



St Margaret's-at-Cliffe CP School




Timetable Class 5



Week 29 th March	Monday	Tuesday	Wednesday	Thursday	Friday
	29 th March	30 th March	31 st March	1 st April	2 nd April
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>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 Snow Leopard</p>	<p>Read The</p> <p><u>WALT: be able to write poetry</u></p> <p>Kennings are an ancient form of Viking and Anglo-Saxon poetry.</p>		

	<p>Read Philip Gross' poem Extreme Sports Olympics: Lava-Boarding' https://clpe.org.uk/poetryline/interviews/gross-philip What did they see in their minds as the poem was read? How did they feel? What did they like? Dislike? What questions do they have? What connections can you make with the poem explored in the previous session? Look at the picture illustrating the poem below. Why do you think this is? How has the illustrator managed to capture the action, movement, awe and wonder encompassed in the words with only black and white? TASK Watch Michel Rosen explain how to look at poems here: Poetry Friendly Classroom with Michael Rosen: Tip 8 - look for secret strings - Bing video alliteration in phrases like climb to the crater, gape and gag, smeech of sulphur, liquid fire — live lava, or the assonance in words like come, run, tongue, fumbling and jump or upright, trying, right, riding, dire, inside and fire. They may like</p>	<p><u>The Tardebig</u> <u>The Volcano</u></p> <p>_How do they compare to yesterday's poem? Can you spot the following? Alliteration Assonance Metaphor Simile Rhythm</p> <p><u>TASK</u> 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. Listen to Philip 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>Each line of the poem describes the poem's subject in an unusual way, usually using two words and avoiding calling the subject by its regular name. The poem_tends to be a list of these unusual two-word descriptions. Often - but not always - one of the two words is a noun and the other is a verb. Here's an example...</p> <p><u>Volcano</u> <u>by John Foster</u></p> <p>Earth-rumbler Mountain-shaker Rock-splitter Fissure-breaker</p> <p>Crater-cracker Fiery fountain Steam-spitter Molten mountain</p> <p>Fire-breather Lava-thrower Moonscape-sculptor Destruction-sower</p> <p><u>Look at the structure of this poem.</u> <u>What do you notice?</u></p>		
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	<p>the imagery — the crust like a heavy overcoat, the sizzling tongue, jumping like a spaceman or the god riding on a chariot of fire</p> <p>Kilauea Volcano Eruption A Perfect Planet BBC Earth - YouTube</p> <p>Also here:</p> <p>. Living Planet: Episonde 1: THE BUILDING OF THE EARTH - YouTube</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>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>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</p> <p>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>		
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	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>Put the fractions $\frac{2}{3}$, $\frac{4}{6}$, and $\frac{1}{3}$ in order from greatest to smallest?</p> <p>54 lots of £93.08?</p> <p>What is the area of a shape 27cm wide and 204cm long ?</p> <p>1784 subtract 835?</p> <p>What are 4 lots of $3\frac{1}{2}$?</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>What is 3 multiplied by $7\frac{3}{4}$?</p> <p>What is the sum of $3\frac{1}{8}$ and $2\frac{1}{2}$?</p> <p>Turn this improper fraction $\frac{34}{6}$ into a mixed number.</p> <p>What is $\frac{1}{6} \times £49.74$?</p> <p>£641.40 less £9.87 ?</p> <p>Sum of $7\frac{1}{4}$ and $5\frac{1}{4}$ and $6\frac{1}{4}$?</p>	<p><u>5 in 10</u> These are 5 mixed calculations that revisit previous learning.</p> <p>What is the sum of $\frac{3}{4}$ and $\frac{6}{8}$?</p> <p>Give me two fractions that are equivalent to $\frac{7}{8}$</p> <p>Product of 83 and 1036?</p> <p>What is 4 multiplied by $3\frac{5}{7}$?</p> <p>What is the product of 64 and £725.46?</p>		
Maths	<p><u>WALT: Be able to recognise decimals with up to 2 decimal places.</u></p> <p>Follow this video with White Rose</p> <p>https://vimeo.com/519169538</p> <p>Worksheet</p> <p>For chilli level click: </p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO1-Decimals-up-to-2-dp-2019.pdf</p>	<p><u>WALT: Be able to calculate decimals as fractions</u></p> <p>Follow this video with White Rose</p> <p>https://vimeo.com/519553917</p> <p>Worksheet</p> <p>For chilli level click: </p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO2-Decimals-as-fractions-1-2019.pdf</p>	<p><u>WALT: Be able to calculate decimals as fractions</u></p> <p>Follow the video with White Rose</p> <p>https://vimeo.com/519555223</p> <p>Worksheet:</p> <p>For chilli level click: </p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO3-Decimals-as-fractions-2-2019.pdf</p>		
Topic	<p><u>DT</u></p> <p><u>WALT: be able to identify 3D shapes, including cubes and cuboids, from 2D representations.</u></p> <p>Look carefully at the nets of the cube and cuboid below.</p> <p>Carefully cut out the shapes</p> <p>Now fold along dashed lines</p>	<p><u>DT</u></p> <p><u>WALT: Be able to use spreadsheets</u></p> <p><u>TASK</u></p> <p>Watch video clip here: Spreadsheet Basics -- Microsoft Excel - YouTube</p> <p>This explains how we can use spreadsheets to help us</p>	<p><u>DT</u></p> <p><u>WALT: be able to evaluate designs</u></p> <p>What three things went well?</p> <p>Think of one thing that didn't go as well as you had hoped</p>	<p><u>PSHE</u></p> <p><u>WALT: be able to identify worries and suggest ways of supporting friends</u></p> <p>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>	

and stick to create 3D shapes. What other cubes and cuboid shapes can you find in your kitchen?

DT

WALT: be able to develop more than one design to produce a final design.

Watch the following clip: [Korean Air - Is This The Best Airplane Food? - Bing video](#)

TASK

We will work collaboratively to design our own food containers similar to the ones for the Korean airline meal to the right of this. →

Explain what materials you are going to make it with. Could these materials be recycled or from recycled material?

Our Korean Airline meal.

Think about the ingredients list below.

What ingredients do you think might be coming from across the world? What does Local mean?

What does sustainability and air-miles mean?

Think about your design's Carbon Footprint.

calculate the prices of our airline meal.

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.

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.

and you would change next time.

Explain and draw labelled diagram.

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.)

Our Korean Airline meal



Volcano

by John Foster

Earth-rumbler

Mountain-shaker

Rock-splitter

Fissure-breaker

Crater-cracker

Fiery fountain

Steam-spitter

Molten mountain

Fire-breather

Lava-thrower

Moonscape-sculptor

Destruction-sower



VesuVius

was but a hill On the horizon, so

thought the Pompeians until the tremors shook them.

Steam rising from the peak had Caused concern but then BOOM!

Lightning flashed. A 30km high cloud of Ash rose into the sky. Soon it was raining rock.

Non-stop. Buildings crumbled. And when the volcanic cloud collapsed into a choking-hot 100 kmh avalanche of

dust and gas that swept all surviving citizens to their deaths, it put the city to sleep for longer than even Vesuvius itself had slept

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?

HOW WELL DO YOU KNOW YOUR SPELLING?

Statutory Spelling List for children of Year 5 and Year 6

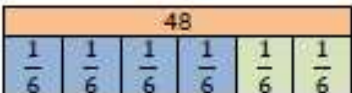

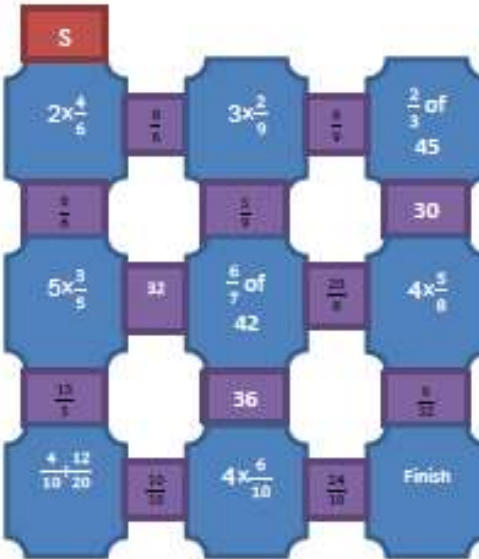
accommodate	conscience	explanation	neighbour	shoulder
accompany	conscious	familiar	nuisance	signature
according	controversy	foreign	occupy	sincere
achieve	convenience	forty	occur	sincerely
aggressive	correspond	frequently	opportunity	soldier
amateur	criticise	government	parliament	stomach
ancient	curiosity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

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

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

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

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

Fluency	Reasoning	Problem Solving
<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> 	<ul style="list-style-type: none"> Ellie is solving this problem: <div style="border: 1px solid black; padding: 5px; display: inline-block;">Find $\frac{4}{6}$ of 24</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.  <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. 

Fluency	Reasoning	Problem Solving
<ul style="list-style-type: none"> Fill in the blanks: <div data-bbox="226 264 338 309" style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; background-color: #4a7ebb; margin-right: 5px;"></div> = $\frac{65}{100}$ <div data-bbox="226 325 338 370" style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; background-color: #4a7ebb; margin-right: 5px;"></div> = 0.88 0.2 = <div data-bbox="309 379 353 418" style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; background-color: #4a7ebb; margin-right: 5px;"></div> Write the shaded part of this 100 square grid as a decimal number and a fraction. <div data-bbox="237 528 398 687" style="border: 1px solid black; width: 72px; height: 100px; position: relative;"> <div style="position: absolute; top: 0; left: 0; width: 20px; height: 100px; background-color: yellow;"></div> </div> Match the decimal number to the equivalent fraction: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div> 0.5 0.05 0.55 0.50 </div> <div> $\frac{50}{100}$ $\frac{1}{2}$ $\frac{5}{100}$ $\frac{55}{100}$ </div> </div> 	<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. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">0.1</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">$\frac{30}{100}$</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">0.3</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">$\frac{75}{100}$</div> </div> <div style="margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 30px;">$\frac{1}{10}$</div> <div style="border: 1px solid black; padding: 5px; text-align: center; width: 30px; margin-top: 5px;">0.64</div> </div> Complete the statement below by only using these number cards. You can use these cards more than once. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid red; padding: 5px; text-align: center;">0</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">0</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">0</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">1</div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid red; padding: 5px; text-align: center;">1</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">1</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">7</div> <div style="border: 1px solid red; padding: 5px; text-align: center;">7</div> </div> <div style="margin-top: 20px;"> <div style="display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="margin: 0 5px;">•</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="margin: 0 5px;">•</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="margin: 0 5px;">=</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> <div style="margin: 0 5px;">÷</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin: 0 5px;"></div> </div> </div>

Calming script

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

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

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

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

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

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

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

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

In... Out...

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

Repeat several times...

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

Our Korean Airline meal.

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

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

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

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

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

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

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



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

GREEN

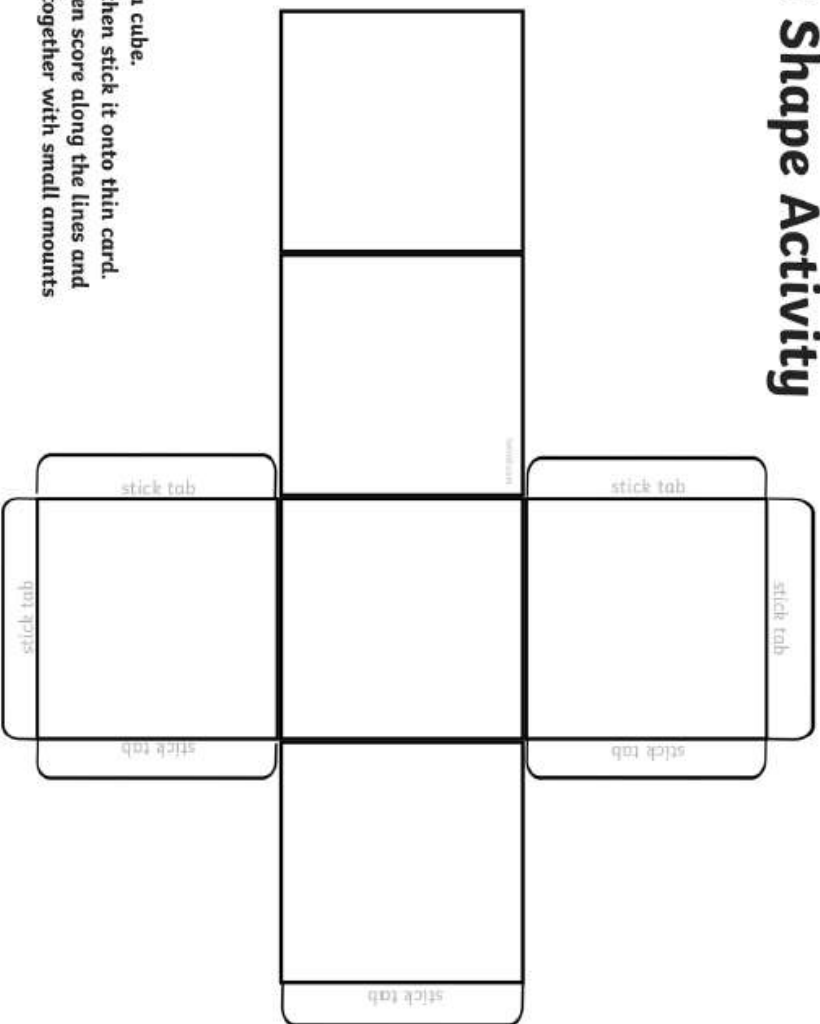
not harming nature and the natural world with pollution

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



Cube 3D Shape Activity

This is a net for a cube.
Print it out and then stick it onto thin card.
Cut it out and then score along the lines and
fold them. Stick together with small amounts
of glue.



Cuboid 3D Shape Net Activity

