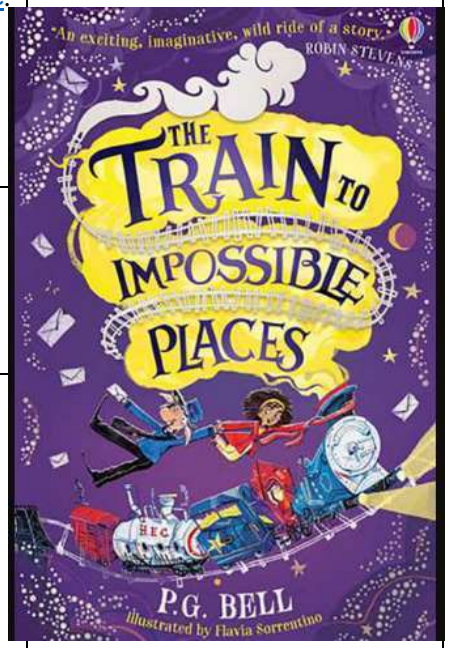
St Margaret's-at-Cliffe CP School

Timetable Class 5

Week 24th May	Monday	Tuesday	Wednesday	Thursday	Friday
	24th May	25th May	26th May	27th May	28th 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: Chapter 6 The Train to Impossible Places Monday - YouTube You can follow the story by reading here: 105-72659_ch01_6P.indd (traintoimpossibleplaces.com)				
English	Read The train to impossible places chapter 6 WALT be able to recognise the features of a persuasive text.	Read The train to impossible places chapter 5 WALT: be able to plan a persuasive text. You are Suzy and you are going to persuade Stonker	Read The train to impossible places chapter 6 WALT: be able to use ideas from authors I have read and listened to.	Read The train to impossible places chapter 6 WALT: be able to write a persuasive text	Read The train to impossible places chapter 6 WALT: be able to use description to create imagery. WALT: be able to edit a text

	Look at this persuasive text that persuades the reader that Mobile Phones are needed. Look carefully at the features of a persuasive text. TASK Annotate the features of a persuasive text on the Mobile Phone persuasive text.	and Ersle that they need to keep you on the train. You need to think of at least five good reasons that you should remain on the train. (Remember you are Suzy) These good reasons could be taken from ideas in the text together with reasons that you have thought of yourself. Now have another look at the persuasive features of a text below. TASK Plan what you are going to write to persuade Stonker and Ersel that you need to remain on the train. Remember that exaggeration is always a good idea. Also remember you could add reasons that you have thought of yourself. (They need to be plausible of course.)	Listen to Chapter 6 here Chapter 6 The Train to Impossible Places Monday - YouTube At the beginning of this chapter at about 44 seconds you will hear: *She was wandering which she should be more scared of: Cripper Skiller's creeping shadow or Ersel's dagger like claws* TASK1 Write your own '*which she should be more scared of* ' clause. Now listen to at 56 seconds to hear *' Suzy leaned past Ersel to argue with Stonker and got a first view inside the....'* TASK2 Write your own '*leaned past ..... and got a first view inside.....* the which she should be more scared of ' clause. Now listen to at 2:20 seconds to hear *I'm sure it's not your fault but this engine does look pretty old after all....*	Using your notes from earlier this week you are going to write a persuasive text to persuade Stonker and Ersle that you MUST remain on the train. You could use a thesaurus to help you edit your work :Synonyms and Antonyms of Words | Thesaurus.com	WALT: be able to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. TASK You have the opportunity today to have a free choice of writing your very own story. You may choose what you are writing about. Remember that you need to show off all the ideas you have been learning in writing. If you are still thinking! If you are finding this task a little too unstructured then look at the two pictures below and choose one to write a descriptive story about.

			"Old.." The tips of Stonkers ears had turned red... TASK3 *Write your own clause to copy this idea too.* *Now listen to the story at 3:40 seconds:* *Flashing Suzy a triumphant smile as she clung onto the nearest windowsill..* TASK4 *Write your own clause to copy this idea of : flashing a triumphant smile as she ……*		

Maths	**Flashback 4** *Find attached the **Flashback 4**. Today we will be completing day 1.* Daily 10 This activity can be found here: Daily 10 - Mental Maths Challenge - Topmarks WALT: Be able to identify multiples of 90 degrees when measuring angles Follow the video clip from White Rose here https://vimeo.com/549255278 Worksheet here: https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y4-Summer-Block-5-WO4-Quadrilaterals-2020.pdf	**Flashback 4** Find attached the **Flashback 4**. Today we will be completing day 2. Daily 10 WALT: Be able to understand an angle on a single point is a whole turn Watch video clip here : https://vimeo.com/544291201 Worksheet here: https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-WO6-Calculating-angles-around-a-point-2020-1.pdf	**Flashback 4** Find attached the **Flashback 4**. Today we will be completing day 3. Daily 10 WALT: Be able to draw polygons accurately using a ruler to the nearest mm and protractor to the nearest 1° Follow the video with White Rose https://vimeo.com/549223639 Worksheet: For chilli level click https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-WO8-Regular-and-irregular-polygons-2020-1.pdf	**Flashback 4** Find attached the **Flashback 4**. Today we will be completing day 4. Daily 10 WALT: Be able to beginning to identify 3D shapes, including cubes and cuboids, from 2D representations Follow the video with White Rose https://vimeo.com/549255801 Worksheet: For chilli level click https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-WO9-Reasoning-about-3D-shapes-2020.pdf Look at the 3D shapes here: Access this lesson using pin code: **JR6807** at Twinkl Go	**Flashback 4** Find attached the **Flashback 4**. Today we will be completing day 5. Daily 10 WALT: Be able to identify 3D shapes from 2D representations Today we are going to construct some of your own 3D shapes from nets. Worksheet: For chilli level click https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-WO9-Reasoning-about-3D-shapes-2020.pdf 3D shapes and their nets power point and ideas her: Access this lesson using pin code: **DO3250** at Twinkl Go

Topic	**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 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?	**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 and design 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 RE WALT: Be able to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. We are going to research the importance of the Five Pillars in the Islamic religion. Access this lesson using pin code: **LR0397** at Twinkl Go	**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 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	**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*

		Ook at this power-point that explains Minims and Semibreves. Access this lesson using pin code: **AX4913** at Twinkl Go Watch this video to explain how to read musical notation How to read music - Tim Hansen - YouTube		code: **JU8025** 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.	

Are Mobile Phones Necessary?

I strongly believe that mobile phones are necessary. My reasons for this belief is that mobile phones are convenient for business people who travel a lot, and they are handy to have in case of an emergency.

To begin with, mobile phones are necessary because they are convenient for business people. For example, if you are out of the state or even working overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. What's even better is that you can even send faxes or messages and use the internet with your mobile.

My other main reason is that mobile phones are necessary to have in case of an emergency. For instance, if you fall down a flight of stairs in a building and you are badly injured and can't reach a pay phone, it is good to have a mobile phone on hand to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth. Not only will you worry about your car being neglected, but you could also put yourself in a lot of danger.

In conclusion, I believe that mobile phones have now become a necessary part of our everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in our lives.

Persuasion Text Features Key

Text Title: _____

Here are the features of a persuasion text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'strong/ emotive adjectives' box in red, then use the **same** colour to underline all the time adjectives in your text.

	Title shows what the text is about. Often uses "How…" or "Why…"		**Rhetorical** questions are used.
	Opening paragraph introduces the topic or idea.		**Strong/ Emotive adjectives** challenge the reader to disagree.
	Cause and effect conjunctions logically link points to supporting details.		**Opinion** presented **as facts**.
	Final paragraph (**conclusion**) links back to the opening.		**Ambiguous phrases** (e.g. 'probably', 'almost certainly')
	Only one side of the topic is discussed (either for or against the idea).		**Present tense** verbs.
	Each **point is elaborated** with detail and examples.		

Persuasive Writing

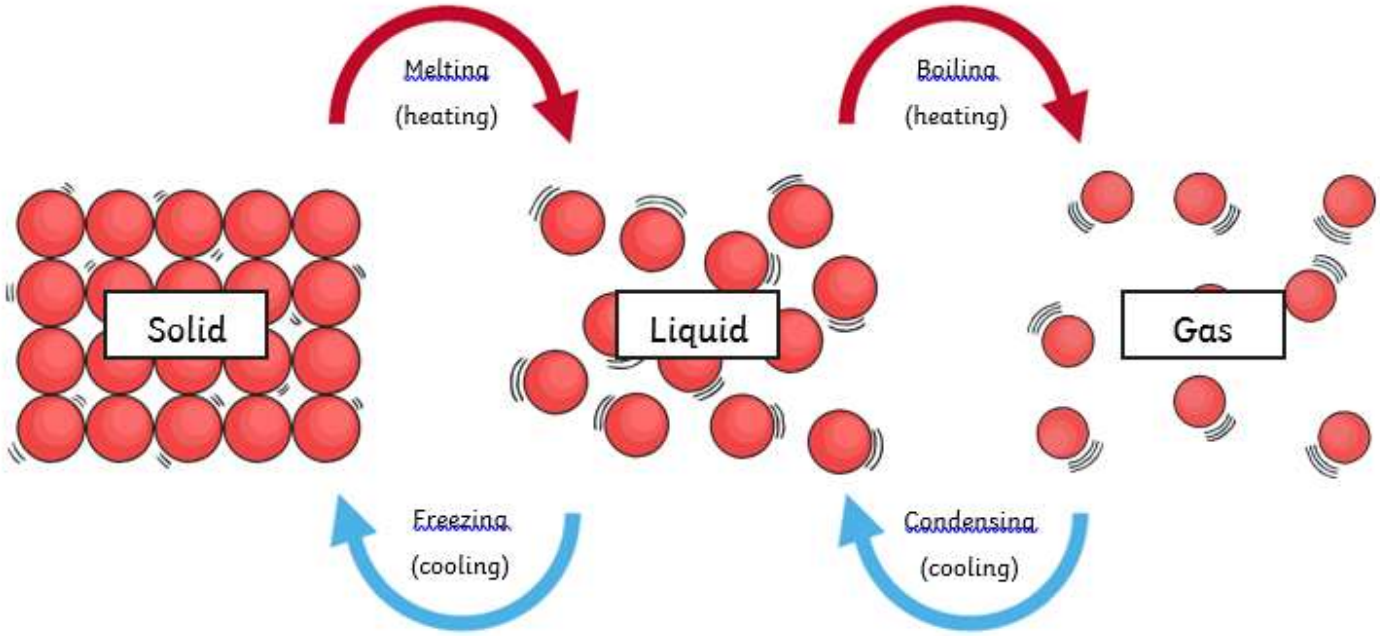
Introductions
I think...
For this reason...
I feel that...
I am sure that...
It is certain...
I am writing to...
Of course...
In the same way...
On the other hand...
In this situation...

Making your point
Firstly, secondly, thirdly...
Furthermore...
In addition...
Also...
Finally...
Likewise...
Besides...
Again...
Moreover...
Similarly...
Surely...
Certainly...
Specifically...
If...then...
because...

Details
For example...
In fact...
For instance...
As evidence...
In support of this...

Endings
For these reasons...
As you can see...
In other words...
On the whole...
In short...
Without a doubt...
In brief...
Undoubtedly...

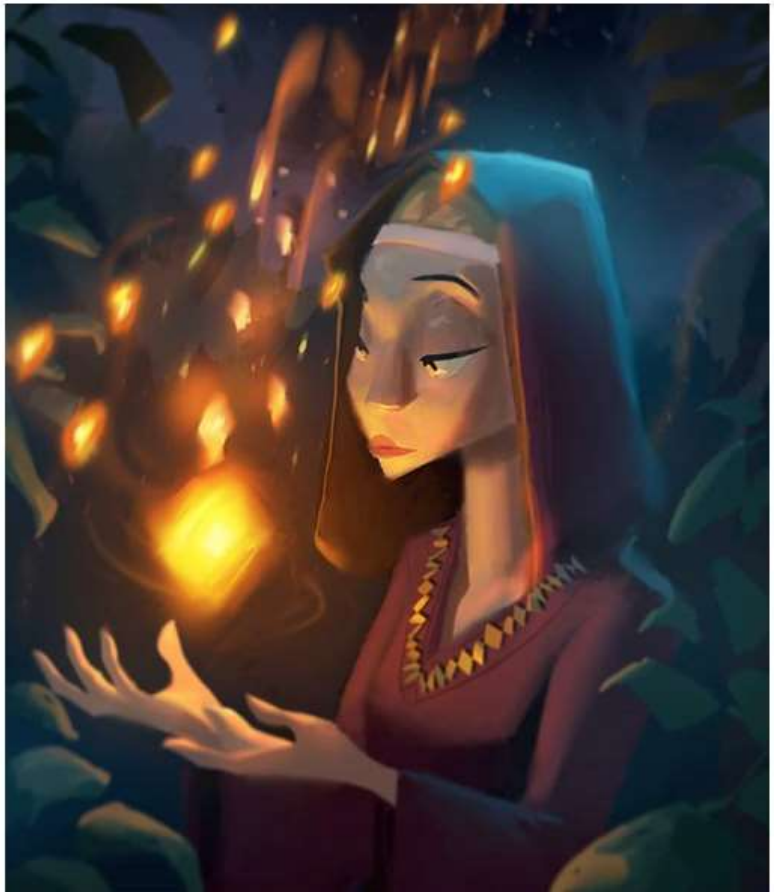
Other Words
reasons
arguments
for
against
unfair
pros
cons



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.



- Who is this woman?
- What do her clothes tell you about her?
- What is she doing?
- What are the lights?
- Have you ever seen anything like this? Is this real or fantasy?
- Why is she doing this? Why at night time?
- Is anyone else with her?

"At the close of each day she spun the night sky."

- Now what do you know about her?
- What is her job?
- Does she have to spin the night sky? Who told her to do it? How long has she been doing it? What happens if she doesn't spin the night sky? What happens at sunrise?
- Write a short story about a time she doesn't spin the night sky. Will it have a positive resolution or not? Why?

- Where are the girl and the dragon?

What can they see from this place? What are they looking at?

- Why are they here?
- Are they friends? Does the girl own the dragon as a pet? Or does the dragon own the girl as its pet?
- What species of dragon do you think it is? Is it friendly?
- Does anyone else know that they're up here? What might other people say about their friendship?
- Give this picture a new title. Explain your choices and persuade others that yours is the best title.
- Write about the adventures of the girl and the dragon.

- If one angle in a triangle is 38° and another is 68°, what type of angle will the third be?
- Tick all the obtuse angles

  47° 107°

  98° 90°

- Which number is an angle?

  79.4 -60

  Explain why.

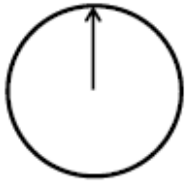
- **Odd one out.**

  180° 45°

  79° 225°

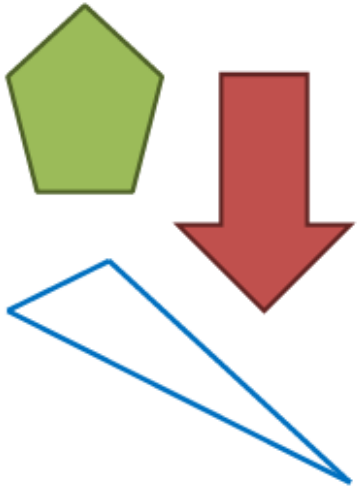
  Explain why.

- Cut out a circle with a spinner in the centre.



Put the arrow in the starting position above. Turn over a flash card with an angle on. Estimate the given angle by moving the spinner. Check how close you are.

- Estimate and measure the angles in these shapes.



Record your results in a table.
Work out how close you were.
Did you notice anything or find any easier?

- **What shape am I?**

  a) My faces are made up of a square and four triangles.

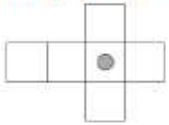
  b) My faces are made up of rectangles and triangles.

- Complete the sentences.

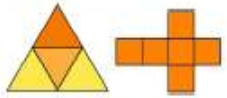
  A tetrahedron has ___ faces. The faces are made from _____.

  A cube has ___ faces. The faces are made from _____.

- Draw another dot on the net of the cube below so it has a dot on the opposite face when the 3D shape is constructed.



- Find 3 similarities between the net of a tetrahedron and the net of a cube.



Share them with a partner.
Are any the same/different?

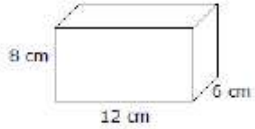
- Albie says,

> If two 3D shapes have the same number of edges then they also have the same number of vertices.

Do you agree? Explain why.

- Create cubes and cuboids by using multilink.
  Can you draw these on isometric paper?
  Which part is difficult? Would it be harder if you had to draw something other than squares or rectangles?

- Here is a cuboid



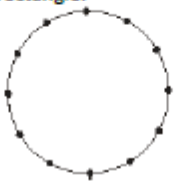
Draw the net for this cuboid.

- **Visualise**
  a) A square based pyramid is put on top of a cube so that it fits perfectly. How many 2D shapes can you now see and what are they?

  b) A tetrahedron and a triangular prism are fit perfectly together.
  How many 2D shapes can you now see and what are they?

- Complete the rectangles on the grids below.

- Why is a square a special rectangle?
- Join 4 dots together to make a rectangle.



- The perimeter of the rectangle is 45cm.

Find the length of the rectangle.

- Here is a rectangle.

What is the sum of angles a and b?

Find angle c.

- A shape has 4 right angles.
  It has 4 straight sides.
  It has 2 pairs of parallel lines.
  Draw what the shape could be.
  Is there more than one option?

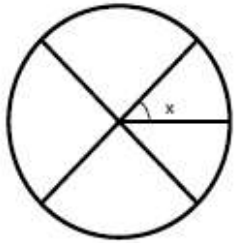
- A rectangular classroom has a perimeter between 20 and 25 cm.
  What could the dimensions be?

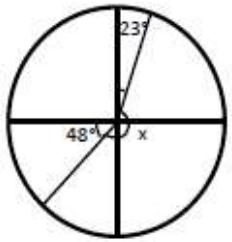
- A rectangular classroom has an area between 20 and 25 cm.
  What could the dimensions be?

- A shape is made up of a square and rectangle.

The perimeter of the shape is 70cm.
The area of the square is 121cm^2
What is the area of the rectangle?

- Work out the missing angles.



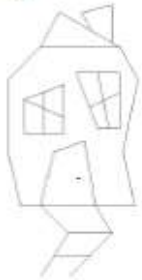


- Gary says,

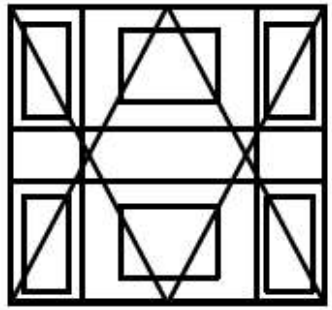
> If I turn the letter M by 180° then it looks like the letter W

Do you agree? Prove it.

- Design a 'fun house' for children to play in. It should have 'wonky' walls, windows and doors.
  Label the angle types.
  e.g.



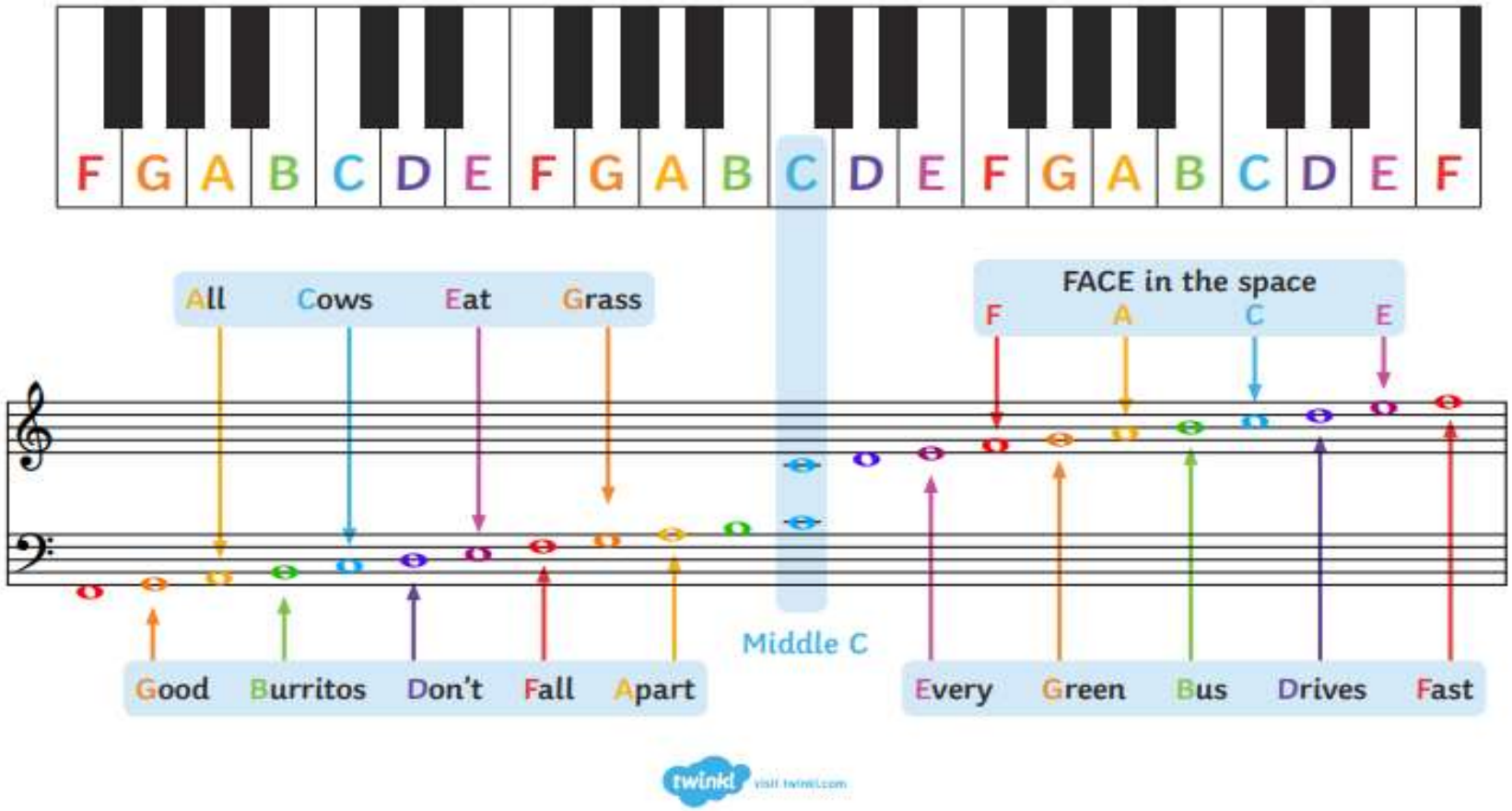
- How many right angles can you find?



- Investigate the amount of obtuse and acute angles there could be in a pentagon.
  How many different pentagons can you create?
  Record the information in a table to show different acute and obtuse angles.

- Create your own missing angles for a partner. Include information relating to quarter, half and full turns.

Musical Notes



FIGURATIVE LANGUAGE

Search through your reading book or look at the story of 'The Train to Impossible Places' to locate examples of Figurative Language the author has used.

Can you copy their ideas and write a short paragraph that uses this Figurative Language?

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:

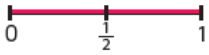
Monday identify multiples of 90 degrees when measuring angles https://resources.whiterosemaths.com/wp-content/uploads/2020/08/Y4-Summer-Block-5-ANS4-Quadrilaterals-2020.pdf

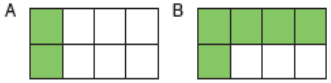
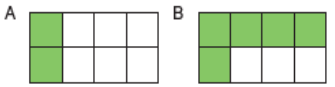
Tuesday Angles around a point https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-ANS6-Calculating-angles-around-a-point-2020.pdf

Wednesday draw polygons accurately using a ruler to the nearest mm and protractor to the nearest 1° https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-ANS8-Regular-and-irregular-polygons-2020.pdf

Thursday identify 3D shapes, including cubes and cuboids, from 2D representations https://resources.whiterosemaths.com/wp-content/uploads/2020/03/Y5-Summer-Block-2-ANS9-Reasoning-about-3D-shapes-2020.pdf

Friday Constructing 3D shapes using NETS

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.  	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?  	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.  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 11 | Day 1

1) Write $2\frac{18}{1000}$ as a decimal number

2.018

2) What is the 6 worth in 3.62?

6 tenths

3) Work out $4-\frac{2}{7}$

$3\frac{5}{7}$

4) How many boys are there altogether?

143

	Boys	Girls
Running	86	49
Swimming	57	71

White Rose Maths

Flashback 4

Year 5 | Week 11 | Day 2

1) Round 7.18 to the nearest whole number

7

2) Write 0.07 as a fraction

$\frac{7}{100}$

3) Find the sum of $\frac{1}{3}$, $\frac{1}{5}$ and $\frac{1}{6}$

$\frac{21}{30}$

4) What is the mathematical name of the shape?

pentagon

White Rose Maths

Flashback 4

Year 5 | Week 11 | Day 3

1) Which is larger, $3\frac{47}{1000}$ or 3.21? 3.21

2) Write $\frac{18}{100}$ as a decimal. 0.18

3) Subtract $\frac{2}{3}$ from 3 $2\frac{1}{3}$

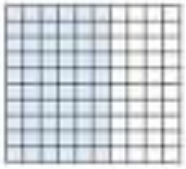
4) Round 2,729 to the nearest hundred. 2,700

White Rose Maths

Flashback 4

Year 5 | Week 11 | Day 4

1) What percentage is shaded?



60%

2) Write $2\frac{7}{1000}$ as a decimal

2.007

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

$8\frac{1}{10}$

4) Which angle is an obtuse angle?

137°

37° 137° 237° 337°

White Rose Maths

Flashback 4

Year 5 | Week 11 | Day 5

1) Write "38 out of 100" as a percentage.

38%

2) What is the 3 worth is 6.103?

3 thousandths

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

$1\frac{1}{10}$

4) What is the mathematical name for a triangle with two equal sides and two equal angles?

isosceles

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.