Alexandra Primary School
Aspire, Perform, Succeed

Year Group: 5

Week beginning: 01.03.21

Weekly Home Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
English	**LI: to use a thesaurus to identify synonyms for vocabulary in Viking Boy**	**LI: to use commas effectively**	**LI: to describe a setting**	**World Book Day**	**LI: to comprehend a text**
Key vocabulary and key questions	**Key Vocabulary:** synonym, similar meaning, fire, see, walk, said, danger, scared, forest, people **Key Questions:** What is a synonym? Why is it good to use synonyms in your writing? How do you use a thesaurus?	**Key Vocabulary:** commas, clause, relative clause, subordinate clause, list, full stop, punctuation. **Key Questions:** When do we use clauses? Why do we use clauses? How do commas change the meaning of the sentence? What is the difference between a relative clause and subordinate clause?	**Key Vocabulary:** adjective, personification, simile, metaphor, synonyms, onomatopoeia, sense, time adverbials + the descriptive vocabulary the children have used to describe the fire scene. **Key Questions:** What has happened in this chapter? What can you do if you don't know what a word means? What words help the author describe the fire? What is a simile? What is a metaphor? What is personification?	Reading is so important as it is a part of everyday life. We want to encourage the children to become lifelong readers for pleasure and using days and events like this helps create those memories. The children should spend some time reading today and they could use reading plus or bug club to do this too. They can use the World Book Day website (https://www.worldbookday.com/) to find lots of activities, which Miss Forster has shown them on a video. On this website, at 10:30am, there is a live session with authors for them to watch or catch up with on YouTube. There are free audiobooks to listen to and book recommendations. There is a reading stars challenge for them to use to inspire them with different ways of reading. They should send a photo or write a few sentences on the Google Docs explaining what they have done to celebrate World Book Day.	**Key Vocabulary:** inference, retrieve, summarise, vocabulary, predict, explain, evidence, quote. **Key Questions:** What has happened in this chapter? What are your predictions? Do you know what all the words mean? How can you find out the meanings? How do you feel about this chapter?
Introduction	Starter: complete the three GPS questions on the Google Docs. The first question is identifying the sentence type (grammar); the second is using suffixes to change the word (vocabulary/spelling) and the third is about capital letter (punctuation).	Starter: the children should choose the correct spelling for each syllable of the broken up word. They should use the example to help them. If they don't know what a word means, it would be useful to them to use a dictionary to find the definition.	Starter: children to sort the sentences showing if it has a simile in it, a metaphor in it or neither of them. The children should re-write the sentences in the correct column of the table.		Starter: the children should complete the three GPS tasks. For Grammar, the children have to identify the subordinate clauses in each sentence. For vocabulary/spelling, they need to define the four words listed (they can use a dictionary to do this). For punctuation, they should add an apostrophe to the words which need them – they are apostrophes for contraction. They will need to type the sentences underneath with the apostrophe in.
Activities	The children should search for the words listed on the Google Docs in a thesaurus and note them down either as a mind map or as a list. They should choose words which they think they could use in their writing – some words would not be appropriate due to other meanings. The children should watch the videos on the Google slides to help them understand what synonyms are and how to use a thesaurus.	1. The children should re-write the sentences with a comma (s) in each to show how comma placement changes the meaning of a sentence. 2. The children need to explain how the comma placements in the two sentences change the meaning of them. 3. The children should create ten sentences of their own, which relate to chapter two of Viking Boy. They should colour code them according to the reason why it has a comma(s) in it. They should have a mix of these and not ten sentences which all have lists in them.	1.Children should review their work from last Friday and watch/re-read chapter two of Viking Boy. This is found in the topic 'Viking Boy' on Google Classroom. 2.Children should create a setting description of the fire scene. They should use the book to help them but they should add their own vocabulary choices too. They must describe the setting and not re-tell the story – there shouldn't be too much action or telling the reader what the characters are doing. They should write a good sized paragraph or two for this task.		1. Watch the video of a staff member read chapter three of 'Viking Boy'. 2. Answer the comprehension questions about the chapter on the google docs. You should rewatch the video with the questions in front of you to know what to listen for.

Please continue logging into Doodle Maths, 'My Maths', Mathletics and keep up with your Timestable Rockstars regularly.

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Maths	**L.I: Subtraction - breaking the whole**	**L.I: Subtract 2 mixed numbers**	**L.I: Multiply unit fractions by an integer**	**L.I: Multiply non-unit fractions by an integer**	**L.I: Multiply mixed numbers by integers**
Key vocabulary and key questions	**Key Vocabulary:** Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one-quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify. **Key Questions:** Is flexible partitioning easier than converting the mixed number to an improper fraction? Do we always have to partition the mixed number? When can we subtract a fraction without partitioning the mixed number in a different way?	**Key Vocabulary:** Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one- quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify. **Key Questions:** Why is subtracting the wholes and parts separately easier with some fractions than others? Can you show the subtraction as a difference on a number line? Bar model? How are these different to taking away? Does making the whole numbers larger make the subtraction any more difficult? Explain why.	**Key Vocabulary:** Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one-quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify. **Key Questions:** How are multiplying fractions similar to adding fractions? Which bar model do you find the most useful? Which bar model helps us to convert from an improper fraction to a mixed number most effectively? What has happened to the numerator/denominator? What is the same/ different between ¾ x 2 and 2 x ¾?	**Key Questions:** Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one- quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify. **Key Questions:** How many tenths do we have altogether? How does repeated addition help us with this multiplication? How does a number line help us see the multiplication? Can you show me 3 lots of 3/10 on a bar model?	**Key Vocabulary:** Fraction, halve, quarter, whole, part, equal parts, one whole, parts of a whole, number of parts, one-half, one- quarter, three- quarters, one whole, unit fraction, proper fraction mixed number, numerator, denominator, equivalent, simplify. **Key Questions:** How could you represent this mixed number? What is the denominator? How do you know? How many wholes are there? How many parts are there? What is multiplying fractions similar to? (repeated addition) What representation could you use to convert a mixed number to an improper fraction?
Introduction	Children use prior knowledge of fractions to subtract two fractions where one is a mixed number and you need to break one of the wholes up. They use the method of flexible partitioning to create a new mixed number so they can complete the calculation.	Children use different strategies to subtract two mixed numbers. Building on learning in previous steps, they look at partitioning the mixed numbers into wholes and parts and build on their understanding of flexible partitioning as well as converting to improper fractions when an exchange is involved.	Children are introduced to multiplying fractions by a whole number for the first time. They link this to repeated addition and see that the denominator remains the same, whilst the numerator is multiplied by the integer. This is shown clearly through the range of models to build the children's conceptual understanding of multiplying fractions. Children should be encouraged to simplify fractions where possible.	Children apply prior knowledge of multiplying a unit fraction by a whole number to multiplying a non-unit fraction by a whole number. They use similar models and discuss which method will be the most efficient depending on the questions asked. Reinforce the concept of commutativity by showing examples of the fraction first and the integer first in the multiplication.	Children use their knowledge of fractions to multiply a mixed number by a whole number. They use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying. Continue to explore visual representations such as the bar model.
Activities	• Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit	• Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit	• Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit	• Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit	• Starter – Complete Flashback 5 • Main Task – complete sheet both pages (Record on answer document or take photograph of work to submit) • T or False word problem – Answer question (record on answer document) • Extension activities – Read PowerPoint and Answer questions (record on answer document). • Check work and submit

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Weekly Home Learning

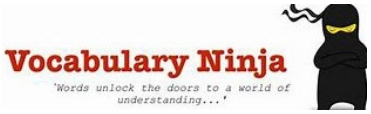
Reading

Daily for 20 minutes

Use your reading plus login, Bug Club or Doodle English to read and answer questions on a text.

You could upload a picture of you reading your favourite book of the week

Islington website –
Virtual School Library | Oak Academy (thenational.academy)



Science

Uploaded on Thursday 4th March

L.I To identify and define non-contact forces

Introduction:
What is a contact force?
Which contact forces can you remember?
Review balance and unbalanced forces

Task:
Click the link
What are non-contact forces? (thenational.academy) for today's Science
First – try the introduction quiz to test your prior knowledge
watch the Oak National Academy lesson and answer the questions below as you go.

Use the google document provided to complete your answers from today's video lesson.

Topic

Topic – Uploaded on Monday 1st March

L.I To review prior knowledge and to interpret meaning from a text

Introduction:
Recap 5 things you remember about the Anglo Saxons.

Task:
Task 1 - create a KWL grid to record what you already know and what you would like to find out about the Vikings/
K - what you already know
W - What do you want to know/ what do you wonder?
L - leave blank

Task 2 - complete the reading comprehension about the new topic of the Vikings.
Read the text attached and then answer the questions below.
Remember use evidence from the text to support your answers and write in complete sentences where appropriate.

Music

Uploaded on Tuesday 2nd March

L.I To use body percussion

Listen to the opening of the Finlandia orchestral performance film again. Hear the dark chords in the brass instruments (Trombones, tubas and the French Horns) and the rumbling timpani or drums.

We are going to try to recreate the opening music using body percussion, and following the instruction of what to do for each beat.

Try to create your own 'musical notes' which shows what you have performed.

You can record yourself performing your body percussion and send into us

RE

Uploaded on Friday 5th March

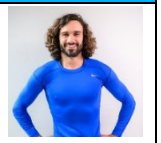
L.I To explore the significance of the Seder meal

What have we learnt already about Judaism already?
What is the significance of this plate? Does it look important? Why?

Watch video clip and make a link between this and the story of Moses we looked at last week.
Recap the story of Moses.
Identify the importance of the Seder plate and meal.
Can you think of foods that make you remember a special time? Why are these foods special to you?

Task:
Design and label you own pizza that included toppings which are special to you
You ca draw on paper and upload a photo of your design or you can create text boxes and label with words on the google document provided.
Then explain why each topping has a special importance to you.

PE/Wellbeing



Mr Coleman and Alice have organised some lessons for you. Look out for these on Google Classroom. You can also continue to have your daily PE sessions with Joe Wicks every **Monday, Wednesday and Friday at 9:00 AM.**

https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ,

Wellbeing Wednesday

Wednesday 3rd March
An afternoon given over to unplugged (non-screen) activities.

Theme: Helping others
Emotions: Write a diary entry about your week. Has anything happened? How are you feeling? What would
you like to happen next week? Is there anything you are worried about?
Activity: Help someone in your house do a job. It might be to set the dinner table, help cook dinner, walk
the dog with a family member, vacuum the living room and kitchen.
Create: Thank a community hero. Write a letter to someone who is working hard during Covid. It could be your local supermarket, the police station, Care homes etc. Include a nice drawing to make them smile.
If you can, find an address and post it to them or drop it in on your walk.