

Dear Parents,

We understand that this a challenging time for everyone and that the practicalities of home learning may be difficult for a wide range of reasons. Following the Education Secretary's statement to Parliament, you may notice an increase in the amount of learning activities provided. This is due to the new guidance provided which states schools are expected to 'provide between three and five teaching hours a day, depending on a child's age'. Please be assured that there are no expectations on the quantity of work that is achieved and that the guidance and suggested activities set out below have been chosen to support your child in home learning and are not there to add additional pressure or stress. Please complete as much or as little as you can and once your child returns to school, the staff will ensure they are fully supported in catching up on any missed learning.

Y5

Lockdown Learning

Week commencing 11.1.21

Please find below a list of suggested activities for the children to complete this week. All children should have a login and password sheet to give them access to any online resources. They have also been provided with a selection of CGP books which they can complete if they are unable to access any online resources.

There will be daily Microsoft Teams sessions with Mrs Oakes to provide additional teaching and learning activities. Please do not worry if you are unable to join the session, the children can just complete as many of the alternative activities below as they are able. All the resources for the live lessons are available in your child's Teams folders.

If you have any queries or would like to share any of the children's work, please send it to the Y5 email address [y5-stgodrics@durhamlearning.net](mailto:y5-stgodrics@durhamlearning.net)

#### Ongoing Activities

Keep practising those tables and spellings using Times Table Rockstars and Spelling Shed! There will be a Spelling Shed list allocated each week for specific practise that matches the rule we have been looking at in class.

<https://play.ttrockstars.com/auth/school/student/65453>

<https://play.edshed.com/en-gb/spelling>

Check your Maths Shed lesson allocations for games related to this week's maths topics

<https://play.edshed.com/en-gb/number>

BBC Bitesize website has a wide range of home learning activities in a variety of subjects. **From Monday 11 January, the CBBC channel will have a three-hour block of primary school programmes from 9am. This will include programmes from BBC Live Lessons and BBC Bitesize Daily as well as Our School, Celebrity Supply Teacher, Horrible Histories and Operation Ouch**

[This Term's Topics - BBC Bitesize](#)

The Oak National Academy website also has online teaching videos and activities for different subjects and age groups.

[All subjects - Key Stage 2 - Oak National Academy \(thenational.academy\)](#)

Durham Music Service are offering 15 minutes of high quality music tuition each day. It is available throughout each day and is very enjoyable.

<https://www.durhammusic.org.uk/15minsformusic>

Monday

<u>Maths</u>	<u>English</u>	<u>RE</u>
<p>The Teams session will be covering your Y5 PowerMaths lesson on Problem Solving – division with remainders (Book 5B)</p> <p>We are slightly ahead of the White Rose timetable but you can revise any areas that we have covered relating to Multiplication and Division by visiting <a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a> and choosing to watch whichever video you would like to recap.</p> <p>There is also a section of work on the BBC Bitesize website at the link below. You can follow the teaching points and then have a go at the quiz. <a href="https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zcjh8mn">https://www.bbc.co.uk/bitesize/topics/z36tyrd/articles/zcjh8mn</a></p> <p><u>Paper-based activity</u> Read page 23 in your CGP Maths Study Book on Solving Calculation Problems and then try these challenges.</p> <div data-bbox="118 1583 544 1877" style="border: 1px solid green; padding: 5px;"> <p><small>One-Step Division With Remainders Word Problems</small></p> <p>1. A teacher asks some children to organise a box of 37 quoits by hanging them in threes on some hooks. How many hooks are needed?</p>  </div>	<p>We will read chapter 2 of our class text, Tin. Think about these questions as we do:</p> <p>What do these words mean? <i>Squat, moralizing, tapered, jut, gormless, penitent</i> Why had Round Rob been frightened? How old is Christopher? What do you think will happen to Estelle in the story? How do you know that Christopher likes Estelle? Describe the hut in three words.</p> <p>We are going to be writing a character description for our Big Write, so let us focus on the description of Gripper on page 13 and use this framework to help us write our own descriptions.</p> <p>Sentence Stacking</p> <ol style="list-style-type: none"> <li>1. Powerful adjectives and a relative clause</li> <li>2. Begin a sentence with a preposition</li> <li>3. Complex sentence for comparison</li> </ol> <p><u>Paper-based activity</u> Look at this image:</p>	<p>Explore – The Mission of Inspirational Leaders.</p> <p>What does the word inspirational mean? What does the word community mean?</p> <p>In 1959, a Dutch student called Elly Jansen was studying theology in London. She was already a nurse and had studied psychology (the science concerned with how the human mind works and why we behave as we do). While she was studying, she realised that many people who had finished their stay in a mental hospital had nowhere to go except to return to the same lonely place they were in before they needed to go to hospital. These people were depressed, anxious or distressed in some way. They had found it difficult to cope in the busy, complex world. Elly thought they needed a halfway house between leaving hospital and coping on their own. They needed affection and to know they were valued and able to help themselves and others.</p> <p>Elly rented a house in Richmond and started with three women. At first, there were a lot of difficulties, but Elly learned from her mistakes. It was hard work learning to run a community of demanding and insecure people. It was soon clear that, for the house to run smoothly there must be regular meetings to sort out problems.</p>

2. Forty-six pieces of apple are shared equally among 9 children. How many pieces of apple do each receive?



Write a paragraph describing this character. It should start with this sentence:

Absalom liked to refer to Gripper proudly as his 'first born'.

Complete the following sentence using a thesaurus to help you to find some powerful adjectives:

1. He had... (mighty/ huge/ powerful/ immense) arms which were ...

Begin your next sentence with a preposition, for example:

2. At the end of his arms were two clawed hands/ Above his chest.... Beneath his torso were...

Then write a complex sentence:

3. And yet, despite his appearance and the suggestion of fierceness, ...

Complete the paragraph using your own ideas.

Everyone shared the work and tried to be considerate to one another by arriving on time for meals. The house in Richmond was one of the first places to provide fellowship, support and a sense of self-respect and responsibility for the mentally ill patients.

In 1965, six years after she had begun her work, Elly bought a large house in London, which became the Fellowship's headquarters. Soon there were eight houses in London alone. In the following years, many more were set up in Britain and abroad. The basis of the Richmond Fellowship's work is respect for the individual. Elly believes it's important to give everyone dignity.

Recall the topic Life Choices from last term. Everyone has a mission. It may be big or small, but it is something that you are called to do, which only you can do.

Blessed John Henry Newman wrote some famous lines about everyone having a special task in life. It may seem to be ordinary and simple, but if it is done in love for God and our neighbour, it is a definite task or mission which is special to each person.

God has created me  
To do Him some definite service.  
He has committed some work to me  
Which he has not committed to another.

I have my mission.

Blessed John Henry Newman

#### SOME KEY QUESTIONS

- Q How and why did Elly Jansen start her inspirational mission?

		<p>Q What do you think are the demands and joys of such dedication?</p> <p>Q What is the purpose of the Richmond Fellowship?</p> <p>Q How does this community group function?</p> <p>Q How do you think Blessed John Henry Newman's words link to Elly Jansen's inspirational mission?</p> <p>ACTIVITY</p> <p>Research other local charities, such as a hospice, charities supported by the parish, or a national charity that may have significance for someone in class or within the school, e.g. RNLI (Life boats), Caritas, CAFOD, Missio, NSPCC, RSPCA etc. Find out such information as:</p> <ul style="list-style-type: none"> <li>- who was the inspiration for the group</li> <li>- who is involved</li> <li>- who do they help</li> <li>- how are they funded</li> <li>- how people can help</li> <li>- what reasons people have for wanting to help.</li> </ul> <p>Present findings as a poster or powerpoint.</p>
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Tuesday

<u>Maths</u>	<u>English</u>	<u>RE</u>
<p>The Teams session will be covering your Y5 PowerMaths end of unit check for Multiplication and Division. This will help us to revise everything that we have been learning about in this unit.</p> <p>Alternatively, you can choose to revise any areas you feel less confident with by reviewing the</p>	<p>We will read chapter 3 of our class text, Tin.</p> <p>Think about these questions as we do:</p> <p>What do these words mean? <i>Pallor, mock, corrosion, rafters, nonchalantly</i></p> <p>Why does Christopher find the lock of RR's hair distressing?</p>	<p>Good News for the Poor.</p> <p>When Jesus started his ministry (mission) he attended the synagogue in his home town of Nazareth. He was given the privilege of reading from the scripture and selected a reading from the prophet Isaiah. This particular reading became the basis of his mission during his</p>

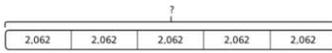
videos on the White Rose website:  
<https://whiterosemaths.com/homelearning/year-5/>

### Paper-based activity

#### End of unit check

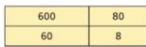


1 What is the missing number in the bar model?



- A 2,062    B 10,000    C 10,310    D 20,620

2 What multiplication is shown using the grid method?



- A  $34 \times 22$     B  $20 \times 36$     C  $68 \times 68$     D  $24 \times 32$

3 What is the correct first step in the multiplication for  $42 \times 27$ ?



4 Which of these shows the correct answer to  $3,892 \div 7$ ?



5 Max divides a 3-digit number by 5 and gets a remainder of 4. What number could Max have divided?

- A 985    B 987    C 989    D 1,004

6 A small car holds 4 people. How many cars would be needed to take 137 people?

- A 34    B 35    C 36    D 141

7 Max has a large sack of apples. If he put them into bags of 4 he would have 72 full bags and 3 apples left over. If he puts 5 apples into each bag instead, how many bags will he fill? Will there be any apples left over?

Why doesn't Christopher just fix Manda's leg himself?  
 What has happened to Christopher's family?  
 Do you think we will learn more about Christopher's family in the story? What might we discover about them???  
 Why doesn't he remember much about his family?  
 Who was the shadow, calling his name?  
 How do we know that Estelle is proud of her work?  
 How long can RR's body keep moving without the head?  
 Describe Christopher in 3 words.

#### Sentence stacking

1. Begin a sentence with time adverbial and include a simile
2. Complex sentence with indirect speech
3. Complex sentence with action

#### Paper-based activity

Write an 'action' paragraph. Start with these sentences. Your first sentence should start with a time adverbial:

1. Meanwhile, Gripper was... (for example, running around like a headless chicken, playing a game of chase with Manda). Then write a complex sentence with indirect speech:
2. Christopher told him... (to be careful, as he was so big and clumsy there was sure to be an accident). Next write a complex sentence with action:
3. Gripper (screached to a halt, but underestimated his positioning and crashed into Absalom's workbench, knocking tools and scrap metal flying in every direction). Complete your paragraph using your own ideas.

teaching and preaching. Read Isaiah 61: 1-2, 10-11, Good News for the Poor.

#### SOME KEY QUESTIONS

- Q Why was the Spirit of God given to Jesus?
- Q How does Isaiah describe God's love?
- Q How do you think the people felt as they listened to those words?
- Q Who are the people mentioned by Isaiah?
- Q Why did he select those people in particular?
- Q Where do you think we see these people today?

#### ACTIVITY

Re-write the passage using words, phrases and images from the modern day. Describe and show you understand how Christians live out this message today. Explore the text of the hymn by John Burland's song Year 5 CD 1 Track 10, Called to change the world or 'God's Spirit is in my heart'. Write a short paragraph which explains the links between both the words from the hymn and the message of Isaiah and say how this mission can be lived out today.

Maths

The Teams session will be covering your Y5 PowerMaths lesson on Equivalent Fractions

Alternatively, you can visit the section about Fractions on the BBC Bitesize website and work your way through the videos and quizzes

<https://www.bbc.co.uk/bitesize/topics/zhdwxnb>

Paper-based activity

Read pages 26 and 27 in your CGP Maths Study Book on Thousandths and Equivalent Fractions and then try page 22 in your workbook followed by these challenges.

Equivalent Fractions

0	$\frac{1}{2}$	$\frac{2}{2}$	1								
0	$\frac{1}{3}$	$\frac{2}{3}$	$\frac{3}{3}$	1							
0	$\frac{1}{4}$	$\frac{2}{4}$	$\frac{3}{4}$	$\frac{4}{4}$	1						
0	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{3}{5}$	$\frac{4}{5}$	$\frac{5}{5}$	1					
0	$\frac{1}{6}$	$\frac{2}{6}$	$\frac{3}{6}$	$\frac{4}{6}$	$\frac{5}{6}$	$\frac{6}{6}$	1				
0	$\frac{1}{10}$	$\frac{2}{10}$	$\frac{3}{10}$	$\frac{4}{10}$	$\frac{5}{10}$	$\frac{6}{10}$	$\frac{7}{10}$	$\frac{8}{10}$	$\frac{9}{10}$	$\frac{10}{10}$	1

Equivalent Fractions

Using the fraction lines on the separate card, work out the following equivalent fractions:

- $\frac{1}{2} = \frac{\quad}{6}$
- $\frac{1}{4} = \frac{\quad}{8}$
- $\frac{9}{12} = \frac{\quad}{4}$
- $\frac{4}{8} = \frac{\quad}{12}$



Equivalent Fractions

Using the fraction lines on the separate card, work out the following equivalent fractions:

- $\frac{1}{6} = \frac{\quad}{12}$
- $\frac{1}{2} = \frac{\quad}{8}$
- $\frac{3}{6} = \frac{\quad}{4}$
- $\frac{2}{3} = \frac{\quad}{6}$



English

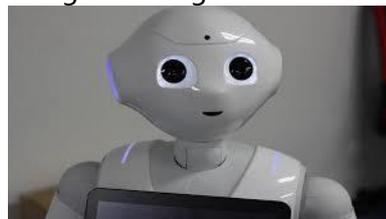
The Teams session will focus on creating a character.

Find an image of a robot online and ask questions about it – Where is it going? What can it do? Who made it? How will it move? Does it have a flaw? What does it sound like when it moves? What does it smell like?

Complete the sheet, answering these questions about your robot.

Paper-based activity

Complete the lesson as above, using this image:



Write down your answers to the questions above on a sheet of paper and try to think of some others of your own.

PE

We will be taking part in a PE session in school with the children of critical workers.

Children at home can visit <https://cosmickids.com/> for yoga and mindfulness or complete a session with Joe Wicks.

If you don't have access to a computer, make sure that you take in some exercise – play games outdoors, go for a run with a grown up or make up a dance routine to your favourite song.

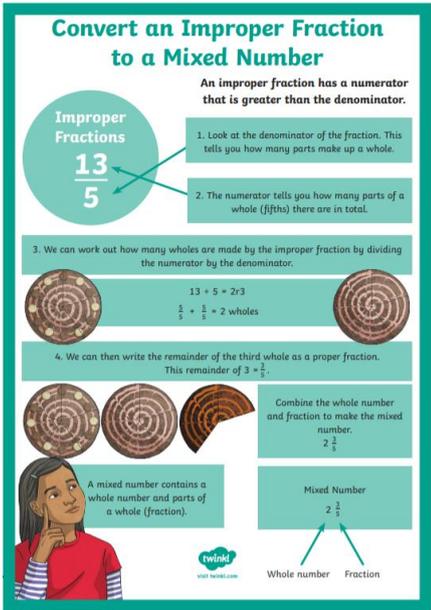
Geography

To identify some ways in which natural resources are used to produce energy

How many different devices have you used today that need energy to make them work? What kind of energy do they use? The electrical energy used to power many of the devices is distributed via the National Grid. What natural resources are used to create the electricity which powers our homes and devices? How are they used? Find out how coal and gas are extracted, transported and used to generate electricity. There are problems associated with burning coal and gas. Can you find out what these are? Make a flow chart showing gas production in Britain. Find out more about one of these things:  
 How coal is mined  
 How gas is produced  
 Offshore drilling platforms  
 How coal- or gas-fuelled power stations work

Some problems associated with burning coal and gas to produce electricity  
 How sunlight, wind or water are used to produce electricity  
 Summarise what you find out in your own words. You could draw a picture or a labelled diagram to go with your writing.

Thursday

Maths	English	Science
<p>The Teams session will be covering your Y5 PowerMaths lesson on Converting Improper Fractions to Mixed Numbers</p> <p>Alternatively, you can visit the section about Fractions on the BBC Bitesize website and work your way through the videos and quizzes  <a href="https://www.bbc.co.uk/bitesize/topics/zhdwxnb">https://www.bbc.co.uk/bitesize/topics/zhdwxnb</a></p> <p><u>Paper-based activity</u></p> 	<p>Today we will focus on our BIG WRITE - To describe a character.</p> <p>Look back at the description of Gripper on p13. The author goes into great detail to describe what he looks like and then how he moves on page 21. We are going to do something similar but for our own character.</p> <p>Chn can use the sentence stacking examples that we have focused on to structure their character description/ action paragraph</p> <p>Come up with success criteria as a class and record this on working wall</p> <p>Chn use their plans and sentence stacking scaffolds to write paragraphs describing what their character looks like and action related to it.</p> <p><u>Paper-based activity</u>        Look in any books you have at home for a chapter where the author describes one of the characters. Use this a basis for you to write your own character description, using the plans you made yesterday.</p>	<p>L.O. Plan and carry out an investigation on a range of papers that explores their strength.</p> <p>We are going to investigate which type of paper will be strong enough to hold dog treats for the packaging that we are designing in our DT lessons.</p> <p>Chn need to identify an enquiry question, variables, and suggest a way to test strength.</p> <p>Discuss how we could carry out an investigation in our classroom environment to test different types of paper and then carry the investigation out and record our findings.</p> <p><u>Paper-based</u>        Read the above lesson outline and search around your home for different types of paper (tissue paper, kitchen roll, parchment paper, writing paper, cardboard...)        Design a test to find out which is strongest and record your results using these sub-headings:  <u>My question:</u>  <u>Method:</u>        In my experiment I am trying to find out...        I will measure ...</p>

Unit 8: Fractions (1), Lesson 2

2 Convert these improper fractions into mixed numbers.

a)  $\frac{5}{4} = \square \frac{\square}{4}$    b)  $\frac{13}{4} = \square \frac{\square}{4}$    c)  $\frac{15}{4} = \square \frac{\square}{4}$    d)  $\frac{41}{4} = \square \frac{\square}{4}$

3 Complete each set. What stays the same and what changes? Explain the patterns of answers.

a)  $\frac{17}{6} = \square \frac{\square}{6}$    b)  $\frac{24}{4} = \square \frac{\square}{4}$

$\frac{18}{6} = \square \frac{\square}{6}$     $\frac{24}{5} = \square \frac{\square}{5}$

$\frac{19}{6} = \square \frac{\square}{6}$     $\frac{24}{6} = \square \frac{\square}{6}$

$\frac{20}{6} = \square \frac{\square}{6}$     $\frac{24}{7} = \square \frac{\square}{7}$

$\frac{21}{6} = \square \frac{\square}{6}$     $\frac{24}{8} = \square \frac{\square}{8}$

$\frac{22}{6} = \square \frac{\square}{6}$     $\frac{24}{9} = \square \frac{\square}{9}$

$\frac{23}{6} = \square \frac{\square}{6}$     $\frac{24}{10} = \square \frac{\square}{10}$

I wonder if some answers can be written in different ways.

I think I can simplify some of the fractions.

Practice book 1B p45 63

Resources:  
I will need

Prediction:  
I think that

Fair test:  
I will change these variables:  
I will keep these variables the same:

Results:

Conclusion:  
From my results I can conclude...

Friday

Maths	English	DT
<p>The Teams session will be covering your Y5 PowerMaths lesson on Converting Mixed Numbers to Improper Fractions</p> <p>Alternatively, you can visit the section about Fractions on the BBC Bitesize website and work your way through the videos and quizzes <a href="https://www.bbc.co.uk/bitesize/topics/zhdwxnb">https://www.bbc.co.uk/bitesize/topics/zhdwxnb</a></p> <p><u>Paper-based activity</u></p> <div data-bbox="113 1406 547 2022" data-label="Complex-Block"> <p><b>Convert a Mixed Number to an Improper Fraction</b></p> <p><b>Mixed Number</b> <math>2 \frac{5}{6}</math> A mixed number contains whole numbers and parts of a whole (fraction).</p> <p><b>Whole Number</b> <math>2 \frac{5}{6}</math> <b>Fraction</b></p> <p>1. Look at the denominator of the fraction. This tells you how many parts make up a whole.</p> <p>2. The numerator for the converted whole number equals the whole number multiplied by the denominator.</p> <p><math>\frac{12}{6} + \frac{5}{6}</math></p> <p>3. We can now add the whole number in its fraction form to the fraction already in the mixed number.</p> <p><b>Numerator</b> → <math>\frac{17}{6}</math> <b>Denominator</b> → <math>\frac{6}{6}</math></p> <p>4. Add the numerators together to give you your improper fraction.</p> <p><b>Improper Fraction</b> <math>\frac{17}{6}</math></p> <p>An improper fraction is one where the numerator is greater than the denominator.</p> <p>twinkl 2021 twinkl.com</p> </div>		

