

Year 5 Remote Learning

Time frame: week beginning: 08.02.2021


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	"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! 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?!				
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	<p>Textbook and Workbook 5B</p> <p>Chapter 7, Lesson 3: Reading and Writing Decimals</p> <p>Please spend no more than 30 minutes on the worksheets – if you do not finish don't worry upload to seesaw what you have completed.</p>
	<p>Support: https://classroom.thenational.academy/lessons/thousandths-6wup6t?step=2&activity=video</p>
	<p> Deepening: My friend Bill said that 0.15 is 15 tenths.</p> <p>Can you explain using a diagram, why he is right or wrong?</p>
English	<p>Think – <i>What is the purpose of advertising?</i></p> <p>Look at this Age UK charity appeal advertisement - <i>How does this advertisement seek to persuade readers to donate?</i></p> <p>Read the text again and highlight/ write notes on the different persuasive techniques used. <i>Can you remember the acronym for persuasive techniques?</i></p> <p>AFOREST</p> <p>Look at this resource to remind you of AFOREST which you are you are going to fill out based on a different charity appeal advertisement.</p> <p>Read the World Wildlife Fund ('WWF') charity appeal.</p> <p>Write examples of the different persuasive/ advertising features in the table.</p>
Curriculum	<p>How can we investigate the chemical reaction of vinegar?</p> <p>Watch this lesson about testing chemical reactions.</p> <p>Challenge: Which combination of factors would release the greatest amount of carbon dioxide? How could you find out?</p>
Daily Tasks	<p>Complete your spellings for today</p> <p>Publish your exposition and first rising action from last week.</p>


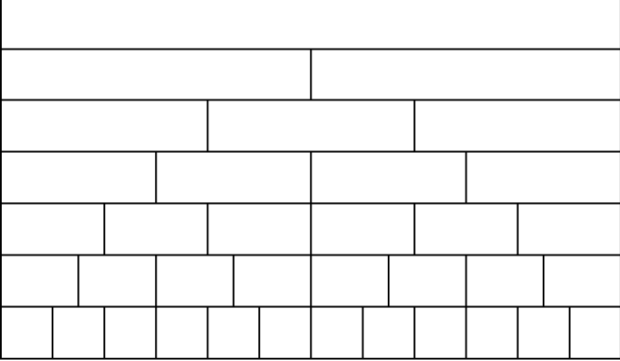
	Tuesday
Maths	<p>Textbook and Workbook 5B</p> <p>Chapter 7, Lesson 4: Comparing Decimals</p> <p>Please spend no more than 20 minutes on the worksheet – if you do not finish don't worry upload to seesaw what you have completed.</p>
	<p>Support: https://classroom.thenational.academy/lessons/recognising-decimal-hundredths-part-1-c4v3ed?step=2&activity=video</p> <p>If you are finding this challenging only answer questions 1 & 2.</p>
	<p> Deepening:</p> <p>Explain why.</p> <p>1. How many times bigger/smaller is 1.9 than 0.19?</p> <p>Explain why.</p> <p>Extra: My friend says that numbers with more digits are always greater. Is she correct? How do you know?</p>
English	<ul style="list-style-type: none"> Read these charity statements and label the persuasive techniques used in each example.

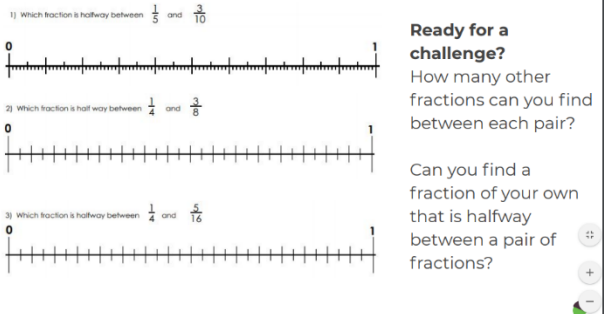
	<ul style="list-style-type: none"> • Read this brief summary of the work of Médecins Sans Frontières/ Doctors Without Borders. • Write notes (not full sentences) from the text in the details column ONLY of the planning format. • Choose three statistics you find powerful from this resource and write them in the S part of the planning format. <p>Deepening: Write further detail on your planning format after reading more about Doctors Without Borders.</p>
Curriculum	<p>Which biome is the most important?</p> <ul style="list-style-type: none"> • Re-read what you thought at the start of this unit. • Watch a video on biomes here. • Think about which biome you think is the most important in the world and give three reasons why. • Create a poster by drawing your chosen biome and what you could find in this biome (e.g. an animal) and what needs to be done to protect it. <p>Add the answers to the questions in the resources below onto your poster.</p> <p>Safer Internet Day 2021</p> <p>Tuesday 9th February is celebrated as Safer Internet Day. Today you will have a live class assembly to think about what it means to be safe on the internet. This is particularly important as we are spending more time online.</p> <p>If you have missed the live assembly, you can watch a video of a virtual assembly here.</p> <p>Think- What does it mean to be 'safe' on the internet?</p> <p>Today, I would like you to become a detective to see how many of the activities you can complete on the resource card below. When you experience or carry out an online action on your card, you can cross it off/colour it in. See how many of the activities you can cross off and upload it to Seesaw!</p>
Daily Tasks	<p>Complete your spellings for today</p> <p>Publish your second rising action from last week.</p>

	Wednesday
Maths	<p>Textbook and Workbook 5B</p> <p>Chapter 8, Lesson 5 & 6: Comparing decimals</p> <p>Please spend no more than 20 minutes on the worksheet – if you do not finish don't worry upload to seesaw what you have completed.</p> <p>Support: https://classroom.thenational.academy/lessons/comparing-and-ordering-ccwk0r?step=2&activity=video</p> <p> Deepening: Maths No Problem Textbook. Chapter 8 Lesson 6 In Focus task.</p>
English	<ul style="list-style-type: none"> • Think - <i>Why do you think charity appeals/ advertisements sometimes include individual stories?</i> • Look at this example of a charity advertisement that uses a personal story to highlight the issue it wants to tackle. • Think – <i>How does the use of a personal story make you feel? Would it make you more likely to donate to the charity? Why?</i> • Today, you will be using a summary of Ayesha's story from <i>Oranges in No Man's Land</i> to write the 'personal story' section of your charity appeal.

	<ul style="list-style-type: none"> • Think - <i>What parts of her story would be most relevant/ most likely to persuade a reader to donate to the charity?</i> • Summarise the main points of Ayesha's story, using bullet points, in your book. • Write about Ayesha's story in the style of a charity appeal.
	<p>Support: Summary of Ayesha's story to help with your writing.</p> <ol style="list-style-type: none"> 1. Lives in bomb-ravaged city – civil war* - home destroyed. 2. Father left country to find work/ mother killed in an explosion 3. Living with granny/ two younger brothers – wrecked apartment 4. Risked life to run though no man's land/ face armed militiamen – medicine for her granny.
	<p>Deepening: Read through your appeal about Ayesha's story. Have you used emotive language? Have you questioned your reader?</p>
Curriculum	<p>Science</p> <p>Review of key learning.</p> <p>Record your learning about changing materials, separating materials and example in Session 11 of a summary fact file from this half term's learning. You can choose how you present your learning using a combination of diagrams, examples, definitions and explanations.</p> <p>Vocabulary you have covered and should use:</p> <p>State, particle, energy, solid, liquid, gas,</p> <p>Physical change, Chemical change. Reversible change, Rreversible change</p> <p>Thermal conductivity – thermal conductor, thermal insulator</p> <p>Electrical conductivity – electrical conductor, electrical insulator</p> <p>Dissolving – Solvent, solution, solute, soluble, insoluble, suspension</p> <p>Separating materials – sieve, filter, evaporate, condense</p>
Daily Tasks	<p>Complete your spellings for today</p> <p>Publish your third and fourth rising actions from last week.</p>

	Thursday
Maths	<p>Textbook and Workbook 5B</p> <p>Chapter 8, Lesson 7: Writing Fractions as Decimals</p> <p>Please spend no more than 20 minutes on the worksheet – if you do not finish don't worry upload to seesaw what you have completed.</p> <p>Support: https://classroom.thenational.academy/lessons/tenths-and-hundredths-6nj68c?step=2&activity=video</p>

	 <p>Deepening: Explain how you would change a fraction wall into a decimal wall</p>  <p>whole halves thirds quarters sixths eighths twelfths</p>
English	<ul style="list-style-type: none"> • Check and improve your work from yesterday using ARMS and CUPS. • Today you will be finishing your plan. • Look at this resource from Tuesday, use this resource to help you plan your persuasive phrases. • In the third column of your plan: <ul style="list-style-type: none"> ○ Write sentences and phrases and make them as persuasive as possible using A.F.O.R.E.S.T ○ Remember to include modal verbs in your opinion section. <p>Support: Watch this video for a reminder about modal verbs: https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk Watch this video for a reminder about different sentence types. https://www.bbc.co.uk/bitesize/articles/zg3bsk7</p> <p>Deepening: Write examples of other persuasive techniques we have looked at this week (e.g. emotive language/ tripling) in the third column of your plan.</p>
Curriculum	<p>RE My friend Holly said, "Life is too complicated! How can I lead a happy and simple life?"</p> <ul style="list-style-type: none"> • Watch this video and explore the whole page • Come up with 5 lessons from Buddhism that might help Holly • Write an advice letter to Holly on how she could live a simple and happy life, inspired by the lessons of Buddha. <p>French Complete French lesson and worksheet https://vimeo.com/503819442/f24724bb81</p>
Daily Tasks	<p>Complete your spellings for today Complete publishing and upload to seesaw</p>

	Friday
Maths	<p>Watch this lesson, complete the activities as you go along. https://classroom.thenational.academy/lessons/comparing-fractions-and-decimals-c5jp8r?step=1&activity=video</p>  <p>Ready for a challenge? How many other fractions can you find between each pair? Can you find a fraction of your own that is halfway between a pair of fractions?</p>

English	<ul style="list-style-type: none"> • Re-read your written work from this week, including your plan. • Think – <i>What order will you write your paragraphs in to give you the best chance of persuading your reader to make a donation?</i> • Write your charity appeal advertisement, using this week's written work to help you with structure and content. • Check and improve your work using ARMS and CUPS. <p>Support: Only edit using CUPS.</p> <p>Deepening: Use powerful emotive language , both positive and negative, for the problem/ solution sections of your advertisement.</p>
Curriculum	<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>https://vimeo.com/507993540/8c491be0f4</p> <p>Watch this video and then practice your handwriting by writing up the poem below.</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>sensibly</p> <p>incredibly</p> <p>responsibly</p> <p>horribly</p> <p>unsuitably</p>

Miss Stevenson

[Resources](#)
[Monday Resources](#)
 English-



No one to share
a smile with.
No one to listen
to his stories.
No one to talk to.

**Will you send a text and help show a lonely
older person like Roy that someone cares?**

No one should have no one – and yet there are
one million older people in the UK who will go
more than a month without speaking to a single
friend, family member or neighbour.

Just £3 from you today could help pay for
a weekly call from an Age UK befriender –
providing an older person with the support
and companionship they need.



**TEXT FRIEND to 70111 to send £3
and help give an older person someone to talk to.**

Persuasive Techniques Used in Advertising

- **Alliteration** (repeating the same first letter sound in two or more consecutive words)
- **Facts** (positive facts that will help sell or persuade)
- **Opinion presented as fact** (shows confidence)
- **Rhetorical questions** (prompt reader to think/ statement disguised as a question)
- **Emotive Language** (words and phrases that will provoke an emotional response in the reader)
- **Statistics** (dates, times, numbered facts)
- **Tripling** (Sometimes known as the “power of three” - three points to support an argument)

Also, look for:

- **Modal verbs of certainty** (e.g. will/ can)
- **Direct address of reader** (You can / Will you)
- **Repetition** (to emphasise message/ to make points easier to remember)
- **Command sentences** (telling reader to do something);
- **Language suggesting need/ urgency** (e.g. need/ emergency/ crisis/ urgent/ now).

ADOPT AN ORANGUTAN

Orangutans have declined by around 50% in the last 60 years.

There are three species of orangutan – the Sumatran, Tapanuli and Bornean. Orangutans used to roam as far north as southern China, and as far south as the Indonesian island of Java. Today they're only found on two islands – Sumatra and Borneo.



YOUR ADOPTION REALLY HELPS

Animal adoptions like yours give a huge boost to our work. They not only help fund projects to monitor orangutans in Borneo and help create protected areas of rainforest but also fund our other vital work around the world. You can adopt an orangutan for yourself or as a gift for a loved one this Christmas.



Orangutans spend a lot of time alone but have loose relationships with other orangutans in their community. They spend most of their lives in trees, where their long, strong arms help them swing through the forest canopy and hang from branches as they eat their favorite food – fruit.

THREATS



HABITAT LOSS

Conversion of forests to palm oil plantations is the biggest cause of habitat loss for orangutans. Road development, illegal logging and mining also impact it.



PALM OIL

Peat swamp forests that are home to high densities of orangutans are often targeted for oil palm plantations. Palm oil is found in around 50% of products in your supermarket.



HUMAN ORANGUTAN CONFLICT

On average 2,200 Bornean orangutans are thought to be killed each year due to hunting, conflict in agricultural areas and the illegal pet trade.



ILLEGAL PET TRADE

Young orangutans up to the age of seven are sought after for the illegal pet trade.

HOW WE CAN HELP

We're working to identify and restore wildlife corridors between protected areas. This will reconnect previously fragmented orangutan habitat so there will be large blocks of interconnected forests.

We're also promoting the production and use of sustainable palm oil. We helped set up the Roundtable on Sustainable Palm Oil (RSPO) which is working to transform markets and make sustainable palm oil the norm.

Your adoption and support will help us:

- ✓ create and extend protected areas of rainforest
- ✓ promote the buying and use of sustainable palm oil to manufacturers and consumers
- ✓ promote sustainable use of natural resources
- ✓ support local communities in managing protected areas
- ✓ fund our other essential work around the world



An orangutan's arms are longer than its legs, reaching its ankles when it stands.

Table for Recording

Persuasive/ Advertising Features

A lliteration	
F acts	
O pinion	

Rhetorical Questions	
Emotive language	
Statistics	
Tripling (power of three)	
Language showing how things will be better with your donation	
Language showing that urgent action is required	
Language that could be added to make this advertisement more persuasive	

Tuesday Resources

English-

The following are all extracts from charity appeals/ advertisements.

Write the persuasive techniques used in each one.

Alliteration

Facts

Opinion

Rhetorical Questions

Emotive language

Statistics

Tripling (power of three)

Your kindness will change lives. **(Red Cross)** _____

By making a donation today, you could help us give older people the support, companionship and care they deserve, in winter and all year round. **(Age UK)**

One child waking up homeless on Christmas morning is a tragedy. 80,000 of them is a disgrace. **(Shelter)** _____

Rising sea levels, more extreme weather events, loss of biodiversity. Our climate is breaking down and destructive industries continue to threaten our forests, oceans and air. But together we can overcome these challenges. Learn more about what Greenpeace is doing to protect our natural world for future generations. **(Greenpeace)** _____

Will you help us continue to be here for every child? **(NSPCC)** _____

Now look him in the eye and tell him you can't afford it. **(Sightsavers)**

With your help, we can be there for everyone who needs us. **(Mind)**

Donate to protect human rights around the world. **(Amnesty International)**

Your gift could provide emergency food, support food producers and help families overcome poverty. **(Oxfam)** _____

Planning format

	Details	Useful words/ phrases/ grammatical devices A.F.O.R.E.S.T
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What problem/ situation does the charity address?		
Who are <i>Doctors Without Borders</i>? What do they do?	Who we are MSF UK	
Examples of work they have done/ personal story		
How donations are used?		
Statistics		

What is Doctors Without Borders?

Doctors Without Borders is also known under its French name, Médecine Sans Frontières

We are an aid organization and send doctors, nurses and logisticians all over the world to give medical care to people who really need it so they can live longer and healthier lives.

Abdel-hadi is six and, washed with his family from Somalia to Kenya to escape the war and the drought. On the way he was bitten by a mosquito, which gave him a disease called malaria. A nurse working for Doctors Without Borders took him to hospital and now he is cured.



What makes Doctors Without Borders special?

When a disaster strikes, Doctors Without Borders is usually the first to help. We can act quickly because we are independent and most of our money is given to us by generous members of the public.



Where does Doctors Without Borders work?



Mirshanka is from Haiti. During an earthquake the ceiling of her house fell down, crushing her leg and trapping her under the rubble.

After three days she was found and taken to a Doctors Without Borders hospital. The doctors made her a new prosthetic leg and now she is learning to walk with it. She's looking forward to dancing and playing football again.



What can I do to help?

- You can tell others about Doctors Without Borders.
- You can organise a fundraising event with your friends or at school.
- You can make a donation to Doctors Without Borders, or ask for a donation instead of a birthday present.
- You can ask someone from Doctors Without Borders to visit your school.



Curriculum-Geography

- 1) What type of biome is it?
- 2) Why is this the most important biome?
- 3) What climate does your biome have?
- 4) What is the landscape like in your biome?
- 5) What plants and animals might you find in your biome?
- 6) Which biome is the most different to your chosen biome?
- 7) What could humans do to protect your chosen biome?



Detective



Name _____

Find a fact you didn't know before (Remember to make sure it's reliable!)

Think about how being online is making you feel and tell someone you trust

Check 3 sources to see if something is reliable/true

Find an article or video online where a person is giving their opinion

Share something useful online to friends/family

Use a search engine and spot the sponsored results

Laugh out loud at something online

Find an image which has been edited

Spend some time researching a topic you're interested in with an adult you trust

Wednesday Resources

English-

SYRIA CRISIS UPDATE:
4 MILLION CHILDREN URGENTLY NEED OUR HELP

THE WAR DIDN'T KILL HER. THE WATER MIGHT.

The violence in Syria destroyed her home. Without your help, she will face another deadly threat - dirty water. With funds stretched and millions forced into living in crowded, dirty refugee camps, we are struggling to supply every child with enough clean water to drink. We urgently need your support to deliver life-saving water, food and medicine. Without it, diseases such as cholera and typhoid could soon start killing vulnerable children.



TEXT 'HOPE' TO
1991 8899
FOR MORE INFORMATION.
(\$0.25/sent msg)

Text in for more info.
Helpline 1300 884 233
To opt-out SMS STOP to
199 18099 (\$0.25/sent msg)

Find out more, visit unicef.org.au/syria



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Reversible and Irreversible Changes Fact Sheet

PHYSICAL CHANGES

solid liquid gas

Changing state from solid to liquid to gas and back again is a reversible change.

Heating is the process of increasing the temperature. Cooling is the opposite process where temperature is decreased. We use a thermometer to measure temperature.

A wind turbine helps to generate electricity from renewable sources.

When chocolate is melted it can solidify again. The change is reversible.

Cooking eggs, by frying, boiling, scrambling, poaching etc., is always an irreversible change.

When oil, vinegar and egg yolks are mixed together; they make a precipitate called mayonnaise. This change is irreversible.

Dissolving sugar in water is a reversible change. When the water is evaporated it leaves the sugar behind.

When vitamin tablets effervesce (fizz) a gas is produced. This is an irreversible change.

Any reaction, such as burning, that causes new substances to be formed is called a **CHEMICAL CHANGE**. These changes are irreversible.



Coal, gas and oil are all fossil fuels. They non-renewable energy sources.

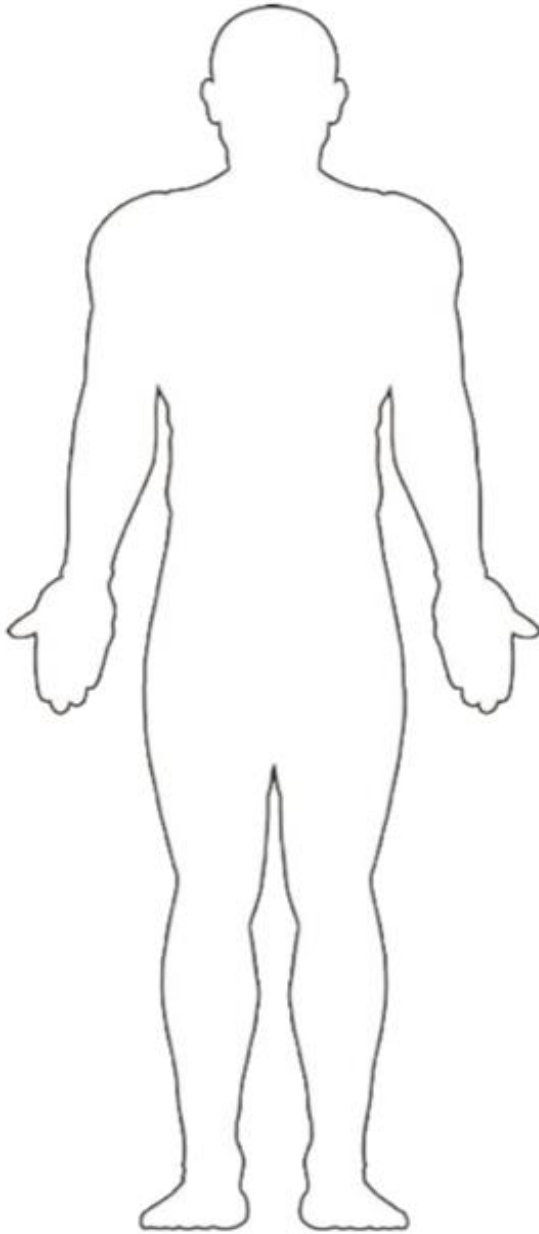




French

Mes vêtements

1. Read the description in French. Draw and colour in the clothes.



Bonjour! Je m'appelle Simon.

Aujourd'hui, je porte une chemise verte et un short bleu.

J'ai des chaussettes bleues et des chaussures marron.

Je porte une casquette orange et des lunettes de soleil.

2. Design your own outfit. Draw it and describe it in with sentences French on a new sheet. You can use the sentence grid below to help you.

je porte	un	pantalon	rouge/s	et	un	bikini	rouge/s
		short	jaune/s			maillot de bain	jaune/s
	une	robe	rose/s		une	veste	rose/s
		chemise	bleu(e)/s			casquette	bleu(e)/s
	des	chaussettes	vert(e)/s		des	sandales	vert(e)/s
		bottes	noir(e)/s			collants	noir(e)/s

In French, words for colours go **after** the item of clothing. For example:

un pull noir (a black jumper) or **une jupe bleue** (a blue skirt).

Colours, like other **adjectives**, must always agree with the **noun**. If the clothes item is **feminine**, add **-e** to the colour, if it is **plural**, add **-s** (**masculine**) or **-es** (feminine).

Some colours are irregular. For example:

blanc / blanche / blancs / blanches.

Rouge (red) and **rose** (pink) stay the same for masculine and feminine nouns, and just add an **-s** for plural nouns.

Orange and **marron** don't change at all.

Support: [Clothes and Accessories - KS2 French - BBC Bitesize - BBC Bitesize](#)

The Sea is a hungry dog

The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and shaggy jaws
Hour upon hour he gnaws
The rumbling, tumbling stones,
And 'Bones, bones, bones, bones! '
The giant sea-dog moans,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides over the cliffs,
And howls and hollos long and loud.

But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet, he scarcely snores.