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| **Learning at Home**  **YEAR 5**  **Monday 8th – Friday 12th February 2021**  **All the resources are also available on:**  **ValleyPrimary.co.uk - Curriculum – Lockdown Home Learning –Year 5 - Spring Week 6**  Year 5 Teachers welcome emailed copies of the Students Home Learning | |
| **Reading** | [**https://www.activelearnprimary.co.uk**](https://www.activelearnprimary.co.uk)  Use your log in details for Bug Club and remember to complete the comprehension questions before moving onto the next book. Books are updated daily.  Username: Childs first name  Password:  5MS Teal (followed by a number)  5CS Coral (followed by your number)  School Code: AHX7  **Read for 30 minutes a day**.  Answer the Bug  questions, using full sentences and punctuation. Check how many parts to the answer are needed. **Remember to use evidence to back up your answer.** |
| **English** | **Task 1: Romeo and Juliet, Banished, W6, L1**  **Can I write a letter as Romeo or Juliet explaining my reaction to the news and plans for the immediate and more distant future?**  In this session we will look at both Romeo and Juliet’s reactions to the news of Romeo’s banishment.After some looking at some extracts and answering some questions surrounding their reactions, you will then create a letter as one of those characters to the other explaining your thoughts and feelings on this news and what plans you have for the future.  **Task 2: Romeo and Juliet, Juliet’s Predicament, W6, L2**  **Can I identify the problems faced by Juliet within the social and historical context of the play?**  **Can I write an agony aunt/uncle response to Juliet’s predicament?**  In this session, we find out what happens to Romeo and Juliet next. Juliet is spoken to by her mother and finds herself in an even trickier situation! After some discussions based on Juliet’s thoughts, feelings and worries, you will be creating an agony aunt/uncle-style response to a letter she has written asking for advice.  **Task 3:**  **Romeo and Juliet, Rage and Advice, W6, L3**  **Can I understand the language, motivation and context behind Capulet’s reaction in Act III, Scene v?**  **Can I understand and put into my own words the plan that Friar Lawrence has devised for uniting Romeo and Juliet?**  **Can I write a brief letter to Romeo, as Friar Lawrence, explaining my plan**  In this lesson, we will look at the Capulet’s response to Juliet’s defiance. You will read an extract of a discussion between Capulet and Juliet in which you will need to identify examples of different emotional responses from Capulet, using quotes to justify your answers. Then, we will look at Juliet’s state mind and finally we will read about Friar Lawrence’s plan for the couple. You will have to create a brief plan with the steps that he advises. Finally, you will write a brief letter as Friar Lawrence, to Romeo, telling him of your plan.  **Task 4: Romeo and Juliet, Unravelling Plans, W6 L4**  **Can I explain the motivations of different characters within the play?**  **Can I understand Romeo’s reaction to the news?**  **Can I create a setting and character description of the apothecary and his pharmacy?**  As we reach the climax of the play your first activity within this lesson will be to consider the desires of a range of characters. Then we will look at Juliet’s speech from Act IV, Scene ii to try and pick apart what she is doing here. We will then see what Juliet does as she takes decisive action and how her family responds. Finally, we will look at where Romeo is, as he hears of Juliet’s actions before Friar Lawrence’s plans can come to fruition. Your final activity within this session is to create a character and setting description of the apothecary and his pharmacy that we will have read about.  **Task 5: Romeao and Juliet, Death and Blame, W6, L5**  **Can I translate Juliet’s final speech to fully understand it?**  **Can I recall all of the characters who have died throughout the play and explain how they met their end?**  **Can I write a personal response to the end of the play?**  In our final session on the book, we begin by focusing on Paris as he visits Juliet’s tomb. We will quickly discover that he is not alone for long and a series of tragic events then continues to unfold! Your first activity requires you to re-write Juliet’s final speech in your own words and in Modern English. Then as we reach the end of the play in your second activity you must describe the characters who have sadly lost their lives throughout the course of the play and explain how each one met their end. Finally, you will be asked to answer some questions on your favourite character and create a personal review of the play by selecting one of the activities suggested. |
| **Maths** | **IXL**  Multiplication D 1-25  Division E1-17  Fractions S1-18  **Math Group A**  **Monday**  **Lesson 1:** Can I multiply fractions by an integer?  TASK 1:   * Read through the lesson on multiplying integers. <https://www.bbc.co.uk/bitesize/articles/z9yvp4j> * Complete the questions   TASK 2: Read the PPT on multiplying by an integer and complete the activities  **Tuesday**  **Lesson 2:**  Can I multiply non unit fractions by an integer? Can I multiply mixed numbers by integers?  TASK 1:   * Read the PPT in resources and complete the activities * Complete the worksheet in resources. * Mark your work with the answers. Correct any errors in a different colour pen.   TASK 2: Have a go at answering these questions using your knowledge of converting a mixed fraction into an improper fraction first and then multiply the fractions out.    **Wednesday**  **Lesson 3:** Can I calculate fractions of a quantity?  TASK 1: Work through some of the questions on the worksheet while online  TASK 2:   * Complete the worksheet (in resources) * Mark your work with the answers. Correct any errors in a different colour pen.   EXTENSION: Fish Tank Investigation    **Thursday**  **Lesson 4:** Can I calculate fractions of an amount?  *(NOTE: This is now dividing the fraction rather than multiplying!)*   * Read through the PPT * Complete the activities online * Complete the worksheet in resources   ***Friday***  ***Lesson 5:*** Can I solve word Problems?  TASK 1: Have a look at some the problem-solving questions in resources  TASK 2:   * Complete the worksheet * Mark your work with the answers. Correct any errors in a different colour pen.   **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:**  TASK 1 Recap of the previous week during the lesson          TASK 2: Complete the worksheet in resources: Can I recap the fraction work learnt?  **Tuesday**  **Lesson 2:** Can I multiply fractions by an integer (whole number)?  TASK 1: Look at the example during the live lesson      TASK 2: Have a go at these:    TASK 3:   * Complete the work sheet in resources * Mark your work with a different colour pen (answers are included) * Do your corrections   **Wednesday**  **Lesson 3:** Can I multiply non unit fractions by an integer?  TASK 1: Look at the example during the live lesson      TASK 2: Have a go at these:    TASK 3: Complete the worksheet Can I multiply non unit fractions with an integer? (Resources include the answers)  **Thursday**  **Lesson 4:** Can I multiply mixed numbers by an integer?  TASK 1: Look through the example during the live lesson      TASK 2: Have a go at these questions:    **Friday**  **Lesson 5:**  Can I calculate fractions of a quantity? Can I find fractions of an amount?  TASK 1: Read through the PPT (in resources)  Eg 1  40 divided by 4 = 10  10 x 1 (the numerator) = 10  ANSWER: 10  Eg 2  180 divided by 5= 36  36 x 3 = 108  ANSWER: 108  TASK 2: Have a go at these questions. If you would like more practice, go to resources (answers are included) |
| **Spelling &**  **Grammar** | Practise the Year 5 spelling rules:   * https://spellingframe.co.uk/spelling-rule/57/57-Word-list-years-5-and-6---g-to-le- [(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 do different groups of people learn from each other and share ideas?  Can I write a fact file on a character from ‘The Canterbury Tales?   * Read through the PPT that includes details of the language spoken after the Norman Invasion in 1066. * TASK 1 - Introduction to The Canterbury Tales and a language comparison between old and new English, using an extract from the tale. * TASK 2 – To research the meaning and character of the Knight and the Miller, according to the Canterbury Tales * TASK 3 - To create a character profile of them using the template provided, using some old English vocabulary. |
| **DT** | Can I build my Automata Animal?  TASK 1   * You will need to have your planning for your moving animal to hand as you will be using this to build! * Read through the PPT which will give you some ideas of the types of materials you might use to create your moving animal. Collect the materials (Please ask for permission first)   **OR**  Can I generate a model and communicate ideas through a range of platforms?   * Research 3 designs of different animals and create a presentation. * You could consider using a: PPT, Purple Mash or another platform of your choice. * Think about: the movement of the animal, the cams that have been used to build it, the parts of the body that move and whether they are realistic. * Conclude with: What could you improve on the design, parts that you thought were successful. |
| **PE** |  |
| **Topic**  **(Science)** | Can I identify and explain irreversible chemical changes?   * Read the PPT on irreversible changes * Complete Task 1 (Identifying the reversible and irreversible changes) * Task 2 Read about the scientists that have improved our lives. Choose 1 of the scientists to research more on and present your findings. |
| **German** | This week is Carnival week in Germany and in normal circumstances there would be big celebrations taking place all around Germany, Austria and Switzerland.  In that spirit we will be learning some vocabulary that is associated with Carnival.  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 **Beginner** section, choose the topic **Feiertage** andthe do the activities under **Fasching**  In the beginner section you always have an option to do a test at the end – **Teste dich**.  When you feel confident with the topic, do the test. You will get a certificate which you can save and also email to Mrs Mehmed on [german@valley.bromley.sch.uk](mailto:german@valley.bromley.sch.uk)  . |
| **Computing – Safer Internet Day** | On Tuesday we will be celebrating ‘Safer Internet Day 2021’. The theme of this year's Safer Internet Day is 'An Internet We Can Trust - Exploring Reliability in the Online World' and it's all about navigating through the huge amount of information that is out there and working out what you can trust.  We are hoping for all children to watch and take part in a live lesson from the BBC at 11am, after which we will host a Teams Lesson for all pupils at 11.40.  The live lesson will be broadcast from CBBC live at 11am (and lasts for 30 mins) at this link:  <https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-live-lesson/zdh2wnb>  If children can log on to watch and have a go at the Live Lesson Sheet as they follow along that would be great. Mrs Sargant will also be available on Teams at this time. All children will then log into a Teams Meeting Lesson at 11.40 for a follow up Computing session on Safer Internet day and to hear details of their tasks linked to this session.  **This does mean that lessons on Tuesday will not follow the usual pattern, so please see the email regarding this change.** |

**WEEK 6**

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|  | Monday 8th February | Tuesday 9th  February | Wednesday 10th February | Thursday 11th February | Friday 12th February |
| 9am – 9.35  Group 1 Maths Input | **1** Can I multiply unit fractions by an integer?  IXL/Maths Frame | **2** Can I multiply non unit fractions by an integer?  Can I multiply mixed numbers by integers?  IXL/Maths Frame | **3** Can I calculate fractions of a quantity?  IXL/Maths Frame | **4** Can I calculate fractions of an amount?  IXL/Maths Frame | **5 C**an solve fraction word problems?  IXL/Maths Frame |
| 9.40- 10.15 Group 2 Maths input | **1**.Can I recap the fraction work learnt?  IXL/Maths Frame | **2**. Can I multiply fractions by an integer (whole number)?  IXL/Maths Frame | **3.** Can I multiply non unit fractions by an integer?  IXL/Maths Frame | **4.** Can I multiply mixed numbers by integers?  IXL/Maths Frame | **5.** Can I calculate fractions of a quantity?  Can I calculate fractions of an amount?  IXL/Maths Frame |
| 11am-11.35 Group A English input | **1**Romeo and Juliet- Banished  Can I write a letter as Romeo or Juliet explaining my reaction to the news and plans for the immediate and more distant future? | **10.50am Please watch Live lesson on the BBC website as part of Safer Internet Day**  <https://www.bbc.co.uk/teach/live-lessons/safer-internet-day-live-lesson/zdh2wnb> | **3**Romeo and Juliet- Rage and Advice  Can I understand the language, motivation and context behind Capulet’s reaction in Act III, Scene v?  Can I understand and put into my own words the plan that Friar Lawrence has devised for uniting Romeo and Juliet?  Can I write a brief letter to Romeo, as Friar Lawrence, explaining my plan? | **4**Romeo and Juliet- Unravelling plans  Can I explain the motivations of different characters within the play?  Can I understand Romeo’s reaction to the news?  Can I create a setting and character description of the apothecary and his pharmacy? | **5** Romeo and Juliet- Death and Blame  Can I translate Juliet’s final speech to fully understand it?  Can I recall all of the characters who have died throughout the play and explain how they met their end?  Can I write a personal response to the end of the play? |
| 11.40-12.15  Group B English Input | **1**Romeo and Juliet – Banished  Can I write a letter as Romeo or Juliet explaining my reaction to the news and plans for the immediate and more distant future? | COMPUTING  Can I explore reliability in the online world? | **3** Romeo and Juliet- Rage and Advice  Can I understand the language, motivation and context behind Capulet’s reaction in Act III, Scene v?  Can I understand and put into my own words the plan that Friar Lawrence has devised for uniting Romeo and Juliet?  Can I write a brief letter to Romeo, as Friar Lawrence, explaining my plan? | **4** Romeo and Juliet- Unravelling Plans  Can I explain the motivations of different characters within the play?  Can I understand Romeo’s reaction to the news?  Can I create a setting and character description of the apothecary and his pharmacy? | 5. Romeo and Juliet- Death and Blame  Can I translate Juliet’s final speech to fully understand it?  Can I recall all of the characters who have died throughout the play and explain how they met their end?  Can I write a personal response to the end of the play? |
| 2.00-2.40 IPC Input for all | **German**  Carnival  **PE**  Jump against the clock & Speedy steps | **2 Romeo and Juliet -**  Juliet’s predicament  Can I identify the problems faced by Juliet within the social and historical context of the play?  GROUP A  Can I write an agony aunt/uncle response to Juliet’s predicament?  GROUP A and B | **IPC - History**  How do different groups of people learn from each other and share ideas?  Can I write a fact file on a character from ‘The Canterbury Tales? | **Science**  Can I identify and explain irreversible chemical changes? | **DT**  Build an automata animal using a design plan  OR  A Research activity based on Automata Animals |