| Week | Monday | Tuesday | Wednesday | Thursday | Friday |
| :---: | :---: | :---: | :---: | :---: | :---: |
| April | $26^{\text {th }}$ April | $27^{\text {th }}$ April | $28^{\text {th }}$ April | $29^{\text {th }}$ April | $30^{\text {th }}$ April |
| Vocab <br> Ninja | Ninja Word of the day starting with Shinobi words for year 5 can be found here. <br> You can also play some Vocabulary Ninja Mini Games here: <br> Stule <br> Synonym Stars (vocabularyninja.co.uk) |  |  |  |  |
| Discuss Hands Face and Space slogan which reminds children of handwashing routine and keeping their distance. <br> 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. |  |  |  |  |  |
| STORY | The Train to impossible places <br> This week we are going to be reading <br> You can listen to the author reading it here: PG Bell reads Chapter 1 of The Train to Impossible Places - YouTube <br> You can follow the story by reading here: 105-72659 ch01 6P.indd (traintoimpossibleplaces.com) |  |  |  |  |
| English | Read The Train to Impossible Places <br> WALT: Be able to identify the difference between formal and informal speech structures. | Read The Train to Impossible Places <br> WALT: be able to recognise the features of a newspaper report <br> First watch this short clip that explains how a newspaper report is organised. | Read The Train to Impossible Places <br> WALT: be able increase familiarity with a wide range of modern fiction, <br> WALT: be able to plan a newspaper report | Read The Train to Impossible Places. WALT be able to compare an apostrophe for omission with an apostrophe for possession. | he Train to sible Places <br> be able to write a per report <br> our notes again. itles and |


| We are going to be looking at the difference between formal and informal speech. Look below at the vocabulary of Informal and Formal speech. <br> Can you group the vocabulary correctly? <br> TASK <br> Now look at the conversation between Paul and George and complete their conversation by adding informal speech of your own. <br> Read the chapter again and note when the characters are using Formal or Informal speech. <br> Can you see how the conversation has been written in an informal style? <br> "What 'appened?" <br> snapped the voice. <br> "What's goin' on?" | What are the features of a newspaper? - BBC Bitesize <br> Look carefully at the <br> Newspaper Reporter here: <br> Access this lesson using pin code: BX7298 <br> at Twinkl Go <br> NOW <br> TASK <br> Make notes of the key features you need to include when writing a Newspaper report. | Task <br> Read Chapter 3 of The Train to Impossible Places again. What main points are happening? <br> TASK <br> You are going to plan a newspaper report about the events that have happened so far in The Train to Impossible Places. <br> You are going to be a reporter and interview a friend about what happened. <br> Take it in turns to ask questions and take on the role of Suzy or Fletch. <br> (If you are at home you could ask an adult to be Suzy or Fletch ) <br> Remember to write down your notes during the interview so that you can get some real quotes of what the characters have actually said. <br> Think about the subheadings and pictures you might use. Complete a plan for your newspaper that you are going to write later this week. | WALT be able to use apostrophes for plural possession <br> First read chapter 3 up to page 39 of The Train to Impossible Places. Can you find any apostrophes within the text? Are they apostrophes of possession or omission? NOW <br> Complete the apostrophe for possession questions below. <br> Add three of your own sentences using apostrophes for possession Challenge: can you now write sentence with a plural possession apostrophe? | subheadings could you use? <br> Think about the features of a newspaper we looked at on Tuesday. <br> Think of possible headings to grab the reader's attention. <br> A stranger in her house! Train crashes into house! Shock of train crash! What happened to Suzy? The hoarse intruder! <br> TASK <br> You are going to write the newspaper report setting it out on one A4 page. <br> What is your newspaper called? Dates? |
| :---: | :---: | :---: | :---: | :---: |
| 5 in 10 | 5 in 10 | 5 in 10 | 5 in 10 | 5 in 10 |


| Maths | These are 5 mixed calculations that revisit previous learning. <br> Add an equivalent fraction to the following $\frac{2}{3}$, and $\frac{2}{7}$ <br> What are 73 lots of $£ 18.08$ ? <br> What is the area of a shape 23 cm wide and 344 cm long? <br> Round 2.7 to the nearest whole number? <br> What are 8 lots of $7 \frac{1}{2}$ ? <br> WALT: Be able to add decimals <br> Follow this video with White <br> Rose <br> https://vimeo.com/52883878 <br> 7 <br> Worksheet <br> For chilli level click: <br> https://resources.whiterosem aths.com/wp- <br> content/uploads/2020/03/Y5- <br> Summer-Block-1-WO1-Adding-decimals-within-1-2020.pdf | These are 5 mixed calculations that revisit previous learning. <br> What is 6 multiplied by $12 \frac{3}{4}$ ? <br> What is the sum of $5 \frac{1}{8}$ and $2 \frac{1}{4}$ ? <br> Turn this improper fraction $\frac{22}{3}$ into a mixed number. <br> What is $£ 641.41$ less $£ 45.87$ ? <br> Sum of $6 \frac{1}{4}$ and $12 \frac{1}{4}$ and $6 \frac{3}{4}$ ? <br> WALT:Be able subtract decimals <br> Follow this video with White Rose <br> https://vimeo.com/529381014 <br> Worksheet <br> For chilli level click <br> https://resources.whiterosem <br> aths.com/wp- <br> content/uploads/2020/03/Y5- <br> Summer-Block-1-WO2- <br> Subtracting-decimals-within-12020.pdf | These are 5 mixed calculations that revisit previous learning. <br> What is the sum of $3 \frac{3}{4}$ and $16 \frac{6}{8}$ ? <br> Give me two fractions that are equivalent to $\frac{5}{8}$ <br> How many mm are in 12.3 m ? <br> What is 9 multiplied by $3 \frac{6}{7}$ ? <br> What is the value of the 6 in the number 23.69? <br> WALT: Be able to add and subtract decimals within 1.0 <br> Follow the video with White <br> Rose <br> https://vimeo.com/531668934 <br> Worksheet: <br> For chilli level click <br> https://resources.whiterosem aths.com/wp- <br> content/uploads/2020/03/Y5- <br> Summer-Block-1-WO3- <br> Complements-to-1-2020.pdf | These are 5 mixed calculations that revisit previous learning. <br> Which is the larger $3 \frac{1}{2}$ or $3 \frac{2}{7}$ <br> Give me two fractions that are equivalent to $\frac{2}{7}$ <br> What is $2 / 10$ as a decimal? <br> What is $\frac{1}{5}$ of $£ 49.75$ ? <br> What is $£ 725.46$ less £92.67? <br> WALT be able to subtract decimals with two decimal places <br> Follow the video with White Rose <br> https://vimeo.com/532170 <br> 966 <br> Worksheet: <br> For chilli level click <br> https://resources.whiteros emaths.com/wp- <br> content/uploads/2020/05/ <br> Y5-Summer-Block-1-WO6- <br> Subtracting-decimals-with-the-same-number-of-decimal-places-2020.pdf | These are 5 mixed calculations that revisit previous learning. Give me two fractions that are equivalent to $\frac{6}{14}$ <br> Give me two fractions that are larger than $\frac{1}{2}$ but smaller than $4 / 5$ What is 643 more than 17708? <br> Round 17.6 to the nearest whole number? What is $\frac{3}{4}$ as a decimal? <br> WALT be able to add and subtract decimals when problem solving Follow the video with White Rose <br> https://vimeo.com/5344 85826 <br> Worksheet: <br> For chilli level click https://resources.white rosemaths.com/wpcontent/uploads/2021/0 2/Y5-Summer-Block-1-WO-Adding-and-subtracting-decimals-with-the-same-number-of-decimal-places-problem-solving2020.pdf |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Topic | Science | Computing <br> WALT: Be able to use spreadsheets | Music <br> WALT: Be able to recognise and use Crotchets, Quavers, | History <br> WALT:be able to explain the social and cultural | PSHE <br> WALT: be able to identify worries and |

Show children the spoons all made from different materials. Ask them to figure out how they could use these spoons to work out which material is best at conducting heat.
Warm water can be placed in a bowl. Cut holes in a card lid for the bowl large enough for the handles of spoons to poke through. Place spoons made from different materials through each of the holes in the lid and place on the bowl. Place a blob of butter on the end of each of the spoons. The children could time how long it takes the lump of butter to reach the lid.
Deep thinking time - Why are these objects made from particular materials?
Can children relate their findings to the materials that some of the following objects are made from: saucepans, radiators, roof insulation, double gazing, coffee cup holders, hot water bottles, chip paper, etc

## TASK

Watch video clip here:
Spreadsheet Basics -- Microsoft Excel-YouTube
This explains how we can use spreadsheets to help us calculate the prices of our airline meal.
DT
WALT be able to recognise
the environmental impact of
transporting different foods. How far has our food travelled before it reaches the supermarket shelves? (Airmiles)
Examine different packets of food to discover where they were grown. How far have these foods travelled? Can you order them in terms of distance or Air Miles travelled?

## 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:


Rests and other musical notation.
We are looking at music notation. Watch the
powerpoint below
Access this lesson using pin code:

## ZS8453

at Twinkl Go
aspects of Ancient Greek Life.
What did the Greeks do for us?
Look at the powerpoint here:
Access this lesson using pin
code: UM5691
at Twinkl Go

## TASK

Explain in the form of a poster how Ancient Greek culture has influenced modern Britain

## PE

WALT: Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate Warm up - running in different directions, skipping, hopping and jumping. , How wide, tall and small can you be? Running in different directions bouncing and catching the ball. Activity 1 - 'Turn about Catching 'Place 3 cones, 3 metres apart in a straight line.
Player in the middle takes a catch from first player and returns the ball, then turns
suggest ways of supporting friends 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 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 please ask an adult to read the Calming Script to you


I can script a conversation using formal and informal vocabulary.

George and Paul are meeting for the first time. They are speaking in an informal style.
George: Oh not much really. Just chilling and watching those lads kicking a ball around
Paul: Where? Oh yeah! They're dead good ain't they? Do you play footie?
George: Nah! I used to when I was younger but my old knees aren't up to the job these days I'm afraid. Paul: I know how you feel mate. These hips of mine don't half ache in the evenings. I guess we'll just have to be glad to sit and watch instead.

1. Write another sentence for each character in the same style

George:

Paul:
2. Now can you re-write the conversation in the space below to make it much more formal?

Think carefully about the vocabulary and grammar that you use.

## Sorting Formal and Informal Vocabulary

Work with a partner to discuss whether you think the following words or phrases would be more likely to be used in formal or informal situations.

| apparent | aggressive | sacrifice | chance |
| :--- | :--- | :--- | :--- |
| speak | live in | job | types of |
| unfairness | inhabit | give up | variety of |
| clear | now | link to | enough |
| injustice | worked up | correspond | sufficient |
| communicate | immediately | profession | opportunity |

TASK: Can you spot the informal speech here?
The voice grunted in obviows annoyance. "No, I'm not.
You're dreamin'. Go back to bed."
Without realizing it, Suzy took a few steps toward the tent. "If I'm dreaming," she said, "then I'm already in bed."

Another gruunt, even more annoyed than the last.
"Well?" she said, creeping closer.
"Aha! You could be sleepwalkin'." The voice sounded
rather pleased with itself.
"Maybe," said Suzy. "That would certainly explain
a lot."
"There you are, then," the voice concluded. "Sleepwalkin'. Now, off to bed with you."
Suzy took another step, but her toe struck something
hard. "Ouch!" She hopped onto one foot and looked down.
A squat hammer lay on the floor between the xails.
"What 'appened?" snapped the voice. "What's goin' on?"

## Sorting Formal and Informal Vocabulary

Now we will co-operate as a team to allocate the vocabulary to the correct headings.

| Formal | Informal | Meanings and Examples |
| :---: | :---: | :---: |
| communicate | speak |  |
| injustice | not fair |  |
| inhabit | live in |  |
| profession | job |  |
| correspond | link to |  |
| sufficient | enough |  |
| apparent | clear |  |

## Apostrophes with Plural Nouns

Andrew is totally confused by apostrophes. In the sentences below, apostrophes have been used to show possession. However, one sentence shows possession by a singular noun and the other sentence shows possession by a plural noun. Please help Andrew to identify which sentence uses an apostrophe to show possession by a plural noun by placing a tick next to it.

## Tick one

1. $\qquad$ The dogs' biscuits were kept in on the top shelf in the cupboard.The dog's biscuits were kept in on the top shelf in the cupboard.
2.The astronaut's suits were hung up in the International Space Station.The astronauts' suits were hung up in the International Space Station.
3.The witch's cats roamed through the garden.The witches' cats roamed through the garden.
4.The rockets' wings were being painted a new colour.The rocket's wings were being painted a new colour.
5.The cow's diet is mostly grass.The cows' diet is mostly grass.
6.The fairy's wings glittered and sparkled in the sunlight.The fairies' wings glittered and sparkled in the sunlight.
7.The eagles' wings flapped swiftly in the wind.The eagle's wings flapped swiftly in the wind.
8.The pupils' pencils were brand new. The pupil's pencils were brand new.



## Missing Apostrophe

## Singular Possessive Nouns

Oh dear! Patricia Punctuation has written some sentences but she has forgotten to add an apostrophe to show possession by these singular nouns. Copy out the sentence on the line provided and include the missing apostrophe.

1. Kims mum bought some sausages from the shop.
2. The butterflys wings flapped as it flew from flower to flower.
3. The dogs tail wagged excitedly as he walked.
4. The dancers costume was very colourful and bright.
5. The witchs new broomstick was made from solid oak
6. The clowns gloves were large and spotty.

## Features of a Newspaper Report Checklist

How many of the following features can you spot in the newspaper report?

| Features | / X |
| :--- | :--- |
| The name of the newspaper |  |
| A headline that uses a pun, rhyme or alliteration |  |
| A subtitle which gives a bit more information about what the report is about |  |
| The reporter's name |  |
| An introductory paragraph containing the 5 Ws (what, where, when, who, why) |  |
| Information about the main events presented in chronological order |  |
| Pictures with captions |  |
| Written in the third person and in the past tense |  |
| Direct and reported speech |  |
| Formal language |  |
| Rhetorical Questions |  |
| A conclusion paragraph to explain what might happen next |  |

## Missing Apostrophe Answers

1. Kims mum bought some sausages from the shop. Kim's mum bought some sausages from the shop.
2. The butterflys wings flapped as it flew from flower to flower. The butterfly's wings flapped as it flew from flower to flower.
3. The dogs tail wagged excitedly as he walked.

The dog's tail wagged excitedly as he walked.
4. The dancers costume was very colourful and bright. The dancer's costume was very colourful and bright.
5. The witchs new broomstick was made from solid oak. The witch's new broomstick was made from solid oak.
6. The clowns gloves were large and spotty.

The clown's gloves were large and spotty.

## Train to Impossible Places

Look at the extract from page 33 below.

## Can you spot the Fronted adverbial?

Ursel flexed her shoulders and gave a decisive nod before turning and lumbering back toward the cab. Suzy wasn't sure it was possible for bears to wink, but she was sure Ursel gave her one as she went.

A few seconds later, steam hissed from between the driving wheels. The boiler rattled and the whole train lurched forward an inch, straining against the brakes. Wilmot turned and dashed back toward the rear coach, his coattails flapping behind him.
"I'm sorry therc's no more time for pleasantries," Stonker called over the rising noise. "I'll leave you in Fletch's capable hands."

Fletch grunted.
"But I still don't understand what all this means," Suzy protested. "Where did it all come from? Where are you

## 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/2020/03/Y5-Summer-Block-1-ANS5-Adding-decimals-with-the-same-number-of-decimal-places-2020.pdf

Tuesday https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-1-ANS6-Subtracting-decimals-with-the-same-number-of-decimal-places-2020.pdf

Wednesday https://resources.whiterosemaths.com/wp-content/uploads/2021/02/Y5-Summer-Block-1-ANS-Adding-and-subtracting-decimals-with-the-same-number-of-decimal-places-problem-solving-2020.pdf

Thursday https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-1-ANS8-Subtracting-decimals-with-a-different-number-of-decimal-places-2020.pdf

Friday https://resources.whiterosemaths.com/wp-content/uploads/2021/02/Y5-Summer-Block-1-ANS-Adding-and-subtracting-decimals-with-a-different-number-of-decimal-places-problem-solving-2020.pdf



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 dishe 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 <br> 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 <br> resources |  |
| AIR-MILES | the distance by air the foods have had to travel to be put on the <br> plate or supermarket shelf. |  |
| CARBON FOOTPRINT | the amount of polluting carbon the food or container has produced <br> 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)

$\square$

