|  |  |
| --- | --- |
| **Learning at Home**  **YEAR 5**  **Monday 1st – Friday 5th February 2021**  **All the resources are also available on:**  **ValleyPrimary.co.uk - Curriculum – Lockdown Home Learning –Year 5 - Spring Week 5**  Year 5 Teachers welcome emailed copies of the Students Home Learning | |
| **Reading** | **Read for 30 minutes a day**.  Answer the Bug  questions, using full sentences and punctuation.  **Remember to use evidence to back up your answer.**  Use your log in details for Bug Club and remember to complete the comprehension questions.  Username: Childs first name  Password Teal (followed by a number)  School Code: AHX7 |
| **English** | **Task 1: Romeo and Juliet, The Marriage**  **Can I evaluate how key characters are feeling at the end of Act II?**  **Can I write a diary entry as either the Nurse or Juliet to explain how I am feeling about events that occur in Act II, Scene V?**  In this lesson, we will start by creating a handy glossary of words that will appear throughout this lesson and task. Then, we will look at arrangements that are made by key characters in Act II, Scene IV and think about the impact of these in relation to the Nurse and Juliet. For the first independent activity you will read an extract from the Nurse and Juliet, selecting one character to focus on (Group B- Juliet, Group A either Juliet or the Nurse), each time they speak you will complete a thought bubble to show what they are thinking. You will then use this to help you complete Activity 2, which is to create a diary entry as the character you have focused on. In the diary entry you will explain how you are feeling as that character, based on the arrangements made in Act II, Scene IV. There are also two optional tasks that you might like to complete to develop your understanding of the end of Act II even further.  **Task 2: Romeo and Juliet, Mercutio, Act III, Scene I, the very beginning**  **Can I understand the action that has taken part in Act III, Scene i?**  **Can I answer questions about the actions and thoughts of characters in the first part of Act III, Scene I?**  In this session we will look closely at Act III, Scene I (it’s pretty long!) so we will hopefully read through together and then your task after the session is to answer some questions about the text based on different characters.  **Task 3:**  **Romeo and Juliet, Mercutio, Act III, Scene I, the fall-out**  **Can I create a recount of the brawl scene from (Group A- 2 characters perspectives, Group B- Benvolio's perspective) a chosen character’s perspective?**  Within this session we re-cap on what has happened within the brawl scene so far and then read on to hear of even more tragedy! At which point, the Prince enters and demands an explanation. Today you will put yourself into the shoes of Benvolio and possible another character in order to write a recount of what has taken place. You will need to consider the character and personality of the perspective you are writing from in order to create their recount. Please see the recount features key for help with how to structure your recount and ideas for points that should be included, this will also be discussed in the session. Your recount should be written on lined paper.  **Task 4: Romeo and Juliet, Justice, Act III, Scene I**  **Can I create a timeline of events for Romeo so far in the play?**  **Can I translate Romeo’s words into Modern English?**  In this session, we will consider the consequences of the brawl and murders within Act III, Scene I. We will tough briefly on the idea of justice and see what the Prince decides should happen as a result. Finally, you will be asked to complete a timeline to show Romeo’s experiences throughout the play so far. To help you with this we will provide you with a brief, possibly muddled up overview of each Act and Scene but it will be your job to consider each part from Romeo’s perspective and to add as much relevant detail as you can to his timeline.    **Task 5: Reading Comprehension – A New Hero**  *Answer the questions using full sentences.*  *You will need to use a dictionary for the first question.* [*https://kids.wordsmyth.net/*](https://kids.wordsmyth.net/) |
| **Maths** | **IXL**  Multiplication D 1-25  Division E1-17  Fractions S1-18  **The questions on the planning sheet are to be completed after the lessons.**  **The resources on the home leaning page are optional should more practise be required.**  **Math Group A**  **Monday**  **Lesson 1:** FRACTION RECAP TO GO THROUGH IN CLASS  TASK 1: Equivalent Fractions    TASK 2: Converting improper to mixed fractions  Watch the video to remind yourself of the method  <https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division-2/>      TASK3: Adding fractions with different denominators *(PPT available)*    TASK 4: In resources is a recap test on the fraction covered last week. Answers are included. Mark with a different colour pen and correct any mistakes    **Tuesday**  **Lesson 2: Can I add and subtract mixed numbers?** *Look at the example below. Convert the fractions before you add the fractions! There are no extra resources.*      TASK 2: Watch the video first, then have a go at the questions below  <https://whiterosemaths.com/homelearning/year-6/week-11-number-fractions/>      EXTENSION:      **Wednesday**  **Lesson 3:**  **Can I subtract fractions breaking the whole number?**  <https://www.youtube.com/watch?v=BVEioffrOt8>    EXTENSION: You can choose the use the method below to solve the problems    **Thursday**  **Lesson 4: Can I compare fractions?** *Revisit the PPT*  *(Extra resources available)*    EXTENSION:  ***Friday***  ***Lesson 5:* Can investigate fractions?**  *You will be using all the skills you have learnt so far. Good Luck! (Worksheet is available in resources)*    **Math Group B**  **Maths Frame (Practise daily this week in order to help with times table fluency)**  [*https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check*](https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check)  **Monday**  **Lesson 1:** FRACTION RECAP We will work through a couple of examples in each task today and then you will complete them independently.  TASK 1: **Equivalent fractions**  Watch the video to remind yourself of the method  <https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division-2/>    Remember: Whatever you do to the denominator you must also do to the numerator!      TASK 2: **Improper fractions to mixed fractions**  Watch the video to remind yourself of the method  <https://whiterosemaths.com/homelearning/year-5/spring-week-3-number-multiplication-and-division-2/>      TASK 3: **Adding and Subtracting Fractions**. Can you convert the answer into a mixed fraction?  EXTENSION:  TASK4: **Fraction with different denominators** *(Refer to the PPT to remind yourself of the calculation needed OR* [*https://whiterosemaths.com/homelearning/year-6/week-11-number-fractions/*](https://whiterosemaths.com/homelearning/year-6/week-11-number-fractions/)    **Tuesday**  **Lesson 2: Can I add and subtract mixed numbers?** *Look at the example below. Convert the fractions before you add the fractions!*      TASK 2: <https://whiterosemaths.com/homelearning/year-6/week-11-number-fractions/>      EXTENSION:    **Wednesday**  **Lesson 3:** **Can I subtract fractions breaking the whole number?**  <https://www.youtube.com/watch?v=BVEioffrOt8>    EXTENSION:    **Thursday**  **Lesson 4:** **Can I compare fractions on a number line?***(extra resources available)*    EXTENSION: **Can I order fractions?** *(PPT available)*  *Remember to convert the fractions so that they both have the same denominators.*      **Friday**  **Lesson 5:**  **Can investigate fraction problems?** |
| **Spelling &**  **Grammar** | Practise the Year 5 spelling rules:   * [Spelling Rule 56 - Word list – years 5 and 6 - eq to f (Practise tests)](https://spellingframe.co.uk/spelling-rule/56/56-Word-list-years-5-and-6---eq-to-f)   <https://spellingframe.co.uk/spelling-rule/5/Year-5-and-6>  OR  Practise the Year 5/6 Spelling list in your Reading Journals - Look up the tricky words and put them into sentences |
| **Topic**  **History** | **How is power or wealth reflected in the language that people use?**  First, we will revisit the timeline of the Vikings invasion into Britain. We will look at life after the Battle of Hastings and the introduction of the Domesday Book. We will discuss the language used by the different groups of people, using the Pyramid.  **Can I understand the epistemology of words and what they can tell us?**  TASK 1 Using the epistemology of words we will create 2 lists; the Anglo Saxons words and the Anglo Norman words  TASK 2 We will research the orgins of the words and discuss what the words tell us about life for each group and their role in society.  TASK 3 Write simple sentences using the synonym list of words. What are the effect of both word origins? What can these words tell us about life during the time of the Norman invasion? |
| **DT** | Can I complete my research and develop a moving animal design?  *(Refer to week 4)* |
| **PE** | Yoga- How long can you hold these poses for? Record our results. |
| **Topic**  **(Science)** | **Can I explain reversible changes of State?**   * Read through the PPT * Complete the worksheet on reversible changes * There is an extension activity that can be completed in your home learning books |
| **German** | This week in Year 5 please practice learning days of the week.  To access these resources, follow the steps below:  1. CONNECT: [www.Linguascope.com](http://www.linguascope.com/)  2. LOG IN: Username: valley1 Password: german20    For this topic, you need to click on the **Elementary** section the do the activities under **Wochen** - challenge yourself to remember days of the week in German. |
| **PHSCE** | Children’s Mental Health   * Listen to the Pre recorded Video from Mrs Appleton *(In resources)* * [Children's Mental Health Week-20210122\_075211-Meeting Recording.mp4](https://rivermillprimaryschool-my.sharepoint.com/:v:/g/personal/jberry_valley_bromley_sch_uk/ESYz_ZEIz1JLptNfygQzYEAB1iXsWxf-ufegVS0hvr4FcA?e=b73blk) * Complete one of the activities in resources |

**WEEK 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday1st February | Tuesday 2nd February | Wednesday 3rd February | Thursday 4th February | Friday 5th February |
| 9am – 9.35  Group 1 Maths Input | **1** RECAP of last week  & Assessment Paper  IXL/Maths Frame | **2** Can I add and subtract mixed fractions?  TASK 1&2  IXL/Maths Frame | **3** Can I subtract fractions breaking the whole number?  IXL/Maths Frame | **4** Can I compare fractions?  IXL/Maths Frame | **5 C**an I investigate using fractions?  IXL/Maths Frame |
| 9.40- 10.15 Group 2 Maths input | **1.**RECAP of last week  Tasks 1-4  IXL/Maths Frame | **2**. Can I add and subtract mixed numbers?  TASK 1&2  IXL/Maths Frame | **3.** Can I subtract fractions breaking the whole number?  IXL/Maths Frame | **4** Can I compare fractions on a number line?  Can I order fractions?  IXL/Maths Frame | **5** Can I investigate fractions?  IXL/Maths Frame |
| 11am-11.35 Group A English input | **1**Romeo and Juliet- Can I understand how characters are feeling at the end of Act II? Can I write a diary entry as the Nurse or Juliet at this point? | **2** Romeo and Juliet -  Can I understand the action that has taken place in Act III, Scene I? Can I answer questions about specific characters within this scene? | **3**Romeo and Juliet- Can I create a recount of the brawl scene from a specific character’s perspective? | **4**Romeo and Juliet  Can I create a timeline of events for Romeo so far in the play?  Can I translate Romeo’s words into Modern English? | **5**Reading Comprehension -  A New Hero |
| 11.40-12.15  Group B English Input | **1**Romeo and Juliet – Can I understand how characters are feeling at the end of Act II? Can I write a diary entry as Juliet at this point? | **2** Romeo and Juliet -  Can I understand the action that has taken place in Act III, Scene I? Can I answer questions about specific characters within this scene? | **3**Romeo and Juliet- Can I create a recount of the brawl scene from a specific character’s perspective? | **4**Romeo and Juliet- Can I create a timeline of events for Romeo so far in the play?  Can I translate Romeo’s words into Modern English? | **5.**Reading Comprehension  A New Hero |
| 2.00-2.40 IPC Input for all | **German**  Days of the week  **PE**  Yoga | **PHSCE**  Children’s Mental Health | **IPC**  How is the power or wealth reflected in the language that people use? | **Science**  Can I explain reversible changes of state? | **DT**  Complete your research and design for a moving animal |