












Week 15 th March	Monday	Tuesday	Wednesday	Thursday	Friday
	15 th March	16 th March	17 th March	18 th March	19 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>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.</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>Re-read The Myth of Icarus</p> <p><u>WALT: Be able to create puppets</u> <u>WALT be able to create character descriptions</u></p> <p>First draw out the characters from the story as</p>	<p>Re-read The Myth of Icarus</p> <p><u>WALT: Be able to act out story</u></p> <p>We are going to act out the story with the added scene and character.</p>	<p>Re-read The Myth of Icarus</p> <p><u>WALT: be able to use description to create imagery.</u></p> <p>First listen to the story again and look at your story</p>	<p>Re-read The Myth of Icarus</p> <p><u>WALT: be able to edit my own work</u></p> <p><u>TASK</u> First skim read the story you wrote yesterday.</p>	<p>Re-read The Myth of Icarus</p> <p><u>WALT: be able to publish a text</u></p> <p>Using neatest handwriting copy edited</p>

	<p>a stick puppet onto card. Add some detail to the character and cut and mount on stick. These stick puppets will be used to retell the story.</p> <p><u>WALT be able to use a thesaurus to define words.</u></p> <p>Using a thesaurus locate the following words and write three alternative words that could be used instead.</p> <p>staggered - chatted - climbed - ran - ate -</p>	<p>Working in a group, allocate which actor for which character. Role play the scenes. Swop roles if required. Rehearse performance and then perform to an audience. Three stars and a wish. What three things did they do well? What one thing could they make better?</p> <p><u>WALT be able to write a story map</u></p> <p>Now you are going to create another character and think of another scene for Icarus and Daedulus.</p> <p><i>Eg, Minatosi , who is King Minos's daughter who takes pity on Icarus and his father. She brings them the key to a boat that they could land on as they fly across the sea. However Minatosi plan is discovered by one of the guards and she is thrown into prison too.</i></p> <p>Now look at your story map from last week.(I will scan and email your story map from school if required)</p> <p>You need to plan what the additional character does and how it behaves in a way to change the story slightly. Then think about the extra scene where the character does something that adds to the adventure. This will help you</p>	<p>map to ensure you have all the detail.</p> <p>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 new story ensuring your additional character and additional scene add extra interest and make this story your very own version.</p> <p>Read through the story after each paragraph to help edit your work as you go.</p> <p>Once completed read through the finished story.</p>	<p>How can you improve your story even more?</p> <p>First add three extra noun phrases?</p> <p>Now change three verbs for more descriptive verbs. Finally add three additional adverbial starters.</p> <p>Write these additions in green in the margin to improve your edit.</p>	<p>story onto Icarus paper.(copy below)</p> <p>This will then added to publishing book</p>
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		write the new story of Icarus tomorrow			
	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>Put the fractions $\frac{3}{8}$, $\frac{4}{16}$, $\frac{5}{8}$ and $\frac{1}{2}$, in order from greatest to smallest? 52 lots of £82.08? What is the area of a shape 13cm wide and 32cm long? 1584 subtract 315? What is a third of £94.41?</p> <p><u>WALT: Be able to subtract mixed numbers</u></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 $\frac{2}{6}$? What mixed numbers are missing in this sequence : $\frac{1}{8}$, $\frac{5}{8}$, $\frac{\quad}{8}$, $\frac{\quad}{8}$, $\frac{3}{8}$, $\frac{\quad}{8}$, $\frac{\quad}{8}$? What is $\frac{1}{2}$ of £45.68? £323.40 subtract £12.97? Sum of 636 and 29 and 6.8?</p> <p><u>WALT: Be able to subtract mixed numbers</u> Follow this video with White Rose https://vimeo.com/509809639</p> <p>Worksheet For chilli level click  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO14-Subtract-breaking-the-whole-2019.pdf</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 : $\frac{\quad}{8}$, $\frac{3}{8}$, $\frac{\quad}{8}$, $\frac{5}{8}$, $\frac{\quad}{8}$, $\frac{1}{8}$? Give me two fractions that are equivalent to two sevenths? Product of 62 and 994? Give me two fractions that are equivalent to one tenth? What is the product of 93 and £76.41?</p> <p><u>WALT: Be able to subtract mixed numbers</u> Follow the video with White Rose https://vimeo.com/510610537</p> <p>Worksheet: For chilli level click  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO15-Subtract-2-mixed-numbers-2019.pdf</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>£632.84 divide by 4? Sum of 93m and 29m and 39m? Which is bigger one twelfth or two eighths? Product of 5125 and 76? What is £56.43 less £31.05?</p> <p><u>WALT: Be able to multiply fractions</u> Follow the video with White Rose https://vimeo.com/514249448</p> <p>Worksheet: For Chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO16-Multiply-unit-fractions-by-an-integer-2019.pdf</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>£80.46 multiplied by 23? Sum of 43m and 349m and 71m? Which is bigger one quarter or three eighths? Product of 18miles and 963miles? £23.40 subtract £7.82?</p> <p><u>WALT: Be able to multiply fractions</u> Follow the video with White Rose https://vimeo.com/514249638</p> <p>Worksheet: For Chilli level click  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO17-Multiply-non-unit-fractions-by-an-integer-2019.pdf</p>
Maths	<p>Follow this video with White Rose https://vimeo.com/509806730</p> <p>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	<u>PSHE</u>	<u>PSHE</u>	<u>ART</u> <u>WALT: be able to use colour in collage and paintings.</u>	<u>PSHE</u>	<u>PSHE</u> <u>WALT: be able to identify worries and</u>

	<p><u>WALT: be able to identify worries and suggest ways of supporting friends</u></p> <p>Look at the worry questions below. Think how the boy can answer those questions. Now design a poster to show the boy so that he can recognise his worries and begin to come up with ways of dealing with them.</p> <p><u>Science</u></p> <p><u>WALT: be able to recognise that some mechanisms, including gears allow a smaller force to have a greater effect.</u></p> <p>Learn About Gears for Kids - YouTube</p>  <p>We are going to investigate different gears</p> <p>First watch these video clips Gear and Wheels Part 1 - Bing video</p>	<p><u>WALT: be able to identify worries and suggest ways of supporting friends</u></p> <p>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?</p> <p><u>French</u></p> <p><u>WALT: Be able to describe where you live in French</u></p> <p><u>TASK</u></p> <p>Watch and join in the French conversations in the power point below:</p> <p>Access this lesson using pin code: LX5403 at Twinkl Go</p> <p><u>NOW</u></p> <p>Can you make sentences in French to describe where you live? Use the information below to help.</p> <p><u>PE</u></p> <p><u>WALT: be able to hold body in different gymnastic shapes and balances</u></p> <p><u>TASK</u></p>	<p>First view this video (245) String pull technique Feather Acrylic Pouring Fluid acrylic Designer Gemma77 - YouTube</p> <p>Now watch this video Symmetry & How To Create a Collage with Feather Shapes on Hands On Crafts for Kids (1606-1) - YouTube</p> <p><u>TASK</u></p> <p>You can use this technique to create some amazing feather shapes.</p> <p><u>Music</u></p> <p><u>WALT: be able to recognise music notation and play recorder.</u></p> <p>Reading music Recorder Lesson 5 - Reading Music - YouTube</p> <p><u>TASK</u></p> <p>Watch video clip and view the different musical notes mentioned.</p> <p>Now play recorder alongside the music teacher in video whilst following music notes on screen.</p> <p>You can use the manuscript paper below.</p>	<p><u>WALT: be able to identify worries and suggest ways of supporting friends</u></p> <p>Think of three or four different ways you can suggest to your friends in class to help them stay calm and relaxed</p> <p><u>History</u></p> <p><u>WALT: be able to explain the Ancient greek democratic system</u></p> <p>Complete the table showing the similarities and differences between Ancient Greek democracy and modern democracy</p> <p><u>TASK</u></p> <p>Look carefully at the different Greek democratic ideas.</p> <p><u>PE Tag rugby</u></p> <p><u>WALT be able to pass the ball and move into space</u></p> <p>Warm up and stretches led by three children standing at front</p> <p>Reminding of passing technique, aiming for 'bread basket'. The 'pop pass' is where the ball is popped up like the toast in a toaster.</p>	<p><u>suggest ways of supporting friends</u></p> <p><u>Using our senses to feel safe.</u></p> <p>Write the 5 senses down the page and list things that help you feel calm and safe.</p> <p>Some examples could be:</p> <ul style="list-style-type: none"> - Smelling a calming scent; deep breathing exercises - Listening to relaxing music and meditation. - Cuddling a soft toy; doing their own hand massage - Eating something delicious - Looking at pictures that help them feel happy. <p>After adding your ideas you should illustrate them.</p> <p>Perhaps choose to design a poster to show how to use your senses to feel safe..</p> <p>.</p>
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Also this video showing bike gears working

[How do Bike Gears Work? | Design Squad - Bing video](#)

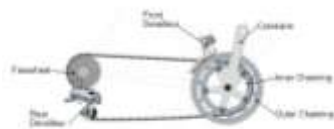
TASK 1

Try experimenting.

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.

Draw and explain your investigation.



Predictions?



Task 2

Look at this video clip of some fun exercises and have a go yourself:



[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.



Ensure ball is pop passed and not spun or tumbled so it is easier for team mate to catch.

Running and then passing ball across diagonal grid and continue to run to corner. Repeating run pass sequence with different partners.

Now

Introduce mini game where the team are passing to each other whilst two players from opposite team are trying to touch ball as it is passed. If they touch ball they will halt the game and win the point. Now rotate the teams ensuring all have chance to be both part of passing team and also part of interceptor team.

If you are at home

Enjoy designing your own warm up exercises and stretches.

Practise passing and catching with a ball (rolled up socks if a ball is not available)

Try running in the garden and passing ball into a suitable target (bowl)

Practise running, jumping and finally throwing ball to partner.

	Watch this video to see which gears are rotating in which direction. Gear Trains and Idler Gears (technologystudent.com)			Think about what cool down stretches you could add to complete your session.	
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English

Monday

WALT be able to create character descriptions

Example could be:

Icarus character..... Snivelling, young, impressionable, big headed, disobedient, adventurous,, blonde hair, bad tempered.

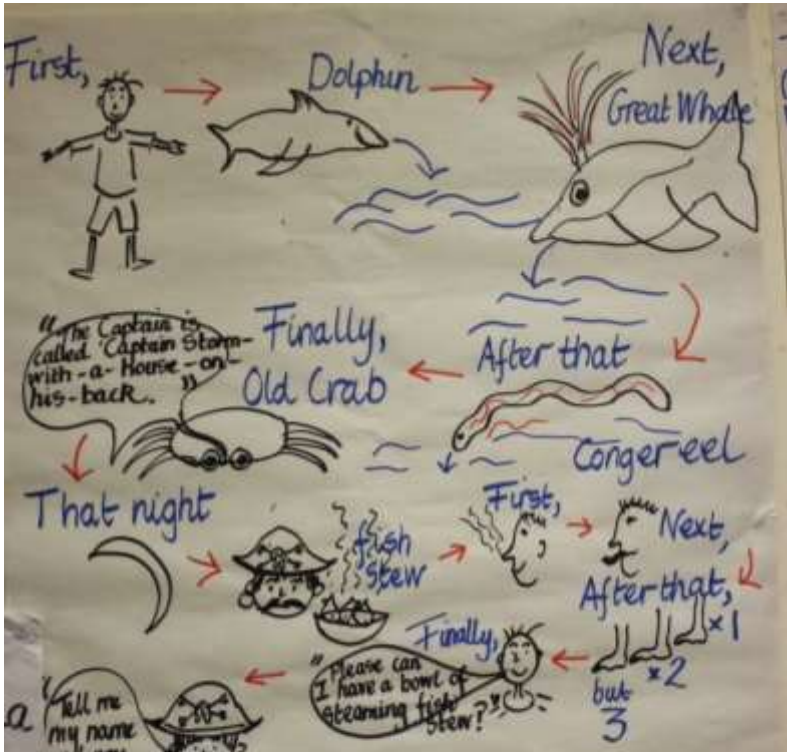
You could list your own description ideas for each of the characters, including your own NEW character.

Tuesday

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



Stick Puppets



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 communicate community competition	especially exaggerate excellent existence	mischievous muscle necessary	rhyme rhythm sacrifice secretary	
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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-ANS13-Subtract-mixed-numbers-2019.pdf>

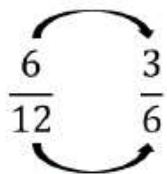
Tuesday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS14-Subtract-breaking-the-whole-2019.pdf>

Wednesday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS15-Subtract-2-mixed-numbers-2019.pdf>

Thursday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS16-Multiply-unit-fractions-by-an-integer-2019.pdf>

Friday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS17-Multiply-non-unit-fractions-by-an-integer-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?

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

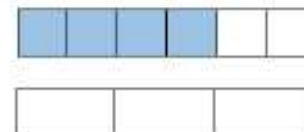
Which direction did you move on the fraction wall?

What have the numerator and denominator been divided by?

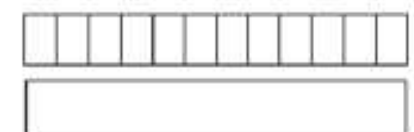


Use the bar models to simplify the fractions.

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



4



8

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

Find the answers below

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

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

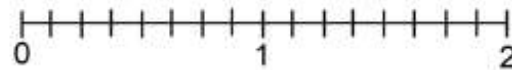
Explain your answer.

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.

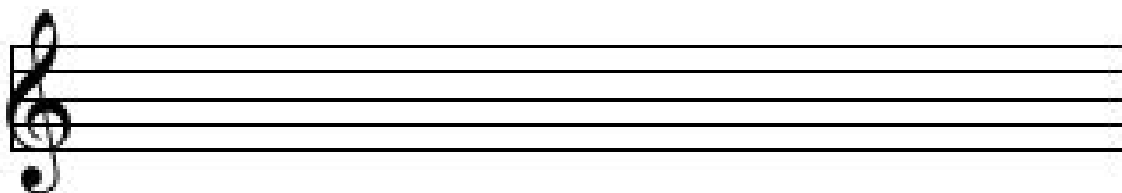
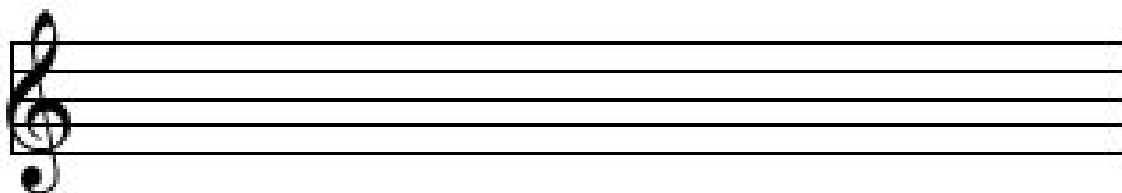
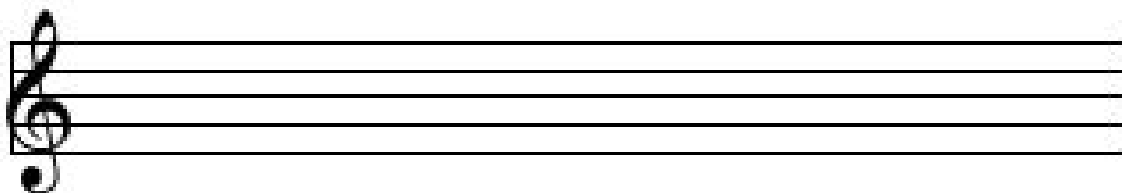
Some examples:

$$\frac{1}{4} \text{ and } \frac{2}{4}$$
$$\frac{3}{8} \text{ and } \frac{5}{8}$$
$$\frac{7}{8} \text{ and } 1\frac{1}{8}$$
$$1\frac{3}{4} \text{ and } 2$$

WEDNESDAY MUSIC

WALT: be able to recognise musical notation

Now use this music paper to add the notes mentioned in the video clip



TUESDAY FRENCH

WALT : be able to explain in French where you live

Tu habites dans quelle sorte de maison?

What sort of house do you live in?

J'habite dans un appartement

I live in a flat

I Live in a ...



une chaumière



un château



une maison



une caravane



un appartement



une ferme



petit / petite



de taille
moyenne



grand / grande



C'est chez moi (This Is My Home)



Tu habites dans quelle
sorte de maison ? ▶



J'habite dans un
appartement. ▶



Why do you think the adjectives "small" and "large" have a different spelling this time?

These are feminine as they go with a feminine (une / la) noun.



Comparing Democracy

Cut out the statements and stick them into the correct column in the table.

Democracy in Ancient Greece	Democracy in the UK today



8 year old male Athenian



36 year old male Athenian



40 year old female Athenian



53 year old male metic

Challenge

Can you research
more information
about Ancient Greek
Democracy?

Science

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

Gears

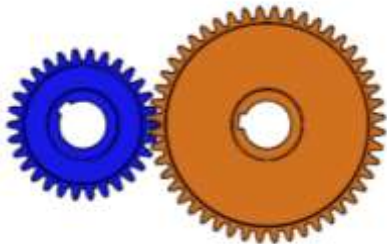
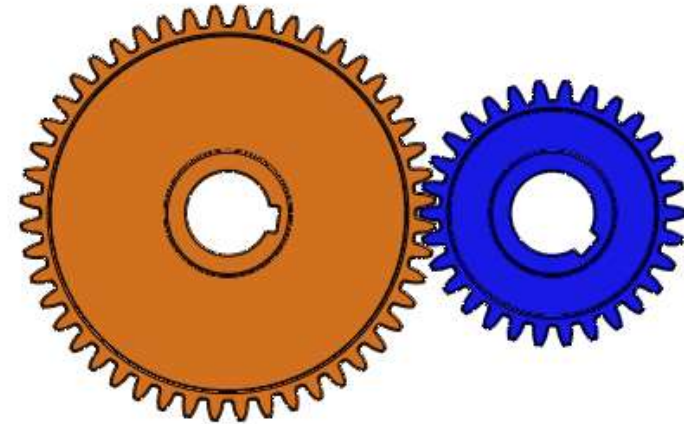
Gears are toothed wheels that lock together and turn one another.

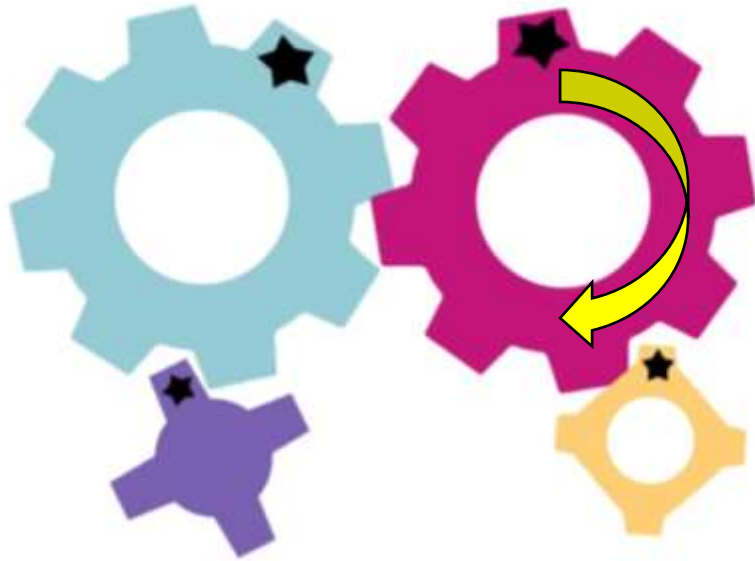
The wheels are usually different sizes so that one gear speeds up to slow down the next gear. Gears are also used to change the direction of movement.

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


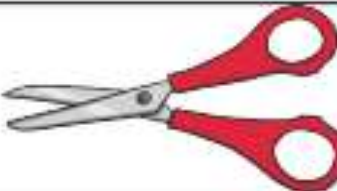








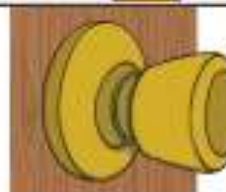

First draw arrows on the gears to show which direction each will rotate. Clockwise or anticlockwise.

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
		



Icarus paper for published story after editing.