



**Challenges explained- each lesson has a Bronze, Silver or Gold task. Please choose one to complete for each lesson.**

Bronze star challenges provide more support and help when needed.

Silver star challenges are for children working within age group.

Gold star challenges give extra challenge to show deeper understanding.

*If you need any support, please contact us on DOJO/Google Classrooms and we will get back to you as soon as possible*

Monday 25th January

Vipers. Text:

Writing: Genre:

<https://soundcloud.com/talkforwriting/bookshop/s-WQRn0LBZ1ho>

Maths - Strand

**LO: I am learning to use strategies to find the meaning of new words in context**

With the support of pictures, find the meaning of new words

To use missing words in sentences to help uncover the meaning of new words

To create my own missing word sentences for my new words

**LO: I am learning to summarise the main ideas drawn from more than 1 paragraph.**

With support, contribute ideas to a group story map

Independently, create a clear story map

Include precise detail in the story map

**LO: I am learning to divide THTO / O using formal method (with remainders) in a variety of ways.**

With support, I can answer reasoning and problem solving questions.

Independently, I can answer reasoning and problem solving questions.

I can answer division discussion problems.

Today, the children will be exploring new vocabulary from the text. This will require them to use clues from missing words in sentences and images in order for them to uncover the meaning of new words. Then, the children can use a dictionary in order to define the new words they uncover

**Related/helpful Links:**

Watch this video to help you explore unfamiliar words.

<https://www.bbc.co.uk/bitesize/articles/z4ms6g8>

When you've watched it, see if you can apply the tips to the words you are unsure about in our text.

Last week, Year 5 completed activities based around Goblins. They created a fact file on a Goblin, described a setting for a Goblin and then they went on to create a Goblin food menu

This week, Year 5 will be planning their own Portal Story very similar to the Impossibly Possible Bookshop.

Today, the children will be creating a story map of the 'Impossibly Possible Bookshop'.

All of the resources for this lesson can be found in the resource pack provided.

This is a link to the text that we are focusing on in English. It would be beneficial to have a listen to the story again to ensure that you have a good understanding of the plot.

**Spag focus-** Expanded noun phrases

<https://www.bbc.co.uk/bitesize/topics/zwpp8mn/articles/z3nfw6f>

This video should help you understand what expanded noun phrases

Today children will be applying their understanding from last week of dividing THTO / O into reasoning and problem-solving questions.

**Related/helpful Links:**

<https://vimeo.com/492054136>

<https://www.youtube.com/watch?v=m3EwaGJOmpQ>

**Arithmetic -** <https://ttrackstars.com/>

Don't forget the weekly TT Rockstars tournament between both Year 5 classes. Well done to 5B for winning the last tournament..

11TH JANUARY - 17TH JANUARY

5B - Miss Caunt

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5G - Mr Snelling

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are and how they can be used in writing.

<https://soundcloud.com/talkforwriting/bookshop/s-WQRn0LBZ1ho>

**Geography- Unit: 1 hour**

**LO: I am learning to describe and understand key aspects of human settlement.**



To use sentence strips to provide some reasons why cities are built next to rivers



To explain why many cities of the world are situated by rivers.



To plan out their own city that draws on the benefits of living next to a river.

**French- Unit: 30 mins**

**LO: I am learning to describe myself in French**



With support I can describe myself in French.



I can describe myself in French and write down the description.



I can write down my description and have a conversation with someone about myself.

Follow the instructions on the Monday resources section.

For a better understanding, following the instructions on the link below.

<https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/zgnwr2p>

*Pointers/Top Tips*

Related/helpful Links:

Geography

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-living-next-to-rivers-belfast-pune/zh8fbdm>

This video clip explores rivers and two different cities.

French: <https://www.bbc.co.uk/bitesize/topics/zjcbrj6/articles/zgnwr2p>

Tuesday 26th January

**Vipers. Text: T 30mins**

**Writing: Genre:**

**Maths - Strand:**



**LO: I am learning to explain how words and language have a precise effect**



With support, highlight adjectives and adverbs in the text  
Identify effective sentence openers and expanded noun phrases and explain why they are effective



To suggest why the author has used both factual and descriptive language in the narrative



**LO: I am learning to consider how authors have developed characters and settings in what I have read.**



With support, take part in shared boxing up of the story



Independently, box up the story including detail

Include details of characters, atmosphere and settings



**LO: I am learning to understand what a fraction is.**



I can answer questions 1 - 5



I can answer questions 4 - 8

I can answer questions 4 - 8 and come up with my own fractions questions.

See the resource pages for Tuesday

Today, the children will be looking closely at the text and highlighting adjectives, adverbs, openers and expanded noun phrases.

They will also be explaining why the author has chosen to use certain words and their effect on the reader.

I have included resources in the resource pack for this lesson

<https://www.bbc.co.uk/bitesize/topics/zn8tkmn/articles/zmt2vkZ>

This is a helpful video that explores how authors choose words for effect

See the resource pages for Tuesday

Today, the children will be looking at the structure of a portal story and adding in details about the key events from the story, 'The Impossibly Possible Bookshop'.

**Spag Focus-** Expanded noun phrases

See the resource page for Tuesday

Related/ helpful links

<https://www.talk4writing.com/wp-content/uploads/2020/06/Y4-Tmp-ossibly-Possible.pdf>

Page 25 of this booklet shows you what a finished boxed up story plan looks like

Today is a revisit and refresh of some key aspects of fractions that the children have previously been taught.

**See the resource pages for Tuesday**

Related/helpful Links:

What is a fraction? - <https://vimeo.com/498327271>

<https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zqmkh39>  
Helpful video looking at how to plan a story

## RE

**LO: I am learning to explore Sikh stories and how they are relevant to Sikhs and non Sikhs**



With support, I can retell one Sikh story using pictures



Independently, I can retell two Sikh stories and explain the main messages in both



Explain the value of both stories to people who are non Sikhs

## ICT

**LO: I am learning to think critically about coding through interactive games.**

Log into purple mash and look at your '2Do' list. Have a go at the interactive games and see if you can use your understanding of coding to complete them. Good luck!

<https://www.purplemash.com/sch/blackpoolgateway>

### Pointers/Top Tips

### Related/helpful Links:

#### RE

[See Tuesday's resource pack for more information](#)

Watch the videos in the link and make notes to help you in your RE lesson

<https://www.youtube.com/watch?v=jKcqiBaJ3Aq>

<https://www.sikhnet.com/stories>

<https://www.sikhnet.com/stories/audio/nanak-and-cobra>

Nanak and the Cobra

<https://www.sikhnet.com/stories/audio/vaisakhi-birth-khalsa>

The Birth of Khalsa

#### ICT

<https://www.purplemash.com/sch/blackpoolgateway>

Wednesday 27th January

**Vipers. Text:**

**Writing: Genre:**

**Maths - Strand:**



**LO: I identify the point of view in a narrative**

With support, decide which point of view the sentences are written in  
Independently, decide which point of view the sentences are written in  
To rewrite sentences from the text showing a different point of view



**LO: I am learning to plan the opening and build up to my portal story**

With support, using shared ideas  
Independently, changing the setting and characters  
Changing the setting, characters and atmosphere



**LO: I am learning to recognise equivalent fractions**

I can answer questions 1 - 4  
I can answer questions 4 - 8  
I can answer questions 4 - 12

See the resource pages for Wednesday

Today, the children will be exploring which point of view the narrative is written in.  
Please look at the helpful videos below to help explain the different points of view.

Pointers/ top tips:

**Types of Point of View**

**First person:** The main character is telling the story. Uses words such as I, we, and me.

**Second person:** The author is telling the story directly to the reader. Uses words such as you and your.

**Third person:** The author is telling the story, but is not part of it. Uses words such as he, she, and they. Some third-persons narrators are all-knowing, but others have limited knowledge.

See the resource pages for Wednesday

Today, the children will be planning their opening and build up paragraphs. Please look closely at the green questions written on the planning format. This will help your child to add enough detail and structure their thinking. Spag Task- Upleveling adjectives. Please use this online thesaurus to support your child when choosing more effective adjectives for the words listed in the table.

Pointers/ top tips:

Related/helpful links

Online thesaurus for children

<https://www.thesaurus.com/browse/kid>

Today children will be exploring equivalent fractions and how to recognise and calculate them.

See the resource pages for Wednesday for bronze, silver and gold questions.

Related/helpful Links:

video link:

What is a fraction? - <https://vimeo.com/498327271>

Equivalent Fractions - <https://vimeo.com/498327458>

**Science**



**LO: I am learning about how non-contact forces affect materials.**

With support I can investigate the effects of non-contact forces.  
Independently, I can investigate the effects of non-contact forces.  
I can investigate the effects of non-contact forces and complete the investigation.

Log into the link below and complete the introductory quiz before moving through the teaching slides.

Alternatively, worksheets and teaching slides can be found in Wednesday's section of the resources pack.

<https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6djkgd>

Pointers/Top Tips

If you want to complete the investigation you will need two empty plastic bottles.

Related/helpful Links:

Science: <https://classroom.thenational.academy/lessons/what-are-non-contact-forces-6djkgd>

Thursday 28th January

**Vipers. Text:**



LO: I am learning to make predictions in the text

With support, make a prediction about a character from the story and use some evidence to support it  
Independently, draw upon a range of evidence from the text to support my answer  
To create some of my own prediction questions

**Writing: Genre:**



LO: I am learning to plan the problem and resolution to my story

With support, using shared ideas from the group  
Changing characters and settings  
Changing the setting, characters and atmosphere

**Maths - Strand:**



LO: I am learning to recognise equivalent fractions

I can answer questions 1 - 4  
I can answer questions 5 - 9  
I can answer questions 5 - 9 in addition to the challenge question.

<p><u>See the resource pages for Thursday</u></p> <p><u>Related/ helpful links</u></p> <p>Please watch the link videos below to really support your understanding of making predictions</p> <p><a href="https://www.youtube.com/watch?v=Q2840Zr96Gk">https://www.youtube.com/watch?v=Q2840Zr96Gk</a></p>		<p>Today, the children will be planning their problem and resolution to their story, considering how their problems and resolutions might be different from the model text.</p> <p><u>Spag task-</u> The children will be labeling an image using expanded noun phrases.</p> <p><u>See the resource pages for Thursday</u></p> <p><u>Related/ helpful links</u></p> <p><a href="https://www.youtube.com/watch?time_continue=168&amp;v=W_B2UZ_ZoxU&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=168&amp;v=W_B2UZ_ZoxU&amp;feature=emb_title</a></p> <p><i>This video of 'spellbound' shows you how effective a good resolution can be.</i></p>	<p>Today children will be exploring equivalent fractions at a higher level and applying their understanding to more challenging questions.</p> <p><u>See the resource pages for Thursday for bronze, silver and gold questions.</u></p> <p><u>Related/helpful Links:</u></p> <p>video link:</p> <p>What is a fraction? - <a href="https://vimeo.com/498327271">https://vimeo.com/498327271</a></p> <p>Equivalent Fractions - <a href="https://vimeo.com/498327458">https://vimeo.com/498327458</a></p> <p><a href="https://vimeo.com/498327611">https://vimeo.com/498327611</a></p>
Art		Picture news	
<p>★</p> <p>★</p> <p>★</p>	<p><u>LO: I am learning to explore and recreate the art of Henri Rousseau</u></p> <p>With support, sketch the background of the jungle scene</p> <p>Independently, recreate the background and add animals to my drawing</p> <p>Use sketching techniques and colour in my drawings</p>	<p>★</p> <p>★</p> <p>★</p>	<p><u>The Big Question- What makes a good leader?</u></p> <p>With support, create a poster on why leaders are important</p> <p>Independently, create a poster on why leaders are important</p> <p>Include ideas of my own in my poster, choosing leaders who are important to me</p>
<p><u>Pointers/Top Tips</u></p> <p><u>ART</u></p> <p>Here are the helpful tutorials to support you when drawing your Henri Rousseau drawing</p> <p><u>Video 1- Background</u></p> <p><a href="https://www.youtube.com/watch?v=3n_kNfI_Fty0">https://www.youtube.com/watch?v=3n_kNfI_Fty0</a></p> <p><u>Video 2- Animals</u></p> <p><a href="https://www.youtube.com/watch?v=8Ht4txje86U">https://www.youtube.com/watch?v=8Ht4txje86U</a></p> <p><u>PSHE</u></p> <p><u>Related/helpful Links:</u></p> <p><a href="https://www.bbc.co.uk/newsround/55600682">https://www.bbc.co.uk/newsround/55600682</a></p> <p><u>BBC newsround- what makes a good leader</u></p>			

Friday 29th January

Vipers- Bug club

Writing: Genre:

Maths - Strand:

Use your Bug-club login to read a new story and answer some questions about what you have read



With support, using shared ideas from the group



Changing characters and settings



Creating a plot twist

LO: I am learning to plan the ending to my story

LO: I am learning to recognise equivalent fractions and apply this understanding to a variety of reasoning and problem solving questions



With support, I can answer reasoning and problem solving questions.



Independently, I can answer reasoning and problem solving questions.



I can answer division discussion problems.

Today, the children will be planning the end to their story. Please use the helpful questions on the planning sheet to support your child. The second task is for your child to role-play pitching their story and trying to impress you (the publisher).  
Spag- Today, the children will be using their expanded noun phrases they gathered yesterday and writing a short description of the Goblin Tea Party.

See the resource pages for Friday

Related/helpful Links:

<https://www.bbc.co.uk/bitesize/articles/z2yqkty>

What makes a good story- ending

Today, children will be exploring reasoning and problem solving questions involving equivalent fractions. This will enable them to apply their understanding to a variety of contexts and deepen their understanding.

See the resource pages for Friday for bronze, silver and gold questions.

Related/helpful Links:

video link:

What is a fraction? - <https://vimeo.com/498327271>

Equivalent Fractions - <https://vimeo.com/498327458>

<https://vimeo.com/498327611>

PE

Music

LO: I can create my own work-out routine

LO: I am learning to appraise a piece of music

Children to log into Charanga login to access YUMU



Use the link below to a website with various videos to activities that children can do at home. Choose a variety of the activities and have a go at home. Don't forget to get the rest of the family involved.

<https://www.activekidsdobetter.co.uk/active-home>

Click on their assignments and look at Spring 1. They should be able to access the 'Fresh Prince of Bel Air' lessons from there.

This week we will be looking at lesson 3

Music: <https://charanga.com/site/log-in/>

*Pointers/Top Tips*

Related/helpful Links:

PE: <https://www.activekidsdobetter.co.uk/active-home>

Music: <https://charanga.com/site/log-in/>