



St Margaret's-at-Cliffe CP School

Timetable Class 5



Week 19 th April	Monday	Tuesday	Wednesday	Thursday	Friday
	19 th April	20 th April	21 st April	22 nd April	23 rd April

Vocab Ninja



Ninja Word of the day starting with Shinobi words for year 5 can be found [here](#).

You can also play some Vocabulary Ninja Mini Games here:

[Synonym Stars \(vocabularyninja.co.uk\)](http://vocabularyninja.co.uk)



Discuss Hands Face and Space slogan which reminds children of handwashing routine and keeping their distance.

We are a class bubble and we will not be mixing with other bubbles.

We need to keep each other safe by following the health and safety guidelines in school.

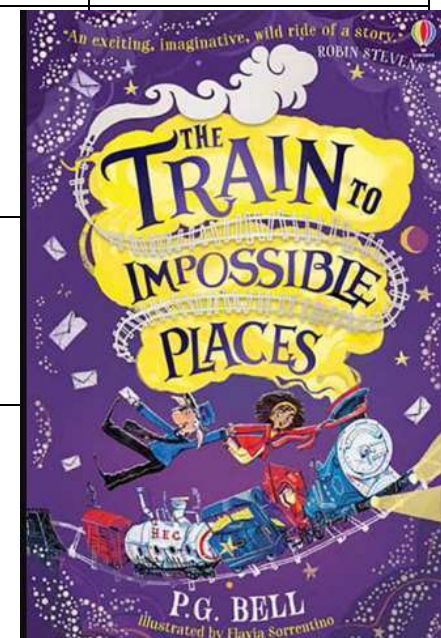
STORY

The Train to impossible places

This week we are going to be reading

You can listen to the author reading it here: [PG Bell reads Chapter 1 of The Train to Impossible Places - YouTube](#)

You can follow the story by reading here: [105-72659_ch01_6P.indd \(traintoimpossibleplaces.com\)](http://105-72659_ch01_6P.indd)



English

Read The Train to Impossible Places

WALT: Be able to explain what a character's personality is like by referring to their behaviours.

Read The Train to Impossible Places

WALT be able to recognise dashes and use them within my writing.

WALT: be able to scan a text.
First read chapter 1 of The Train to Impossible Places.

Read The Train to Impossible Places

WALT: be able increase familiarity with a wide range of modern fiction.

WALT: be able to create suspense within my writing.

Read The Train to Impossible Places.

WALT: be able to create suspense within my writing.

Read The Train to Impossible Places

WALT be able to use informal language.

Read page 9 of The Train to impossible

	From reading this brief chapter what three things describes Suzy? TASK Read the chapter again and describe what you know about Suzy from her behaviour with her parents and with her school friends. Draw a picture to show how her notebook pages might look with all those questions scrawled across them? Eg. But lately it had started to make her feel a bit unusual, which wasn't a feeling she liked much--her friends had started to sneak little sideways looks at her in class. The author describes Suzy as: "Suzy is a wonderful character. She is brave, clever and determined. Later in the book you discover that her attitude to the trolls and their bizarre magic. She sees it as her job to push back against all the craziness, and try and bring a little common sense to bear. She doesn't often succeed."	Now scan the text to locate dashes. There are three examples below. <i>She peered over her mother's shoulder at the screen, but she was watching another costume drama--men with tall hats riding on horses in the countryside.</i> <i>She couldn't understand why anyone would want to do plain old math all by itself--solving equations was fun for a while but</i> <i>She had seen it in their eyes--it was the same look the sometimes..</i> Why is a dash used in these sentences? NOW Complete the dashes questions below .Add three of your own sentences about the events in Chapter 1 using dashes.	Read Chapter 2 Look at page 6 which describes the scene where Suzy has just woken up in her bedroom. It reads: The sound drew Suzy towards the door, her chest tight with apprehension. <i>Burglars!"</i> What words are describing the suspense here? Write the phrases and underline the words suspense words. TASK Read the Building Tension and Suspense questions below and complete. Here is a picture of the author of Trains to Impossible Places ,PG Bell, who was raised on a diet of Greek mythology, ghost stories, and Doctor Who.	Read up to page 8 again and stop when you reach the words: <i>'They were train tracks'</i> Now you are going to use the key suspense phrases and words that you spotted yesterday to help you write your own gripping paragraph which builds tension and suspense.	Places and stop when you get to : <i>There was a stranger in her house!</i> This hoarse voice from the stranger is using informal language. Can you spot this? Read on to page 10 to find the other informal speech used. TASK You are going to write the conversation between Suzy and this stranger but include informal language spoken in reply by this horse stranger.
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Maths	<u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. Put the fractions $\frac{2}{3}$, $\frac{4}{6}$, and $\frac{1}{3}$ in order from greatest to smallest? 54 lots of £93.08? What is the area of a shape 27cm wide and 204cm long? 1784 subtract 835? What are 4 lots of $3\frac{1}{2}$? <u>WALT: Be able to recognise the percent symbol (%)</u> Follow this video with White Rose https://vimeo.com/521880331 Worksheet For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO8-Understand-percentages-2019.pdf	<u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. What is 3 multiplied by $7\frac{3}{4}$? What is the sum of $3\frac{1}{8}$ and $2\frac{1}{2}$? Turn this improper fraction $\frac{34}{6}$ into a mixed number. What is $\frac{1}{6} \times £49.74$? £641.40 less £9.87? Sum of $7\frac{1}{4}$ and $5\frac{1}{4}$ and $6\frac{1}{4}$? <u>WALT: Be able to understand percent means number of parts per hundred</u> Follow this video with White Rose https://vimeo.com/521880812 Worksheet For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO9-Percentages-as-fractions-and-decimals-2019.pdf	<u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. What is the sum of $\frac{3}{4}$ and $\frac{6}{8}$? Give me two fractions that are equivalent to $\frac{7}{8}$ Product of 83 and 1036? What is 4 multiplied by $3\frac{5}{7}$? What is the product of 64 and £725.46? <u>WALT: Be able to calculate decimals as fractions</u> Follow the video with White Rose https://vimeo.com/519555223 Worksheet: For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO3-Decimals-as-fractions-2-2019.pdf	<u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. What is the sum of $\frac{3}{7}$ and $\frac{4}{8}$? Give me two fractions that are equivalent to $\frac{3}{8}$ Product of 78 and 1036? What is 27 multiplied by 592? What is the product of 82 and £725.46? <u>WALT be able to calculate the decimal equivalents of fractions</u> Follow the video with White Rose https://vimeo.com/521888835 Worksheet: For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO10-Equivalent-FDP-2019.pdf	<u>5 in 10</u> These are 5 mixed calculations that revisit previous learning. What is $\frac{1}{4}$ of £488? Give me two fractions that are larger than $\frac{1}{2}$ but smaller than $\frac{9}{12}$ Product of 92 and 1076? What is 3 multiplied by 926? What is the product of 38 and £29.47? <u>WALT be able to round decimals</u> Follow the video with White Rose https://vimeo.com/521879754 Worksheet: For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO6-Rounding-decimals-2019-1.pdf
	<u>Science</u> <u>WALT: be able to compare and group together everyday materials</u>	<u>Computing</u> <u>WALT: Be able to use spreadsheets</u> <u>TASK</u>	<u>Music</u> <u>WALT: Be able to use and understand staff and other musical notation.</u>	<u>PSHE</u> <u>WALT: be able to identify worries and suggest ways of supporting friends</u>	<u>History</u> <u>WALT: be able to explain the social and cultural</u>

	Comparative test - Which cups let through the most heat? Which cups could hold some warm water Each of the cups should be made from a different materials Prediction Which cup do you think will keep the water warmer for longest? Why? Explain the principles of thermal conductor and thermal insulator. Children could use a temperature to measure the temperature of the water in each of the cups over time. Recording Construct a graph and draw your own line graph; a line for each of the cups to show how the temperature of the water changes over time.	Watch video clip here: Spreadsheet Basics -- Microsoft Excel - YouTube This explains how we can use spreadsheets to help us calculate the prices of our airline meal. DT <u>WALT be able to recognise the environmental impact of transporting different foods.</u> How far has our food travelled before it reaches the supermarket shelves? (Air-miles) Examine different packets of food to discover where they were grown. How far have these foods travelled? Can you order them in terms of distance or Air Miles travelled? PE <u>WALT: be able to hold body in different gymnastic shapes and balances</u> TASK Look at this video clip of some fun exercises and have a go yourself: 	We are looking at music notation. First watch the powerpoint below Access this lesson using pin code: BW5319 at Twinkl Go Science <u>WALT: be able to compare and group together everyday materials</u> Show children the spoons all made from different materials. Ask them to figure out how they could use these spoons to work out which material is best at conducting heat. Warm water can be placed in a bowl. Cut holes in a card lid for the bowl large enough for the handles of spoons to poke through. Place spoons made from different materials through each of the holes in the lid and place on the bowl. Place a blob of butter on the end of each of the spoons. The children could time how long it takes the lump of butter to reach the lid. Deep thinking time - Why are these objects made from particular materials?	We have all been away from our friends for a long time, so today we are going to be remind ourselves about what it feels like to be a good friend, and finding ways to carry on being good friends while we keep everyone safe from the Coronavirus. What makes a good friend? How we can carry on being good friends to each other while we are still social distancing? Sit quietly and relax to listen to the calming script below. This will help our minds calm down so that we are ready to learn. <u>(If you are at home ask an adult to read the Calming Script to you.)</u> PE <u>WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u> Warm up - running in different directions, skipping, hopping and jumping. 'swamp' activity, how wide, tall and small can you be. Running in different directions	aspects of Ancient Greek Life. What did the Greeks do for us? Look at the powerpoint here: Access this lesson using pin code: UM5691 at Twinkl Go TASK Explain in the form of a poster how Ancient Greek culture has influenced modern Britain
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		The Little Gym UK at Home: Primary School 6 to 12 years Lesson 1 - YouTube Star and star jumps- Arms and legs stretched out wide. Pike - Sitting tall, with legs together and straight, arms stretched out above legs. Straddle - Sitting tall, with legs out wide and straight, arms stretched out above legs Arched shape- Your feet and hands are the base of the arch and your body is in a curved shape.	Can children relate their findings to the materials that some of the following objects are made from: saucepans, radiators, roof insulation, double glazing, coffee cup holders, hot water bottles, chip paper, etc	bouncing and catching the ball. Activity 1 - 'Turn about Catching' Place 3 cones, 3 metres apart in a straight line. Player in the middle takes a catch from first player and returns the ball, then turns around and takes a catch from the other player. Increase/decrease distances between cones One handed catching Use weaker hand to catch and throw 3 cones per group and 2 balls per group Activity 2 - 'Near, Middle, Far' Set out activity with up to 6 hoops per group, 2 balls and 2 cones. First player stands by cone with 2 hoops spaced out in front of them with other player standing opposite by other cone. First throw the ball and tries to bounce the ball into the hoop for the other player to receive. The second player then repeats. Use under arm and then progress to over arm. Use bigger/smaller hoops	
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				Increase number of hoops to 1,2 and then 3. Opposite player shouts 'near, middle or far' and opposite player has to aim for designated hoop.	
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The Dramatic Dash

James Bond Style



In informal writing, dashes can be used to separate two independent main clauses.

Look at the main clauses below. Join each 'first main clause' to its matching 'dramatic second clause' to make a sentence.

First Main Clause
His Aston Martin pulled into the car park —
James Bond scanned the room —
Miss Moneypenny smiled across the room —
He looked at his watch —

Dramatic Second Clause
his enemy was trying to disguise himself.
this was the secret signal he had been waiting for.
he had no idea of the danger he faced.
would he need to use the secret gadget to get him out of danger?

Write the sentences you have created below. Make sure to include the dramatic dash!

Example: It was a long wait – every minute felt like an hour.

Building Tension and Suspense

Read this extract from 'The Curse of Cogston House' and see how many examples you can find of the following features of suspense and tension. You could tick the boxes, count the examples or choose a colour for each feature and highlight the examples in the text.

Detailed descriptions of the surroundings		Physical reactions from the character	
Clues to tantalise the reader and keep certain things hidden (e.g. a hunched silhouette)		Appealing to the reader's senses	
Short, shocking sentences		Exciting synonyms	
Subordinate and relative clauses to make the reader wait even longer		Similes and metaphors	
Ellipses (...)		Onomatopoeia	

Luca had a sandstorm swirling in his throat. Desperately, he swallowed, trying to wash away the dryness, and dithered in the centre of the passage. Every second that he hesitated, Jack edged further away from him.

Tick.

With each horrendous noise, Luca's breathing quickened.

Tick.

He was panting, now. Where was it coming from? Slowly, with dread filling him from toe to tip, he turned his head to track the source of the noise.

Tick.

Jack's story flashed through his head and Luca felt as if all the oxygen was being sucked out of him.

TICK.

Then, his heart in his mouth, Luca's eyes fell upon an explanation...

The high window that he had noticed earlier was being accosted by a long branch, which was being thrown around rhythmically in the breeze.

Building Tension and Suspense **Answers**

Detailed descriptions of the surroundings	Orange	Physical reactions from the character	Yellow
Clues to tantalise the reader and keep certain things hidden (e.g. a hunched silhouette)	Light Green	Appealing to the reader's senses	Teal
Short, shocking sentences	Light Blue	Exciting synonyms	Purple
Subordinate and relative clauses to make the reader wait even longer	Pink	Similes and metaphors	Red
Ellipses (...)	Grey	Onomatopoeia	Dark Green

Luca had a sandstorm swirling in his throat. Desperately, he swallowed, trying to wash away the dryness, and dithered in the centre of the passage. Every second that he hesitated, Jack edged further away from him.

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HOW WELL DO YOU KNOW YOUR SPELLING?

Statutory Spelling List for children of Year 5 and Year 6

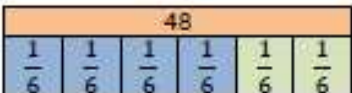
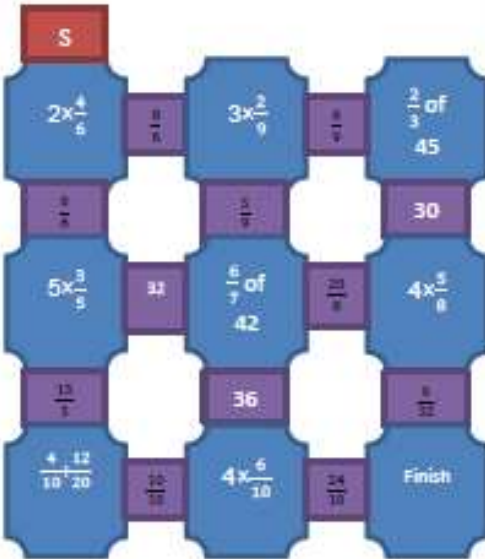
accommodate	conscience	explanation	neighbour	shoulder
accompany	conscious	familiar	nuisance	signature
according	controversy	foreign	occupy	sincere
achieve	convenience	forty	occur	sincerely
aggressive	correspond	frequently	opportunity	soldier
amateur	criticise	government	parliament	stomach
ancient	curiosity	guarantee	persuade	sufficient
apparent	definite	harass	physical	suggest
appreciate	desperate	hindrance	prejudice	symbol
attached	determined	identity	privilege	system
available	develop	immediately	profession	temperature
average	dictionary	interfere	programme	thorough
awkward	disastrous	interrupt	pronunciation	twelfth
bargain	embarrass	language	queue	variety
bruise	environment	leisure	recognise	vegetable
category	equipped	lightning	recommend	vehicle
cemetery	equipment	marvellous	restaurant	yacht
committee	especially	mischievous	rhyme	
communicate	exaggerate	muscle	rhythm	
community	excellent	necessary	sacrifice	
competition	existence		secretary	

Maths ANSWERS for the White Rose worksheets can be found here:

Monday <https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-ANS1-Decimals-up-to-2-dp-2019.pdf>

Tuesday <https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-ANS2-Decimals-as-fractions-1-2019.pdf>

Wednesday <https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-ANS3-Decimals-as-fractions-2-2019.pdf>

Fluency	Reasoning	Problem Solving
- There are 56 people playing rounders. $\frac{5}{8}$ of the players are girls. How many girls are playing? - In a class of 32 children, $\frac{3}{4}$ of them voted for maths as their favourite subject. How many children voted for something else? Give your answer as a whole number. 48 people work at an office. On Monday, $\frac{4}{6}$ of them walked to work. How many people walked to work? Use the bar model to help you visualise the problem. 	- Ellie is solving this problem: Find $\frac{4}{6}$ of 24 She writes 16 down as the answer. Explain Ellie's mistake to her and write down instructions on how to solve this. - Mr Patel asks Emily to circle a quarter of some squares. She circles the following shapes.  Mr Patel says, "Well done! You are correct!" How many shapes were there to start with? Explain how you worked this out.	90 people were asked what their favourite colour was. 75 chose red. What fraction of people chose red? - Work your way through the maze by solving the questions. 

Fluency	Reasoning	Problem Solving																												
- Fill in the blanks: = $\frac{65}{100}$ = 0.88 0.2 = - Write the shaded part of this 100 square grid as a decimal number and a fraction. - Match the decimal number to the equivalent fraction: <table><tr><td>0.5</td><td>$\frac{50}{100}$</td></tr><tr><td>0.05</td><td>$\frac{1}{2}$</td></tr><tr><td>0.55</td><td>$\frac{5}{100}$</td></tr><tr><td>0.50</td><td>$\frac{55}{100}$</td></tr></table>	0.5	$\frac{50}{100}$	0.05	$\frac{1}{2}$	0.55	$\frac{5}{100}$	0.50	$\frac{55}{100}$	- Rob is finding equivalent decimals and fractions. He writes: $\frac{30}{100} = 0.30$ Can both sides of the equals sign be simplified? Explain why. True or false? Only percentages that are multiples of 10 can be simplified.	- Play decimal and fraction dominoes. <table><tr><td>0.1</td><td>$\frac{30}{100}$</td><td>0.3</td><td>$\frac{75}{100}$</td></tr><tr><td>$\frac{1}{10}$</td><td></td><td></td><td></td></tr><tr><td>0.64</td><td></td><td></td><td></td></tr></table> - Complete the statement below by only using these number cards. You can use these cards more than once. <table><tr><td>0</td><td>0</td><td>0</td><td>1</td></tr><tr><td>1</td><td>1</td><td>7</td><td>7</td></tr></table> • =	0.1	$\frac{30}{100}$	0.3	$\frac{75}{100}$	$\frac{1}{10}$				0.64				0	0	0	1	1	1	7	7
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0.64																														
0	0	0	1																											
1	1	7	7																											

Calming script

Calm, quiet minds feel better... so, let's see if we can quieten our minds down.

Take your *Calm Me* positions... sit nice and straight on the floor, see if you can sit up with a straight and dignified spine. Both feet are out in front of your and your eyes are closed if you feel comfortable to help your mind focus.

Your hands can rest on your tummy to help focus on your breathing...

So feeling calm, breathe in with a slow, relaxed and gentle breath... in through your nose... feeling your tummy expand as the air enters the lungs.

Then breathe out slowly and gently, through your mouth, feeling your tummy go in again as the air leaves your body.

Breathe in... breathe out... gently blowing air through your lips.

Keep breathing like this and focus your sense of hearing of the sounds around you...

Notice how calm you feel when you just focus on your breathing...

In... Out...

In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

Repeat several times...

Then when you are ready, I invite you to start to bring your awareness back by wiggling your fingers and toes, perhaps having a stretch.... and to bring your quiet mind back into this present moment, right here, right now.

Our Korean Airline meal.

Banchan (Korean: 반찬; 飯饌) (pronounced bansang) are small side dishes served along with cooked rice in Korean cuisine. £2.30 each

Bibimbap (Korean 비빔밥) (pronounced BEE-bim-bap) combines rice, vegetables and eggs with a spicy sauce. This Korean food bowl mixes together vegetables, rice, meat and egg, with sesame oil and chili paste for seasoning.£ 2.00

Kimchi (김치) pickled marinated cabbage with chilli. £ 0. 78

Chrysanthemum tea (국화 차 pronounced gughwa cha) is an extremely popular Korean drink.

(dried flowers are steeped in honey and then brewed with hot water , producing a light and slightly sweet tea full of flower blossoms) £ 1.24

You can use the Spreadsheet software to calculate different combinations of these Korean dishes

What would the total of this meal be if you had three lots of Banchan side dishes served?



word	meaning	If you can now explain what this word means please tick below
RECYCLE	can be used again	
LOCAL	the food was grown not far away from where it being eaten	
SUSTAINABILITY	something can be sustained without destroying the planets valuable resources	
AIR-MILES	the distance by air the foods have had to travel to be put on the plate or supermarket shelf.	
CARBON FOOTPRINT	the amount of polluting carbon the food or container has produced when it was made in the factory.	
ENVIRONMENTALLY FRIENDLY	friendly to nature and not destroying or polluting	
GREEN	not harming nature and the natural world with pollution	

How far has our food travelled before it reaches the supermarket shelves? (Air- miles)

