

St Margaret's-at-Cliffe CP School

<u> Timetable Class 5</u>



Week	Monday	Tuesday	Wednesday	Thursday	Friday			
26 ^m								
April	26 th April	27 th April	28 th April	29 th April	30™ April			
Vocab	A A	Ninja Word of the day st	arting with Shinobi words for yea	ar 5 can be found <u>here</u> .				
Ninja				An exe	iting, imaginative, wild ride of a story.			
	Syneuyin	You can also play some Vocabu	lary Ninja Mini Games here:	. C				
	instation Sters and the shed	Synonym Stars (voca	<u>bularyninja.co.uk)</u>					
	piny Pinter				THEATAT			
	Discuss Hands Eace a	nd Space closen which reminds ch	ildren of handwashing routing and	d kaaping thein	KALN IN			
000		na Space slogan which i eminas ch	distance		A STATE THAT AND A CONTRACTOR			
(巻) 🗨) () We are a	class hubble and we will not be m	iving with other hubbles	~ (·	IMPOSSIBI			
HANDS FAC	E SPACE We need	to keep each other cafe by follow	ing the health and cafaty avidalin	ac in school				
	Weneed	to keep each other sure by tonow	ing the hearth and safety guideling		PLACES -			
STORY								
	The	The Train to impossible places						
	This week we are going to be reading							
	You can listen to the author reading it here: <u>PG Bell reads Chapter 1 of the Train to Impossible Places - YouTube</u>							
	You can follow the story by reading here: 105-72659_ch01_6P.indd (traintoimpossibleplaces.com)							
					Hustrated by Havia Sorrentino			
English	Read The Train to Impossible	Read The Train to Impossible	Read The Train to Impossible	Read The Train to	Read The Train to			
_	Places	Places	Places	Impossible Places.	Impossible Places			
		WALT: be able to recognise	WALT: be able increase	WALT be able to compare				
	<u>WALT: Be able to identify the</u>	the features of a newspaper	<u>familiarity with a wide range</u>	an apostrophe for omission	<u>WALT be able to write a</u>			
	<u>difference between formal</u>	<u>report</u>	of modern fiction,	with an apostrophe for	<u>newspaper report</u>			
	and informal speech	First watch this short clip		possession.				
	<u>structures.</u>	that explains how a newspaper	<u>WALT: be able to plan a</u>		Read your notes again.			
		report is organised.	<u>newspaper report</u>		What titles and			

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

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

WALT: be able to compare and	TASK	Rests and other musical	aspects of Ancient Greek	suggest ways of
<u>group together everyday</u>	Watch video clip here:	<u>notation.</u>	Life.	supporting friends
<u>materials</u>	Spreadsheet Basics Microsoft	We are looking at music	What did the Greeks do for	We have all been away
Show children the spoons all	Excel - YouTube	notation. Watch the	us?	from our friends for a
made from different	This explains how we can use	powerpoint below	Look at the powerpoint	long time, so today we
materials. Ask them to figure	spreadsheets to help us	Access this lesson using pin	here:	are going to be remind
out how they could use these	calculate the prices of our	code:	Access this lesson	ourselves about what it
spoons to work out which	airline meal.	ZS8453	using pin	feels like to be a good
material is best at conducting	DT	at Twinkl Go	code: UM5691	friend, and finding ways
heat.	WALT be able to recognise		at Twinkl Go	to carry on being good
Warm water can be placed in a	<u>the environmental impact of</u>			friends while we keep
bowl. Cut holes in a card lid for	transporting different foods.		TASK	everyone safe from the
the bowl large enough for the	How far has our food travelled		Explain in the form of a	Coronavirus.
handles of spoons to poke	before it reaches the		poster how Ancient Greek	What makes a good
through. Place spoons made	supermarket shelves? (Air-		culture has influenced	friend? How we can
from different materials	miles)		modern Britain	carry on being
through each of the holes in	Examine different packets of			good friends to each
the lid and place on the bowl.	food to discover where they		PE	other while we are still
Place a blob of butter on the	were grown. How far have		WALT: Watch the ball all	social distancing?
end of each of the spoons. The	these foods travelled?		of the time, get your heads	Sit quietly and relax to
children could time how long it	Can you order them in terms		up and be aware of what is	listen to the calming
takes the lump of butter to	of distance or Air Miles		around vou and concentrate	script below. This will
reach the lid.	travelled?		Warm up - running in	help our minds calm
Deep thinking time - Why are			different directions.	down so that we are
these objects made from	<u>PE</u>		skipping, hopping and	ready to learn.
particular materials?	WALT: be able to hold body in		jumping. , How wide, tall	If you are at home
Can children relate their	<u>ditterent gymnastic shapes</u>		and small can you be?	please ask an adult to
findings to the materials that	and balances		Running in different	read the Calming Script
some of the following objects	IASK		directions bouncing and	to you
are made from: saucepans,	Look at this video clip of some		catching the ball.	
radiators, roof insulation,	fun exercises and have a go		Activity 1 – 'Turn about	
double gazing, coffee cup	yourself:		Catching 'Place 3 cones, 3	
holders, hot water bottles,			metres apart in a straight	
chip paper, etc	THE LITTLE GYM at		line.	
			Player in the middle takes a	
			catch from first player and	
			returns the ball, then turns	

	<u>The Little Gym UK at Home:</u>	around and takes a catch	
<u> </u>	Primary School 6 to 12 years	from the other player.	
<u> </u>	<u>Lesson 1 - YouTube</u>	Increase/decrease	
	Star and star jumps- Arms and	distances between cones	
	legs stretched out wide.	One handed catching	
	Pike - Sitting tall, with legs	Use weaker hand to catch	
-	together and straight, arms	and throw	
	stretched out above legs.	3 cones per group and 2	
	Straddle - Sitting tall, with	balls per group	
	legs out wide and straight,	Activity 2 - 'Near, Middle,	
	arms stretched out above legs	Far'	
	Arched shape- Your feet and	Set out activity with up to	
	hands are the base of the arch	6 hoops per group, 2 balls	
	and your body is in a curved	and 2 cones.	
	shape.	First player stands by cone	
		with 2 hoops spaced out in	
		front of them with other	
		player standing opposite by	
		other cone. First throw the	
		ball and tries to bounce the	
		ball into the hoop for the	
		other player to receive.	
		The second player then	
		repeats.	
		Use under arm and then	
		progress to over arm.	
		Use bigger/smaller hoops	
		Increase number of hoops	
		to 1,2 and then 3. Opposite	
		player shouts 'near, middle	
		or far' and opposite player	
		has to aim for designated	
		hoop.	

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	opportunitu

ENGLISH

TASK: Can you spot the informal speech here? The voice grunted in obvious 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 grunt, 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 rails.

"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

- 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.
- 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.
- 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.
- The fairy's wings glittered and sparkled in the sunlight.
 The fairies' wings glittered and sparkled in the sunlight.
- 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

- Kims mum bought some sausages from the shop. Kim's mum bought some sausages from the shop.
- The butterflys wings flapped as it flew from flower to flower. The butterfly's wings flapped as it flew from flower to flower.
- The dogs tail wagged excitedly as he walked. The dog's tail wagged excitedly as he walked.
- The dancers costume was very colourful and bright. The dancer's costume was very colourful and bright.
- The witchs new broomstick was made from solid oak. The witch's new broomstick was made from solid oak.
- 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 there'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	оссиру	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 <u>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</u>

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 <u>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</u>



Mastery	Mastery with Greater Depth
Mark and label on this number line where you estimate that $\frac{3}{4}$ and $\frac{3}{8}$ are positioned. 0 $\frac{1}{2}$ 1	Russell says $\frac{3}{8} > \frac{3}{4}$ because 8 > 4. Do you agree? Explain your reasoning.
Choose numbers for each numerator to make this number sentence true. $\frac{1}{15} > \frac{1}{10}$	Which is closer to 1? $\frac{7}{8}$ or $\frac{23}{24}$ Explain how you know.
Chiz and Caroline each had two sandwiches of the same size.	Chiz and Caroline each had two sandwiches of the same size.
Chiz ate $1\frac{1}{2}$ of his sandwiches.	Chiz ate $1\frac{1}{4}$ of his sandwiches.
Caroline ate $\frac{5}{4}$ of her sandwiches.	Caroline ate $\frac{5}{4}$ of her sandwiches.
Draw diagrams to show how much Chiz and Caroline each ate.	Fred said Caroline ate more because 5 is the biggest number.
Who ate more? How much more?	Tammy said Chiz ate more because she ate a whole sandwich.
	Explain why Fred and Tammy are both wrong.

Mastery	Mastery with Greater Depth
Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B.	Each bar of toffee is the same. On Monday, Sam ate the amount of toffee shown shaded in A. On Tuesday, Sam ate the amount of toffee shown shaded in B.
A B B B	A B B Sam says he ate $\frac{7}{16}$ of a bar of toffee. Jo says Sam ate $\frac{7}{16}$ of the toffee. Explain why Sam and Jo are both correct.
Using the numbers 5 and 6 only once, make this sum have the smallest possible answer: $\square = \frac{1}{15} + \square = \frac{1}{10} = 1$	Using the numbers 3, 4, 5 and 6 only once, make this sum have the smallest possible answer:
Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza. Graham has six pizzas. How many people can he serve? Draw on the pizzas to show your thinking. Image: Comparison of the pizzas of t	Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza. Fill in the table below to show how many pizzas he must buy for each number of guests.
Write your answer as a multiplication sentence.	6 8 10 When will he have pizza left over?

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) \pounds 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 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)

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