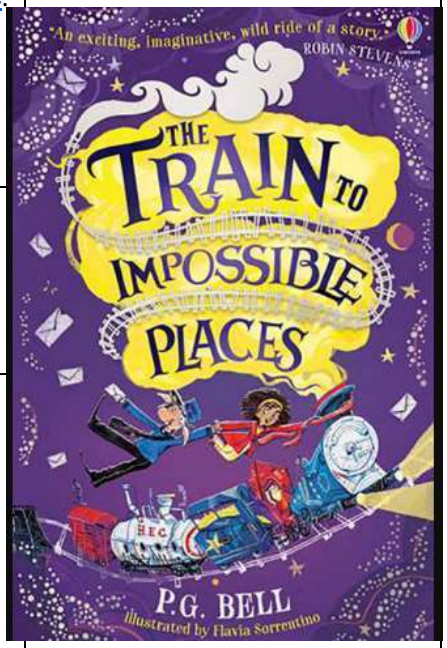
St Margaret's-at-Cliffe CP School

Timetable Class 5

Week 17th May	Monday	Tuesday	Wednesday	Thursday	Friday
	17th May	18th May	19th May	20th May	21st May
Vocab Ninja	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)				
	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.				
STORY	# The Train to impossible places 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)				
English	(Mr Oliver) Read Dobber and the Silver Ring WALT be able to use a thesaurus to define words	(Mr Oliver and Mr Farr) Read Dobber and the Silver Ring WALT: be able to write a story map.	(Mr Oliver) (Mr Farr Teaching Phonics) Read Dobber and the Silver Ring WALT: be able to use description to create imagery	(Mr Farr) Read The train to impossible places chapter 5 English / science cross curricular	(Mr Oliver) Read Dobber and the Silver Ring WALT: be able to edit a text WALT: be able to propose changes to vocabulary.



	and collect a variety of words to support writing. We are going to look at how to use a thesaurus effectively Look at the power-point below: Access this lesson using pin code: **XD3961** at Twinkl Go TASK Complete the questions and then challenge yourself by discovering alternative meanings for these words. Can you write them into a fun sentence? *totter* *shuffle* *meagre* *malicious* *buoyant* You can use the on line thesaurus found here Synonyms and Antonyms of Words | Thesaurus.com	We are going to create a story map of this exciting story ' Dobber and the silver ring' You are going to substitute Lucy for a different Character and add an extra character (Dogger's friend) change the scene to be an alleyway in autumn with snow or frost on the ground. WALT: Be able to write a character description TASK You are going to write the description of either Dobber or Amy. Remember to use your five senses to create an image in the readers mind. Use rich description and include behaviour and feelings of the character.	WALT: be able to use drama to perform TASK With two friends you are going to act out your new story with the extra character and different scene in the story of Dobber and the Silver Ring. If you are at home ask a grown up to act with you. NOW Use your own story plan to write your very own version of of 'Dobber and the Silver Ring'	WALT: be able to identify an explanation text Look carefully at the power-point here: Access this lesson using pin code: **CW5346** at Twinkl Go TASK 1 List at least five features of this show that show you that it is an explanation text. TASK 2 Now draw the diagrams in your science to explain how solids change to gases. 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.	grammar and punctuation to enhance effects and clarify meaning. TASK Spend time reading through your story add the following: Four extra clauses, four more powerful verbs and four more descriptive adjectives. Can you add just one short three word sentence that would grab the reader's attention? WALT be able to writing with a clear cursive style. Now copy this improved version in your neatest handwriting onto the special Silver ring paper.

Maths	(Mr Farr) **Flashback 4** *Find attached the **Flashback 4**. Today we will be completing day 1.* 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	(Mr Oliver) **Flashback 4** Find attached the **Flashback 4**. Today we will be completing day 2. WALT: Be able to use factor pairs in mental calculations Watch video clip here : https://vimeo.com/468941522 Worksheet here: https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO2-Factors-2019.pdf	(Mr Farr) **Flashback 4** Find attached the **Flashback 4**. Today we will be completing day 3. WALT: Be able to identify what acute, obtuse and reflex angles are. WALT be able to estimate and compare acute, obtuse and reflex angles. Follow the video with White Rose https://vimeo.com/540636219 Worksheet: For chilli level click https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-5-WO1-Identify-angles-2020.pdf	(Mr Oliver) **Flashback 4** Find attached the **Flashback 4**. Today we will be completing day 4. WALT: Be able to identify missing angles by using my knowledge of angles on a straight line or at a point. Follow the video with White Rose https://vimeo.com/540636219 Worksheet: For chilli level click https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-5-WO1-Identify-angles-2020.pdf	(Mr Farr) **Flashback 4** Find attached the **Flashback 4**. Today we will be completing day 5. WALT: Be able to measure given angles using a protractor to the nearest 1°. Follow the video with White Rose https://vimeo.com/540637805 Worksheet: For chilli level click https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-WO2-Measuring-with-a-protractor-1-2020-1.pdf

Topic	(Mr Oliver)	(Mr Castle)	(Mr Farr)	(Mr Oliver and Mr Farr)	(Mr Oliver)
	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. **Science** WALT be able to compare and group together everyday materials based on evidence from comparative and fair tests, including their conductivity of heat. First watch this short clip about thermal insulators Thermal Conductors and Insulators - Bing video TASK Design an experiment to keep a mug of hot	**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. (Mrs Hollowday) Music WALT be able to recognise musical notation	**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 We are now going to design our own spreadsheet to calculate the cost of	**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 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	**PSHE** WALT: Be able to identify worries and suggest ways of dealing with them 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. *If you are at home please ask an adult to read the **Calming Script** to you* French WALT be able to develop French conversation View this powerpoint about objects that you might find in a typical French school. Access this lesson using pin code: **JU8025** at Twinkl Go

	chocolate warm for the longest period of time. You may choose to use different thermal insulators. Draw a label diagram. Explain how you would set up your experiment. What will you measure? How will you discover which thermal insulator is the best?	Ook at this power-point that explains Minims and Semibreves. Access this lesson using pin code: **AX4913** at Twinkl Go			NOW Write five sentences hat describe in French which object is above or below which object. Look at the French poster below to help you recognise the objects in French.

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.

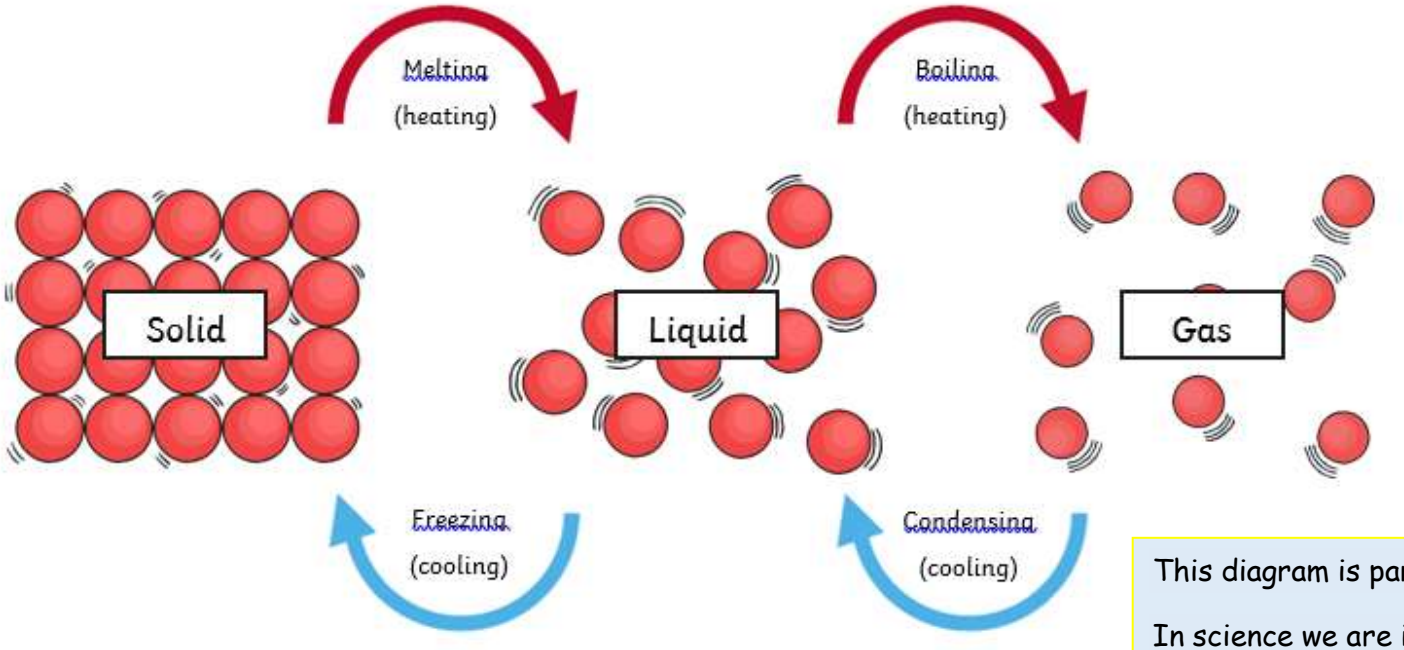
Halfway along the alley something caught her eye. Amy stopped and stooped down. Carefully, she picked up a small, silver ring, shaped like a fish. It glittered in her hand even though the sun never shone in the alley. Quickening her pace, she tucked it into her pocket and marched on. Just as she came 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.
Lucy exclaimed," That's mine, I lost it ages ago!" Amy handed the ring to Lucy. She smiled as she tucked the ring into her bag.

Amiably, the two girls ambled up Shrubshill Avenue, chatting as they went. Amy knew inside that she had found two things that day.

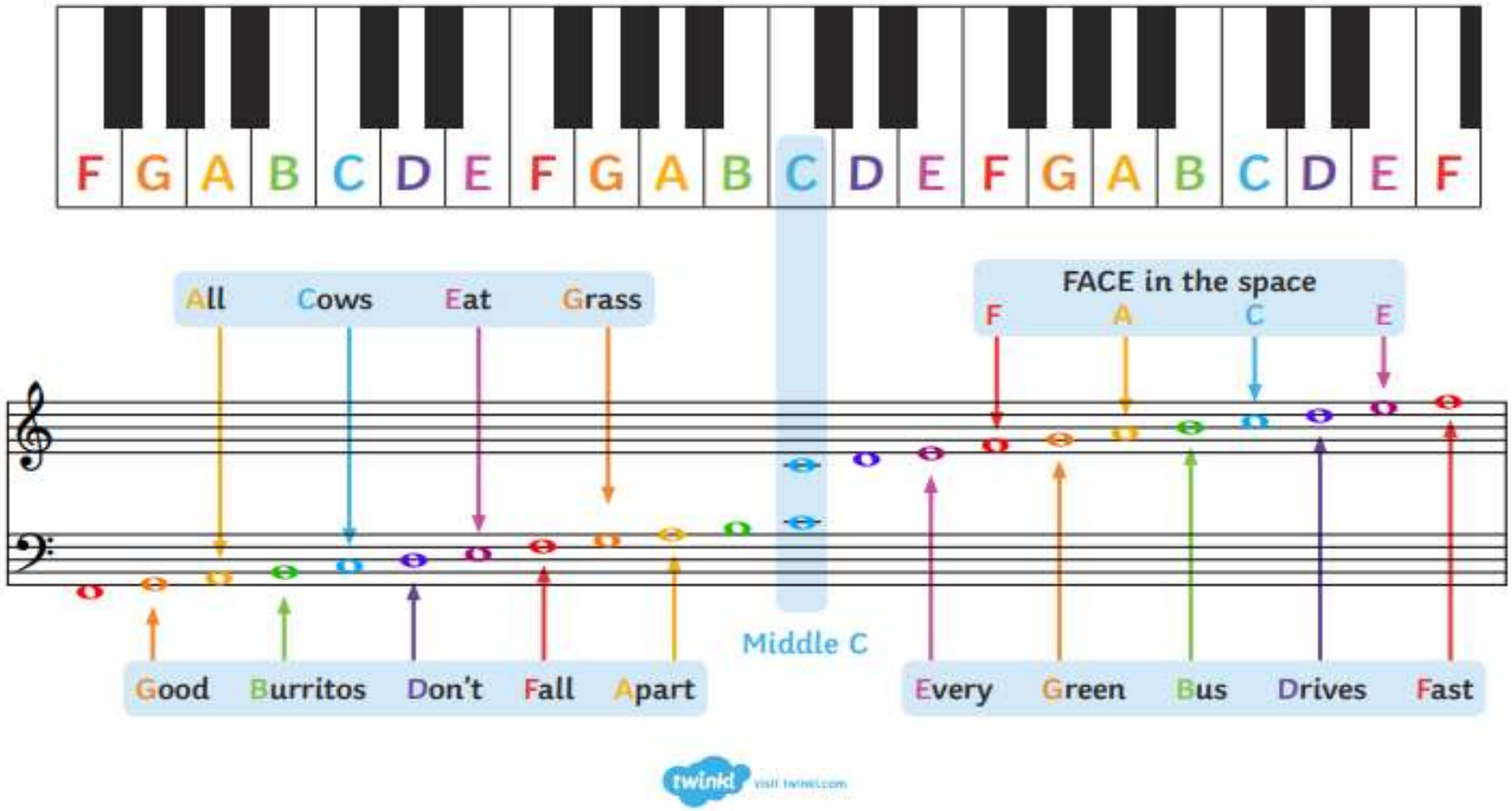


A diagram to show the cycle of the states of matter

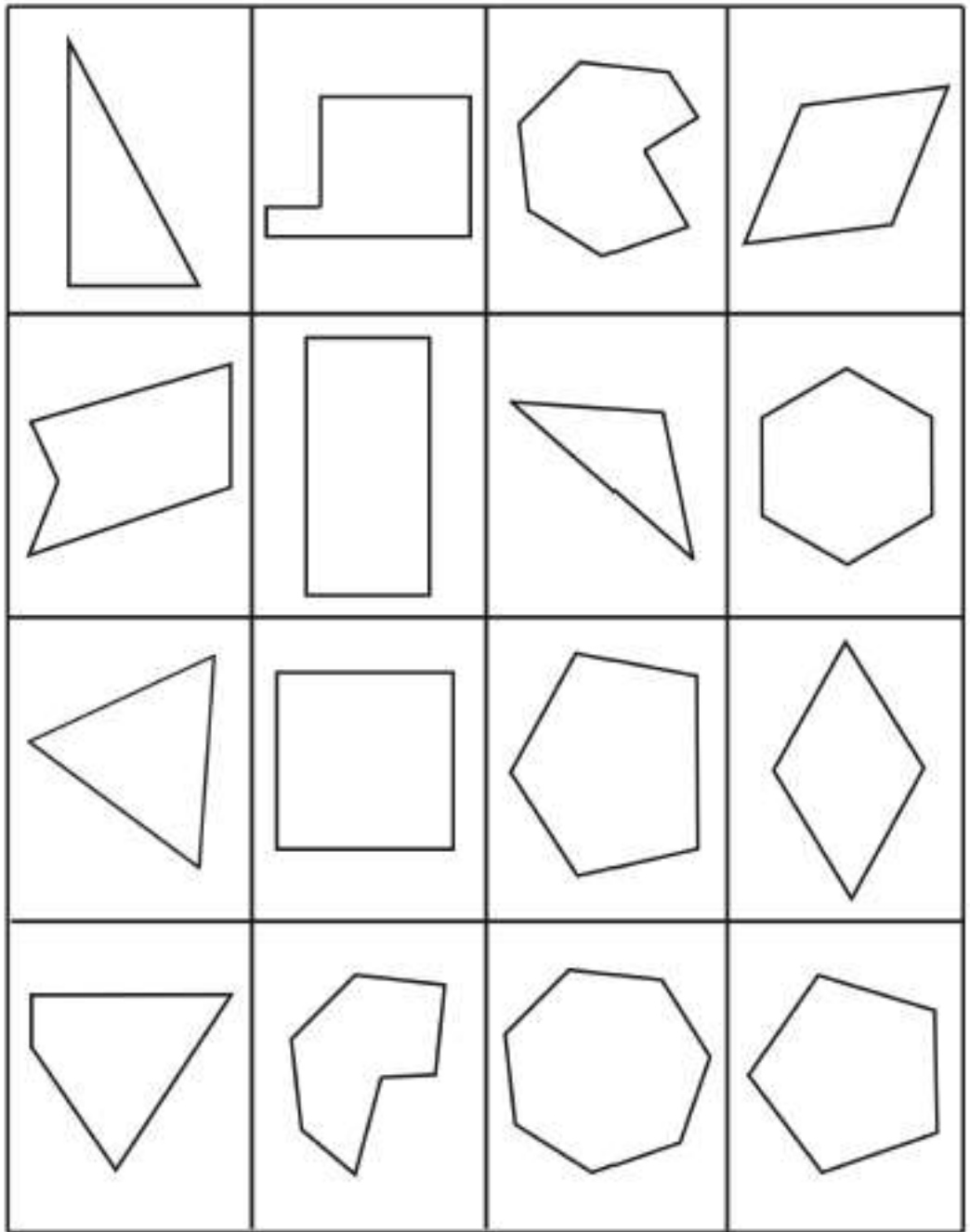
This diagram is part of an explanation.

In science we are investigating how materials can be solids then change to be liquids and then change to become gases.

Musical Notes



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

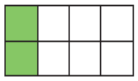
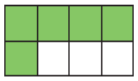
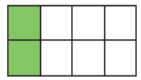
Tuesday Factor pairs https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-ANS2-Factors-2019.pdf

Wednesday Acute, obtuse and reflex angles https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-5-ANS1-Identify-angles-2020.pdf

Thursday Calculating missing angles https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-5-ANS1-Identify-angles-2020.pdf

Friday Measuring with a protractor https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-ANS2-Measuring-with-a-protractor-1-2020.pdf

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. $\frac{\square}{15} > \frac{\square}{10}$	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 ate $1\frac{1}{2}$ of his sandwiches. Caroline ate $\frac{5}{4}$ of her sandwiches. Draw diagrams to show how much Chiz and Caroline each ate. Who ate more? How much more?	Chiz and Caroline each had two sandwiches of the same size. Chiz ate $1\frac{1}{4}$ of his sandwiches. Caroline ate $\frac{5}{4}$ of her sandwiches. Fred said Caroline ate more because 5 is the biggest number. 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. How much more, as a fraction of a bar of toffee, did Sam eat on Tuesday? A  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 Sam says he ate $\frac{7}{8}$ 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: $\frac{\square}{15} + \frac{\square}{10} =$	Using the numbers 3, 4, 5 and 6 only once, make this sum have the smallest possible answer: $\frac{\square}{\square} + \frac{\square}{\square} =$
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. Write your answer as a multiplication sentence.	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. Guests / Pizzas: 4 / 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.

Flashback 4

Year 5 | Week 10 | Day 1

1) What is three-quarters of 20? 15

2) Work out $\frac{3}{16} \times 5$ $\frac{15}{16}$

3) Add together $3\frac{2}{3}$ and $1\frac{1}{3}$ 5

4) Write 350 in Roman numerals CCCL

White Rose Maths

Flashback 4

Year 5 | Week 10 | Day 2

1) What is the value of the 4 in 6.24?

4 hundredths

2) Work out $7 \times \frac{1}{4}$

$\frac{7}{4}$ or $1\frac{3}{4}$

3) Find the sum of $\frac{1}{6}$ and $\frac{3}{4}$

$\frac{11}{12}$ (or $\frac{22}{24}$)

4) Multiply 27 by 6

162

White Rose Maths

Flashback 4

Year 5 | Week 10 | Day 3

1) Write $\frac{7}{100}$ as a decimal

0.07

2) Find $\frac{3}{5}$ of 40

24

3) Work out $\frac{11}{12} - \frac{2}{3}$

$\frac{3}{12}$ or $\frac{1}{4}$

4) How many lines of symmetry does a square have?

4

White Rose Maths

Flashback 4

Year 5 | Week 10 | Day 4

1) Write $\frac{94}{100}$ as a decimal

0.94

2) Work out $3\frac{1}{4} \times 4$

13

3) Find the sum of $\frac{3}{5}$ and $\frac{3}{10}$

$\frac{9}{10}$

4) Take 879 away from 3,000

2,121

White Rose Maths

Flashback 4

Year 5 | Week 10 | Day 5

1) How many thousandths are there in one hundredth?

10

2) Find $\frac{7}{8}$ of 32

28

3) Work out $5\frac{3}{4} - 2\frac{1}{8}$

$3\frac{5}{8}$

4) How many girls go swimming?

	Boys	Girls
Running	86	49
Swimming	57	71

71

White Rose Maths

Au-dessus ou sous ?

Above or Below?

le crayon	le taille-crayon	les ciseaux	le stylo
la gomme	la colle	le crayon de couleur	la règle

Le stylo est au-dessus de la règle.

La colle est sous le taille-crayon.