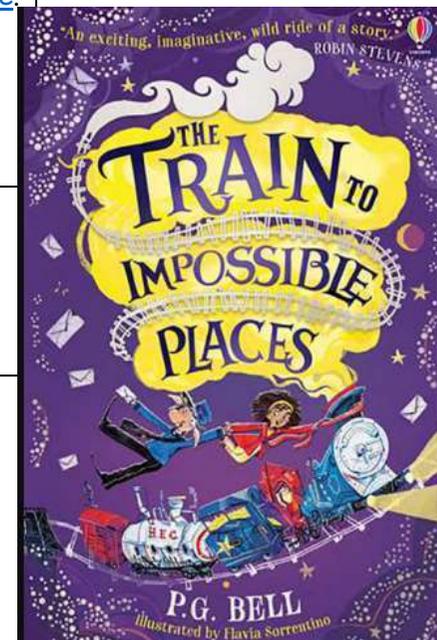




Week 10 th May	Monday 10 th May	Tuesday 11 th May	Wednesday 12 th May	Thursday 13 th May	Friday 14 th May
Vocab Ninja	 <p>Ninja Word of the day starting with Shinobi words for year 5 can be found here. You can also play some Vocabulary Ninja Mini Games here: Synonym Stars (vocabularyninja.co.uk)</p>				
 <p>Discuss Hands Face and Space slogan which reminds children of handwashing routine and keeping their distance. We are a class bubble and we will not be mixing with other bubbles. We need to keep each other safe by following the health and safety guidelines in school.</p>					
STORY	<h2 style="text-align: center;">The Train to impossible places</h2> <p>This week we are going to be reading You can listen to chapter 4 here: Mr. Bo reads the Train to Impossible Places - Chapter 4 - YouTube You can follow the story by reading here: 105-72659_ch01_6P.indd (traintoimpossibleplaces.com)</p>				
English	Read Dobber and the Silver Ring <u>WALT be able to use the passive to affect the presentation of a sentence.</u>	Read Dobber and the Silver Ring We are going to create a story map of this exciting story 'Dobber and the silver ring'	Read Dobber and the Silver Ring <u>WALT: be able to check for correct subject and verb agreement</u>	Read Dobber and the Silver Ring English / science cross curricular <u>WALT: be able to identify an explanation text</u>	Read Dobber and the Silver Ring <u>WALT: be able to make comparisons between books.</u>



	<p>We are going to look at Active and Passive Voice. Look at the power-point below:</p> <p>Access this lesson using pin code: RK5423 at Twinkl Go</p> <p>TASK Complete the questions below and then challenge yourself by writing a passive sentence and an active sentence about 'The Train to impossible places.'</p>	<p><u>WALT: Be able to use a comma confidently within my writing.</u></p> <p>Look at this power-point that explains how commas could be used in your writing. Watch it here: Access this lesson using pin code: EF4593 at Twinkl Go</p> <p>TASK</p> <p>Complete the questions to show how commas might be used.</p> <p>Challenge: Could you write a short paragraph using commas to create interesting, descriptive sentences.</p>	<p>First view the powerpoint and questions here: Access this lesson using pin code: ER9125 at Twinkl Go</p> <p>TASK .Now complete the questions carefully to show you understand how the subject and verb are connected.</p> <p>What have you noticed?</p> <p><u>WALT/: be able to use drama to act out a story</u></p> <p>TASK With two friends you are going to act out the story of Dobber and the Silver Ring. If you are at home ask a grown up to act with you.</p>	<p><u>Look carefully at the power-point here:</u> Access this lesson using pin code: CW5346 at Twinkl Go</p> <p>TASK 1 List at least five features of this show that show you that it is an explanation text.</p> <p>TASK 2 Now draw the diagrams in your science to explain how solids change to gases.</p> <p>Now we are going to add an extra character to this story and an extra event. What could you add here? Note down your ideas for a new story map and show what the extra character do and what the extra event might be.</p>	<p>_We have been reading 'The Train to Impossible placed' and this week we have been looking at the short story of 'Dobber and the Silver Ring' What are their similarities and differences?</p> <p>TASK Present your findings of the differences and similarities in your own way. You may design a poster, use bullet points or a presentation of your choice..</p>
<p>Maths</p>	<p>5 in 10 <i>These are 5 mixed calculations that revisit previous learning.</i></p> <p>What time is 22:40 on a 12 hour clock? 3590 millimetres in a metre?</p>	<p>5 in 10 <i>These are 5 mixed calculations that revisit previous learning.</i></p> <p>Convert the time 3:45pm into a 24 hour clock. 3.6 metres into centimetres.</p>	<p>5 in 10 <i>These are 5 mixed calculations that revisit previous learning.</i></p> <p>Turn this improper fraction $\frac{47}{9}$ into a mixed number. Is 3.40000 the same as 3.4? What is 20% of 300?</p>	<p>5 in 10 <i>These are 5 mixed calculations that revisit previous learning.</i></p> <p>What is the total of $3\frac{4}{6}$ and $4\frac{1}{6}$? What is 1031.42cm less 47.73cm?</p>	<p>5 in 10 <i>These are 5 mixed calculations that revisit previous learning.</i></p> <p>What time is 11.31am on a 24 hour clock? How many seconds are in an hour? What is the sum of $\frac{5}{6}$ and $\frac{7}{9}$?</p>

What is 52 lots of 15.71 litres?
14.3 divided by 10? What is the value of the 3?
What is 10/50 as a percentage?

WALT:be able to convert between different units of metric measure

<https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-WO1-Kilometres-2019.pdf>

Draw this shape (Hexagon), how many lines of symmetry can you find?
What is 124 split between 4?
What is 9 lots of $7\frac{4}{5}$?

WALT:Be able to convert between hours minutes and seconds

First watch this clip explaining symmetry here: [convert between hours minutes and seconds ks2 - YouTube](#)

Worksheet 
For chilli level click <https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y4-Summer-Block-3-WO1-Hours-minutes-and-seconds-2020.pdf>

Challenge

There are also some 2D shapes below that you can investigate to check if they have lines of symmetry

What is the total perimeter if the length is 125m and width 35cm?
Round 7.65 to the nearest whole number.

WALT: Be able to convert percentages as fractions over 100

Follow the video with White Rose <https://vimeo.com/521880812>

Worksheet: 
For chilli level click <https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO9-Percentages-as-fractions-and-decimals-2019.pdf>

What does the Roman numeral 'LIV' represent?
I have a number, I take away 5 and divide by 5, the answer is 5. What number did I start with?

WALT be able to read Roman numerals to 1000

Follow the video with White Rose

<https://vimeo.com/460274137>

Worksheet:

For chilli level click 
<https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y4-Autumn-Block-1-WO1-Roman-numerals-2019.pdf>

What is 1036cm rounded to the nearest metre?
 $\frac{4}{5}$, what is this as a percentage?

WALT:be able to describe position using co-ordinates on a 2D grid in the first quadrant after a reflection in a horizontal or vertical line.


<https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-3-WO2-Reflection-2020.pdf>

add and subtract 0.1 mentally to other numbers to 1 d.p.

<https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-1-WO9-Adding-and-subtracting-wholes-and-decimals-2020.pdf>

FOREST SCHOOL	<u>WALT : be able to recognise the reason flowers and seeds have adapted their shapes/ styles</u>	<u>WALT : be able to propagate seeds</u>	<u>WALT : be able to describe the life process of reproduction in some plants and animals</u>	<u>WALT : be able to explain life cycle of an insect</u>	<u>WALT : be able to create 3D clay sculptures</u>
Topic	<p>History WALT:be able to design and sculpt 3D art Look at the video tutorial here: How to Make an Ancient Greek Inspired Pottery Piece - YouTube TASK Use the clay to create your greek vase. If you are at home for this project you could make a 3 D model of a vase using the card from a breakfast cereal box. Cut and stick you vase or choose to draw/paint a greek inspired vase.</p>	<p>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:</p>  <p>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.</p>	<p>Mr Farr Computing WALT: Be able to use spreadsheets TASK Last session we looked at this video tutorial about basic spreadsheets here Spreadsheet Basics -- Microsoft Excel - YouTube</p>	<p>PE WALT: <u>Watch the ball all of the time, get your heads up and be aware of what is around you and concentrate</u> 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 around and takes a catch from the other player. Increase/decrease distances between cones One handed catching Use weaker hand to catch and throw 3 cones per group and 2 balls per group</p>	<p>PSHE WALT: <u>be able to identify worries and suggest ways of dealing with them</u> We are all still thinking how to keep safe and this sometimes might worry our friends. What different activities would you enjoy doing to relax yourself or your friends We know we need to have enjoyment times while we keep everyone safe from the Coronavirus. What makes a good activity? Draw a picture of you enjoying your relaxing activity or just DO the relaxing activity! NOW 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. <i>If you are at home please ask an adult to read the Calming Script to you</i></p>

Dobber and the Silver Ring

"What was that?" Amy stared up the lane, peering into the alley. It was very dark and she could see nothing. Not for the first time, she wished that she had a friend to walk home with but, since moving school, Amy had not made friends with anyone. She hesitated, then overcame her fear and began to slowly walk up the alley. It was a good shortcut but after school, the boys liked to hang around and leap out on people.

Halfway along the alley something caught her eye. Amy stopped and stooped down. Carefully, she picked up a small, silver ring, shaped like a fish. It glittered in her hand even though the sun never shone in the alley. Quickening her pace, she tucked it into her pocket and marched on. Just as she came to the end of the alley, there was a noise. She spun round. There was Dobber!

"Give us it," he demanded, as he walked towards her. Immediately, Amy turned and ran. At first, she could hear his feet pounding along behind her. Clenching the ring tightly in her fist, she dashed out of the alley and tore down Smith Street.

But Dobber was built for bullying and not for speed. Soon he stopped. Standing on the corner, he watched Amy come to a stop at the other end of the street. Calmly, she turned to look back at him. Dobber was puffing like an old man.

"Wow," said someone behind her. Amy turned round. It was Lucy Carter from her class. "You're really quick!"

"Not really-it's just that Dobber's not very fast," Amy giggled. "He was after this," continued Amy, holding out the ring.

Passive and Active: Do You Know the Difference?



Task 1

Read the story and follow the instructions underneath.

1. Gary was having a bad day. He accidentally threw his favourite magazine in the bin. He then banged his leg on a chair and found his mum had shrunk his best sweater.
 - Mark the subject, verb and object on the sentences by writing s,v, or o above the words.
 - Now read the second version of the story.
2. It was a bad day for Gary. His favourite magazine was accidently thrown in the bin. His leg was banged on a chair and his best sweater had shrunk in the wash.
 - Mark the subject, verb and object in the same way as before.
 - Can you say what is different about this version of events?

Task 2

Think about these questions for a class discussion.

- In version one of the story, which people are to blame for Gary's bad day?
- In version two, which people are to blame for Gary's bad day?
- Look at the way version two is written. How does this affect how we think about Gary's day.

Task 3

Can you make these active sentences into passive sentences?

1. Emma writes up to ten letters a day.

2. The lion enthusiastically gobbles his meat.

3. Mermaids often sing the most melodious and beautiful tunes.

Task 4

Look carefully at the three situations below. Decide whether it would be better to use the passive sentence or the active sentence in each situation and explain why.

1. A mum is telling off her daughter, she is angry and wants the daughter to know. Tick the one you choose.

- Elizabeth, you have smashed my best vase!
 - Elizabeth, the vase has been smashed!
-
-

2. Tony is telling his neighbour that her cat has been killed.

- I'm so sorry, a car ran over Tiddles.
 - I'm so sorry, Tiddles was run over by a car.
-
-

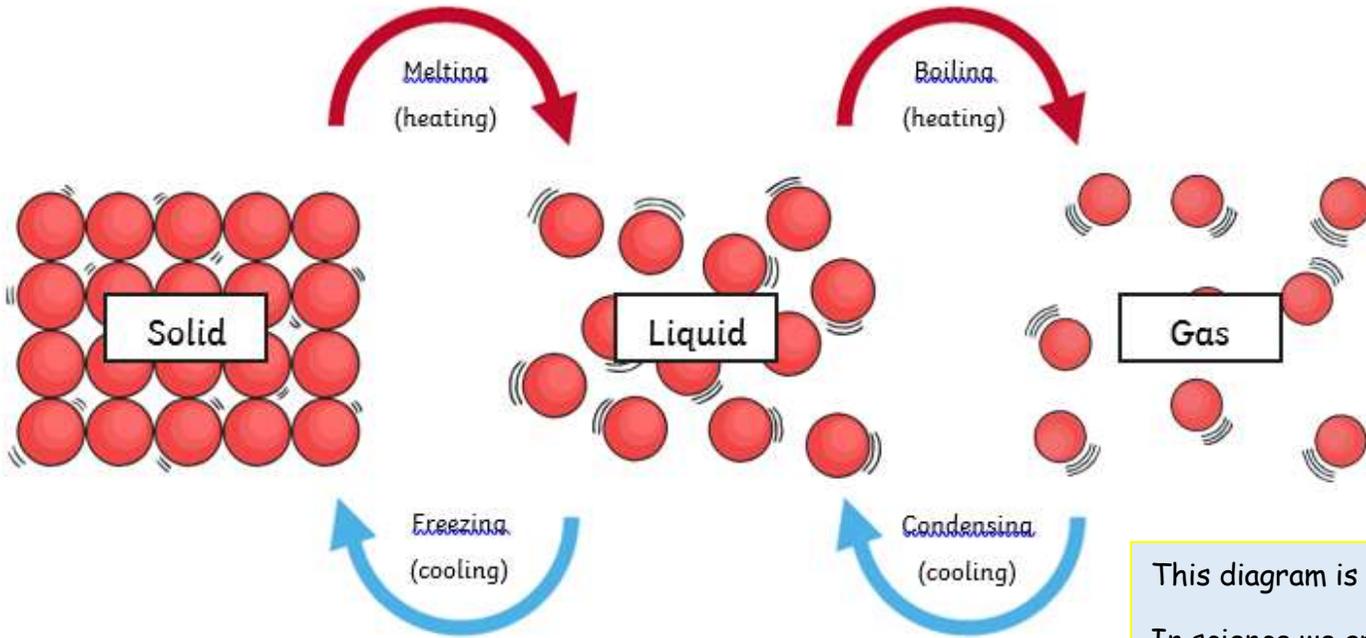
3. A child is explaining where the cookies went.

- As I left the kitchen, I ate the cookies.
 - As I left the kitchen, the cookies were eaten.
-
-

Explanation Genre Checklist



Did I include...	Child	Friend	Teacher
Structure and Language			
a question as a title?			
an introduction?			
detailed information about the topic?			
causal conjunctions and adverbials?			
time conjunctions and adverbials to show the order of events?			
technical language for the topic?			
diagrams or illustrations with captions?			
organisational and presentational devices to structure my text?			
a summary to end my text?			



A diagram to show the cycle of the states of matter

This diagram is part of an explanation.
In science we are investigating how materials can be solids then change to be liquids and then change to become gases.

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."

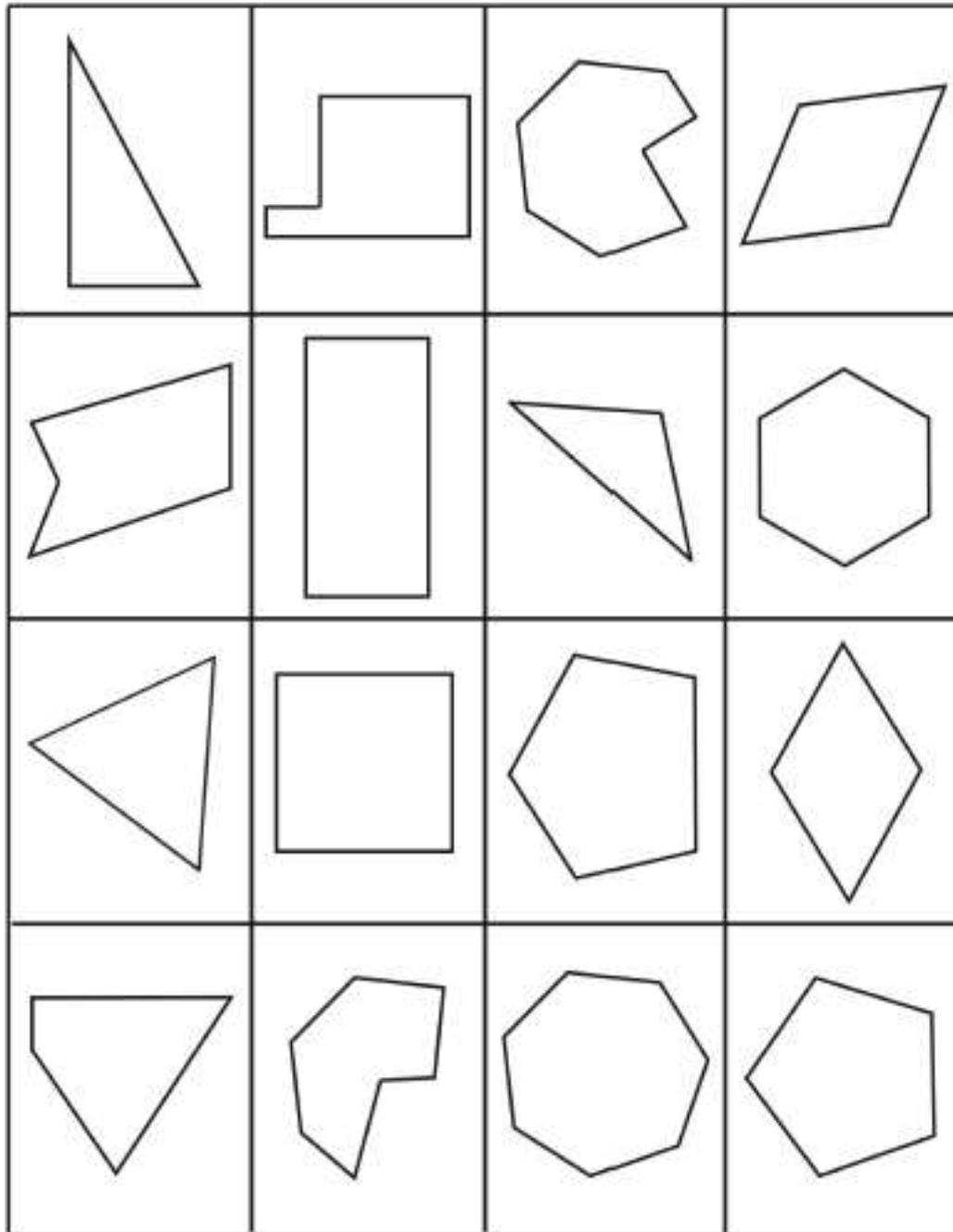
Fletch grunted.

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

Here is an extract from our book : *The Train To Impossible Places*'.

Look carefully at the punctuation of the dialogue to see how it should be set out.

Shapes for Symmetry



LINES OF SYMMETRY

Can you cut these shapes out and fold them over exactly in half. Draw a line along the fold you have created to show the line of symmetry. Some shapes might have more than one line but some shapes might not have any lines of symmetry.

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 **Converting units** <https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y4-Autumn-Block-3-ANS1-Kilometres-2019.pdf>

Tuesday **Hours minutes and seconds** <https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y4-Summer-Block-3-ANS1-Hours-minutes-and-seconds-2020.pdf>

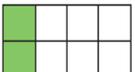
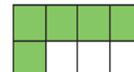
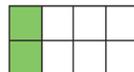
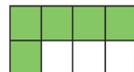
Wednesday **Percentage as fractions** <https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-ANS9-Percentages-as-fractions-and-decimals-2019.pdf>

Thursday **Roman Numerals** <https://resources.whiterosemaths.com/wp-content/uploads/2020/09/Y4-Autumn-Block-1-ANS1-Roman-numerals.pdf>

Friday **Adding or subtracting mentally decimals of 0.1** <https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-1-ANS9-Adding-and-subtracting-wholes-and-decimals-2020.pdf>

Reflection <https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y5-Summer-Block-3-ANS2-Reflection-2020.pdf>

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

Mastery	Mastery with Greater Depth										
<p>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.</p> <p>How much more, as a fraction of a bar of toffee, did Sam eat on Tuesday?</p> <p>A  B </p>	<p>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.</p> <p>A  B </p> <p>Sam says he ate $\frac{7}{8}$ of a bar of toffee.</p> <p>Jo says Sam ate $\frac{7}{16}$ of the toffee.</p> <p>Explain why Sam and Jo are both correct.</p>										
<p>Using the numbers 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{15} + \frac{\square}{10} =$	<p>Using the numbers 3, 4, 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{\square} + \frac{\square}{\square} =$										
<p>Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza. Graham has six pizzas.</p> <p>How many people can he serve? Draw on the pizzas to show your thinking.</p>  <p>Write your answer as a multiplication sentence.</p>	<p>Graham is serving pizzas at a party. Each person is given $\frac{3}{4}$ of a pizza.</p> <p>Fill in the table below to show how many pizzas he must buy for each number of guests.</p> <table border="1" data-bbox="1668 1268 1848 1444"> <thead> <tr> <th>Guests</th> <th>Pizzas</th> </tr> </thead> <tbody> <tr> <td>4</td> <td></td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>8</td> <td></td> </tr> <tr> <td>10</td> <td></td> </tr> </tbody> </table> <p>When will he have pizza left over?</p>	Guests	Pizzas	4		6		8		10	
Guests	Pizzas										
4											
6											
8											
10											

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 you 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.