








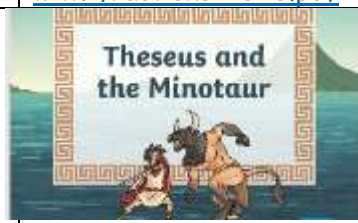
St Margaret's-at-Cliffe CP School

Timetable Class 5



Week 22 nd March	Monday	Tuesday	Wednesday	Thursday	Friday
	22 nd March	23 rd March	24 th March	25 th March	26 th March
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. We need to keep each other safe by following the health and safety guidelines in school.</p>					
STORY	<h2>The Dark Sky Park Poems</h2> <p>This week we are going to be reading some poems by Philip Gross. You can listen to it being read here: The Dark Sky Park Zone Young people's poetry by Philip Gross</p>				
English	<p>Read The</p> <p><u>WALT: Be able to comment on the structural choices an author has used to organise a text.</u></p> <p>Listen to Philip Gross read the poem 'Night Walker'</p>	<p>Read The</p> <p><u>WALT be able to read aloud poems and to perform using intonation, tone and volume so that the meaning is clear to an audience</u></p>	<p>Read The</p> <p><u>WALT: be able to write poetry</u> <u>Look at the structure of your chosen poem.</u> <u>What do you notice?</u> Examine the poem to locate examples of the following:</p>	<p>Read poem By the River</p> <p><u>WALT: be able to explain what I think the character's personality is like by referring to their behaviours.</u></p>	<p>Read The</p> <p><u>WALT: be able to write own poetry</u></p> <p>Now we are going to be writing our own poetry containing imagery and descriptive language</p>

	<p>https://clpe.org.uk/poetryline/interviews/gross-philip</p> <p>What do you think the poem is talking about?</p> <p>What did you see in your imagination as he was reading the poem?</p> <p>How did it make you feel?</p> <p>What did you like? Dislike?</p> <p>What words do you think helps describe the scene best?</p> <p><u>TASK</u></p> <p>Explain your ideas in a short paragraph..</p> <p>Now using pastels draw what you see as you listen to the poem being read again. This may be street lights, the lane, a car, owl or fox eyes, stars or space, or more abstract shapes and colours that they feel the poem represents.</p> <p>Examine the poem to locate examples of the following:</p> <p>Alliteration</p> <p>Assonance</p> <p>Metaphor</p> <p>Simile</p> <p>Rhythm</p>	<p>We are going to read one of the poems to an audience. Read all the poem and decide which one you would like to focus on first.</p> <p>Choose one of Philip Gross' poems from the four below.</p> <p><u>TASK</u></p> <p>Working in a group so that each member has some lines of the poem to read. Rehearse the poem several times together before coming together to perform poem to audience.</p> <p>Listen to Philp Gross reading Snow Leopard here The Dark Sky Park Zone Young people's poetry by Philip Gross</p> <p>How does Philip Gross read his poem? Could you use these ideas to help you perform your poem choice.</p> <p>(If you are working from home you could perform the poem to an adult at home.)</p>	<p>Alliteration</p> <p>Assonance</p> <p>Metaphor</p> <p>Simile</p> <p>Rhythm</p> <p>Assonance is a poetic technique of rhyming vowel sounds. It creates a form of rhyme not just within a verse, but within a whole line.</p> <p><u>TASK</u></p> <p>You are going to begin to write your own poem .First look at changing the poem using it as a framework Change words and phrases to describe the thing that your poem is about.</p> <p>Examples could be:</p> <p>Snow leopard could be changed to lion, cat, crocodile or fox.</p> <p>Dark Sky Park could be changed to Sparkling Stars or Deep space</p> <p>Night walker could be changed to Owl Hunter, Cat prowler or Hedgehog Shuffle</p>	<p><u>WALT: be able to explain my understanding of a text.</u></p> <p><u>TASK</u></p> <p>First skim read the poem to gain an understanding of its content.</p> <p>Now re-read slowly taking note of verses, adverbs and descriptions.</p> <p>Think about the answers to these questions :</p> <p>hat do you think the character is like? How could you describe his personality? Why do you think he is by the river?</p> <p>Now complete comprehension questions using full answers.</p>	<p><u>TASK</u></p> <p>Read aloud the poem ideas that you have started.</p> <p>You now need to edit them further to produce a poem of your own. Can you use the following:</p> <p>Alliteration</p> <p>Assonance</p> <p>Metaphor</p> <p>Simile</p> <p>Rhythm</p> <p>We are going to write the finished poems neatly into our publishing books.</p> <p>(If you are at home write the completed poem neatly and then illustrate your completed work)</p>
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Maths	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>Put the fractions $\frac{3}{8}$, $\frac{3}{4}$, and $\frac{1}{2}$, in order from greatest to smallest? 69 lots of £74.08? What is the area of a shape 32cm wide and 184cm long? 1724 subtract 345? What is a third of £73.80?</p> <p><u>WALT: Be able to multiply mixed numbers</u> Follow this video with White Rose https://vimeo.com/514249890 Worksheet For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO18-Multiply-mixed-numbers-by-integers-2019.pdf</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>What is the total of $2\frac{1}{2}$ and $7\frac{3}{4}$? What is $3\frac{1}{8}$ subtract $2\frac{1}{2}$? Turn this improper fraction $\frac{23}{4}$ into a mixed number. What is $\frac{1}{2}$ of £49.78? £623.40 subtract £12.67? Sum of 726 and 79 and 348?</p> <p><u>WALT: Be able to calculate fractions of a quantity</u> Follow this video with White Rose https://vimeo.com/515260006 Worksheet For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-3-WO9-Fractions-of-a-quantity-2019.pdf</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>What is the sum of $\frac{7}{8}$ and $\frac{3}{4}$? Give me two fractions that are equivalent to $\frac{8}{12}$ Product of 94 and 564? Give me two fractions that are equivalent to three quarters? What is the product of 43 and £146.46? https://vimeo.com/515270073 <u>WALT: Be able to calculate fractions of an amount</u> Follow the video with White Rose Worksheet: For chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO19-Fractions-of-an-amount-2019.pdf</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>£632.80 divide by 7? Sum of $4\frac{5}{6}$ and $2\frac{2}{3}$? Which is bigger one fifth or two eighths? Product of 345 and 89? What is £56 less £9.65?</p> <p><u>WALT: Be able to use fractions as operators</u> Follow the video with White Rose https://vimeo.com/518170736 Worksheet: For Chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO20-Fractions-as-operators-2019.pdf</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>£80.46 less £23.78? Sum of 76m and 39m and 231m? What is double 56kg Product of 34 and 963? What is $4\frac{7}{8}$ subtract $\frac{3}{4}$?</p> <p><u>WALT: Be able solve problems using fractions.</u> Follow the video with White Rose https://vimeo.com/518173692 Worksheet: For Chilli level click:  https://resources.whiterosemaths.com/wp-content/uploads/2020/12/Y5-Spring-Block-2-WO-Problem-solving-with-fractions-2020.pdf</p>
Topic	<p><u>Science</u> <u>WALT: be able to explain different forces and their effects</u></p> <p>We have discovered many different effects of forces this term. <u>TASK</u></p>	<p><u>French</u> <u>WALT: Be able to broaden vocabulary and develop ability to understand new words that are introduced into familiar written material.</u> <u>TASK</u></p>	<p><u>ART</u> <u>WALT: be able to use different colours in collage.</u> Watch this video clip of collage Symmetry & How To Create a Collage with Feather Shapes on Hands On Crafts for Kids (1606-1) - YouTube</p>	<p><u>PSHE</u> <u>WALT: be able to identify worries and suggest ways of supporting friends</u> We have all been away from our friends for a long time, so today we are going to be remind ourselves about what it feels like to be a good</p>	 <p><u>History</u> <u>WALT: be able to explain how Myths were</u></p>

I would like you to explain the different types of forces we have investigated this year in a colourful information poster that would help someone in year 3 understand.

Include the following words in your pictures and diagrams : Friction, Gravity. Air resistance, Streamline and Buoyancy,
Also include explanations of levers, pulleys and gears,.

Watch and join in the French conversations that describes items that are in your house in the power point below:

Access this lesson using pin

code: **GB7405**

at [Twinkl Go](#)

NOW

Write sentences in French to describe what items are in each of the rooms.

Use the worksheet below.

PE

WALT: be able to hold body in different gymnastic shapes and balances

TASK

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.

TASK

You can use this technique to create a feather collage with different shades of feather shapes.

Music

WALT: be able to recognise music notation and play recorder.

Reading music

[Recorder Lesson 6 - More B-A-G Songs - YouTube](#)

TASK

Watch video clip and view the different musical notes mentioned.

Now play recorder alongside the music teacher in video whilst following music notes on screen.

Now use the 'music lined 'paper below (manuscript paper) to copy the Hot Cross Buns musical notes into their correct position.

There is a full size version in the plans at the end of this document.

friend, and finding ways to carry on being good friends while we keep everyone safe from the Coronavirus.

What makes a good friend? How we can carry on being good friends to each other while we are still social distancing?

Sit quietly and relax to listen to the calming script below. This will help our minds calm down so that we are ready to learn.

(If you are at home ask an adult to read the Calming Script to you.)

TASK

What is a Haiku Poem KS2? A Haiku is a traditional Japanese Poem which consists of three lines. The first and last line of the Haiku poem has five syllables and the middle line has seven syllables. It isn't a traditional rhyming poem so the lines in a Haiku poem don't need to rhyme.

e.g.

Butterflies in flight
Brilliant rainbow colours
Ripple past the pond

an important part of Ancient Greek culture.

First read through the power point below.

Access this lesson using pin code: **QY1507**

at [Twinkl Go](#)

You can watch a short animation of this myth here:

[Theseus and the Minotaur | Ancient Greek Mythology Stories | - Bing video](#)

TASK

You are going to explain this famous Greek Myth as a cartoon.

Use the power point to include important names and facts.

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.



Now we are going to write Haiku poems to express friendship during Covid 19, what it means to you what you have missed, what you enjoy and value.

PE Tag rugby

WALT be able to pass the ball and move into space

Warm up and stretches led by three children standing at front

Reminding of passing technique, aiming for 'bread basket'. The 'pop pass' is where the ball is popped up like the toast in a toaster. 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.

Dark Sky Park

Now we're up on the edge
and over, on the mountain
with mountains beyond. Behind us,
in the dark
of the valley, villages are embers
and the little city hugs its little glow,
ten miles away. Above,
spark after spark
from a burned-out bonfire,
the stars spin away into space.
We huddle closer in our blankets, from the cold
and the dark, in the dark
of the dark sky park.
Tonight, look north, another edge
beyond this and... can you believe
your eyes - that blue-green fraying
of the dark of space, like fine weed
wavering in a stream?

Where the solar wind itches
the thin skin of our atmosphere, the faintest
watermark of light - just breathe the
word: Aurora
Northern Lights - one that only appears,
and rarely, then, when held up
to the dark
to the dark
of the dark sky park.
And us, where are we? On the edge
of the Earth. Are we riding this rock
bareback in the rodeo of stars? Or adrift
in the dark
in a small boat on the open seas
of space, thrown together, refugees
with nowhere to go back to or
to disembark?
Or picture this: a little boy out late
beyond the streetlights, dap-dapping this ball,
this one and only precious globe, alone
in the park,
in the dark,
the dark sky park.

Night Walker

Poem from Dark Sky Park by Philip Gross

There is a place (believe me,
she said) where if, if
you go beyond
the street lights, to the lane's end,
then (and don't look back)
walk on...

(One flash could nix your night-sight,
the spark of a car on the hill
a mile away
or a patio light's twitchy sensor
shocking empty gardens
with fake day.)

Just walk, she told me once. You'll see
what owl-eyes, fox-eyes, know:
there is a place
behind the darkness. It's like coming home,
she said, believe me. I hope
it was true.

Look up. The height of it! More stars
than anyone has seen. And once
small speck called you
among the millions. And you're spinning
upwards (she said, the last time
we saw her) through
the brilliant dark, the depth, of space.

Tardigrade in its Element

A poem from Dark Sky Park by Philip Gross

This is the kingdom of the Water Bear.
To enter here, you have to shrink
and slow down, down. A day
is one tick of the clock, one blink
of the sun's eye. Overhead, like tangling
mangrove, see the stiff moss-trunks,
the flutes of fruiting lichen with its scarlet
cups of spores...You have to think
like an explorer - no, like a guest
of this generous jungle, with its globes
of dew, its swamp pools where who knows
what creatures may come down to drink.
If someone was to speak now,
back in the high and mighty worlds,
the lost world you belonged in,
it would be thunder, huge and indistinct,
just a rumble and quake. The glistening
water quivers. Settles slowly. Or not. There,
look: something's moving in the shadows
spilled across the forest floor like ink,
something huge, and in its element:
the great Moss Pig, the Water Bear





Snow Leopard

... not white like the snow,
more moon-panther or silvery cloud-cat
with her ripple-patterns melting as (oh,
but she's beautiful) you stare
while valley mist whirls up and blows
between the boulders, or the sun breaks through
and all the edges are a smattering of shadows,
a glint on wet rock. Now she's still,
crouched. Now... sprung. There she goes
ledge to ledge, bound by bound,
as stones go rattling to the scree below
and wild goats scatter. She has one
marked. That one. (Play the chase scene slow
as films do, as if this might be for ever,
these last moments the poor prey will know.)
But it's off, the scraggy old big-bottomed
tahr — stumbling, you'd think, falling — no,

think again, as with rubbery fantastic
poise it leaps (there is a half mile drop below)
and catches itself, teeters like a tightrope
clown... leaps, snatching inch-wide footholds
with clattery hooves, down — leaving leopard
stranded, panting, stumped. Why are we so
in love with beauty, with its claws and teeth,
as though this is its story, not our own
and the goat's — that plucky comedy
played out through centuries
between the sheer drop and the killing snow?

By the River

Lying on the river bank
beneath the trailing willow,
my anorak behind my head
folded as a pillow,

I close my eyes and listen to
the many sounds around me,
lapping water near my feet,
a mumbling, fumbling brown bee,

a jenny wren in the branches
twitching among the twigs,
a grasshopper not far away
scratching itchy legs,

a coo-coo-cooing pigeon
high up in an old oak tree,
like someone sawing a plank of wood –
and sawing endlessly!

A breeze is whiffing through the grass
like a comb running through your hair,
and little-globs-of-amber-ants
are scuttering here and there.

The river's sliding gently,
dreaming of the sea,
and I am thinking of only one thing:
strawberries and cream for tea!

Matt Simpson



Read the text, then answer the questions.

1. In which season is the poem set? Give two examples from the poem to support your answer.

2. Why do you think the narrator closes his eyes?

3. Choose five words which describe sounds in the poem and say why they help you to imagine the sound and the thing making it.

4. Explain why you think the poet uses the words 'branches', 'twitching', 'scratching' and 'itchy' in verse 3.

5. The poet uses two similes in the poem. What are they and why does he use them?

6. Out of all the things the poet describes, what one thing is most important to him?

7. How would you describe the overall effect of the poem? Give examples to show what you mean.

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




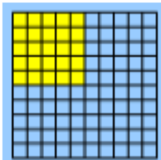





Monday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS18-Multiply-mixed-numbers-by-integers-2019.pdf>

Tuesday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-3-ANS9-Fractions-of-a-quantity-2019.pdf>

Wednesday <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Spring-Block-2-ANS19-Fractions-of-an-amount-2019.pdf>

Thursday <https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-ANS20-Fractions-as-operators-2019.pdf>

Friday <https://resources.whiterosemaths.com/wp-content/uploads/2021/01/Y5-Spring-Block-2-ANS-Problem-solving-with-fractions.pdf>

Fluency	Reasoning	Problem Solving																												
<ul style="list-style-type: none">Fill in the blanks: <div></div> = $\frac{65}{100}$ <div></div> = 0.88 0.2 = <div></div>Write the shaded part of this 100 square grid as a decimal number and a fraction. <div></div>Match the decimal number to the equivalent fraction: <table><tr><td>0.5</td><td>$\frac{50}{100}$</td></tr><tr><td>0.05</td><td>$\frac{1}{2}$</td></tr><tr><td>0.55</td><td>$\frac{5}{100}$</td></tr><tr><td>0.50</td><td>$\frac{55}{100}$</td></tr></table>	0.5	$\frac{50}{100}$	0.05	$\frac{1}{2}$	0.55	$\frac{5}{100}$	0.50	$\frac{55}{100}$	<ul style="list-style-type: none">Rob is finding equivalent decimals and fractions. He writes: $\frac{30}{100} = 0.30$ Can both sides of the equals sign be simplified? Explain why.True or false? Only percentages that are multiples of 10 can be simplified.	<ul style="list-style-type: none">Play decimal and fraction dominoes. <table><tr><td>0.1</td><td>$\frac{30}{100}$</td><td>0.3</td><td>$\frac{75}{100}$</td></tr><tr><td>$\frac{1}{10}$</td><td></td><td></td><td></td></tr><tr><td>0.64</td><td></td><td></td><td></td></tr></table>Complete the statement below by only using these number cards. You can use these cards more than once. <table><tr><td>0</td><td>0</td><td>0</td><td>1</td></tr><tr><td>1</td><td>1</td><td>7</td><td>7</td></tr></table> <div></div> • <div></div> <div></div> = <div></div> / <div></div>	0.1	$\frac{30}{100}$	0.3	$\frac{75}{100}$	$\frac{1}{10}$				0.64				0	0	0	1	1	1	7	7
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0.64																														
0	0	0	1																											
1	1	7	7																											

Fluency	Reasoning	Problem Solving												
<ul style="list-style-type: none">There are 56 people playing rounders. $\frac{5}{8}$ of the players are girls. How many girls are playing?In a class of 32 children, $\frac{3}{4}$ of them voted for maths as their favourite subject. How many children voted for something else? Give your answer as a whole number.48 people work at an office. On Monday, $\frac{4}{6}$ of them walked to work. How many people walked to work? <p>Use the bar model to help you visualise the problem.</p> <table><tr><td colspan="6">48</td></tr><tr><td>$\frac{1}{6}$</td><td>$\frac{1}{6}$</td><td>$\frac{1}{6}$</td><td>$\frac{1}{6}$</td><td>$\frac{1}{6}$</td><td>$\frac{1}{6}$</td></tr></table>	48						$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	<ul style="list-style-type: none">Ellie is solving this problem:<div><div>Find $\frac{4}{6}$ of 24</div></div><p>She writes 16 down as the answer. Explain Ellie's mistake to her and write down instructions on how to solve this.</p>Mr Patel asks Emily to circle a quarter of some squares. She circles the following shapes. <div></div> <p>Mr Patel says, "Well done! You are correct!" How many shapes were there to start with? Explain how you worked this out.</p>	<ul style="list-style-type: none">90 people were asked what their favourite colour was. 75 chose red. What fraction of people chose red?Work your way through the maze by solving the questions. <div></div>
48														
$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$									

Place 2, 3 and 4 in the boxes to make the calculation correct.

$$27 \frac{1}{\square} - \frac{\square}{6} = 26 \frac{\square}{3}$$

3 children are working out $6\frac{2}{3} - \frac{5}{6}$

They partition the mixed number in the following ways to help them.

Lucy

$$5 + 1\frac{2}{3} - \frac{5}{6}$$

Mary

$$5 + 1\frac{4}{6} - \frac{5}{6}$$

Sam

$$5 + \frac{10}{6} - \frac{5}{6}$$

Whose method is correct?
Explain why.

Place 2, 3 and 4 in the boxes to make the calculation correct.

$$27 \frac{1}{\square} - \frac{\square}{6} = 26 \frac{\square}{3}$$

$$27 \frac{1}{3} - \frac{4}{6} = 26 \frac{2}{3}$$

3 children are working out $6 \frac{2}{3} - \frac{5}{6}$

They partition the mixed number in the following ways to help them.

Lucy

$$5 + 1 \frac{2}{3} - \frac{5}{6}$$

Mary

$$5 + 1 \frac{4}{6} - \frac{5}{6}$$

Sam

$$5 + \frac{10}{6} - \frac{5}{6}$$

Whose method is correct?
Explain why.

All three children are correct.

$1 \frac{2}{3}$, $1 \frac{4}{6}$ and $\frac{10}{6}$ are all equivalent therefore all three methods will help children to correctly calculate the answer.

Calming script

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

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

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

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

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

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

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

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

In... Out...

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

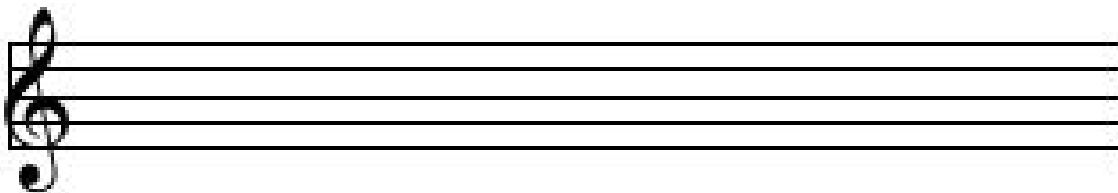
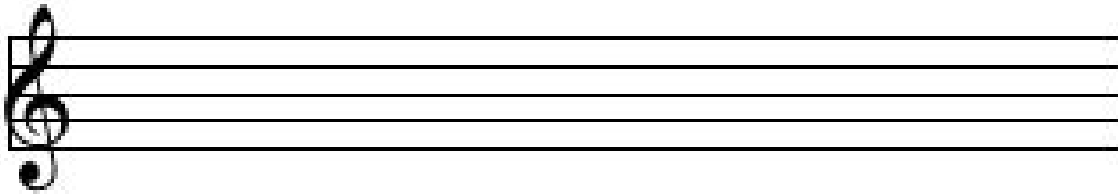
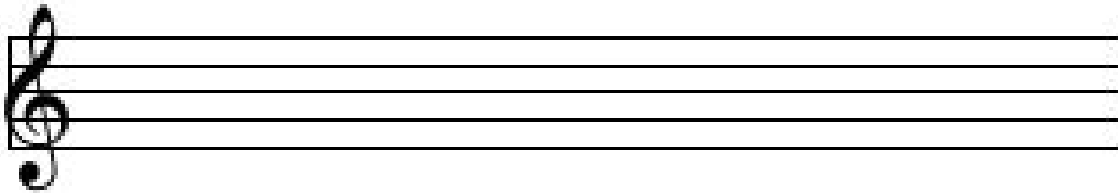
Repeat several times...

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

WEDNESDAY MUSIC

WALT: be able to recognise musical notation

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



Hot Cross Buns

The image shows the musical notation for the song 'Hot Cross Buns'. It consists of two staves in 4/4 time. The first staff contains the melody: a quarter note on G4, a quarter note on A4, a quarter note on B4, a quarter rest, a quarter note on G4, a quarter note on A4, and a quarter note on B4. The second staff contains the accompaniment: a series of eighth notes (G4, A4, B4, A4, G4, F#4, E4, D4) followed by a quarter note on G4, a quarter note on A4, and a quarter rest. To the right of the staves is a vertical illustration of a brown recorder with a pink mouthpiece and silver keys.

TUESDAY FRENCH

WALT : be able to explain in French what could be found in each room in the home.

Dans la chambre il y a le grand lit.

In the bedroom there is a large bed.

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

What did you find out?

 le nounours  la brosse à dents  le four  le fauteuil

 le couteau  la baignoire  le lit  l'arrosoir

 la télévision  la valise  le tapis  l'escargot

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

Do you know the name of any of these household objects?

How could we find out?

Can you think of some of the objects that might be found in these rooms around the home? Write them below each of the pictures. Use the information above to help you write the french words for these items.

Dans le/la ..., il y a ...



la chambre



la salle à manger



le bureau



la salle de bain



le salon



le grenier



l'entrée



l'escalier



le sous-sol



la cuisine



le jardin



le garage
