

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 18.1.21

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

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/15minsofmusic>

Extra Maths support

There are a range of NCETM videos available via the following link which are ideal for home learning.

<https://www.ncetm.org.uk/in-the-classroom/teaching-maths-through-the-pandemic/primary-video-lessons/>

In addition, White Rose Maths have produced some clear and concise workbooks which are a great free resource. There is a booklet for every White Rose Maths small step.

<https://whiterosemaths.com/parent-workbooks/?fbclid=IwAR3ABky-wRefWxeAKjsq5Lkx8W431Gj8sL5C5u5JrOpw5i-yvQKiLMICaxw>

Monday

<u>Maths</u>	<u>English</u>	<u>RE</u>
<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 https://www.bbc.co.uk/bitesize/topics/zhdwxnb</p> <p><u>Paper-based activity</u> Complete Q5 on page 21 of your CGP maths book.</p> <p>Can you convert the following improper fractions to mixed numbers?</p> <p>12/2 12/3 12/4 12/5 12/6 12/7 12/8</p> <p>What do you notice?</p>	<p>We will read chapter 4 of our class text with a focus on reading comprehension today.</p> <p>Christopher and Jack had exchanged worried looks, but Rob and Manda had been oblivious to the changes. What does this tell us about these characters?</p> <p>Children to complete comprehension questions in their books/ Class Notebook:</p> <p>V gibberish, defect, I Why doesn't Mr Absalom want to talk about Jack's memories? Why do you think the characters gave Proper Edward a name, even though they were told not to? P Why does the author introduce the character of Proper Edward into the story? E Why is Mr Absalom happy about the snow and how do we know this?</p>	<p>Learning Focus 2: Jesus Begins his Mission.</p> <p><u>In class and paper-based</u></p> <p>We have been talking about how some people are inspired to carry out their mission (The Richmond Fellowship/ their research into Barnardos...)</p> <p>Jesus needed apostles to help him with his mission – why was this? (They would need to continue to spread the Good News once Jesus had returned to the Kingdom of God). Remember that Gospel just means, 'Good News.'</p> <p>There were 12 apostles, but Jesus called others to follow him too. Refer to Luke 5: 27-32 – Jesus calls Levi. Even though Levi was a sinner, when Jesus asked him to, he left everything and followed him (link to hymn, 'Follow Me.')</p> <p>Jesus' 12 apostles all died many years ago, yet still we continue to hear about the Good News. How is this? Jesus needs disciples to continue to help him with his mission and we can all be disciples. People can feel called by God to do</p>

<p>Design a poster explaining how to convert improper fractions to mixed numbers. Then choose to complete any of the pages from 1-19 which you think you need to revise.</p>	<p>R How did Christopher end up living with Mr Absalom?</p> <p>S What are the main problems involved with inventing mechanicals?</p> <p><u>Paper-based</u> Continue working through your grammar CGP book.</p>	<p>His work – it is something that we can feel in our hearts and know in our minds if it is the right thing to do.</p> <p>Being a disciple is like having a special 'job' where you are working for God.</p> <p>This week we are going to think about what a disciple's job description might include and what the person specification would say. Then we are going to write our own letters of application to be a disciple.</p> <p>Task 1 – Disciple qualities Make a list of all the qualities you think a modern-day disciple will need</p> <p>Task 2- Disciple jobs Make a list of all the actions you think a modern-day disciple might carry out (acts of kindness etc).</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 lesson on Fractions – Number Sequences.</p> <p>Alternatively, you can choose to revise any areas you feel less confident with by reviewing the videos on the White Rose website: https://whiterosemaths.com/homelearning/year-5/</p> <p><u>Paper-based activity</u></p>	<p>We will read chapter 5 of 'Tin' then write a paragraph using these sentences:</p> <ol style="list-style-type: none"> 1. Using short sentences for effect 2. Internal thought 3. Beginning a sentence with a time adverbial <p><u>Paper-based activity</u> Look at the image below. Can you write a descriptive paragraph about it? Try to use the types of sentences as outlined above.</p>	<p><u>In class and paper-based</u></p> <p>Building on from our learning yesterday, we are going to write a job application letter, asking Jesus if we can be one of his disciples and outlining all the qualities that we have in order to carry out the many tasks that a disciple can do.</p> <p>Task 3 – Writing a letter of application to be a disciple</p>

5 Annie is counting in fifths.



One fifth, two fifths,
three fifths, four fifths,
five fifths, six fifths,
seven fifths...

What is the next fraction that Annie will say?
Circle all possible answers.

$\frac{8}{5}$

$\frac{5}{8}$

$1\frac{3}{5}$

eight fifths



1) Match each sequence to the correct counting step.

A $\frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}$	B $\frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}$	C $\frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}$	D $\frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}, \frac{1}{2}$
Decreasing by $\frac{1}{2}$	Increasing by $\frac{1}{20}$	Increasing by $\frac{1}{2}$	Decreasing by $\frac{1}{4}$

2) Complete the sequences.

a) $2\frac{1}{2}, \square, \square, 3, 3\frac{1}{2}, 4\frac{1}{2}$

b) $6\frac{1}{2}, 5\frac{1}{2}, 5\frac{1}{2}, \square, \square$

c) $\square, 5\frac{1}{10}, 5\frac{1}{10}, \square, \square$

1) Charli is counting in steps of $\frac{1}{10}$.



My sequence cannot include a mixed number containing $\frac{1}{2}$.

Charli is incorrect.

Prove it by writing a sequence that includes a mixed number containing $\frac{1}{2}$.

2) Can you identify and correct the mistakes in these sequences?

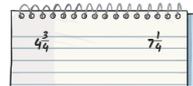
a) $2\frac{1}{2}, 3, 3\frac{1}{2}, 4\frac{1}{2}, 5\frac{1}{2}$

b) $8\frac{1}{2}, 8, 7\frac{1}{2}, 6\frac{1}{2}, 6$

c) $4\frac{1}{2}, 5\frac{1}{2}, 6\frac{1}{2}, 7\frac{1}{2}$

1) Ryan has created a sequence. Within the sequence, there are mixed numbers containing $\frac{1}{2}$ and $\frac{1}{4}$. However, the sequence is not increasing or decreasing in steps of $\frac{1}{4}$. What could the sequence look like? Give 3 examples.

2) Here are the first and last numbers in a sequence.



What could the counting step be and what could the sequence look like? Give 3 possible sequences.

Wednesday

Maths	English	PE
<p>The Teams session will be covering your Y5 PowerMaths lesson on Fractions – Comparing and Ordering Fractions (1)</p> <p>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/zhdwxn</p>	<p>We will be re-capping the rules about using direct speech in our writing this week, then writing speech to accompany a series of animal images.</p> <p>Paper-based activity Remind yourself about these rules: Recap rules about writing direct speech</p> <p>1. Dialogue begins with a capital letter. This even applies to interrupted dialogue in writing.</p>	<p>We will be taking part in a PE session in school with the children of critical workers.</p> <p>Children at home can visit https://cosmickids.com/ for yoga and mindfulness or complete a session with Joe Wicks.</p> <p>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</p>

Or visit Oak Academy and watch the video about comparing and ordering fractions

<https://classroom.thenational.academy/lessons/compare-and-order-unit-fractions-68u34e>

Paper-based activity

Read page 28 in your CGP Maths Study Book on ordering fractions and then try these:

Part 1

Complete the missing boxes in the table to compare the fractions.

No.	Fraction 1	<, > or =	Fraction 2	Statement
E.g.	$\frac{3}{4}$	>	$\frac{1}{4}$	One quarter is less than three quarters.
1)				
2)	$\frac{4}{8}$			
3)		=		
4)	Five tenths			One tenth is less than five tenths.

Part 2

A) There were 30 strawberries in a bag. Aisha ate one tenth of the strawberries. Khaled ate five tenths of the strawberries. Who ate fewer strawberries?



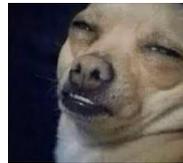
B) Draw your own mathematical pictures to compare fractions. Use the correct symbol to compare their relationship.



> Greater than < Less than = is equal to

- The entire piece of dialogue is surrounded by inverted commas. This includes the punctuation (. ? ... !)
- If the speech is followed by a dialogue tag (e.g. she said) then a comma needs to finish the dialogue but live inside the inverted comma.
- If the dialogue tag comes before the spoken word(s), a comma is still included but lives outside the direct speech.

Using the rules above, write speech to accompany these images:



Write two difference examples for each image and then write a conversation between any two of your choice.

dance routine to your favourite song.

Geography

To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.

Paper-based

Other than coal, oil and gas, can you think of some natural resources that are used to produce electricity? Are they burned, or used in some other way?

Investigate the use of wind, sunlight, water and nuclear fuel in more detail.

Clean, renewable natural resources have both advantages and disadvantages compared to using coal, oil or gas. Investigate these and write a discussion text about the arguments for and against increasing the use of one type of renewable.

Thursday

Maths	English	Science
<p>The Teams session will be covering your Y5 PowerMaths lesson on Fractions – Comparing and Ordering Fractions (2)</p> <p>Alternatively, you can visit the section about Fractions on the BBC Bitesize website and work your way through the videos and quizzes</p> <p>https://www.bbc.co.uk/bitesize/topics/zhdwxnb</p> <p>Or visit Oak Academy and watch the video about comparing and</p>	<p>We will be reading chapter 6 of Tin in class and then writing a short paragraph with dialogue.</p> <p>Use the rules that you have been learning about dialogue this week to write a paragraph inspired by this image.</p> 	<p>L.O. Plan and carry out an investigation on a range of papers that explores their absorbency.</p> <p>If you are unable to join us live to learn how to carry out this investigation, you can try it at home. Log in for free to developingexperts.com and follow the first lesson in the Year 5 Unit 'Properties of Materials.'</p> <p><u>Paper-based</u></p>

ordering fractions

<https://classroom.thenational.academy/lessons/compare-and-order-unit-fractions-68u34e>

Paper-based activity

Read page 28 in your CGP Maths Study Book on ordering fractions and then try these:

Part 1

Compare the fractions

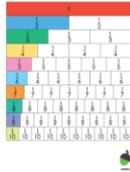
Use the symbols <, > and = to complete the comparison. Use the fraction wall to compare your own unit fractions.

(1) $\frac{1}{3}$ ○ $\frac{1}{8}$

(2) $\frac{1}{7}$ ○ $\frac{1}{4}$

(3) <

(4) >



Part 2

Order the fractions

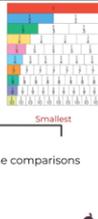
Use the fraction wall to order the fractions.

A) $\frac{1}{2}$ 1 $\frac{1}{7}$ $\frac{1}{6}$ $\frac{1}{4}$

Largest Smallest

B) Choose three of your own unit fractions. Complete the comparisons below so it is correct.

$\frac{1}{9}$ < < >



Part 3

Comparing unit fractions of the same quantity

Use the pictorial representations to help you compare the fraction statements.

A) $\frac{1}{4}$ of 12 is $\frac{1}{2}$ of 12 is $\frac{1}{4}$ of 12 ○ $\frac{1}{2}$ of 12

B) $\frac{1}{3}$ of 12 is $\frac{1}{6}$ of 12 is $\frac{1}{3}$ of 12 ○ $\frac{1}{6}$ of 12

Friday

<u>Maths</u>	<u>English</u>	<u>DT</u>
<p>The Teams session will be covering your Y5 PowerMaths lesson on Fractions as Division</p> <p>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</p> <p><u>Paper-based activity</u> Choose to revise any of the pages from 1-19 of your maths workbook.</p>	<p><u>Big Write.</u></p> <p>Today we will be planning and writing what we think will happen in chapter 7, when Reeves interrogates Mr Absalom.</p> <p><u>Paper-based</u> Write a short story and include dialogue.</p>	<p>Today we will be using our research findings to design our own dog treat packet.</p> <p><u>Paper-based</u> Create your design and make sure that you include the features we have been learning about:</p> <p>Brand name/ logo Product name Product flavour Information about contents Can you see through the bag to the product inside? Bold colours?</p>

		Interesting font Images of the product inside Image of a dog/ dog related e.g paw print or tail.
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