






St Margaret's-at-Cliffe CP School

Timetable Class 5









Please note that there is no expectation on you to be printing everything out at home. If you want to, that is fine but if you do not have access to a printer or ink, you can use the activities on the screen and write into an exercise book. These are available from the school shed if you do not have one at home. It has been wonderful to see all of the learning you have been completing at home. Please do continue to email me daily in the usual way at c.class5@st-margarets-dover.kent.sch.uk

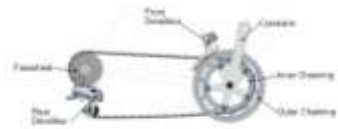
Mr Oliver

Week 8 th March	Monday	Tuesday	Wednesday	Thursday	Friday
	8 th March	9 th March	10 th March	11 th March	12 th March
Vocab Ninja	 <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>				
	<p>In school - Explain Hands, Face and Space slogan and remind 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.</p> 				
STORY	<h2>The Myth of Icarus.</h2> <p>This week we are going to be reading the Ancient Greek Myth of Icarus. You can listen to it being read here: Daedalus and Icarus TRADITIONAL STORY Classic Story for kids Fairy Tales BIGBOX - Bing video</p>				
English	<p>Read The Myth of Icarus</p> <p><u>WALT: be able to recognise expanded noun phrases.</u></p>	<p>Re-read The Myth of Icarus</p> <p><u>WALT: be able to use drama to re-enact a story</u></p>	<p>Re-read The Myth of Icarus</p> <p><u>WALT be able to write a story map</u></p>	<p>Re-read The Myth of Icarus</p> <p><u>WALT: be able to improve comprehension skills</u></p>	<p>Re-read The Myth of Icarus</p> <p><u>WALT: be able to use description to create imagery.</u></p>

	<p>Read the Myth of Icarus and Daedalus. What language do you think this was originally written in? How is this story a myth? Can you recall why Daedalus was imprisoned with his son in the Tower?</p> <p>Remind yourself what an expanded noun phrase looks like. Highlight the expanded noun phrases within the text. Now look at each of the paragraphs and write a phrase that explains the actions in each one</p>	<p>Read the story again. Now scan the text to locate where Daedalus found the wax.</p> <p>Which line are the feathers mentioned in? Hint: Skim through the text to locate the word 'FEATHERS'.</p> <p>We are going to act out the story. Working in a group, allocate which actor is going to be which character. Role play the scenes. Swop roles if required/time.</p> <p>Rehearse and then perform to an audience. Three stars and a wish. What three things did the groups do well? What one thing could they make better?</p>	<p>List the main events that take place in chronological order. Now look at the story map below.</p> <p>Use these ideas to design and plan a story map that will help you write the complete story of Icarus on Friday.</p>	<p>First skim read the comprehension text: Mikael Saves the Day.</p> <p>Now read the text again slowly thinking about the detail of the story. Scan the text to locate where Daedalus found the wax. Now answer questions using full sentences.</p>	<p>First listen to the story again and look at your story map to ensure you have all the detail. Think of those extra expanded noun phrases that you are going to add to the story to make it even more descriptive.</p> <p>Now use your story map to write the story.</p> <p>Read through the story after each paragraph to edit your work as you go. Once completed read through the finished story.</p>
	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>Put the fractions $\frac{3}{8}$, $\frac{4}{16}$, $\frac{1}{2}$, and $\frac{15}{16}$ in order from least to greatest? 23 lots of £72.08? What is the area of a shape 85mm wide and 732mm long? 1834 subtract 295? What is a third of £209.40?</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>Give me two fractions that are equivalent to a third? What mixed numbers are missing in this sequence : $\underline{\quad}$, $2\frac{1}{8}$, $2\frac{5}{8}$, $\underline{\quad}$, $\underline{\quad}$? What is the difference between $\frac{1}{7}$ and $\frac{6}{14}$? £193.40 subtract £5.97?</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>What are the missing mixed numbers in this sequence : $\underline{\quad}7\frac{3}{8}$, $\underline{\quad}$, $8\frac{1}{8}$, $\underline{\quad}$? Give me two fractions that are equivalent to two fifths? Product of 73 and 994? Give me two fractions that are equivalent to one fifth?</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>£634.77 divide by 3? Sum of 963m and 79m and 31m? Which is bigger one half or two eighths? Product of 1305 and 56? What is £56.43 less £19.05?</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>£80.46 divide by 3? Sum of 493m and 39m and 701m? Which is bigger one quarter or three fifths? Product of 158 and 93? £23.43 subtract £6.04?</p>

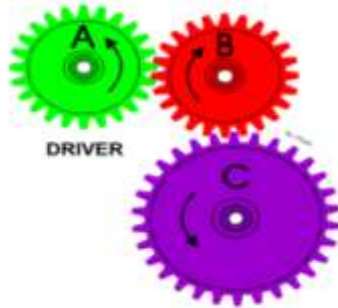
Maths	<p><u>WALT: Be able to add three or more fractions</u> Follow the video with White Rose https://vimeo.com/504416042 Worksheet: For Chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO9-Add-3-or-more-fractions-2019.pdf</p>	<p>Sum of 836 and 52 and 7.8? <u>WALT: Be able to add fractions</u> Follow the videos with White Rose https://vimeo.com/505801286 Worksheet: For Chilli level click  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO10-Add-fractions-2019.pdf</p>	<p>What is the product of 62 and £76.40? <u>WALT: Be able to add mixed numbers</u> Follow the videos with White Rose https://vimeo.com/507460650 Now follow this second video https://vimeo.com/507550069 Worksheet: For chilli level click  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO11-Add-mixed-numbers-2019.pdf</p>	<p><u>WALT: Be able to subtract fractions</u> Follow this video with White Rose https://vimeo.com/507661410 Worksheet For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO12-Subtract-fractions-2019.pdf</p>	<p><u>WALT: Be able to subtract mixed numbers</u> Follow this video with White Rose https://vimeo.com/509806730 Worksheet For chilli level click  https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Spring-Block-2-WO13-Subtract-mixed-numbers-2019.pdf</p>
Topic	<p><u>PSHE</u> <u>WALT: be able to identify ways to keep myself and others safe from Covid19 in school and in the Community</u> Answer the following questions and talk to an adult about them : What are the main symptoms of Coronavirus? What should someone do if they have symptoms? Can we see the Coronavirus? What does 'Social Distancing' mean? How do you think the Coronavirus gets in to people's bodies? Design a poster to help the class keep safe.</p>	<p><u>PSHE</u> <u>WALT: be able to identify worries and suggest ways of supporting friends</u> What worries might your friends have about everyone coming back to school? Draw a picture showing a conversation between three friends. One of the children is really worried about returning to school. How are the others helping and giving reassurance? <u>French</u> <u>WALT: Be able to name a variety of farm animals.</u> <u>TASK</u></p>	<p><u>ART</u> <u>WALT: be able to improve drawing through observations.</u> First watch the video clip that explains how to sketch and shade a tree without leaves. Look outside and use a tree you can see to inspire your drawing. Click link below: How To Draw A Tree Without Leaves - Easy Drawing Tutorial for Beginners! - Bing video <u>TASK</u> Now try sketching your own tree using this technique. You</p>	<p><u>PSHE</u> <u>WALT: be able to identify worries and suggest ways of supporting friends</u> Think of three or four different ways you can suggest to your friends in class to help them stay calm and relaxed <u>History</u> <u>WALT: be able to explain how the gods effected ancient Greek life.</u> <u>TASK</u> Look carefully at the different Greek Gods information. Design a 'Top Trumps card which explains the</p>	<p><u>PSHE</u> <u>WALT: be able to identify worries and suggest ways of supporting friends</u> <u>Using our senses to feel safe.</u> Write the 5 senses down the page and list things that help you feel calm and safe. Some examples could be: - Smelling a calming scent; deep breathing exercises - Listening to relaxing music and meditation.</p>

	<p><u>Science</u> <u>WALT: be able to recognise that some mechanisms, including gears allow a smaller force to have a greater effect.</u> We are going to investigate different gears</p> <p>First watch these video clips Gear and Wheels Part 1 - Bing video</p> <p>Also this video showing bike gears working How do Bike Gears Work? Design Squad - Bing video</p> <p><u>TASK 1</u> <u>Try experimenting.</u> If your family have a bike look carefully at the gears and bike chain that connects the front gear to the rear gear. What happens when you rotate the pedals? Can you experiment with the bikes gears just like they did in the Design Squad video above. Draw and explain your investigation. Can you make a simple pulley of your own?</p>	<p>Watch and join in the French conversations in the power point below: Access this lesson using pin code: YQ2460 at Twinkl Go</p> <p><u>NOW</u> Can you make sentences in French to describe the farm animals? Use the information below to help.</p> <p><u>PE</u> <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:</p>  <p>The Little Gym UK at Home: Primary School 6 to 12 years Lesson 1 - YouTube <u>Star and star jumps</u>- Arms and legs stretched out wide. <u>Pike</u> - Sitting tall, with legs together and straight, arms stretched out above legs. <u>Straddle</u> - Sitting tall, with legs out wide and straight,</p>	<p>should think about how the shading gives a 3D feel.</p> <p>You may choose to draw a group of different trees to add more interest</p> <p><u>Computing</u> <u>WALT be able to stay safe online.</u> Tips to stay safe online</p> <p>Watch this video clip first: Staying safe online Childline Now design a poster with tips to help your friends remember how to remain safe while using the internet. Remember to make it colourful and eye catching with a catchy title.eg 'Are you Web Ninja?'Or 'Be Cool with these simple rules'</p>	<p>strengths and weaknesses of three different Gods.</p> <p><u>Music</u> <u>WALT: be able to recognise similarities and differences in different eras of music</u> Listen to this 1920's music track: Dance party in the 1920s - KS2 Music - BBC Bitesize</p> <p>Now listen to this Classical music from the 19th century. 1800-1900: The Transformation of Classical Music - Bing video</p> <p><u>TASK</u> Now use the Venn Diagram below to list the similarities and differences.</p> <p><u>PE Tag rugby</u> <u>WALT be able to pass the ball and move into space</u></p> <p>Warm up and stretches modelled first and then children lead. Reminding of passing technique, aiming for 'bread basket'. Not to spin or tumble ball so it is</p>	<p>- Cuddling a soft toy; doing their own hand massage - Eating something delicious - Looking at pictures that help them feel happy.</p> <p>Illustrate your ideas or perhaps design a poster to show how to use your senses to feel safe..</p>
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Predictions?

GEAR TRAINS



Task 2

Watch this video to see which gears are rotating in which direction.

[Gear Trains and Idler Gears \(technologystudent.com\)](http://technologystudent.com)

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.

easier for team mate to catch.

Passing ball in diagonal grid patterns to each other.

First pass then move to space.

Repeat with different partners.

Move to larger grid passing.

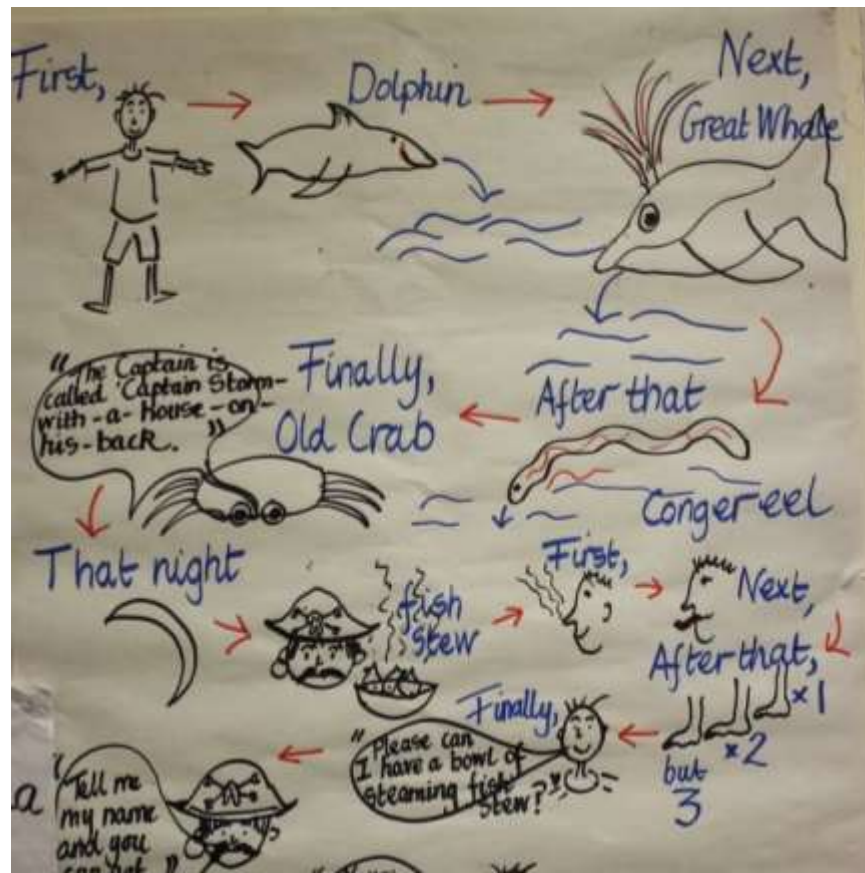
English

Monday

WALT be able to recognise expanded noun phrases

Wednesday WALT be able to use a story map to plan a story

Story Map example



Mikael Saves the Day

1 The quick thinking of Mikael Greda, aged 11, may have saved the lives of his friends. Faced with a possible life and death situation, Mikael acted instinctively to take control of a coach when the driver collapsed.

4 'It was really scary,' said Mikael, a Year 6 pupil, 'but I didn't have time to think what I was doing. It all happened too quickly.'

6 Mr Clive Strong, headteacher of Ipswich Primary School where Mikael is a pupil, explained that the coach had been bringing the class back from a school trip to nearby Stowmarket.

8 'I saw the driver suddenly take a deep breath and hold his arm,' said Mikael. 'Then he sort of fainted. I felt the coach swerving and I just reacted.' Mikael is no stranger to driving. He started on a quad bike when he was 7 and now drives a tractor on the family farm.

11 The coach was crossing the Orwell Bridge when the accident was averted. Mikael succeeded in steering the bus into the inside lane and bringing it safely to a halt. By the time he had put on the hazard warning lights, Miss Sarah Fox, the teacher in charge, was already trying to help the driver and Mikael's friend Electra Bisset (age 10) had the presence of mind to call the emergency services.

16 'Mikael's quick actions undoubtedly saved his classmates from a terrible experience,' said Chief Inspector Wiggins, first on the scene. 'The situation could have gone in a completely different direction had it not been for Mikael's quick thinking. An accident would have affected other road users and a coach crash could even have damaged the bridge. As it is, no one is hurt and we have a local hero.'

21 Mrs Olivia Greda, Mikael's mother said, 'We're so proud of him. He's always been quick thinking. But driving a tractor in the farmyard is different from stopping a coach on a bridge. When I think what could have happened ...'

24 Chief Inspector Wiggins said that the police service would make an award to recognise Mikael's bravery and quick thinking. 'I hope he will consider joining the police in a few years' time. We need more young people like him,' said the Inspector.

27 The driver, who has not been named, is in Ipswich Hospital recovering from a suspected heart attack.

1. Quote the words from the first paragraph that show what action Mikael took to save his classmates.

2. 'Mikael acted instinctively to take control of a coach when the driver collapsed' (paragraph 1).

Underline the word that tells us that Mikael didn't have time to think about what he was doing.

3. What experiences did Mikael have that helped him to save the day?

4. 'The situation could have gone in a completely different direction had it not been for Mikael's quick thinking' (paragraph 6).

List three things from the text that might have happened.

5. Mikael was the person on the bus who acted first. Why do you think this was?

6. Chief Inspector Wiggins was 'first on the scene' (paragraph 6). What do the underlined words mean?

7. Identify three features of a newspaper report:

- headline
- orientation
- subtitle
- quotations
- byline
- exaggerated language

8. The coach was crossing the Orwell Bridge when the accident was 'averted' (paragraph 5). Ring the word that is closest in meaning to the underlined word.

- avoided
- happened
- explained
- reflected

9. Do you think Mikael was a hero? Yes / No

Explain your answer using quotations from the text.

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/2019/12/Y5-Spring-Block-2-ANS9-Add-3-or-more-fractions-2019.pdf>

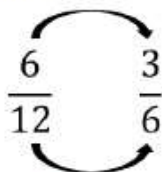
Tuesday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS10-Add-fractions-2019.pdf>

Wednesday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS11-Add-mixed-numbers-2019.pdf>

Thursday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS12-Subtract-fractions-2019.pdf>

Friday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS13-Subtract-mixed-numbers-2019.pdf>

Sam has simplified $\frac{6}{12}$



What method has he used?

Is this the most efficient method?

Explain your answer.

Hassan thinks that $\frac{2}{5}$ in its simplest terms

is $\frac{1}{2.5}$

Do you agree? Convince me.

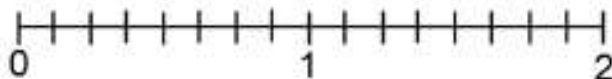
What would you split your number line into to plot the following fractions?

$$\frac{1}{3}, \frac{11}{12}, \frac{5}{6}$$

Explain your answer.

Is this the only answer?

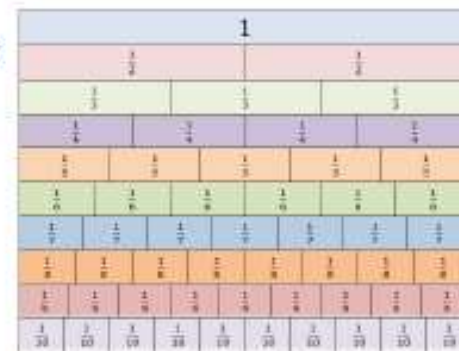
How many ways can you show a difference of one quarter on the number line?



Use the fraction wall to simplify: $\frac{2}{8}$, $\frac{3}{9}$ and $\frac{4}{10}$

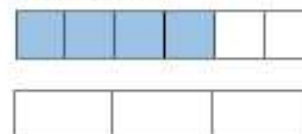
Which direction did you move on the fraction wall?

What have the numerator and denominator been divided by?

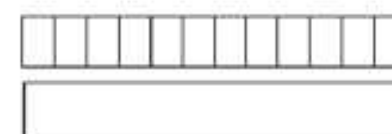


Use the bar models to simplify the fractions.

Make sure your bar model has fewer equal parts than the original fraction.



$$\frac{4}{6} = \frac{2}{3}$$



$$\frac{8}{12} = \frac{2}{3}$$

Find the answers below

What would you split your number line into to plot the following fractions?

$$\frac{1}{3}, \frac{11}{12}, \frac{5}{6}$$

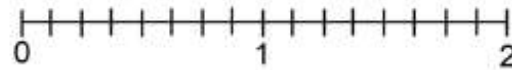
Explain your answer.

Is this the only answer?

You can split the number line into twelfths because you would be able to plot all three fractions on this.

You could also split it into any multiple of 12

How many ways can you show a difference of one quarter on the number line?



Various answers available.

Some examples:

$$\frac{1}{4} \text{ and } \frac{2}{4}$$

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

$$\frac{7}{8} \text{ and } 1\frac{1}{8}$$

$$1\frac{3}{4} \text{ and } 2$$

THURSDAY MUSIC

WALT: be able to recognise similarities and differences in different eras of music

You could use this Venn diagram to show their similarities and differences. Remember to put the similarities in the overlapping section.

1920's music

Classical 19th century
music

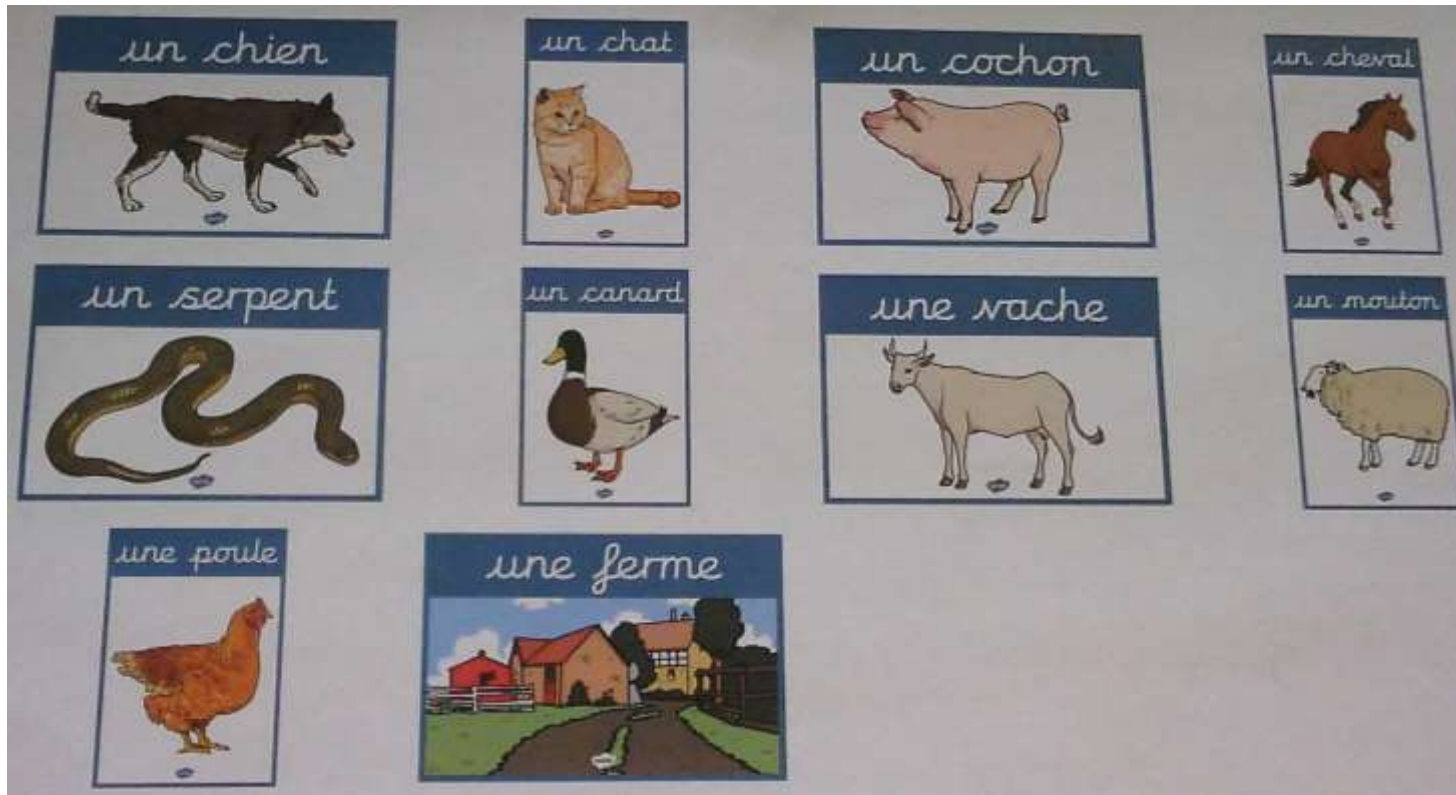


TUESDAY FRENCH

WALT : be able to name different farm animals in French.

Le vieux MacDonald a une ferme, i-a-i-a-o.

Et dans cette ferme il y a ... , i-a-i-a-o.



Thursday History

ANCIENT GREEK GODS

Challenge

Can you research more information about these Ancient Greek Gods ?

Greek Gods

Apollo

Apollo was the god of many things, including the sun, music, poetry and art. He was the son of Zeus and had a twin sister, Artemis. Apollo played music for the other gods on his golden lyre. Apollo taught humans the art of medicine and is sometimes referred to as 'The Healer'.

Did You Know?

Apollo had the ability to heal people of disease but just as often spread infection and disease to those who angered him using arrows.



Greek Gods

Zeus

Zeus was the most powerful of all the gods. He was god of the sky and the king of Olympus. His temper affected the weather, and he threw thunderbolts when he was unhappy. He was married to Hera. Zeus had the power to transform his shape. He was ruler of all other gods and was seen as powerful, strong and unpredictable.

Did You Know?

Zeus' father was worried his children would betray him, so he ate his children.



Greek Gods

Poseidon

Poseidon was the god of the sea. He was the most powerful god except for his brother, Zeus. He lived in a beautiful palace under the sea and caused earthquakes when he was angry.

Did You Know...?

Sailors would pray to Poseidon before a voyage for calm seas and safe passage.



Greek Gods

Ares

Ares was the god of war. He was cruel and a coward. His symbols include the vulture and the dog and he often carried a bloody spear.

Did You Know?

Ares was the son of Zeus and Hera. His parents did not like him.



Greek Gods

Aphrodite

Aphrodite was the goddess of love and beauty, and the protector of sailors. She may have been the daughter of Zeus or she may have risen from the sea on a shell.

Did You Know...?

Aphrodite had a chariot pulled by swans to glide through the air.



Greek Gods

Hermes

Hermes was the messenger god, a trickster. He was the speediest of all and he wore winged shoes.

Did You Know?

Hermes invented boxing and gymnastics.



Greek Gods

Hades

Hades was the god of the Underworld. Zeus and Poseidon were his brothers. He wore a helmet that could make him invisible.

Did You Know?

Hades had a three-headed dog called Cerberus who guarded the Underworld.



Greek Gods

Athena

Athena was the goddess of wisdom. Her symbol was an owl.

Did You Know?

Athena didn't have a mum. Instead, she was born fully grown out of Zeus' head wearing armour.



Science

WALT: be able to recognise that some mechanisms, including gears allow a smaller force to have a greater effect.

Gears

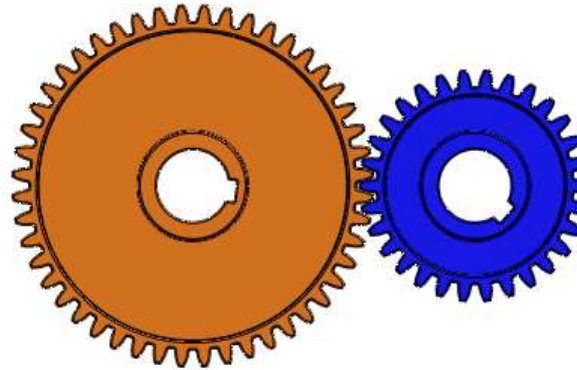
Gears are toothed wheels that lock together and turn one another.

The wheels are usually different sizes so that one gear speeds up to slow down the next gear. Gears are also used to change the direction of movement.

How will turning a small gear wheel affect the speed of a larger gear wheel?

Let's find out...

If the first gear wheel is smaller (and has fewer teeth) than the second one, then the second (bigger) gear doesn't have to move as quickly to keep up with the smaller gear. So the second gear wheel turns more slowly than the first.



Look carefully at these gears


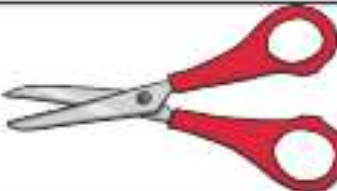







First draw arrows on the gears to show which direction each will rotate. Clockwise or anticlockwise.

Which gear will be the slow rotating one and which will be the faster rotating one?

Simple Machines Matching

Cut, sort and glue the pictures to match the machines and examples.

Machine	Examples	Picture
levers		
wheel and axle		
pulley		
screw		
inclined (sloping) plane		
wedge		

	<ul style="list-style-type: none"> • screwdrivers • skateboards • doorknobs 	
	<ul style="list-style-type: none"> • slides • ladders • ramps 	<ul style="list-style-type: none"> • cranes • wells
		
		<ul style="list-style-type: none"> • see-saws • oars • wheelbarrows • scissors • fishing rods
<ul style="list-style-type: none"> • axes • staples • nails • doorstops 		<ul style="list-style-type: none"> • jar lids • taps • drills • end of lightbulbs
