







St Margaret's-at-Cliffe CP School


Timetable Class 5

Class Photos Monday 14th 10:45am

Week 14 th June	Monday	Tuesday	Wednesday	Thursday	Friday
	14 th June	15 th June	16 th June	17 th June	18 th June
Vocab Ninja	<div></div> <p>Ninja Word of the day starting with Shinobi words for year 5 can be found here.</p> <p>You can also play some Vocabulary Ninja Mini Games here: Synonym Stars (vocabularyninja.co.uk)</p>				
<div></div> <p>Discuss Hands Face and Space slogan which reminds children of handwashing routine and keeping their distance.</p> <p>We are a class bubble and we will not be mixing with other bubbles.</p> <p>We need to keep each other safe by following the health and safety guidelines in school.</p>			<div></div>		
STORY	<div><h2>Usain Bolt biography</h2><p>This week we are going to be reading the Biography of the famous sports star called Usain Bolt</p><p>You can learn about his life here: Usain bolt life story - YouTube</p><p>Read his biography below.</p></div> <div></div>				
English	Read Usain Bolt biography	Read Usain Bolt biography	Read Usain Bolt biography	Read Usain Bolt biography	Read

	<p><u>WALT:be able to use colons where appropriate independently</u></p> <p>TASK</p> <p>Access this lesson using pin code: FE6730 at Twinkl Go</p> <p>Complete the questions explained in the powerpoint. and then read in Usain's biography the first paragraphs written in BLUE below:</p> <p>Spot the colons used. Now write a colon sentence that could be inserted into the biography.</p>	<p>First watch this short video clip describing Usain Bolt's life as he grow up in Jamaica</p> <p>Usain bolt life story - YouTube</p> <p><u>WALT:be able to scan a text retrieve information</u></p> <p>First look at the activity here</p> <p>Access this lesson using pin code: AS7216 at Twinkl Go</p> <p>Answer the questions carefully using complete</p> <p><u>WALT be able to describe characters</u></p> <p>After reading the initial information about Usain Bolt's early childhood write a character description of what this boy was like.</p>	<p><u>WALT:be able to plan a biography.</u></p> <p>You are going to plan out your ideas to create your own biography of Usain Bolt's life.</p> <p>Look at this power point to explaining the key points you need to include</p> <p>Access this lesson using pin code: FB6573 at Twinkl Go</p>	<p><u>WALT:be able to write a biography</u></p> <p>Look at this power point again to remind you of the key points you need to include in a biography/</p> <p>Access this lesson using pin code: FB6573 at Twinkl Go</p> <p>TASK</p> <p>Write your biography describing the life of Usain Bolt.</p>	<p>Your friend's example of Usain Bolt's biography</p> <p><u>WALT:Be able to write an autobiography</u></p> <p>First you need to think about the exciting things that have happened in your life.</p> <p>Think of interesting fun things :meeting best friends, holidays , new pets , moving house, new baby sister or brother etc.</p> <p>If you prefer you could write about your pet and pretend they are writing their own autobiography with your help!</p> <p><u>Challenge</u></p> <p>Think of some thought, provoking questions you could ask Usain Bolt if he came to the school for an assembly about running.</p>
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Maths	<p><u>Flashback 4</u> Find attached the Flashback 4. Today we will be completing week 6, day 1.</p> <p>Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks</p> <p><u>WALT : be able read data on line graphs</u> Watch this short video https://vimeo.com/464199475 Look at this worksheet where these ideas are explored. https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y4-Summer-Block-4-WO3-Introducing-line-graphs-2020.pdf</p>	<p><u>Flashback 4</u> Find attached the Flashback 4. Today we will be completing week 6, day 2.</p> <p>Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks</p> <p><u>WALT: be able to read and interpret line graphs.</u> First watch White Rose video https://vimeo.com/464199069 Look at this worksheet where these ideas are explored. https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO1-Read-and-interpret-line-graphs-2019.pdf</p>	<p><u>Flashback 4</u> Find attached the Flashback 4. Today we will be completing week 6, day 3.</p> <p>Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks</p> <p><u>WALT be able to draw line graphs</u> First watch White Rose video https://vimeo.com/464197707 Look at this worksheet where these ideas are explored. https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO2-Draw-line-graphs-2019.pdf</p>	<p><u>Flashback 4</u> Find attached the Flashback 4. Today we will be completing week 6, day 4.</p> <p>Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks</p> <p><u>WALT be able to use line graphs to solve problems</u> First watch White Rose video https://vimeo.com/466529487 Look at this worksheet where these ideas are explored. https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO3-Use-line-graphs-to-solve-problems-2019.pdf</p>	<p><u>Flashback 4</u> Find attached the Flashback 4. Today we will be completing week 6, day 5.</p> <p>Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks</p> <p><u>WALT be able to read and interpret tables</u> First view the White Rose video here: https://vimeo.com/466530531 Look at this worksheet where these ideas are explored. https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-3-WO4-Read-and-interpret-tables-2019.pdf</p>
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Topic	<p><u>Science</u> <u>WALT</u> be able to use knowledge of solids, liquids and gases to decide how mixtures might be separated</p> <p><u>Experiment 1</u> How would you separate some mixtures through using sieves with different sizes of mesh: lumps from flour, rice from salt, coffee from coffee beans, stones from soil, different size seeds, sugar from sugar lumps, buttons in a button box, etc</p> <p><u>Experiment 2</u> Try placing a tea bag into warm water and explain what they think is happening. <u>Watch the video here:</u> Filtration sieve Evaporation BBC Bitesize science - YouTube</p> <p><u>DT</u> <u>WALT:be able to investigate similar products and recognise key features.</u></p> <p><u>TASK</u> We are going to look at designing a making a sandal this term. First we need to look at the designs of some different types of sandals.</p>	<p><u>PE</u> <u>WALT: Be able to hold body in different gymnastic shapes and balances</u></p> <p><u>TASK</u> Look at this video clip of some fun exercises and have a go yourself:</p>  <p>The Little Gym UK at Home: Primary School 6 to 12 years Lesson 1 - YouTube</p> <p>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.</p> <p><u>Music</u> <u>WALT be able to</u></p>	<p><u>Computing</u> <u>WALT: Be able to animate</u></p> <p><u>TASK</u> First watch this video tutorial about animation here: How to make animation - YouTube</p> <p>Look at the Purple mash video example below and think of the features you might include in your own animation. Purple Mash by 2Simple</p> <p>.</p> <p>RE <u>WALT: Be able to explain the significance of a mosque as a place of worship.</u></p> <p>We are going to look at the importance of the Islamic place of worship. First view the power point here: Access this lesson using pin code: BV8126 at Twinkl Go</p> <p>Now design a poster that explains the important</p>	<p><u>PE</u> <u>WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u></p> <p>Warm up - running in different directions, skipping, hopping and jumping. , How wide, tall and small can you be? Running in different directions 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</p> <p><u>French</u> <u>WALT be able to develop French conversation</u> <u>View this power point describing the different</u></p>	<p><u>PSHE</u> <u>WALT: Be able know there are rights and responsibilities when playing a game online</u></p> <p>We are all still thinking how to keep safe when playing on line games. Sometimes we might worry about comments from other players. We know we need to have enjoyment times while we keep everyone safe from the Coronavirus. What makes a good activity? Draw a picture of you enjoying your relaxing activity or just DO the relaxing activity! NOW 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. <i>If you are at home please ask an adult to read the Calming Script to you</i></p>
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	<p>Watch the powerpoint below that explains some features of different textiles. Access this lesson using pin code: KP4075 at Twinkl Go</p> <p>Now look at the sandals below and choose three different examples and label their features. What materials do you think have been used to construct them?</p> <p>Paper Sandals - Fun Activity to Do at Home With the Kids - Bing video</p>	<p>View this power-point that explains Minims and Semibreves. Access this lesson using pin code: AX4913 at Twinkl Go</p> <p>Watch this video to explain how to read musical notation How to read music - Tim Hansen - YouTube</p>	<p>features of an Islamic Mosque.</p>	<p><u>subjects taught in a French school.</u></p> <p>Access this lesson using pin code: BP0246 at Twinkl Go</p> <p>NOW</p> <p>Write five sentences hat describe in French which subject each of the children like.</p>	
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Usain Bolt Biography



Usain Bolt is one of the world's most celebrated sportsman with a record-breaking tally of nine gold medals at three consecutive Olympics of 2008, 2012, and 2016. Bolt was gifted ever since he took up sprinting as a junior, he burst onto the World scene with a seemingly effortless dominance of the 100m and 200m final at the Beijing Olympics. Bolt's appeal has transcended sport, due to his charismatic and laid-back approach. In such a competitive sport Usain Bolt has been an inspiration to many young budding athletes because of his hard work and dedication. Usain was often the fastest runner in school races: he delighted his family with his determination to be the best..

Early life

Usain was born on 21 August 1986 in Sherwood Content: a small town in Trelawny, Jamaica.

As a youngster he was mostly interested in sports, spending time playing football, cricket and basketball. At one time he considered a career as a cricketer but, his natural talent for sprinting shone through, and so he was encouraged to take sprinting more seriously. At 15 years old, Usain already towered over his fellow competitors. Growing to a height of 6 foot 5 inches, Bolt showed a sprinter need not be short and powerful like previous sprinting greats.

In 2002, he won Gold at the World Junior Championships in the 200 metres. At this stage in his career, Usain appeared to give the impression of being quite laid back. He didn't lead an austere disciplined life but enjoyed dancing and the night-life of Kingston, Jamaica. However, he was still training hard and won Gold at the World Youth Championship in the next year at 2003.

In 2004, Bolt turned professional, under the guidance of new coach Fitz Coleman. He began his career with the CARIFTA Games in Bermuda. He became the first junior sprinter to break 20 seconds for the 200 metres. By 2005, Usain had a new coach Glen Mills who encouraged Usain to take a more professional approach and not just rely on his natural talent. Over the next few years, injury setbacks curtailed his career, but, he was still able to climb the rankings.

His big breakthrough came in the 2007 World Championships where he gained silver in the 200m and 4*100 metre relay. Bolt established a new 100m world record on 31 May 2008. Pushed on by a tailwind of 1.7 m/s, Bolt ran 9.72 s at the Reebok Grand Prix held at the Icahn Stadium in New York City, breaking Powell's record.

2008 Olympics

Usain Bolt went into his first Olympic Games as one of the favourites, despite his youth and inexperience at major championships. Usain Bolt proved to be the revelation of the games. Easing through to the finals of both the 100m and 200m, he set the games alight with his electrifying display in both finals. In the 100 metres final, Usain powered ahead so quickly in the first 60m; he was able to ease off and celebrate in the last few metres. His dominance, audacity and youthful enthusiasm captivated the global audience. In some quarters, he was criticised for celebrating before the finish line. But, Bolt's dominance and speed were unquestioned. His time of 9.69s was a world record, and if he had kept going to the end, he could have perhaps gone under 9.60 In the 200 metres, Bolt again won gold and even more surprisingly broke Michael Johnson's long-standing world record. By the next World Championships in Berlin 2009, Bolt was able to again dominate all the sprint events - winning a clean sweep at the 100m, 200m and 100m relay. Again he set remarkable World Record times, lowering the time for 100 metres to 9.58 and 19.19 for 200 metres. On the last day of the Berlin Championships, the Governing Mayor of Berlin, Klaus Wowereit, presented Bolt with a 12-foot high section of the Berlin Wall in a small ceremony, saying Bolt had shown that "one can tear down walls that had been considered as insurmountable."



2012 Olympics

Bolt won three gold medals, despite being beaten by his training partner, Yohan Blake during pre-Olympic events at the Jamaican national championships. Bolt won the 100m and 200m and was part of the team that set a new world record in the men's 100m relay.

2013 World Championships

At the 2013 World Championships, Bolt again won a unique triple of gold at 100m, 200m and 100m relay.

Usain Bolt in 2014

Bolt's 2014 season was marred by injury which reduced his racing programme. Bolt has stated that his body has become more prone to injury as his athletic career progresses. In the Glasgow 2014 Commonwealth Games, Bolt chose not to run in the individual 100m, but he did compete in the 100m relay. Bolt anchored the team to a gold medal and proved to be the star attraction of the games.

2016 Olympics

Bolt's run up to the 2016 Olympics was not ideal with frequent injury problems curtailing his racing and training. However, he was determined to finish with a flurry and announced he would retire shortly after the 2016 Games.

Bolt was the undoubted superstar of the Games, and despite poor attendances in Rio, Bolt always managed to attract a full crowd. Bolt again managed to win gold in all three events - the 100m, 200m and 100m relay. **It was a perfect bag of nine Olympic golds - a feat never before achieved.**

Bolt has announced that he will retire from athletics after the 2016 Olympics.

Usain Bolt has shown tremendous talent ever since he first started running. His timings are consistent with an athlete of tremendous talent. As Bolt himself says:

"I was the youngest person to win the world juniors at 15. I ran the world junior 200m record 19.93 at [aged 17] ... I have broken every record there is to break, in every event I have ever done. "For me, I have proven myself since I was 15. ... I have shown everything throughout the years since I was always going to be great."

"I was made to inspire people and to run, and I was given the gift and that's what I do," the six-time Olympic champion said. "I am confident in myself and my team, the people I work with. "So I'm just going to continue running, using my talent and just trying to improve the sport."

Bolt retired after the 2017 World Championships in London. In his last major 100m final, Bolt finished in 3rd place - slightly off his usual blistering pace, after an injury-hit year. In his last ever race, he was anchor leg in the 4x100m final. After receiving the baton he pulled up with an apparent hamstring injury and hobbled over the line.

Since retirement, he has been involved in setting up Jamaican food outlets in the UK. So far, he has insisted he has no plans to return to the track.

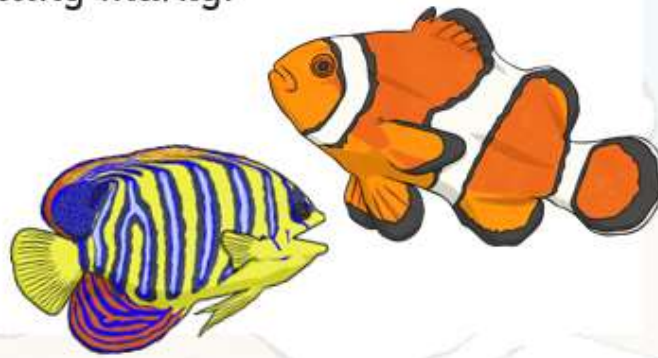
Colons

Where should the colons be in the following sentences to separate the two independent clauses?

He was late for school his alarm clock hadn't gone off.

I have very little time to learn French the school trip is in a few weeks.

You need to clean the fish tank out the water is getting murky.



Your Turn – Colons

Choose a mystery box. Write two independent clauses to describe the picture and separate them with a colon:



Section 1

Can you write a sentence about Usain Bolt that has a parenthesis marked with dashes?



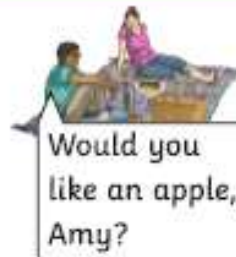
Section 2

Circle the TWO words that are antonyms of each other in the following sentence:

The government committee approved the plans for the new supermarket but rejected the petition for a bypass.

Section 3

Can you invent a question that Amy says in reply and write it in a direct speech sentence that uses inverted commas?



Section 4

Rewrite the sentence below with an embedded relative clause about Billy.

Billy let the spider he had caught go free in his back garden.

Section 5

Match the prefix to the correct root word:

ir

secure

il

legal

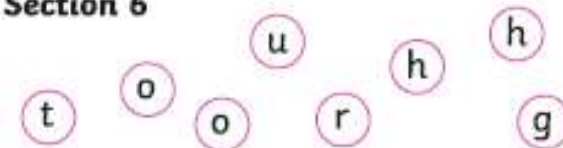
in

regular

Which of the words you have made is a synonym of unlawful? _____

Which of the words you have made is an antonym of self-confident? _____

Section 6



Mr Whoops has been juggling with the letters from one of his Y6 spelling words - can you spot what it is?

t _____ h

Usain Bolt

Biography

So, how do you become the greatest sprinter of all time?

Usain St. Leo Bolt once said, 'When I was young, I didn't really think about anything other than sports.' He first showed sprinting potential at a very young age and became the fastest 100m runner at his school by the age of 12. Whilst at secondary school, Usain was encouraged to concentrate on sprinting, which led him to win his first High School Championships medal. Since then, he has set new world records, overcome injuries, won numerous medals, become a national treasure in his home country of Jamaica and he hasn't even finished yet!

Usain was born on 21st August 1986, in Jamaica, to parents Wellesley and Jennifer Bolt. He grew up with his brother and sister, and adored playing football and cricket.

He competed in his first race whilst at primary school, but sprinting wasn't his first love. Bolt has often said that if he hadn't have become a sprinter, he would have loved to have been a fast bowler, having been inspired by Waqar Younis, a former international cricket player.

Whilst at high school, Usain focused on sprinting and won his first silver medal in the 2001 High School Championships. His talent caught the eye of former Jamaican Olympic sprinter Pablo McNeil, who went on to become his coach. Pablo would sometimes get frustrated with Bolt as he didn't always take his training seriously and enjoyed playing practical jokes.

The 2001 World Youth Championships was Usain's first appearance on the world stage. He didn't win any medals, but he did set a new personal best in the 200m race. The Jamaican Prime Minister recognised Bolt's talent and arranged for him to move to Kingston to train with the Jamaican Amateur Athletic Association.

The World Junior Championships came next for Usain and it was here that he became the youngest World Junior gold medallist. He continued to win medals in 2003, when he competed at the World Youth Championships.



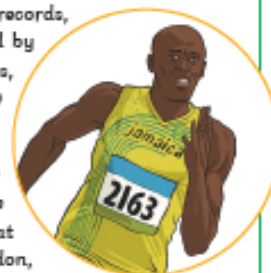
In 2004, Usain became the first junior sprinter to run 200m in under 20 seconds. With this fantastic time, he turned professional and was chosen to compete in the Jamaican Olympic team. He went to the Olympic Games in Athens in 2004 but a recurring leg injury ruled him out of winning any medals. He received offers to go and train in America but Bolt wanted to stay true to his roots and despite the basic facilities available to him, remained in Jamaica. For some time, injuries thwarted him, but he came back even stronger.

As the years passed by, Bolt took his sport more seriously and began to train harder to win events. At the 2008 Beijing Olympic Games, he broke more world records, winning gold in the 100m, 200m and relay. This was followed by the World Championships in Berlin where he improved his times, running the 100m race in 9.58 seconds and the 200m in 19.19 seconds.

Bolt competed in the 100m, 200m and relay events at the London 2012 Olympic Games, where he won three golds once again. This made him the first person to win all three events at consecutive Olympic Games. Following his performance in London, a fellow competitor said, 'There's no doubt he's the greatest sprinter of all time.'

Bolt amazed everyone yet again during the 2016 Rio Olympics, by claiming not only gold in all three races (100m, 200m and relay) but also the title the 'triple-triple' meaning he had won gold in 3 sprinting races in 3 consecutive Olympic Games. However this amazing achievement didn't last long as in 2017, Bolt and his team mates were stripped of the gold medals from the 100m relay in the Beijing Games due to one of his teammates being disqualified for taking a banned substance.

In 2017, at the World Athletics Championships, Bolt's winning streak was over as he was beaten by just 0.03 seconds putting him in 3rd place for the first time in 10 years. And to make things worse, whilst taking part in another race at the Championships, Bolt collapsed on the track with a hamstring injury and had to be helped across the finish line by his teammates. This was Bolt's final ever race.



Olympic Games	Event	Medals
2008 Beijing	100m, 200m, relay	Gold
2012 London	100m, 200m, relay	Gold
2016 Rio De Janeiro	100m, 200m, relay	Gold

Questions

1. When and where was Usain born?

2. By what age had Bolt become the fastest 100m runner at this school?

3. Who is he inspired by?

4. Why did Pablo McNeil get frustrated with Bolt?

5. Why did Usain move to Kingston?

6. How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?

7. Why do you think Usain reached a point in his life where he decided to take his sport more seriously and train harder?

8. Explain how Bolt has shown resilience in his professional career.

9. Why is Usain nicknamed 'Lightning Bolt'?

10. Which do you think is Usain's greatest achievement to date? Why?

Answers

1. When and where was Usain born?

Usain was born in Jamaica on 21st August 1986.

2. By what age had Bolt become the fastest 100m runner at this school?

He became the fastest 100m runner at his school by the age of 12.

3. Who is he inspired by?

He is inspired by Waqar Younis, a former international cricket player.

4. Why did Pablo McNeil get frustrated with Bolt?

He got frustrated with Usain because he didn't always take his training seriously and enjoyed playing practical jokes.

5. Why did Usain move to Kingston?

He moved to Kingston because the Prime Minister spotted his talent and wanted him to train with the Jamaican Amateur Athletic Association.

6. How do you think Bolt felt when he was chosen to represent his country in the Olympic Games?

Answers will vary.

7. Why do you think Usain reached a point in his life where he decided to take his sport more seriously and train harder?

Answers could include reference to: Usain realising his own potential, upcoming important sporting events were getting closer, not wanting to become injured again and/or that he felt the need to please people who had believed in him, like his trainer and the Jamaican president.

8. Explain how Bolt has shown resilience in his professional career.

In 2004, Bolt went to the Olympic Games in Athens but a leg injury stopped him from winning any medals. He was injured for some time but came back stronger to win gold at the 2008 Olympic Games.

9. Why is Usain nicknamed 'Lightning Bolt'?

It's a play on words because of his surname and also to signify his speed - as fast as lightning!

10. Which do you think is Usain's greatest achievement to date? Why?

Answers will vary.

Features of a Biography



Purpose:

to give an account of someone's life.

Tense:

- written in the past tense
- Closing statements may use present/future tense

Structure:

Opens with an **attention grabbing** introduction that summarises the main events of the person's life and makes the audience want to read on.

Key events are written in **chronological order**.

Early life, family, home and influences help the audience to understand the person.

Use relevant images and captions for interest.

Concludes with what they are doing now, or how they are/will be remembered.

Include:

- information about their personality
- specific facts about achievements, influences and significant people

Include:

- their feelings about different points and events in their life
- quotes from the person themselves, or other key people

Include:

- third person pronouns, such as:
he, she, they,
himself, herself,
it, their, them

Include:

- adverbials, such as:
accordingly
consequently
therefore
hence

Include:

- ellipses, repetition, and time conjunctions to link sentences and paragraphs, such as:
then, after that,
this, firstly,
whenever

Features of an Autobiography

Purpose:

to give an account of your life so far

Tense:

written in the past tense but closing statements may use present/future tense

Structure:

Opens with an attention-grabbing introduction to make the audience want to read on

Events are written in chronological order

Early memories, family, home and influences help to make sense of events which happen later

Factual anecdotal writing - telling a story

Includes relevant photos with captions for interest

Closing statements include comments on your life now, reflections on some key events, hopes for the future

Include:

positive and negative experiences and how they shaped your life, beliefs, values, feelings and opinions

Include:

precise dates and locations; named individuals who have influenced you; achievements and experiences

Include adverbials of time, place, number:

later; that year; nearly; opposite; often; always

Include time conjunctions:

then; after that; this; firstly; whenever; in the end; on another occasion

Include adverbials:

accordingly; consequently; therefore; hence; as a result



Features of an Autobiography Checklist

Have I...

...used an interesting opening statement or introduction?

...written in the first person (I/me)?

...written in chronological order with time connectives?

...written in the past tense?

...referred to named individuals and places?

...used dates for specific events?

...included early memories and influences?

...included beliefs and values?

...included emotions and opinions?

...included achievements?

...reflected on events in a conclusion?

...written my ending in the present and/or future tense?

...included hopes and plans for the future?

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

Monday Reading line graphs <https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y4-Summer-Block-4-ANS3-Introducing-line-graphs.pdf>

Tuesday Interpret line graphs <https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS1-Read-and-interpret-line-graphs.pdf>

Wednesday Draw graphs <https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS2-Draw-line-graphs.pdf>

Thursday Using line graphs to solve problems <https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS3-Use-line-graphs-to-solve-problems.pdf>

Friday Read and interpret tables <https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS4-Read-and-interpret-tables.pdf>




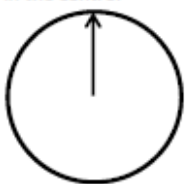
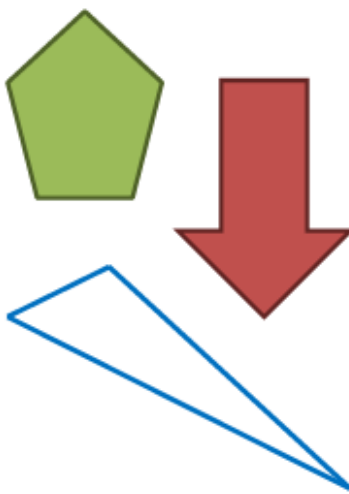
- Who is this woman?
- What do her clothes tell you about her?
- What is she doing?
- What are the lights?
- Have you ever seen anything like this? Is this real or fantasy?
- Why is she doing this? Why at night time?
- Is anyone else with her?

"At the close of each day she spun the night sky."

- Now what do you know about her?
- What is her job?
- Does she have to spin the night sky? Who told her to do it? How long has she been doing it? What happens if she doesn't spin the night sky? What happens at sunrise?
- Write a short story about a time she doesn't spin the night sky. Will it have a positive resolution or not? Why?



- Where are the girl and the dragon?
What can they see from this place? What are they looking at?
- Why are they here?
- Are they friends? Does the girl own the dragon as a pet? Or does the dragon own the girl as its pet?
- What species of dragon do you think it is? Is it friendly?
- Does anyone else know that they're up here?
What might other people say about their friendship?
- Give this picture a new title. Explain your choices and persuade others that yours is the best title.
- Write about the adventures of the girl and the dragon.

<ul style="list-style-type: none"> If one angle in a triangle is 38° and another is 68°, what type of angle will the third be? Tick all the obtuse angles 47° 107° 98° 90°  <ul style="list-style-type: none"> Which number is an angle? <div>79.4</div> <div>-60</div> <p>Explain why.</p>	<ul style="list-style-type: none"> Odd one out. <div>180°</div> <div>45°</div> <div>79°</div> <div>225°</div> <p>Explain why.</p> <ul style="list-style-type: none"> Cut out a circle with a spinner in the centre.  <p>Put the arrow in the starting position above. Turn over a flash card with an angle on. Estimate the given angle by moving the spinner. Check how close you are.</p>	<ul style="list-style-type: none"> Estimate and measure the angles in these shapes.  <p>Record your results in a table. Work out how close you were. Did you notice anything or find any easier?</p>
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Identifying the Subjunctive Mood Answers

For each question, tick the box next to the sentence that is written using the subjunctive mood and underline the subjunctive verb.

1.	<input checked="" type="checkbox"/> If I <u>were</u> chosen, I would do my best. <input type="checkbox"/> If you choose me, I would do my best.
2.	<input checked="" type="checkbox"/> I request that she <u>demand</u> a recount in the election. <input type="checkbox"/> I have requested that she demands a recount in the election.
3.	<input type="checkbox"/> Honesty is part of our school rules. <input checked="" type="checkbox"/> Our school rules <u>require</u> that all children be honest.
4.	<input checked="" type="checkbox"/> The head teacher demanded that she <u>attend</u> the important meeting. <input type="checkbox"/> The head teacher demanded her attendance at the important meeting.
5.	<input type="checkbox"/> The detective <u>knew</u> nothing about the secret so he could not solve the crime. <input checked="" type="checkbox"/> If the detective <u>had known</u> the secret, he would have solved the crime.

- Complete the rectangles on the grids below.



- Why is a square a special rectangle?
- Join 4 dots together to make a rectangle.



- The perimeter of the rectangle is 45cm.

4.9cm



Find the length of the rectangle.

- Here is a rectangle.



What is the sum of angles a and b?

Find angle c.

- A shape has 4 right angles. It has 4 straight sides. It has 2 pairs of parallel lines. Draw what the shape could be. Is there more than one option?

- A rectangular classroom has a perimeter between 20 and 25 cm. What could the dimensions be?



- A rectangular classroom has an area between 20 and 25 cm. What could the dimensions be?

- A shape is made up of a square and rectangle.



The perimeter of the shape is 70cm. The area of the square is 121cm^2 . What is the area of the rectangle?

- What shape am I?

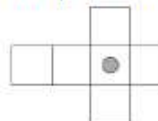
- My faces are made up of a square and four triangles.
- My faces are made up of rectangles and triangles.

- Complete the sentences.

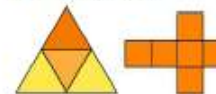
A tetrahedron has ____ faces. The faces are made from ____.

A cube has ____ faces. The faces are made from ____.

- Draw another dot on the net of the cube below so it has a dot on the opposite face when the 3D shape is constructed.



- Find 3 similarities between the net of a tetrahedron and the net of a cube.



Share them with a partner. Are any the same/different?

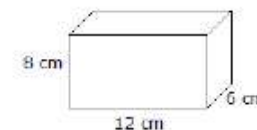
- Albie says,

If two 3D shapes have the same number of edges then they also have the same number of vertices.

Do you agree? Explain why.

- Create cubes and cuboids by using multilink. Can you draw these on isometric paper? Which part is difficult? Would it be harder if you had to draw something other than squares or rectangles?

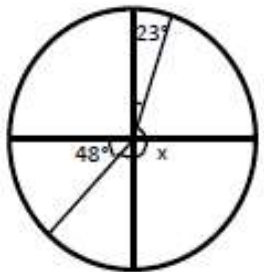
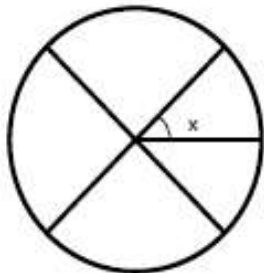
- Here is a cuboid



Draw the net for this cuboid.

- Visualise
 - A square based pyramid is put on top of a cube so that it fits perfectly. How many 2D shapes can you now see and what are they?
 - A tetrahedron and a triangular prism are fit perfectly together. How many 2D shapes can you now see and what are they?

- Work out the missing angles.



- Gary says,

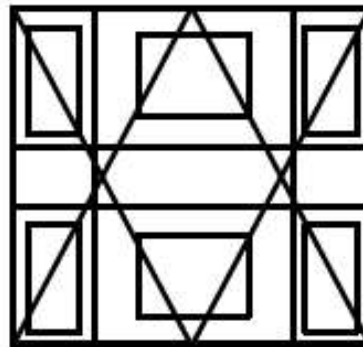
If I turn the letter M by 180° then it looks like the letter W

Do you agree? Prove it.

- Design a 'fun house' for children to play in. It should have 'wonky' walls, windows and doors. Label the angle types. e.g.

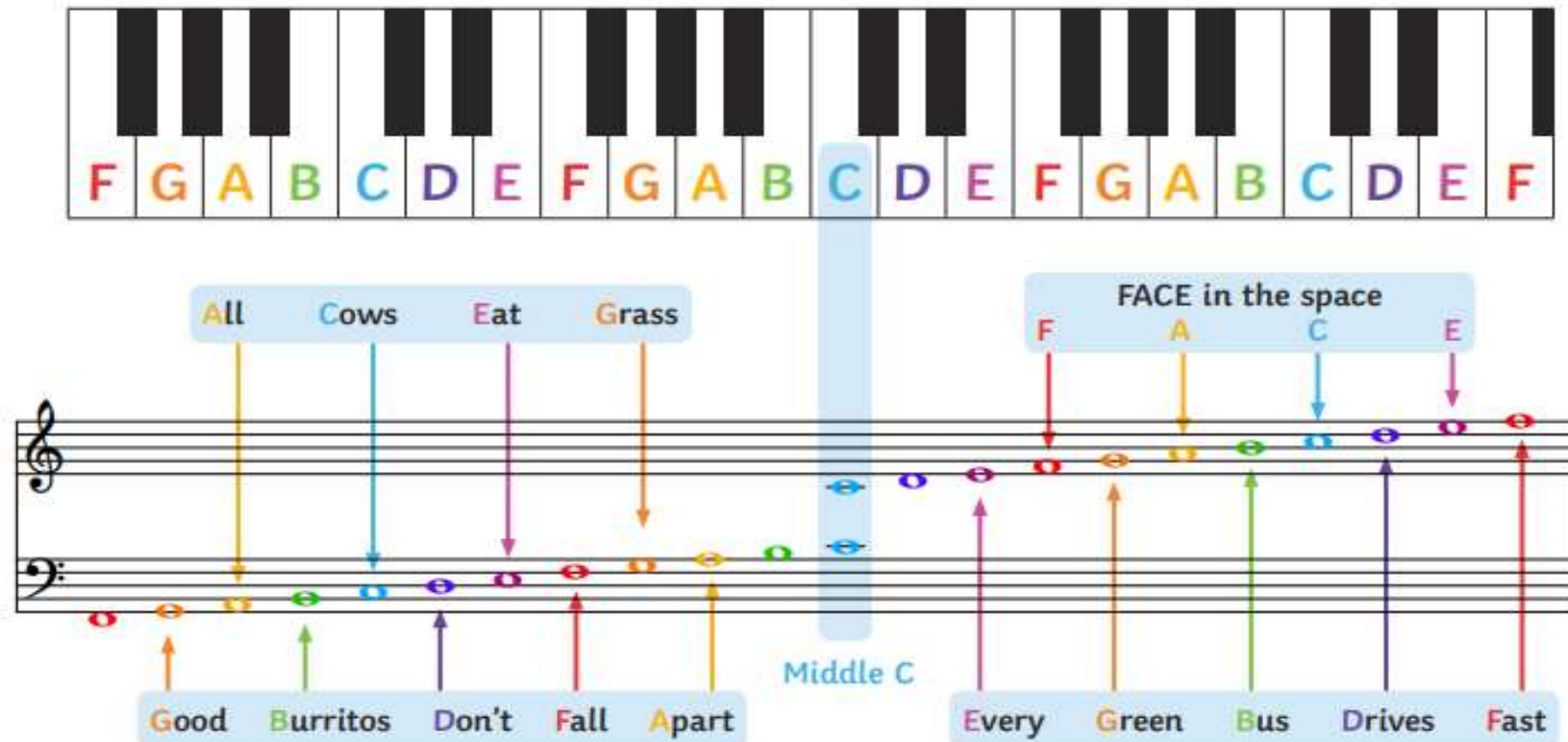


- How many right angles can you find?



- Investigate the amount of obtuse and acute angles there could be in a pentagon. How many different pentagons can you create? Record the information in a table to show different acute and obtuse angles.
- Create your own missing angles for a partner. Include information relating to quarter, half and full turns.

Musical Notes

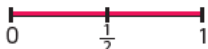


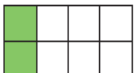
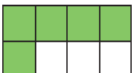



HOW WELL DO YOU KNOW YOUR SPELLING?

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 competition	excellent existence	necessary	sacrifice secretary	
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Mastery	Mastery with Greater Depth
<p>Mark and label on this number line where you estimate that $\frac{3}{4}$ and $\frac{3}{8}$ are positioned.</p> 	<p>Russell says $\frac{3}{8} > \frac{3}{4}$ because $8 > 4$.</p> <p>Do you agree?</p> <p>Explain your reasoning.</p>
<p>Choose numbers for each numerator to make this number sentence true.</p> $\frac{\square}{15} > \frac{\square}{10}$	<p>Which is closer to 1?</p> $\frac{7}{8} \text{ or } \frac{23}{24}$ <p>Explain how you know.</p>
<p>Chiz and Caroline each had two sandwiches of the same size.</p> <p>Chiz ate $1\frac{1}{2}$ of his sandwiches.</p> <p>Caroline ate $\frac{5}{4}$ of her sandwiches.</p> <p>Draw diagrams to show how much Chiz and Caroline each ate.</p> <p>Who ate more? How much more?</p>	<p>Chiz and Caroline each had two sandwiches of the same size.</p> <p>Chiz ate $1\frac{1}{4}$ of his sandwiches.</p> <p>Caroline ate $\frac{5}{4}$ of her sandwiches.</p> <p>Fred said Caroline ate more because 5 is the biggest number.</p> <p>Tammy said Chiz ate more because she ate a whole sandwich.</p> <p>Explain why Fred and Tammy are both wrong.</p>

Mastery	Mastery with Greater Depth										
<p>Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B.</p> <p>How much more, as a fraction of a bar of toffee, did Sam eat on Tuesday?</p> <p>A  B </p>	<p>Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B.</p> <p>A  B </p> <p>Sam says he ate $\frac{7}{8}$ of a bar of toffee.</p> <p>Jo says Sam ate $\frac{7}{16}$ of the toffee.</p> <p>Explain why Sam and Jo are both correct.</p>										
<p>Using the numbers 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{15} + \frac{\square}{10} =$	<p>Using the numbers 3, 4, 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{\square} + \frac{\square}{\square} =$										
<p>Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza. Graham has six pizzas.</p> <p>How many people can he serve? Draw on the pizzas to show your thinking.</p>  <p>Write your answer as a multiplication sentence.</p>	<p>Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza.</p> <p>Fill in the table below to show how many pizzas he must buy for each number of guests.</p> <table border="1" data-bbox="1668 853 1848 1029"> <thead> <tr> <th>Guests</th><th>Pizzas</th></tr> </thead> <tbody> <tr> <td>4</td><td></td></tr> <tr> <td>6</td><td></td></tr> <tr> <td>8</td><td></td></tr> <tr> <td>10</td><td></td></tr> </tbody> </table> <p>When will he have pizza left over?</p>	Guests	Pizzas	4		6		8		10	
Guests	Pizzas										
4											
6											
8											
10											

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 you 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...

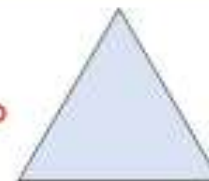
In... silently counting 1,2,3,4... Out... silently counting 1,2,3,4,5, 6.

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.

- 1) Draw an acute angle.

Any angle less than 90°



- 2) What fraction of a full turn is 180° ?

$$\frac{1}{2}$$

- 3) Subtract 4.7 from 8.3

3.6

- 4) Convert $3\frac{3}{4}$ into an improper fraction.

$$\frac{15}{4}$$

- 1) Work out the value of x .

152



- 2) Read the angle shown on the protractor.

105°

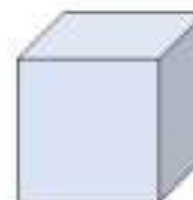


- 3) Add 7.046 to 8.9

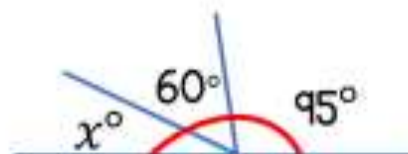
15.946

- 4) Add $2\frac{1}{4}$ to $3\frac{3}{8}$

$5\frac{5}{8}$



- 1) Work out the missing angle.



25°

- 2) Estimate the size of the angle x .



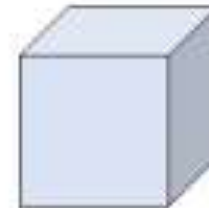
165°

- 3) Subtract 3.2 from 16.41

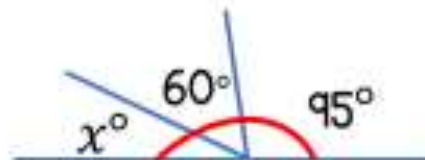
13.21

- 4) Work out $\frac{5}{6} + \frac{1}{18}$

$\frac{16}{18}$ or $\frac{8}{9}$

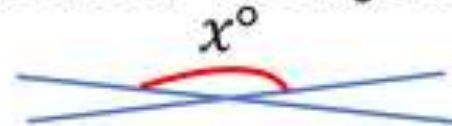


- 1) Work out the missing angle.



25°

- 2) Estimate the size of the angle x .



165°

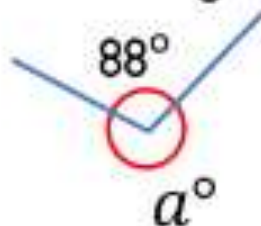
- 3) Subtract 3.2 from 16.41

13.21

- 4) Work out $\frac{5}{6} + \frac{1}{18}$

$\frac{16}{18}$ or $\frac{8}{9}$

- 1) Work out the missing angle.



$$a = 272^\circ$$



- 2) Draw an angle of 20°



- 3) Work out $132 - 13.2$

$$118.8$$

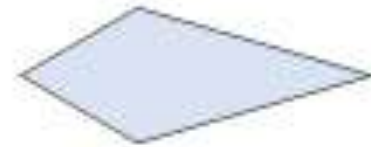
- 4) Work out $4\frac{3}{4} - 1\frac{1}{8}$

$$3\frac{5}{8}$$

- 1) Work out the missing angle.



28°



- 2) Read the angle shown on the protractor.



65°

- 3) Find the missing number.

$$\boxed{} + 0.921 = 1$$

962

- 4) Multiply 26×37

0.079

Designing Sandals





Click play buttons
throughout to hear
phrases and words.

Les matières

School Subjects

Français		English
le français		French
le dessin		Art
la <u>géographie</u> (la <u>géo</u>)		Geography
l'anglais		English
<u>l'éducation physique</u> (<u>l'E.P.S.</u>)		PE
<u>l'informatique</u>		IT
les <u>mathématiques</u> (les maths)		Maths
la <u>musique</u>		Music
<u>l'histoire</u>		History
les sciences		Science



Quelle est ta matière favorite ?

Which is your favourite subject?

le français	
le dessin	
la géographie (la géo)	
l'anglais	
l'éducation physique (l'E.P.S.)	
l'informatique	
les mathématiques (les maths)	
la musique	
l'histoire	
les sciences	

Ma matière favorite est le dessin.





Quelle est ta matière favorite ?

Which is your favourite subject?



le français



le dessin



la géographie (la géo)



l'anglais



l'éducation physique (l'E.P.S.)



l'informatique



les mathématiques (les maths)



la musique



l'histoire



les sciences



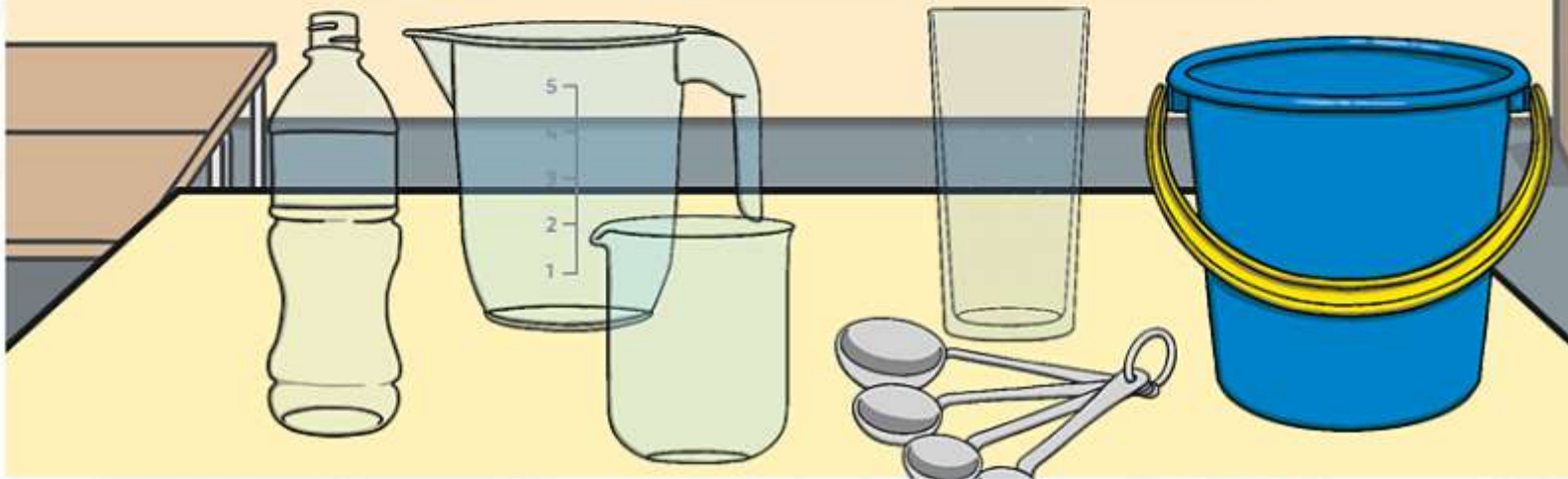
Ma matière
favorite est
l'histoire.



Capacity

Capacity is the total amount of liquid a container can hold.

When something holds as much liquid as it can, we say it is at full capacity.



Volume

Volume is the amount of liquid that is in the container.
This changes when liquid is poured in or out.
We can use different containers to measure volume

