St Margaret's-at-Cliffe CP School

Weekly Timetable Class 5

Week 9th Nov	Monday	Tuesday	Wednesday	Thursday	Friday
	9th November	10th November	11th November	12th November	13th November
Vocab Ninja	Ninja Word of the day starting with Shinobi words for year 5 can be found here. Children first Look, Say, Cover and finally write the word five times, they then write the definition and example sentence, underlining the featured word. They then use the word to create their own descriptive sentence. They can also look at synonyms, antonyms, prefixes and suffixes associated with the word and could create a sentence using one of these.				
English	WALT:be able to identify the main and subordinate clause in a sentence.

Read the famous Aesop's tale of the Lion and the Mouse here:
Lion and the mouse
Now look at the text include. A copy of the story is below too.

Now look at the subordinate clauses below. Notice how the main clause is extended by the subordinate clause to create interest. | WALT:be able to use fronted adverbials

Read the famous Aesop's tale of the Lion and the Mouse here:
Lion and the mouse

Complete the adverb questions below.
Now take the text and change the adverbs to ones of your own choice.

WALT: be able to write a story plan. | WALT:be able to use powerful verbs effectively

Read the famous Aesop's tale of the Lion and the Mouse here:
Lion and the mouse

Now take the tale of the mouse and the lion and find some more powerful verbs
TASK
You are now adding one extra animal perhaps a snail(silvery trail that makes the lion slip over) or a snake (scares the hunters away) and an | WALT: be able to identify inverted commas to punctuate direct speech.
Read the famous Aesop's tale of the Lion and the Mouse here:
Lion and the mouse

Now take the tale of the mouse and the lion and find the speech. Highlight the speech. What do you notice?
• Inverted commas before and after the spoken words. | WALT: be able to use inverted commas to punctuate direct speech.

Refer back to yesterday's lesson about inverted commas.
What are the important points you need to remember when using inverted commas?

TASK
Big write
Write a Lion and Mouse story similar to |

	Now complete the worksheet to add a clause to the subordinate clause. Look at the red sentences in The Mouse and The Lion below. Can you now spot the main and subordinate clauses?	Use a story plan to show the main parts of the story The Lion and the Mouse.	extra step to the tale (the lion visits a puddle and admires his reflection but snake makes ripples and the lion grabs him and thinks of squashing him but snake says he might be able to help one day. Think of three powerful verb phrases that these animals might use and write these phrases.	• Comma and then who said it. • Capital letter and full stop at the end of the complete sentence. i.e. after the *who said it* part. • New line when someone new begins to speak. <u>WALT: be able to write a story plan.</u> Write the story plan of your Lion and the mouse with added extras of your own,	this week's example but with your own characters in your plan from yesterday.
Maths	<u>WALT: Be able to find common factors of two numbers</u> Follow the video with White Rose to solve the questions <u>Multiples and factors</u> As a reminder, you can watch the video and take the quizzes by Oaks National Academy <u>Multiplication and division</u> Follow Lesson 10	<u>WALT: Be able to find prime numbers .</u> Follow the video with White Rose to solve the questions <u>Multiples and factors</u> As a reminder, you can watch the video and take the quizzes by Oaks National Academy <u>Multiplication and division</u> Follow Lesson 11	<u>WALT: Be able to find square numbers</u> Follow the video with White Rose to solve the questions <u>Square and Cubed numbers</u> As a reminder, you can watch the video and take the quizzes by Oaks National Academy <u>Factors</u> Follow this link to Factor Pairs lesson 2	<u>WALT: Be able to find cubed numbers</u> Follow the video with White Rose to solve the questions <u>Square and Cubed numbers</u> As a reminder, you can watch the video and take the quizzes by Oaks National Academy <u>Factors</u> Follow this link to Factor Pairs lesson 3	<u>WALT: Be able to multiply by 10 and 100</u> Follow the video with White Rose to solve the questions <u>Square and Cubed numbers</u> As a reminder, you can watch the video and take the quizzes by Oaks National Academy <u>Factors</u> Follow this link to Factor Pairs lesson 4

	There are problem questions for you to complete (see below) Barvember starts today Follow the problems here: BARVEMBER	Barvember Follow the problems here: BARVEMBER	Barvember Follow the problems here: BARVEMBER	Barvember Follow the problems here: BARVEMBER	Barvember Follow the problems here: BARVEMBER
Topic	**PE** Tag Rugby skills <u>WALT: be able to pass a rugby ball</u> Explain technique of passing and moving into space. The different types of passing i.e short, long, fast and high lofted pass. <u>WALT: be able to describe the changes as humans develop from birth to old age</u> Discuss what happens to a human as they grow Draw timeline of life events to explain to an alien that does not change size or change in any way.	**Music** Playing Recorders <u>WALT: be able to play recorders</u> We will begin by reminding ourselves of 'Feather Breath' and correct positioning of hands and fingers. Listening and playing as a small group and then progressing to playing as whole class. Follow the lesson here; Recorders3 **Science** <u>WALT: be able to communicate data using a scatter graph</u> **How long are the gestation periods of different animals?** Explain what 'gestation' means.	**RE** <u>WALT: be able to explain the impact of believing in God influences someone's life.</u> Introduce idea of **interpretation** (think of an optical illusions to illustrate the point). How we interpret apparently neutral "facts" can affect how we view them. Discuss statements. The world exists – discuss chance, accidence, purpose. There was a previously held "fact" that our sun revolved around the earth What was the significance of Galileo's discovery that the Earth revolved around the Sun. How was his new science 'fact' interpreted? TASK Write a fact, a belief, and an opinion statement of	**Geography** <u>WALT: be able to draw accurate maps</u> Dover is one of the main ports of this country. Look at the maps of Dover below. What main roads lead to the port of Dover? Why do you think there are so many main roads? Which directions do the roads come from? North, South East or West? Perhaps you could use your Compass work from last week to help you. TASK Answer these questions and draw Dover port add a key and clearly label the areas of the port.	**French** <u>WALT: be able to name parts of the body in french</u> What is this? Qu'est-ce que c'est ? Look carefully at each of the body parts and say what they are in French. Now ask what each one is in French. Choose three examples to illustrate and label

		to find out about the gestation periods of different animals and use data to draw graph.	your own and explain how someone else might interpret these statements differently.	SCIENCE	

The Lion and the Mouse

Unfortunately, the Mouse couldn't think of a single way in which a tiny mouse could help a lion. He shut his beadlike eyes briefly and waited to be eaten. Strangely, the Lion didn't swallow the Mouse in one huge gulp. He just laughed and gently put the him down on the ground.

"That's the funniest thing I've ever heard," said the Lion. "A tiny mouse bravely helping a huge lion like me. I'm not going to eat you after all, little Mouse. You're too funny to eat. I'm going to let you go before it's too late."

"Oh, thank you," said the Mouse. "I think that's a very wise decision. I meant what I said. I will help you, Mr Lion. One day. Just you wait and see."

The Lion laughed loudly again, "Off you go little one," he roared, "before I die laughing."

As the rain began to pour down, the Mouse ran away feeling very lucky. But the very next day he was scurrying through the forest when he heard more roaring. This time though, it wasn't a roar of laughter but a roar of pain and fear. The Mouse gently crept closer to the terrible sound and saw the same Lion all tangled up in a hunter's net. The more he struggled the more tangled up he became.

Adverb Work

Use the adverbs to change some of the adverbs already in this text.Gently simply humbly nobly possibly terribly horribly comfortably incredibly probably

TASK
Using more powerful adverbs

Verbs are known as doing words. Some verbs are used too much in writing and aren't very interesting. An example of this is 'walk'. One way to instantly improve your work is to use a variety of powerful verbs instead.

A thesaurus is a great place to look for words which have the same, or a similar meaning, also known as synonyms. Here are some powerful verb synonyms for 'walk':

| saunter | stomp | creep | strut | march |
| hike | plod | hurry | shuffle | stroll |

Task 1 - working with a partner, take it in turns to choose one of the powerful verbs from the word box and act it out. Can your partner guess the verb you are acting out?

Task 2 - Read the sentences below. Has the most appropriate synonym been used? Change the verbs if necessary.

We were in a rush so mum and I had to stroll to the car.

Dad and I went for a relaxing march around the lake.

The model had to plod down the catwalk.

My friends and I went on a shuffle up the mountain.

We had to stomp around the house quietly so we didn't wake up the baby.

Jane and Janesh arrived far too early so they decided to hurry along the seafront.

Task 3 - Look up the word 'walk' in the thesaurus and write any other synonyms in the box below:

Creating Sentences Using Subordinate Clauses

How many correct sentences can you make by joining the main and subordinate clauses?
You can use each clause more than once.

Main Clause	Subordinate Clause
We will go to the fair	provided that there is enough.
Put on your coat	before it's too late.
I'd love a slice of cake	because I'm bored.
I'm going into town	unless I say otherwise.
You should sit down	if it gets cold.
Put a tick next to it	until we get tired.
It should be fine	whenever you feel like it.

1. Finish off the sentences by adding more detail to these **subordinate clauses.**
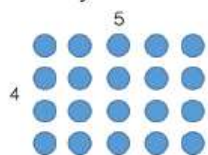
a) While the rain poured down, _____

b) Before the party had started, _____

c) _____ before it's too late.

d) _____ because I don't know the answer.

If you have twenty counters, how many different ways of arranging them can you find?

5

4

How many factors of twenty have you found by arranging your counters in different arrays?

Circle the factors of 60

9,   6,   8,   4,   12,   5,   60,   15,   45

Which factors of 60 are not shown?

Fill in the missing factors of 24

$1 \times \underline{\quad}$ $\underline{\quad} \times 12$

$3 \times \underline{\quad}$ $\underline{\quad} \times \underline{\quad}$

What do you notice about the order of the factors?

Use this method to find the factors of 42

81

Here is Annie's method for finding factor pairs of 36

1	36
2	18
3	12
4	9
5	X
6	6

When do you put a cross next to a number?

How many factors does 36 have?

Use Annie's method to find all the factors of 64 $\underline{\quad}$

Always, Sometimes, Never

- An even number has an even amount of factors.

- An odd number has an odd amount of factors.

True or False?

The bigger the number, the more factors it has.

Answers below:

Factors

Reasoning and Problem Solving

Here is Annie's method for finding factor pairs of 36

1	36
2	18
3	12
4	9
5	X
6	6

When do you put a cross next to a number?

How many factors does 36 have?

Use Annie's method to find all the factors of 64

If it is not a factor, put a cross.

36 has 9 factors.

Factors of 64:

1	64
2	32
3	X
4	16
5	X
6	X
7	X
8	8

Always, Sometimes, Never

- An even number has an even amount of factors.

- An odd number has an odd amount of factors.

Sometimes, e.g. 6 has four factors but 36 has nine.

Sometimes, e.g. 21 has four factors but 25 has three.

True or False?

The bigger the number, the more factors it has.

False. For example, 12 has 6 factors but 13 only has 2

Adverb Word Bank					
happily	tomorrow	next	soon	carefully	slowly

1. Look at the sentences below. Circle the adverb in each one.

   a) He smiled cautiously.

   b) She frowned angrily.

   c) He walked to school quickly.

   d) Next, she looked for her coat.

   e) It would be his turn soon.

2. Complete the sentences below. Use the **Adverb Word Bank** to help you.

   a) She ran _____ down the road.

   b) It will be my birthday _____.

   c) He wandered _____ home.

   d) _____, she had to wrap her brother's present.

   e) Her dad was coming to pick her up _____.

_Try these Maths problems

When you have finished, you can scroll down to find the answers to mark your own.

Fluency	Reasoning	Problem Solving
• A car showroom reduces the price of a car from £18750 to £14999. By how much was the price of the car reduced? Circle the most sensible answer: £3249, £4001, £3751 • A games console costs £245. Mike pays for this in 5 equal payments. To the nearest ten pounds, how much does he pay per payment? • A coach holds 78 people. 960 fans are going to a gig on the coaches. How many coaches are needed to transport the fans?	• Which of these number sentences have an answer that is between 0.6 and 0.7? 11.48 – 10. 86= 53.3 – 52.75= • Always, sometimes, never When you add up four even numbers, the answer is divisible by four. • Martin is measuring his room for a new carpet. It has a width of 2.3m and a length of 5.1m. He rounds his measurements to the nearest metre. Will he have the right amount of carpet? Explain your reasoning.	• True or false. 4999-1999 = 5000-2000 Explain how you know using a written method. • There are 1231 people on an aeroplane. 378 people have not ordered an inflight meal. How many people have ordered the inflight meal? Give your answer to the nearest hundred. The inflight meal costs £1.99 per person. The cabin crew have collected £1100 pounds so far. How much more money do they need to collect? Round your answer to the nearest pound.

MATHS: be able to recognise and translate Roman Numerals

Complete the Roman Numerals questions.

ROMAN NUMERALS

1 I	11 XI	30 XXX	500 D
2 II	12 XII	40 XL	600 DC
3 III	13 XIII	50 L	700 DCC
4 IV	14 XIV	60 LX	800 DCCC
5 V	15 XV	70 LXX	900 CM
6 VI	16 XVI	80 LXXX	1,000 M
7 VII	17 XVII	90 XC	2,000 MM
8 VIII	18 XVIII	100 C	3,000 MMM
9 IX	19 XIX	200 CC	4,000 M$\overline{V}$
10 X	20 XX	300 CCC	5,000 $\overline{V}$
		400 CD	10,000 $\overline{X}$

Arrange these numbers in size order (smallest to largest).

XXXV, XL, XXX, LX, LV, L, XLV, LXV

_____, _____, _____, _____, _____, _____, _____, _____,

Arrange these numbers in size order (smallest to largest).

CL, CCC, CCL, C, CD, CC, L, CCCL

_____, _____, _____, _____, _____, _____, _____, _____,

Count in hundreds from one hundred.

C, CC, _____, _____, D, _____, _____, _____, _____,

Count in five hundreds from five hundred.
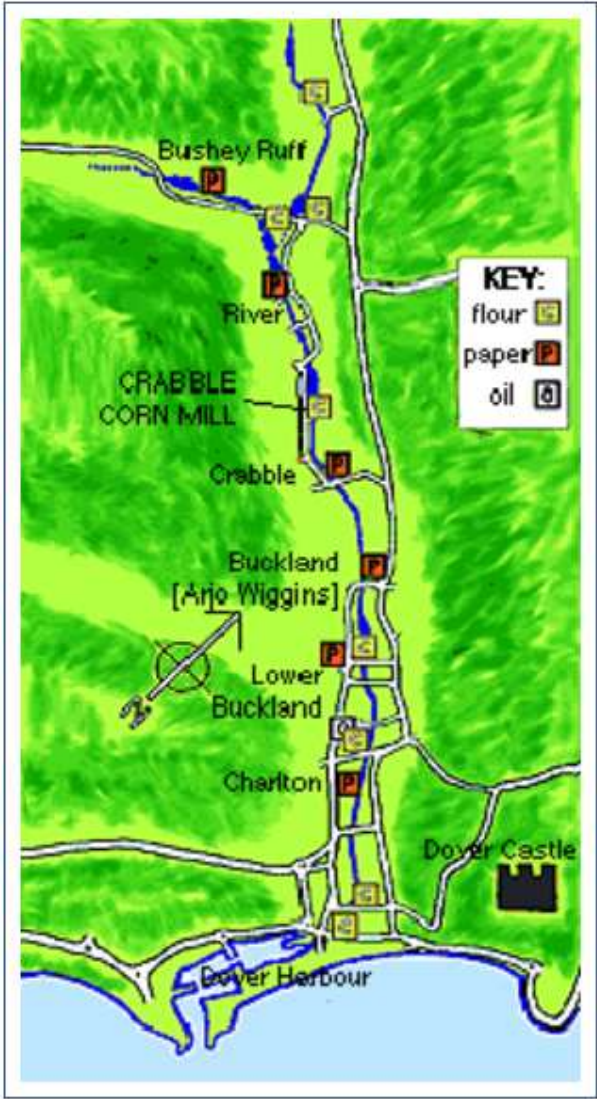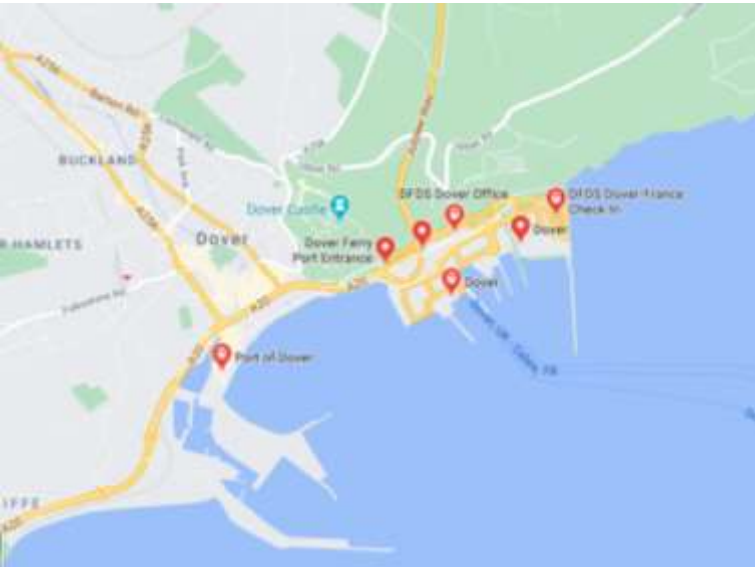
D, _____, _____, _____, MMD, _____, _____,

Complete these calculations.

(1) CD + DC = _____

(2) VI + IV = _____

(3) XI + IX = _____

(4) XL + LX = _____

(5) CM + MC = _____

(6) CX + XC = _____

Top 10 facts about Edward the Confessor

Edward was the son of King Ethelred the Unready and his wife Queen Emma. He had a brother, Alfred, and a sister, Godgifu, and many half-brothers.

In 1013 the Danes invaded England and Edward and his family escaped to Normandy. His mother, Emma, was a Norman and daughter of the Duke of Normandy.

Edward spent almost twenty-five years in Normandy and when he became King many of his closest advisors were Normans.

Although Edward was the King of England, much of the power rested in the hands of three Saxon Earls: Leofric of Mercia, Siward of Northumbria and Godwin of Wessex. Edward's favouritism towards his Norman companions upset the Anglo-Saxon Earls.

Edward disliked the most powerful of the Earls, Earl Godwin, because of the role Godwin had played in the death of Edward's brother Alfred.

In 1051 there was a fight between a group of Edward's Norman friends and the people of Dover. Edward asked Earl Godwin to punish the local people. Godwin refused and had to go into exile. Support for the Godwin family was high and when he returned to England a year later there was little Edward could do.

Edward was married to Earl Godwin's daughter Edith but did not wish to have children with her.

The English throne was not hereditary and the power to appoint new kings lay with the witan, a group of royal advisors. Edward had no right to promise the throne to anyone.

Edward is said to have promised Duke William of Normandy the throne but then, on his deathbed, may have signalled that he accepted Harold Godwinson's claim.

Edward was known for his religious faith and people believed that he could cure the sick simply by touching them. This form of healing is called the king's touch. After his death the Catholic Church made Edward a saint.

Edward the Confessor was the last but one of the Anglo-Saxon kings of England, Edward was known for his religious faith (he is known as 'the Confessor' because of his life was characterised by piety and religious belief).

Although England was quiet and relatively prosperous during his reign, his failure to leave an heir led to the Norman invasion of England in 1066.

French

Our body in french

What's this?

Qu'est-ce que c'est ?

Explain what each part of your body is called in French

les cheveux | les dents | la lèvre | la langue
la joue | le menton | le cou | la poitrine
le dos | le ventre | le doigt | le pouce
l'orteil | le derrière | le corps | le visage

Qu'est-ce que c'est ?
(What's This?)

Qu'est-ce que c'est ?

Voici la joue.