> <p>(including comparison)</p>	

You could also use this planning format/ structure for a 'script' for a recorded piece to camera recommending a book.

Last Stop on Market Street

- **Look** at the cover of *Last Stop on Market Street*.



- **Predict** - *What do you think the story's setting will be? Who do you think the main characters will be?*
- **Look** at this image:



- **Think** - *What do you notice about the people riding the bus?*
- **Predict** - *Where do you think this "Last Stop" will take the characters in the story?*
 - *Do Nana and CJ see things in the same way?*
 - *Which of them sees the world most like you?*

The song ended and CJ opened his eyes. Everyone on the bus clapped, even the boys in the back. Nana glanced at the coin in CJ's palm. CJ dropped it in the man's hat.

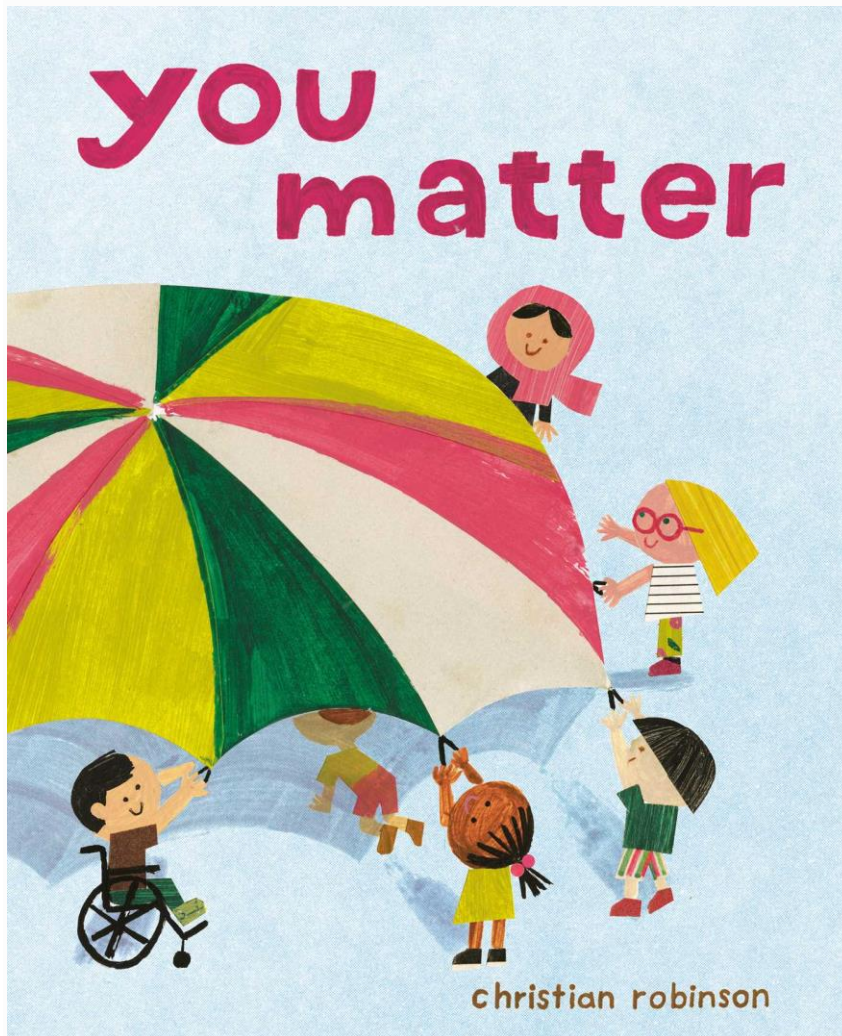


- **Predict** – *Where do you think they are going now?*



- **Summarise** – What do you think Nana means when she says, *"Sometimes when you're surrounded by dirt, CJ, you're a better witness for what's beautiful"*?
- **Complete** the [table](#) for this story.

You Matter Cover Image

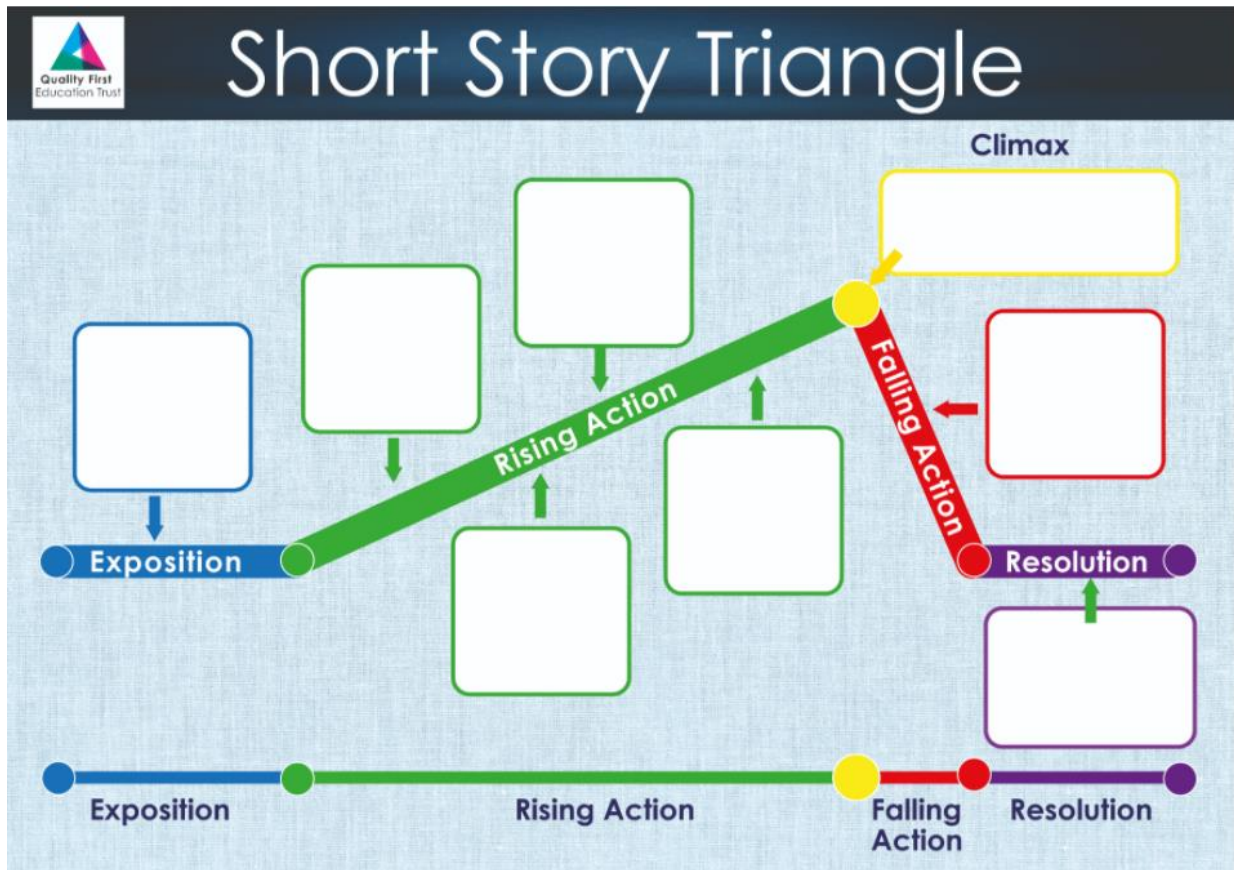


You Matter (text only)

The small stuff too small to see.
Those who swim with the tide/ and those who don't
The first to go and the last. You matter.
When everyone thinks you're a pest.
When something is just out of reach.
When everyone is too busy to help. You matter.
If you fall down.
If you have to start all over again.
Even if you are really gassy. You matter.
Sometimes home is far away.
Sometimes someone you love says goodbye.
Sometimes you feel lost and alone. But you matter.
Old and young.
The first to go and the last.
The small stuff too small to see.
You matter.

Short Story Triangle

If you are planning to write a picture book or a narrative inspired by this week's work, you can use the short story triangle to help you plan it.

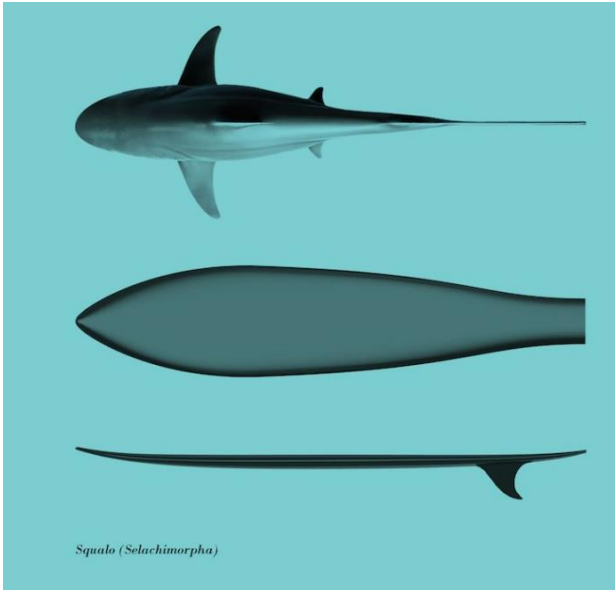


Resources

Monday Resources

Curriculum-

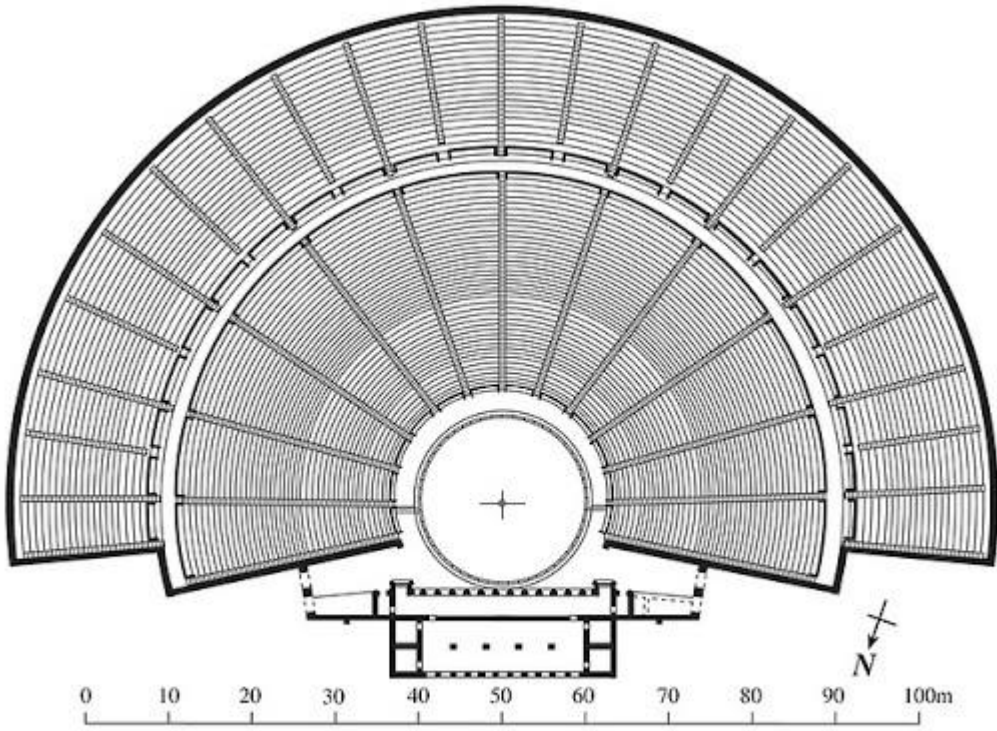
Shark – surfboard biomimicry



Tuesday Resources

Curriculum-

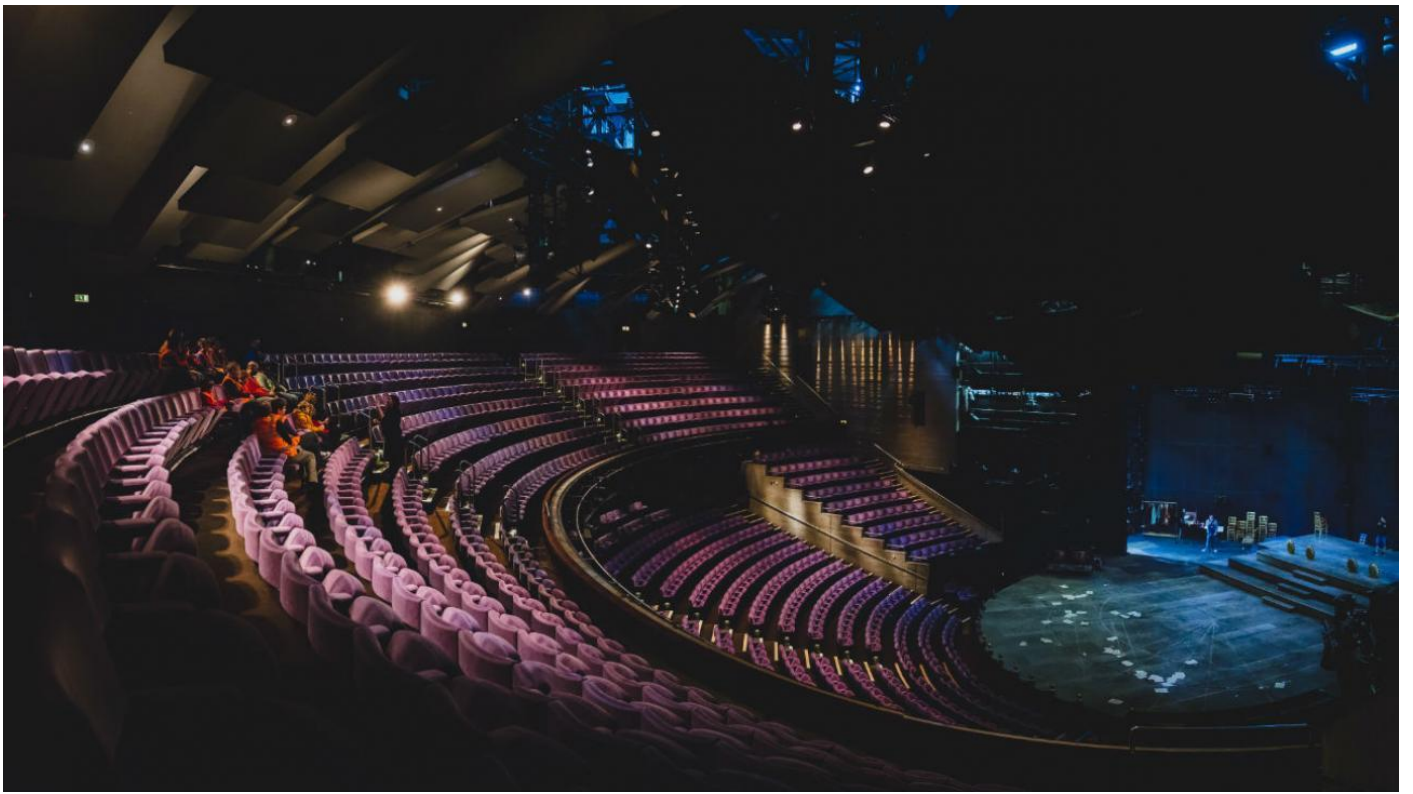
Resource 3

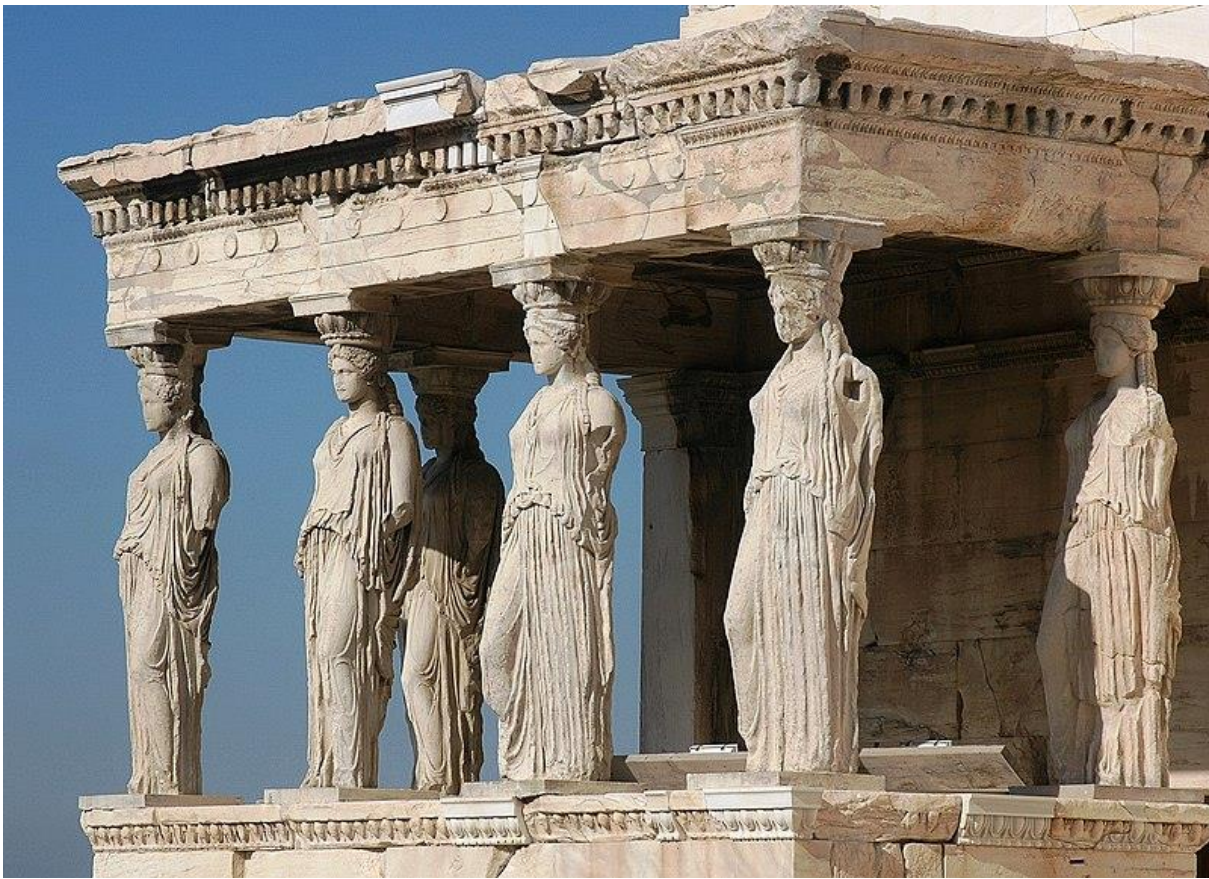


PLAN OF A GREEK THEATRE









Wednesday Resources

Curriculum-
Resource 1

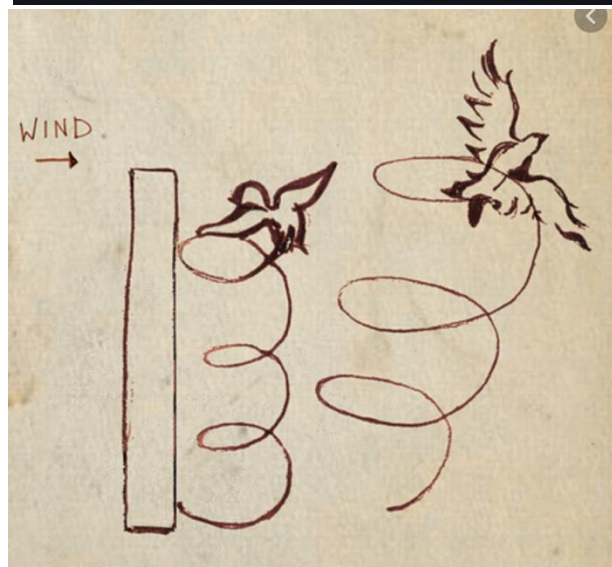
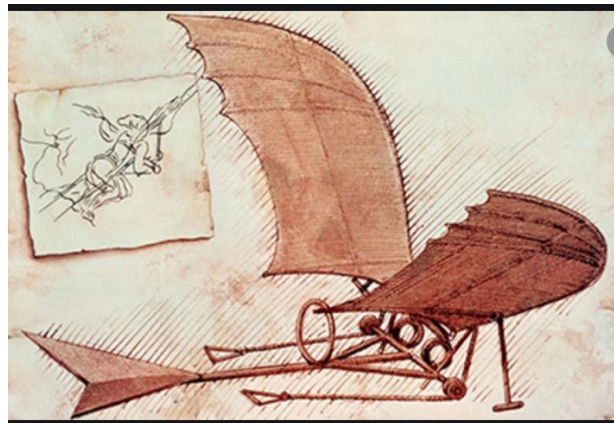
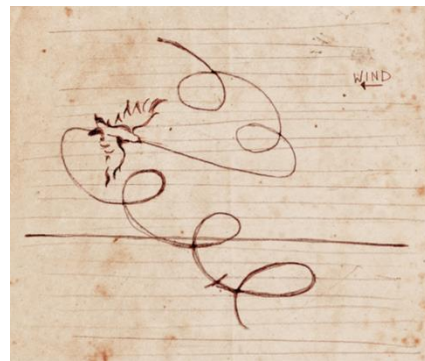
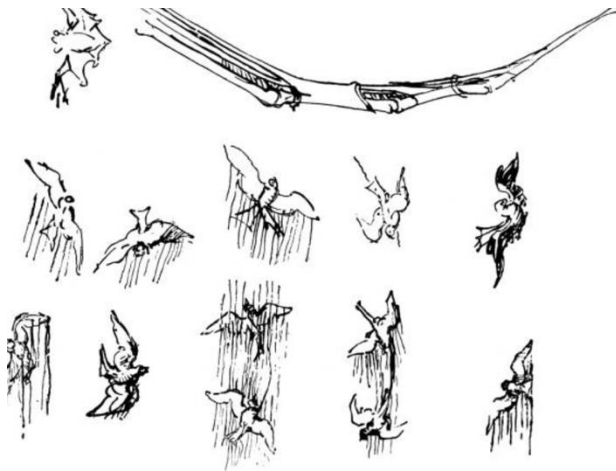




Session 4 resource 2



Leonardo da Vinci 1452- 1519



Session 4

Resource 3

Engineering inspired by nature

What is biomimicry? Biomimicry is the study and imitation of nature's best-kept secrets to help solve human challenges


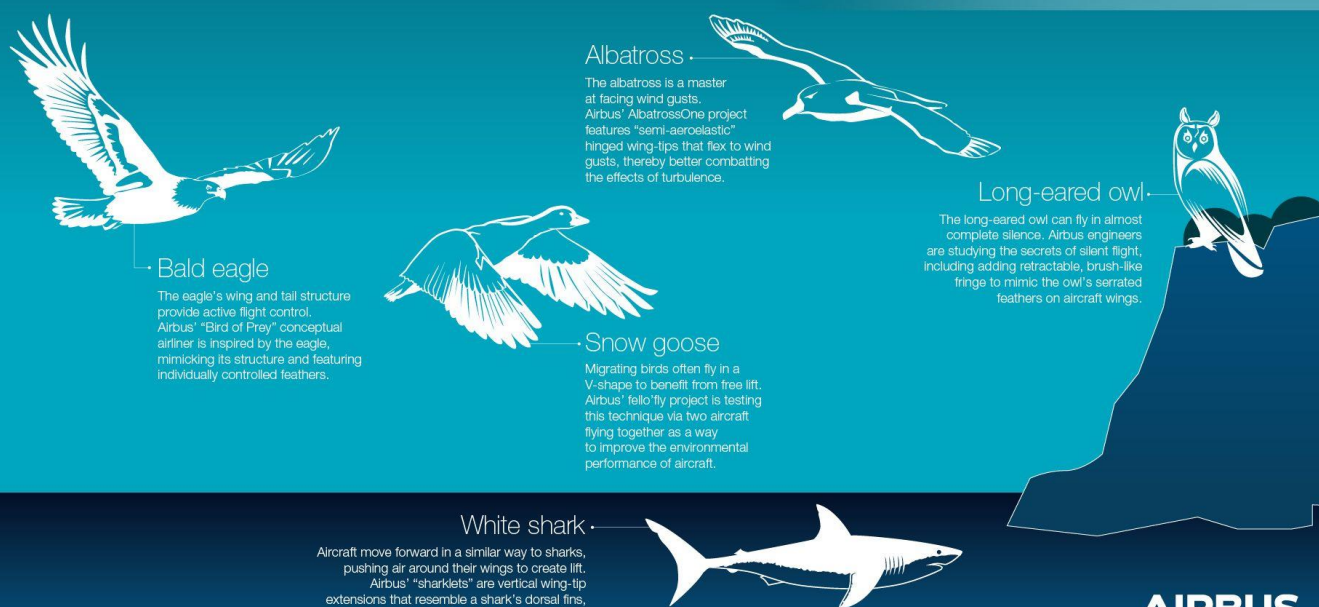
Bald eagle
The eagle's wing and tail structure provide active flight control. Airbus' "Bird of Prey" conceptual airliner is inspired by the eagle, mimicking its structure and featuring individually controlled feathers.

Snow goose
Migrating birds often fly in a V-shape to benefit from free lift. Airbus' fello fly project is testing this technique via two aircraft flying together as a way to improve the environmental performance of aircraft.

Albatross
The albatross is a master at facing wind gusts. Airbus' AlbatrossOne project features "semi-aeroelastic" hinged wing-tips that flex to wind gusts, thereby better combatting the effects of turbulence.

Long-eared owl
The long-eared owl can fly in almost complete silence. Airbus engineers are studying the secrets of silent flight, including adding retractable, brush-like fringes to mimic the owl's serrated feathers on aircraft wings.

White shark
Aircraft move forward in a similar way to sharks, pushing air around their wings to create lift. Airbus' "sharklets" are vertical wing-tip extensions that resemble a shark's dorsal fins, helping to reduce induced drag.



Resource 4

How can owls fly silently?



BY SARAH WINKLER

Owls' Feathers and Wing Structure

<< PREV

NEXT >>



HOWSTUFFWORKS

While it adds to the owl's mystique, silent flight serves a very practical purpose. It helps this nocturnal creature sneak up on its prey. But how do owls fly silently in the first place?

The design of owls' wings allows them to fly in almost absolute silence. Different parts of their wings and the characteristics of their feathers contribute to their silent flight. Owls have broad wings with large surface areas that help them to float through the air without flapping too much. Less flapping makes less noise.

Session 4 Resource 5

SILENT SWOOPERS

Amazing Animal
OWLS

THESE BEAUTIFUL AND MAJESTIC BIRDS soar silently through the night in search of prey. Their wings are uniquely shaped and have feathers on the edges, which allows air to pass through with only a small whooshing sound.

DESIGN DILEMMA

Scientists had a fun riddle in your hands: you know how loud it can be. And the faster a fan runs, the louder it is. Imagine if that fan were outside and even louder. It would bother personal animals living in the area.

This is the problem with giant wind turbines—the huge, white, fan-like structures you may have seen as part of a hilltop wind farm. These fan blades are used to generate a renewable and safe source of electricity. The problem is that, like rotors—the parts with the spinning blades—these have a lot of noise when they turn. Studies have shown that this noise can disturb animals' mating habits and their communication and even cause them to leave animals. But how do you make a giant fan quieter? Ask an owl.

▶ **Did you know?** The power you generate with wind turbines is 100% renewable.

BUILDING BIONICS

How do owls fly so quietly through the sky? They have special feathers with two features that make their flights extra quiet. The edges of the feathers are very rough, kind of like a bristly hairbrush. They break up sound waves as the wings cut through air, preventing the air from making noise as it rushes over the wings.

The upper surface of each wing is made of a coating material that's as soft as a cotton ball. The soft feathers reduce the air pressure by spreading it out, that also muffles the sound.

Scientists imitated the owl's rough bristles by putting fine ridges on the front and back of a turbine's giant fan blades. Then they tested it in a wind tunnel. The result? The fan cut the noise by a factor of 10. Now the blades can run faster and more quietly. And the animals and people living nearby greatly appreciate that extra quiet.

▶ **Did you know?** Scientists are using owl feathers to help design quieter wind turbines.

Did You Know?

Owls can lift and carry animals that are several times heavier than they are using their powerful claws—called talons.

GOING FURTHER

NOISE POLLUTION is a serious issue. If you live in a city, you hear the sound of constant traffic, people laughing and shouting, supply trucks, construction, and more. All of these contribute to noise pollution, which can have a **NEGATIVE EFFECT ON PEOPLE**. It can cause them to **LOSE THEIR HEARD AND LOSE SLEEP**. The same thing can happen to **ANIMALS** that live in or near cities. Changing the design of **WIND TURBINES** has helped engineers to consider other ways to reduce all kinds of noise pollution.



52 **WINDY WINGS**

Friday Resource

La date:

LO: learn expressions to describe the weather in French



<p>Quel temps fait-il?</p>	

1. Complete the table using the expressions in French below.

Il neige

Il y a du vent

Il y a des nuages

Il y a un orage

Il pleut

Il fait chaud

Il fait froid

Il fait beau

2. Draw your own weather map and describe with sentences what the weather is like in different parts of France.



For example :

1. *Au nord, il fait froid et il pleut.*

1 _____

2 _____

3 _____

4 _____