

Year 5B Home Learning

Time frame: week beginning: 25/1/2021

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 5B Timetable

Zoom	Instructions / Actions
<p>Wake 'Wake Up, Shake Up'</p> <p>Monday – Friday at 8.30am-9.00am.</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 9.25am-9:30am	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
Maths 9.30am-10:00am	<ul style="list-style-type: none"> • Please complete a times challenge either before or after the lesson. 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 11.30am-12:00am	<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 and Reading 2.10pm-2:40pm	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.

Maths

Before or after each lesson, please follow [this link](#) below and choose a 1-minute times table challenge to complete. Make sure you choose a times table that you need to practise.

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 and I will give you some feedback and advice.





Monday

Textbook and Workbook 5A

Chapter 6, Lesson 11 – Worksheet 11 – **Adding Fractions**

Support : Learn the strategy [here](#).

If you are finding this challenging, only answer questions 1 & 2.

	 Deepening : <table> <tr> <td>$\frac{5}{8} + \frac{3}{4} =$</td><td>$\frac{5}{6} + \frac{2}{3} =$</td></tr> <tr> <td>$\frac{4}{8} + \frac{2}{4} =$</td><td>$\frac{1}{7} + \frac{1}{2} =$</td></tr> </table>	$\frac{5}{8} + \frac{3}{4} =$	$\frac{5}{6} + \frac{2}{3} =$	$\frac{4}{8} + \frac{2}{4} =$	$\frac{1}{7} + \frac{1}{2} =$
$\frac{5}{8} + \frac{3}{4} =$	$\frac{5}{6} + \frac{2}{3} =$				
$\frac{4}{8} + \frac{2}{4} =$	$\frac{1}{7} + \frac{1}{2} =$				
Tuesday	Textbook and Workbook 5A Chapter 6, Lesson 12 – Worksheet 12 – Subtracting Fractions Support: Learn the strategy here . If you are finding this challenging only answer questions 1 & 2. Deepening: There are two mystery fractions. The difference between them is $\frac{1}{4}$. The sum of the two fractions is $1\frac{1}{4}$. What are the two fraction?				
Wednesday	Textbook and Workbook 5A Chapter 6, Lesson 13 – Workbook 13 – Subtracting Fractions Support : Learn the strategy here .  Deepening : Deepening to be posted on Seesaw after the lesson.				
Thursday	Textbook and Workbook 5A Chapter 6, Lesson 14 – Worksheet 14 – Subtracting Fractions Support : Learn the strategy here .  Deepening : Deepening to be posted on Seesaw after the lesson.				
Friday	Textbook and Workbook 5A Chapter 6, Lesson 15 – Worksheet 14 – Multiplying Fractions by a Whole Number Support: Learn the strategy here .  Deepening: Deepening to be posted on Seesaw				

Writing

Please use [this link](#) to see a glossary of unfamiliar words found in *Oranges in No Man's Land*

Monday

- **Look** at the [cover](#) for *Oranges in No Man's Land* by Elizabeth Laird.
- **Predict** - *What might the title mean/ be about? What do you think the book will be about? What can you see on the front cover? What kind of story will it be? Which genre do you think it belongs to? Why?*
- **Watch** this [video](#) of a teacher reading the blurb.
- **Predict** - *Is there anything you would like to change about your prediction(s)?*
- Look at the [two photographs](#) showing Martyrs' Square, Beirut before and after the war.
- **Think** - *What do you think had happened?*
- **Read** the [first two pages](#) of Elizabeth Laird's Teacher Notes ([More About Oranges in No Man's Land](#))
- **Watch** these videos of a teacher reading [Chapter One](#) and [Chapter Two](#).
- **Answer** the comprehension questions on this [resource](#).

Support: **Write** an answer to one of the questions numbered on this [resource](#).



Deepening: **Summarise** - *What have you learned about Ayesha (the narrator)?*

Tuesday

- **Look** at the [photographs](#) of Heneine Palace in Beirut before and after war.
- This week, you are going to write in role as Ayesha, imagining she has stumbled upon a ruined palace that she once visited before the war.
- **Re-read** [pages 6 and 7](#) and **highlight/ underline/ write** descriptions of the room.
- **Look** at the [Before](#) and [After](#) photographs.
- Write expanded noun phrases next to the [Before](#) and [After](#) photographs or on paper under the headings Before and After.

Support: **Read** this [resource](#) if you need help with creating expanded noun phrases.



Deepening: **Write** prepositional phrases on your [Before](#) and [After](#) photographs or on paper that can be used when you write your description.

Wednesday

- **Watch** the example of a setting description [here](#)
- **Write** your 'Before' paragraph describing the palace before it was damaged by war.

Support: Think about the colours, feelings and use the images to help you.

Look at the [Before](#) and [After](#) photographs.



Deepening: Can you improve your language choices?

- **Read** the description you wrote for Lesson 3, checking your work.

Thursday

- **Think** – *How will you link your Before and After paragraphs?*
- **Write** your 'After' paragraph describing the palace after it was damaged by war (this will probably be longer as there is more to describe).

Support: Edit only using CUPS



Deepening: How do you want your reader to be feeling? Does your writing show this?

Friday

- **Read** the [opening two paragraphs](#) of Chapter Three.
- **Look** at the [two photographs](#) and **read** Elizabeth Laird's [notes](#) on the Green Line (or **watch** a teacher reading them [here](#)).
- **Watch** these videos of a teacher reading [Chapter Three](#) and [Chapter Four](#).
- **Read** the extract and **write** answers to the questions in this [resource](#).
- **Watch** these videos of a teacher reading [Chapter Five](#) and [Chapter Six](#).
- **Write** answers to the questions on this [resource](#).
- **Watch** this video of a teacher reading [Chapter Seven](#).

Support: **Read** the extract and **write** answers to the questions in this [resource](#).



Deepening: What is the main development in Chapter 6?

Reading

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.

Grammar and Spelling

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 your spellings for 15 minutes every day.

Your spellings to learn are:

women

woman

missed

mist

accident

magnificent

experiment

brilliant

distant

important

Other Curriculum Subjects

Monday

Science

Lesson 3

What planets are in our solar system and what is it like on them?

- In this lesson, we will learn about the eight different planets in our Solar System.
- **Watch this [video lesson](#) about the planets.**

Record your responses to the activities in the lesson

Tuesday

Science

Lesson 4

What is a year? Why do we have seasons? Why do we have day and night?

- Watch the [BBC clip](#) about seasons and length of a year
- Watch the two links on [this page](#) to learn more.
- Watch [the BBC clip](#) explaining why we have day and night.
- The longest and shortest days of the year are called solstice – find out more about what this is and why we have them [here](#).
- In your own words using diagrams to help, explain the 2 key questions.

What is a year? Why do we have seasons? Why do we have day and night

Challenge:

How are farmers affected by fewer hours of sunlight in December than June in the UK?

Wednesday

R.E

Session 2

The enlightenment of Buddha

Watch this video lesson: [What is the eight fold path?](#)

Complete the activities shared in the lesson.

Remember to click on each of the buttons at the bottom of the screen to cover the lesson.

Thursday

R.E

Session 3

The four noble truths

Watch this video lesson: : [What are the four Noble truths?](#)

Complete the activities shared in the lesson.

Remember to click on each of the buttons at the bottom of the screen to cover the lesson.

Friday

P.E and Music

Watch [this](#) music lesson with Miss H.

Watch [this](#) P.E lesson (part one) with Mr Bartlett and [here](#) is part two.

Many Thanks,



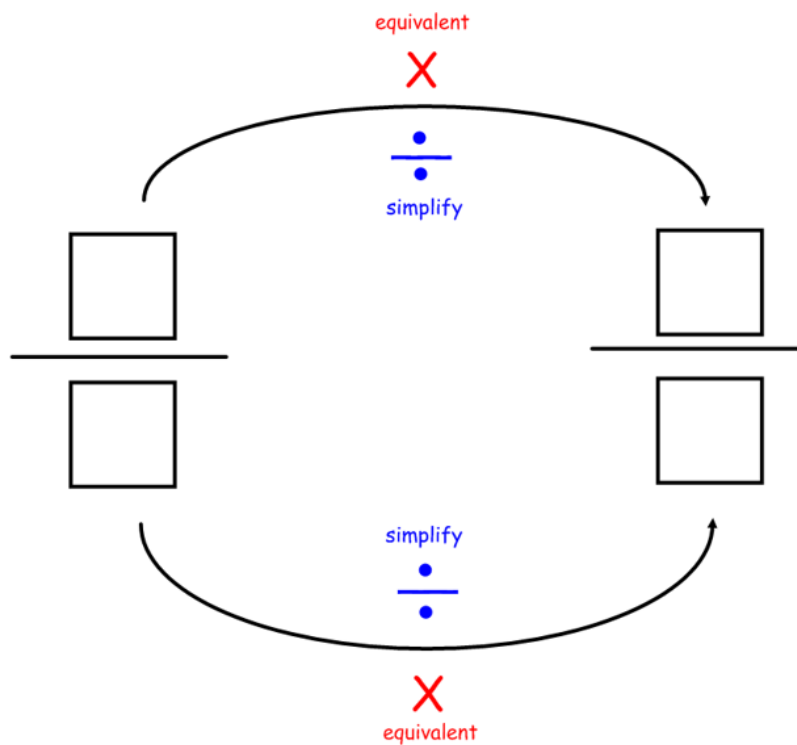
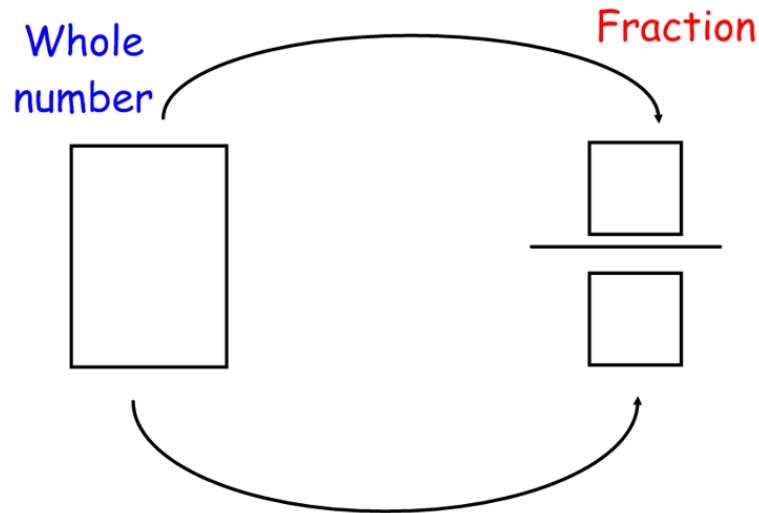
Home Learning

Mr Gale

Resources

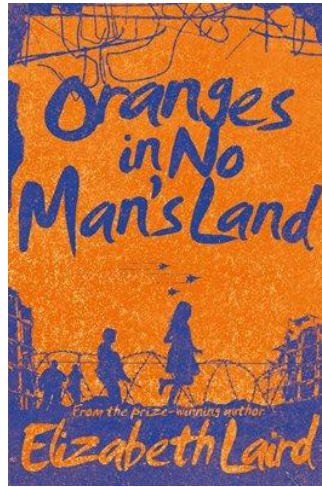
Maths





English

English Resource 1.1: *Oranges in No Man's Land*



English Resource 1.2: Images of Martyrs' Square



English Resource 1.4A: Comprehension

1. ***It had been a lovely city once... (p1)***
What is suggested by this description?
 2. Look at pages [6-7](#).
What suggests the flat had once belonged to wealthy people?
Give **two** examples from the text.
- or
2. Look at pages [6-7](#).

Which sentence below best describes the flat?
Tick **one**.
 No-one lived in it.
 It had once been a grand residence.
 The owners had left it because they were poor.
 There was nothing notable about it.

English Resource 2.1: Heneine Palace Before and After



English Resource 2.2: *Oranges in No Man's Land* (pp6-7)

'There are people up there, in that window,' Latif suddenly said, pointing across the road to the first floor of the building opposite. 'Look, Granny, they're waving to us.'

That was the first kind, good thing that had happened to us since the disaster, and it was how we met Samar (who was ten years old like me) and Samar's mother, dear Mrs Zainab, the best mother in the world, after mine.

A few minutes later, we'd crossed the road, pushed open the broken street door of the building, gone up the dusty steps and found ourselves in what must once have been a beautiful flat, where rich people would have lived.

I can remember standing in the doorway, looking round in amazement. I'd never been in such a place before. The windows had all been blown out, and there were gaping holes in the walls where shells had blasted through, but you could still see how magnificent it had been in the old days.

Even the hallway was huge. The floors were made of marble, and there were big mirrors on the walls with elaborate gold-work round them. You could see beyond the hall into amazing rooms, all light and airy with high ceilings from which ruined chandeliers hung at crazy angles.

The people who had owned this flat must have left long ago, and they'd taken their beautiful furniture and fancy clothes with them. But the rooms weren't empty. They were full of people. Refugees. Squatters. Poor people from the bombed-out parts of town. People with nowhere to go. People like us.

I could see through the open doors that they'd made corners of the rooms their own. They'd set up little homes, with their own mattresses and cooking pots, and strung up cloths on strings to make partitions so that each family could have a bit of privacy.

Mrs Zainab came out into the hall towards us. She was comfortable looking, with smile-wrinkles around her eyes. She wore a long tattered dress, and had a scarf tied over her head.

'You poor things,' she said. 'I couldn't let you go on sitting there, with night coming on and all. Have you got somewhere to go? Are you lost?'

It was then that Granny burst into tears, and Latif and I were so shocked we huddled up against each other, not knowing what to say. We'd never seen her cry before.

Mrs Zainab took charge at once. She had found us a corner of our own, in what had been the sitting

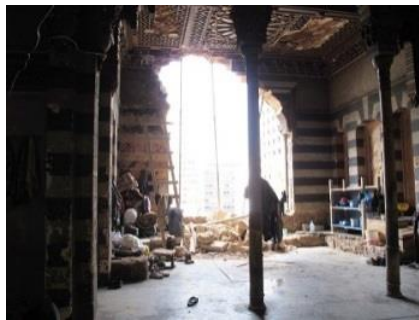
Resource 2.3: Ideas Sheet -Before/ After Images



Before



After



Resource 2.4: Expanded Noun Phrases Explanation

Look at the photographs of the palace before and after.

What can you see?

walls = noun

the walls = noun phrase (**determiner** + noun)

the crumbling walls = expanded noun phrase (**determiner** + **adjective** + noun)

An expanded noun phrase can be expanded further with the addition of adjectives. Always think about whether additions improve your description.

the crumbling, bullet-peppered walls (**determiner** + **adjectives** + noun)

**English Resource 3.2: Extract from Elizabeth Laird's Teacher Notes
(More About Oranges in No Man's Land)**

In this extract, Elizabeth Laird describes a flat that she once moved into in Beirut:

Oh that flat! It had been beautiful once. Handmade tiles covered the walls, chandeliers hung from the ceilings and the once beautiful sofas were covered in velvet. It was a sad sight when we moved in. Splatters of broken glass were all over the floor, some of the windows had been shot out and rows of bullets ran along the wardrobe doors.'

Add any useful words and phrases (these might include expanded noun phrases or prepositional phrases).

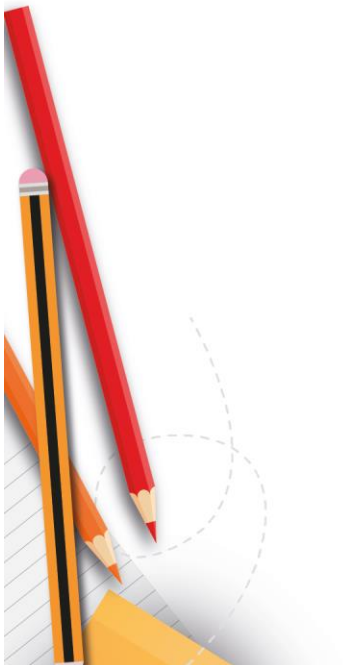
English Resource 5.1: Oranges in No Man's Land (Chapter Three Extract)

Chapter Three

One morning I stepped out of that crowded, overflowing, noisy flat. It must have been early summer, I suppose, because the night had been cool and the day looked as though it would be hot.

There had been a ferocious gun battle raging in the streets around us all through the night. There was an invisible line across Beirut in those days. It was known as the 'Green Line' and it divided the city as surely as a wall, though there was no actual line to be seen, only a vast maze of bombed-out buildings, infested with gunmen and a few old people. The different groups controlled the opposite sides, and the battles were fought across it.

English Resource 5.2: The Green Line





English Resource 5.3: Extract from Elizabeth Laird's Teacher Notes on the Green Line (*More About Oranges in No Man's Land*)

Beirut had been a lovely city once, but it was a sad sight when we arrived. An invisible "Green Line" ran right through the centre of the city. It divided Beirut between the two sides, which faced each other across it. Their militias (informal armies) had blasted away with their rockets and guns so hard that the whole of the city centre was in ruins. Buildings had collapsed, ruined cars and tanks cluttered the streets and most of the lamp posts and trees had been knocked over. This is what the Green Line looked like on a rainy day.



English Resource 5.4A: Comprehension

Read the following extract and answer the two questions about it:

The checkpoint wasn't far. I slowed down as I approached it. You had to be very cautious with checkpoints. You had to take care and look closely to make sure that the men guarding them were from a friendly militia. To tell you which militia was running the checkpoint, each one had a little flag stuck up on a pole, or one hanging across the chain that they used to stop the traffic going down the street. Sometimes there were posters too, of the different political leaders. Our flags were green and black.

There were four militiamen there that morning. They had built up two walls of sandbags on either side of the street and had run a chain across between them to stop vehicles going through. They all carried automatic weapons, slung casually over their shoulders. They didn't frighten me though. I knew their flag was the right one for my sort of family. I recognized their accents too. They were the same as mine. They came from the far south of Lebanon. They were Shia Muslims, like us.

1. Why does Ayesha have to be careful at checkpoints?

2. Look at the paragraph beginning: *There were four militiamen there that morning...* (p14)

Give **two** ways the narrator knows that the militiamen are not a threat to her.



English Resource 5.5A: Comprehension

Read the following extracts and answer the questions about them:

Chapter Five

1. *She must have seen the wary look on my face...*

What does **wary** mean?

I haven't told you about Samar yet, and she needs to be properly introduced. To be honest, when I'd met her that first evening, and for days afterwards, I was scared of her. I didn't know what to make of her.

Samar didn't speak. She made grunting, squeaking noises instead, and her hands flew about all the time, in complicated flicking movements.

'It's all right,' Mrs Zainab said, seeing my alarm. 'Samar's not stupid. She's deaf, that's all. She can't hear what you say to her, but she can read your lips. Just make sure she can see your mouth when you speak. She'll understand all right.'

She must have seen the wary look on my face, because she frowned as if I'd annoyed her.

2. *It was our little ritual.*

What does the word *ritual* suggest in this sentence?

So we went to her special place (only it was *our* special place now). We took out our treasures, hers and mine, and arranged them in a proper order on the windowsill. We always did it the same way, taking a long time over it, before we started to play. It was our little ritual. Once we'd arranged our things, that dusty corner of the ruined stairwell became ours, set apart for us. We never noticed the people who hurried past us to and from the upper floors of the building.



Read the following extract and answer the two questions about it:

I haven't told you about Samar yet, and she needs to be properly introduced. To be honest, when I'd met her that first evening, and for days afterwards, I was scared of her. I didn't know what to make of her.

Samar didn't speak. She made grunting, squeaking noises instead, and her hands flew about all the time, in complicated flicking movements.

'It's all right,' Mrs Zainab said, seeing my alarm. 'Samar's not stupid. She's deaf, that's all. She can't hear what you say to her, but she can read your lips. Just make sure she can see your mouth when you speak. She'll understand all right.'

She must have seen the wary look on my face, because she frowned as if I'd annoyed her.

'Samar's missing her friends,' she said. 'Before all this trouble began, she used to go to the deaf school. Top of the class, she was. They taught her sign language there. None of us can do it properly, and she gets really frustrated when we can't understand. She's lonely. You don't have to be friends with Samar, Ayesha, but she'd love to be friends with you.'

I could see she was worried about Samar, and that I might be about to offend her. I didn't know what to do. Then I heard a noise behind me. Samar was there. She'd been reading her mother's lips. Now she was looking at me, with her head on one side. She took hold of my hand.

'That means she likes you,' Mrs Zainab said.

I still wasn't sure. I'd never met a deaf person before. I didn't know what to do. But Samar did. She pulled a ball of string out of her pocket, and

before I knew what she was doing, she'd looped it round my hands.

'She wants to play cat's cradle,' said Mrs Zainab.

'What's that?' I said.

Samar rolled her eyes and grinned at the same time. She looked really funny and cheeky. She didn't need sign language to show what she was thinking. *What? Never played cat's cradle? Where have you been, you poor sad girl?*

It was so easy to understand her that I burst out laughing. She tugged at my arm. I followed her.

The place she took me to was her special place. It was a quiet corner in a turn of the stair outside the flat. She showed me the few small treasures she kept hidden behind a loose shutter. There was a little ring with a red glass bead in a matchbox, a yellow plastic rose and tiny toy teddy bear with a sweet little hat.

That's how I became friends with Samar. She began teaching me her sign language at once. Slowly I began to understand most of what she wanted to say. Anyway, a week later she was as close to me as the sister I never had.

That afternoon, when Granny went to sleep, and I'd been cooking the chickpeas, Samar poked her head round the screen.

Come on, she signed. *Let's play.*

So we went to her special place (only it was *our* special place now). We took out our treasures, hers and mine, and arranged them in a proper order on the windowsill. We always did it the same way, taking a long time over it, before we started to play. It was our little ritual. Once we'd arranged our things, that dusty corner of the ruined stairwell became ours, set apart for us. We never noticed the people who hurried past us to and from the upper floors of the building.

3. *The place she took me to was her special place. (p24)*

How can the narrator tell that the place was special to Samar?

4. How can you tell that the narrator's friendship with Samar develops quickly?

Give **two** pieces of evidence from the text.

5. **Deepening:** What is the main development in Chapter 6?