



'Respectful and resilient; being the best that we can be.'



CRC Article 28: All children have the right to a good quality education.
CRC Article 29: All children have the right to be the best that they can be.

Year 5 Remote Learning Plan **Week Beginning: 26th April 2021**

Dear Parents and Carers,

We hope that you and your family are safe and well.

If your child is feeling fine but is unable to attend school, please could they undertake the learning in the table below. Please click on the links which will take you directly to a variety of learning opportunities that link closely to what your child's class are learning in school. If login and password details are needed, then you will find the details in the front of your child's Reading Record book.

If your child would prefer paper-based learning this will be available to collect from the School Office. Please call in advance to arrange this. If it is not possible to collect the paper-based learning, please let us know. These learning opportunities will also be linked closely to what your child needs and to what the children in their class are learning this week. The activities sent home must be completed and returned to school, either when your child returns to school or it will be collected by Mrs. Mathwin on a pre-arranged date.

Your child's teacher or Teaching Assistant will contact you regularly to speak to your child and yourself during the isolation period to provide guidance about the home learning. If you require any further guidance about any of the learning, please contact the School Office and they will arrange for a member of staff from your child's Bubble to contact you.

Best wishes,

Mrs. Boulton

Head Teacher

English Ongoing Learning:

Spelling:

<https://www.spellingshed.com/en-gb/>

Week 3 and practise previous weeks.

<https://spellingframe.co.uk/>

Reading and Writing:

<https://en.fictionexpress.com/>

<https://library.thenational.academy/>

<https://www.borrowbox.com/>

Reading, reading, and a bit more reading!

Maths Ongoing Learning:

Times Tables:

<https://trockstars.com/>

Maths:

<https://www.topmarks.co.uk/Search.aspx?Subject=16>

and <https://www.transum.org/Software/>

Number bonds to 10/20

Hit the button

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Ordering numbers to 100

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

<https://mathsbot.com/generatorMenu>

<https://mathsbot.com/starterMenu>

<https://mathsframe.co.uk/en/resources/category/22/most-popular>

Online Safety Guidance:

https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/?utm_source=Thinkuknow&utm_campaign=dd271ec52e-TUK_GLOBAL_12_11_20&utm_medium=email&utm_term=0_0b54505554-dd271ec52e-64915338

English Specific Learning:

1 - This week we are continuing to read 'The Wreck of the Zanzibar'. Follow this link to read the e-book.

[https://www.e-reading.club/bookreader.php/1010532/Morpurgo - The Wreck of the Zanzibar.html](https://www.e-reading.club/bookreader.php/1010532/Morpurgo_-_The_Wreck_of_the_Zanzibar.html)

Re-read the book from the start. If you can, discuss it with someone and summarise by sharing what we now know about Laura. What are you wondering at this point in the book?

Read the diary entries February 12th, February 14th, and February 15th.

2 - Write your summary down and three things that you are wondering about at this point in the book.

(Please send a screenshot.)

3 – Read the diary entry for 20th January.

Answer the following questions using the information in Laura's diary entry for 20th January.

1. Find and copy a phrase that tells us that the boats left the harbour. (literal)

2. How do we know that Laura is dissatisfied with her life? (inference)

3. Which phrase tells us that the gigs could move quickly? (inference)

4 – Cut out and order the paragraphs, outlined in blue, below.

5 – English Reading for Pleasure

<https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-c5jp6r>

VGPS (Vocabulary, Grammar, Punctuation and Spelling)

1 – To explore using simple, past, present and future tense.

Maths Specific Learning:

1 - Finding percent of a quantity

<https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-6xh36d>

(Please send a screenshot of the quiz.)

2 – Find percent of a quantity problem solving

<https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-problem-solving-c9h38d>

(Please send a screenshot of the quiz.)

3 - Thousandths

<https://classroom.thenational.academy/lessons/thousandths-6wup6t>

(Please send a screenshot of the quiz.)

4 – Comparing fractions and decimals

<https://classroom.thenational.academy/lessons/comparing-fractions-and-decimals-c5jp8r>

(Please send a screenshot of the quiz.)

5 – Comparing and ordering

<https://classroom.thenational.academy/lessons/comparing-and-ordering-ccwk0r>

(Please send a screenshot of the quiz.)

6 – Rounding decimals

<https://classroom.thenational.academy/lessons/rounding-decimals-part-1-70r6at>

(Please send a screenshot of the quiz.)

<https://classroom.thenational.academy/lessons/to-explore-using-the-simple-past-present-and-future-tense-c5h32d>

(Please send a screenshot of the quiz.)

2 - To explore past, present and future progressive tense.

<https://classroom.thenational.academy/lessons/to-explore-the-past-present-and-future-progressive-tense-6dj2c>

(Please send a screenshot of the quiz.)

Other Subjects:

Science:

How do you clone a potato?

<https://classroom.thenational.academy/lessons/how-do-you-clone-a-potato-70uk8c>

(Please send a screenshot of this work.)

Computing:

Typing:

<https://bigbrownbear.co.uk/learntotype/>

How do you program a robot?

https://app.diagrams.net/#G1PM_h5XeYBRUz39xlfwl_eNd5YrMwu8K Practise drawing Flowcharts for the following:

High-Low Hedgehogs

Flo the hedgehog likes to play a game with her friend Sue.

You may have played this game yourself. This is how it goes:

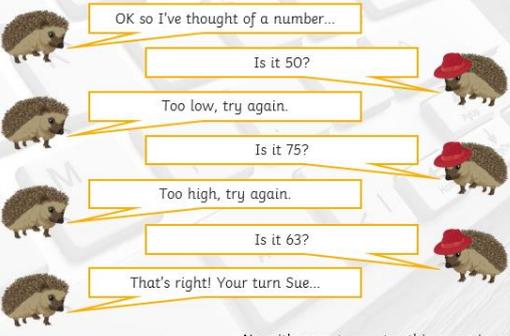
- Flo thinks of a number between 1 and 100.
- Sue then tries to guess what the number is.
- If Sue's guess is too low, then Flo will answer: "too low, guess again". (No surprises there!)
- If Sue's guess is too high, then Flo will answer: "too high, guess again".
- If Sue's guess is correct, then Flo will answer: "that's right!"
- Then Sue thinks of a number between 1 and 100 and Flo has to guess.

Let's see how this works...



Next →

High-Low Hedgehogs



OK so I've thought of a number...

Is it 50?

Too low, try again.

Is it 75?

Too high, try again.

Is it 63?

That's right! Your turn Sue...

Now it's **your** turn – try this game in pairs.

High-Low Hedgehogs

Now you know the rules, your challenge is to create a flowchart that describes the High-Low Hedgehogs game.

Start your flowchart like this and then complete it.

```
graph TD; Start([Start]) --> P1[Person 1: Pick a number between 1 and 100]; P1 --> P2[Person 2: Make a guess];
```



High-Low Hedgehogs

```
graph TD; Start([Start]) --> P1[Person 1: Pick a number between 1 and 100]; P1 --> P2[Person 2: Make a guess]; P2 --> P1_78[Person 1 picks the number 78]; P1_78 --> P2_30[Person 2 makes the guess: 30]; P2_30 --> P1_low[Person 1 says: too low]; P1_low --> P2_95[Person 2 makes the guess: 95]; P2_95 --> P1_high[Person 1 says: too high]; P1_high --> P2_...[... and so on ...];
```

Is this the best way to draw a flowchart for this game? Can you think of a better way?



Geography:

Where does our food come from?

<https://classroom.thenational.academy/lessons/where-does-our-food-come-from-60t62e>

(Please send a screenshot of this learning.)

French:

Describing animals using sentences.

<https://classroom.thenational.academy/lessons/describing-the-pets-with-some-colours-74t32r> Simple Task

<https://classroom.thenational.academy/lessons/describing-pets-using-some-more-colours-and-using-the-conjunction-et-c8t38t> More Challenging Task

French numbers 1 to 10

<https://www.youtube.com/watch?v=kWQn2Hg2AHk>

Physical Education:

<https://www.5-a-day.tv/>

<https://www.gonoodle.com/>

Art:

Architecture

<https://classroom.thenational.academy/lessons/john-piper-part-1-6gukec>

(Please send a photograph of this work.)

RE:

Buddhism – To learn the meaning behind the story of ‘Siddhartha and the Swan’ and to learn about the moral precept – harm no living thing. Watch the story.

<https://www.youtube.com/watch?v=J-Uwll0Vvel>

<https://www.bbc.co.uk/bitesize/topics/zs86n39/articles/zmcsmfr>

Can you spot what the boy describes which shows how Buddhists harm no living thing? Find out about other ways Buddhists ‘harm no living thing’. Make a poster to explain what you found out.

(Please send a photograph of this work.)

PSHE, Relationships and Health Education:

Reduce, Reuse, Recycle

<https://classroom.thenational.academy/lessons/reduce-reuse-recycle-crt38c>

(Please send a screenshot of this work.)

4 – Cut out and order these paragraphs.

This afternoon Billy and Father had their expected set-to about Molly. Father roared and of course Billy shouted back at him. He wasn't going to stay and be a cowman all his life, he had better things to be doing. I've never seen Billy like it. The angrier he became, the more he seemed to grow. Nose to nose in the kitchen he was as big as Father. Father said he'd strap him if he didn't hold his tongue and Billy just stared at him and said nothing, his eyes like steel. Mother came between them and Billy stormed out. I followed him.

It all began just after Joseph Hannibal left. We've had arguments before, Billy and me, but never like this. He didn't seem a bit sad when I told him, at last, about Molly and her calf. He just said that I should have been there, or Mother; that it wasn't his fault. I got angry and shouted at him. Billy just shrugged and walked off. I hate it when he does that. I raced after him and grabbed him. He turned on me and told me I was taking Father's side against him. I knew then that it was all because of Joseph Hannibal. It's as if he's split us apart. Billy thinks that everything about him is wonderful, that he's doing what a proper man should. He won't hear a word against him.

THIS IS THE WORST DAY OF MY WHOLE LIFE. IT began well. Joseph Hannibal left the house this morning at last. I thought he'd sail away on the evening tide and that would be the end of him. I was wrong. Billy has gone with him. Even as I write it, I can hardly believe it. Billy has gone.

We went to Rushy Bay where we always go to talk when we don't want anyone else to hear. We sat on the sand together, and that was when he told me. He'd been talking to Joseph Hannibal. Joseph Hannibal had asked the skipper of the General Lee and the skipper had agreed: Billy could join the ship as cabin boy.

Writing

Following a terrible storm, write a newspaper article about a ship that has been wrecked during the storm on the Isles of Scilly. You can set it in the present day or back in the early 1900s.

Features of a Newspaper Report Checklist

How many of the following features can you spot in the newspaper report?

Features	✓ / X
The name of the newspaper	
A headline that uses a pun, rhyme or alliteration	
A subtitle which gives a bit more information about what the report is about	
The reporter's name	
An introductory paragraph containing the 5 Ws (what, where, when, who, why)	
Information about the main events presented in chronological order	
Pictures with captions	
Written in the third person and in the past tense	
Direct and reported speech	
Formal language	
Rhetorical Questions	
A conclusion paragraph to explain what might happen next	