

	Monday	Tuesday	Wednesday	Thursday	Friday
English	LI: to identify the features of a playscript	LI: to create stage directions for a play script	LI: to convert a narrative to a playscript	LI: to develop my narrative writing skills.	LI: to create a play script
Key vocabulary and key questions	<p>Key Vocabulary: cast, actor, stage, stage directions, character, italics, brackets, colon, scene, set, adverbs, acts, play script, play, narrator, play production, stage director, scenery, props, costumes.</p> <p>Key Questions: What are the features of a play script? Why is a play script different to a story? What is the purpose of a play script? Who reads it? How do the actors know how to perform the lines?</p>	<p>Key Vocabulary: stage directions, present tense, actors, verbs, actions, adverbs</p> <p>Key Questions: What is the character doing when they are saying this? How are they saying this line? How does the actor know what to say and what to do?</p>	<p>Key Vocabulary: Character, speech, colon, new line, stage directions, special effects, prop list</p> <p>Key Questions: Do play scripts need inverted commas? How does an actor know what to do? How does an actor know how to say their line? How could you show the crew what special effects needed? How can you organise the different scenes in the story?</p>	<p>Key Vocabulary: composition, structure, features, tense, paragraph, cohesion, vocabulary, word choice, setting</p> <p>Key Questions: How can we describe a story setting? Why is it important to use action in a story? How can we keep the action going throughout a story?</p>	<p>Key Vocabulary: Scene, scene description, character, prop, stage direction, special effects, narrator.</p> <p>Key Questions: What is your play about? What happens? How will you lay out your play? What are the different scenes? How will you be successful?</p>
Introduction	Starter: children to circle the adverbs in the sentences and then add adverbs into the gaps. Adverbs are used in play scripts to describe how an actor says something.	Starter: match up the grammar words with what they are and add examples e.g. a verb is a doing or action word, for example, run.	Starter: the children should convert the narrative style of speech to a play script. This is a practice for the main task. They should include stage directions in brackets and/or italics.	Starter: the children look at an image and try to create as many descriptive sentences about it.	Starter: The children should match up the antonyms. These are words which mean the opposite of each other.
Activities	<ol style="list-style-type: none"> Children to label the features on the playscript using the features listed on the google slides. Not all the features are on the example. The children should match up the vocabulary with the definitions. If they find it tricky, it's good to match the simpler ones first to see what's left afterwards. 	<ol style="list-style-type: none"> Children to add stage directions to the play script they read yesterday. They should draw text boxes over the image on google docs and place it where it should go. The font should be in italics and/or brackets. It should be in the present tense too. As a challenge, they can create a short scene description for the start of the play for the set designers to use. They might add in a prop list if they have used props in their stage directions. 	The children need to read the story to understand what it's about. They will then convert the story into a play script layout using the features they have learnt about earlier in the week. They should look at the success criteria to check they are including everything they should in a play script.	<p>Today, we have an exciting live lesson for you to join in with at home. For you to take part, you must click the link at 1:30pm, otherwise you will miss out. You will need a notebook and a pen or pencil to note down your ideas during the session.</p> <p>In the session, some writing experts will share lots of tips and advice for you about narrative writing and you will work on writing your own text about a Star Ship Adventure.</p> <p>During the lesson, take part in the writing activities that you are told to either on paper or on your device. Write 3 things that you have learnt today and how you can use them to improve your writing. Photograph your work and upload to Google Classroom</p>	<ol style="list-style-type: none"> The children have free choice to create their own play scripts set during Anglo Saxon or Viking times. They should use the success criteria to guide them and use everything they have learnt about playscripts. The children should have three scenes in their play scripts and should create a significant piece of writing.

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

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	L.I: Compare and order fractions greater than 1 (second part of worksheet)	L.I: Add and subtract fractions	L.I: Activity Add fractions within 1	L.I: Activity Add fractions within 1	L.I: Add 3 or more fractions
Key vocabulary and key questions	<p>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.</p> <p>Key Questions: How can we represent the fractions? How does the bar help us see which fraction is the greatest? Can we use our knowledge of multiples to help us? Can you predict which fractions will be greatest? Explain how you know. Is it more efficient to compare using numerators or denominators?</p>	<p>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.</p> <p>Key Questions: How many equal parts do I need to split my bar into? Can you convert the improper fraction into a mixed number? How can a bar model help you balance both sides of the equals sign?</p>	<p>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.</p> <p>Key Questions: Can you find a common denominator? Do you need to convert both fractions or just one? What knowledge from previous lessons do you need to apply to add fractions? How can you check your answer?</p>	<p>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.</p> <p>Key Questions: Can you find a common denominator? Do you need to convert both fractions or just one? Why would a bar model not be efficient for this question?</p>	
Introduction	Children use their knowledge of ordering fractions less than 1 to help them compare and order fractions greater than 1. They use their knowledge of common denominators to help them. Children will compare both improper fractions and mixed numbers during this step	Children recap their Year 4 understanding of adding and subtracting fractions with the same denominator. They use bar models to support understanding of adding and subtracting fractions.	Children add fractions with different denominators for the first time where one denominator is a multiple of the other. They use pictorial representations to convert the fractions so they have the same denominator. Ensure children always write their working alongside the pictorial representations so they see the clear links.	Children add more than 2 fractions where two denominators are a multiple of the other. They use a bar model to continue exploring this. Ensure children always write their working alongside the pictorial representations so they see the clear links.	
Activities	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

Reading	Science	Topic
<p>Daily for 20 minutes</p> <p>Use your reading plus login, Bugclub or Doodle English to read and answer questions on a text.</p>  <p>You could upload a picture of you reading your favourite book of the week</p> <p>Islington website – Virtual School Library Oak Academy (thenational.academy)</p>  <p>Look at Miss Carberry's video and slides for this week's vocabulary ninja word. Can you use it in a sentence this week?</p>	<p>Uploaded on Thursday 11th February</p> <p>L.I To investigate air resistance</p> <p>Introduction: What is a force? What force have we looked at previously? Gravity and Sir Isaac Newton re cap</p> <p>Task: Look through slides introducing another force – air resistance Watch video introducing Galileo Galilei The work of Galileo Galilei Primary Science - SciTube - YouTube Watch video explaining air resistance Danger! Falling Objects: Crash Course Kids #32.1 - YouTube</p> <p>Task 1 –children write their own definition/ explanation of air resistance and its origins Task 2 – children to create their own experiment, by making three parachutes and drop them from a height. Each of the three parachutes should be slightly different. You will observe which of your parachutes falls the most slowly. This parachute will have the most air resistance pushing it up Record your findings in the table provided on google docs. It would be lovely to see photographs of your at home experiments too. Other useful videos: Galileo's Famous Gravity Experiment Brian Cox BBC Two - YouTube Gravity and air resistance Physics - Bitesize Science - YouTube</p>	<p>Topic – Uploaded on Monday 8th February</p> <p>L.I To interpret Anglo Saxon way of life</p> <p>Introduction: Consolidate knowledge on sources. Why are they useful for us as historians?</p> <p>Tasks: Look through slides, consolidating knowledge on the Anglo Saxons How do we know what we know? Watch video – life in Anglo Saxon times What roles were important to Anglo Saxon way of life and why?</p> <p>Anglo Saxon society : Anglo-Saxon Society GCSE History Revision Anglo-Saxon & Norman England - YouTube</p> <p>Main task: children create a non-chronological report all about the Anglo Saxon way of life. This can be presented on a google document Google slides Or on paper and upload a photo of it.</p>
Art	Music	PE/Wellbeing
<p>Uploaded on Tuesday 9th February</p> <p><u>L.I To apply sketching techniques for an Anglo Saxon artefact</u></p> <p>-Look at the slides and show /recap the sketching techniques -Look at Anglo Saxon brooch artefacts, different styles and colours. Task - sketch a brooch using sketching style techniques (only pencil) Upload a picture to Google classroom (video link on how to do this on the slides)</p>	<p>Uploaded on Friday 12th February</p> <p><u>L.I To create language In context with music</u></p> <p>This half term we will be looking at Finlandia by Jean Sibelius. Recap his life and his home which were the bases of his pieces.</p> <p>Think about what you love about where you live and if you were to write a piece of music to represent this place what would it sound like? On the google document - As you listen, write in each column how the music made you feel, what emotion it might be describing or what you can hear in each section. If you want to you can draw a picture of what you think it might be about. Now listen to the full orchestral performance of Finlandia on the BBC Ten Pieces webpage. KS2: Jean Sibelius - Finlandia - BBC Teach You can use the following website to find alternative words Synonym Synonyms, Synonym Antonyms Thesaurus.com</p>	<p>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/UCAxW1XT0iEJo0TYIRfn6rYQ</p> 
		Wellbeing Wednesday
		<p>Wednesday 10th February An afternoon given over to unplugged (non-screen) activities.</p> <p>Theme: Healthy Me Activity: Draw what a healthy person looks like. What do they need to be healthy? Write your own workout challenge routine for the next week. Create: Make a healthy meal/smoothie and send us a picture!</p>

Year Group: 5

Week beginning: 08.02.21

Weekly Home Learning

