

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 1.2.21

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/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

Maths	English	RE
<p>The Teams session will be covering your Y5 Power Maths lesson on adding and subtracting 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  <a href="https://www.bbc.co.uk/bitesize/topics/zhdwxnb">https://www.bbc.co.uk/bitesize/topics/zhdwxnb</a></p> <p>Check out the videos on the White Rose Maths Home Learning page to reinforce your understanding of what we have been learning about fractions so far: <a href="#">Spring Week 4 - Number: Fractions   White Rose Maths</a></p> <p>There are also videos about fractions on the Oak Academy Home Learning website: <a href="#">Fractions - Oak National Academy (thenational.academy)</a></p> <p><u>Paper-based activity</u>            Read page 29 in your red maths study book then try these:</p>	<p>Today we will begin to plan writing diary entries, imagining that we are Christopher in the story, Tin.</p> <p>We will create plot points and place these on a plot point map, highlighting whether each point has positive or negative intent.</p> <p><u>Paper-based</u>            Plan a diary entry for a character from a story you know very well. Use the structure of this plot point map to help you:</p>  <p>Remember to mark on the map whether the character was experiencing something positive or negative at each stage.</p> <p>These plot points will form your 8 paragraphs when you come to write your diary entry.</p>	<p><u>LF5 – May they all be one</u></p> <p>People who were inspired to follow Jesus Christ and to share in his mission began to be called Christians. They were led and guided by the twelve apostles, who were called by Jesus to proclaim the Good News of God’s love and forgiveness for everyone by what they said and what they did. This was not an easy task. Sometimes there were disagreements about how they should do this, but they resolved their difficulties through prayer and by remembering what Jesus had taught them.</p> <p>One of the problems came when some of the apostles thought that any person who wanted to follow Jesus and become a Christian, had to become Jewish first. Paul thought this was not necessary and in the end the apostles agreed with Paul (See Acts of the Apostles chapter 15). Each of the followers of Jesus had a different way of encouraging people to follow</p>

1) Colour the bar models to represent and complete the calculations. Give your answers as improper fractions and as mixed numbers.

a)  $\frac{2}{3} + \frac{2}{3} = \square$       b)  $\frac{3}{4} + \frac{2}{4} = \square$       c)  $\frac{5}{7} - \frac{2}{7} = \square$

2) Complete the bar models to answer these subtraction calculations.

a)  $\frac{5}{7} - \frac{2}{7} = \square$       b)  $1 - \frac{6}{8} = \square$       c)  $\frac{6}{8} - \frac{2}{8} = \square$

3) Complete these calculations.

a)  $\frac{7}{8} - \frac{3}{8} = \square$   
 b)  $\frac{5}{7} - \square = \frac{2}{7}$   
 c)  $\frac{3}{8} + \frac{2}{8} = \square$   
 d)  $\frac{3}{4} - \square = 1\frac{1}{4}$

him. Some focused particularly on Jewish people, others like Paul went to the Gentiles (those who were not Jewish), but each one was spreading the Good News of Jesus' love. Jesus wanted his followers to live in unity with him and each other.

John's Gospel records a prayer that Jesus prayed for his disciples. Read Jesus' prayer for his friends (based on John 17: 11-12; 20-23).

In class and paper-based  
 Answer these questions in your book:

- How do you resolve your disagreements?
- Is it all right for people to have different opinions about things? Why?
- What do you think Jesus meant when he prayed for his friends to 'always be one with us and one another'?
- How do you think Jesus' friends felt when they heard these things?
- These words are addressed to you too, how do you feel?

Maths

The Teams session will be covering your Y5 Power Maths lesson on adding fractions (1)

See above for videos you can watch for additional support.

Paper-based activity

Each pair of blocks totals the block above them. Use addition and subtraction to fill in the missing fractions and complete the steps.

English

Today we will continue to plan our diary entries by deciding which success criteria we will focus on and how we are going to achieve these within our writing.

We will create vocabulary vaults to help us when we come to write each of our paragraphs.

Paper-based.

Transfer your plot points from yesterday to a table and choose whether each point is +ve or -ve - show this using a smiley or sad face, then decide from the writing rainbow which areas you will aim to achieve within each paragraph.



Draw the symbols beside your plot points like this:

Plot point	+ or - smiley? Success criteria symbol?	Vocab Vault	Showcase sentence
I don't like Mr Abbasom, I think he is a bad engineer.	☹️ 3		
I love my friends, especially Jack.	☺️ ❤️		
We went to carry out a job, clearing the snow.	☹️ ( )		
Mandi was about to be run over - I had to save her.	☹️ 🚗		
I woke up and realised that my skin wasn't real. I had a metal ar.	☹️ 🔪		
Some nice humbler. Agency came and interviewed Abbasom	☹️ ?		
They took me away to a terrible place.	☹️ =		
I found out they are not who they said they were, and now I'm locked in a cell.	☹️ 🔒		

RE

LF6 – May we all be one

Until about 1530 the Church in England and Wales was Catholic. Then came a time of change in the world. People were beginning to have new ideas about what it meant to be a Christian. There were many arguments about religion. Many people split away from the Catholic Church because they wanted to reform it and were called reformers. A number of different Christian Churches were created.

In more recent times, Christians have tried to re-unite the Churches by emphasising what they have in common and not their differences. The Churches are united through Jesus Christ and made one by the Holy Spirit. Through the Sacrament of Baptism, all Christians are called to share Jesus' mission, but Christians carry it out in different ways.

All Christians are journeying towards God and towards unity, remembering Jesus' words that 'they may all be one.' This movement towards Christian unity is called ecumenism and all Christians have a responsibility through prayer and discussion to carry out Christ's commandment to 'love one another'. We do this through spreading the Good News and promoting justice and peace in the world in which we live

Paul writing to the people in Corinth encouraged the Christians there by reminding

Now use a thesaurus to help you to fill your vocabulary vault with some amazing words that you will include in your paragraphs.

them of their unity through the Holy Spirit.

'Christ is like a single body, which has many parts; it is still one body, even though it is made up of different parts. In the same way, all of us, whether Jews or Gentiles, whether slaves or free, have been baptised into the one body by the same Spirit, and we have all been given the one Spirit to drink. All of you are Christ's body, and each one is a part of it.' Based on 1 Corinthians 12: 12-17, 21, 27

#### SOME KEY QUESTIONS

What can Christians do together to promote unity?

How could they be encouraged to get to know one another and their Churches?

Which Christian Churches do you know in your neighbourhood?

How are Christians 'part of Christ's body'?

#### In-class and paper-based activity

Research a different Christian denomination e.g. Methodist, Baptist, Anglicans and Pentecostal.

Ask the questions:

When did this Christian denomination begin?

Who is its leader?

Who leads the worship?

What do you notice that is special or different about it?

How do people worship?

What do they believe?

What is the same?

Write a prayer for Christian Unity using your understanding of ecumenism and what you have learned from scripture in this topic.

Maths

The Teams session will be covering your Y5 Power Maths lesson on adding fractions (2)

See above for videos you can watch for additional support.

Paper-based activity

1) Rhys is adding fractions. Complete the calculation using his bar models to help.

a)  $\frac{1}{2} + \frac{1}{4} = \frac{3}{4}$

b)  $\frac{1}{2} + \frac{1}{4} + \frac{1}{8} = \frac{5}{8}$

c)  $\frac{1}{2} + \frac{1}{4} + \frac{1}{8} = \frac{5}{8}$

d)  $\frac{1}{2} + \frac{1}{4} + \frac{1}{8} = \frac{5}{8}$

Using Rhys' method, find the total of these fractions. Remember to use your knowledge to convert the improper fraction to a mixed number.

b)  $\frac{3}{2} + \frac{1}{4} + \frac{5}{8} =$  \_\_\_\_\_

c)  $\frac{3}{2} + \frac{1}{4} + \frac{5}{8} =$  \_\_\_\_\_

d)  $\frac{3}{2} + \frac{1}{4} + \frac{5}{8} =$  \_\_\_\_\_

Match the calculation to the correct answer.

$\frac{3}{2} + \frac{1}{4} + \frac{5}{8}$	$1\frac{6}{8}$
$\frac{1}{2} + \frac{1}{4} + \frac{3}{8}$	$1\frac{1}{2}$
$\frac{1}{2} + \frac{1}{4} + \frac{1}{8}$	$1\frac{3}{8}$

English

We will continue with our plans by writing showcase sentences against each of the success criteria symbols today.

Paper-based

Using your table from yesterday, now think of some fantastic sentences that you will include in your paragraphs to ensure that you meet the success criteria symbols you have selected. Don't write the whole paragraph – you only need to focus on writing one sentence from that paragraph for today. Make it the best sentence that you can!

Like this:

Plot point	Success criteria symbol?	Vocab Vault	Showcase sentence
I don't like Mr Absalom, I think he is a bad engineer.	☹️	Fraudulent Pathetic Sneaky	Although he would have your believe otherwise, my opinion of Mr Absalom is that he is a fraudulent, pathetic and sneaky excuse for an engineer.
I love my friends, especially Jack.	😊	3 Germes Innocent	The thing I loved most about being in the junk yard was being surrounded by such caring friends.
We went to carry out a job, clearing the snow.	☹️	Judging Shrieking Swearing	Mr Absalom (who drives like a maniac) almost got us killed on the way there!
Mando was about to be run over – I had to save her.	☹️	Bing Screach Blackness	Digging my feet into the snow to try and steady myself, I leapt towards Mando with all my might.

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

L.O. To know where and how steel is produced.

We will look at a variety of products made using metal. Where do you think the materials used to make them came from? Steel is an important material used in the products shown. Britain imported over six million tonnes of steel in 2011. Where might it have come from? We will investigate how steel is produced and imported.

Chn will order statements about the process of ore extraction, refining and shipping they have just seen.

Paper-based activity

Produce a poster about steel production, import/export and uses.

Maths

The Teams session will be covering your Y5 Power Maths lesson on adding fractions (3)

See above for videos you can watch for additional support.

Paper-based activity

1) Use the bar models to help find a common denominator, then complete the calculations.

a)  $\frac{1}{2} + \frac{1}{3} = \frac{\quad}{\quad}$

b)  $\frac{1}{4} + \frac{1}{5} = \frac{\quad}{\quad}$

c)  $\frac{1}{3} + \frac{1}{6} = \frac{\quad}{\quad}$

2) Now answer these calculations. You can draw your own bar models to help you.

a)  $\frac{1}{2} + \frac{1}{4} = \frac{\quad}{\quad}$

b)  $\frac{1}{3} + \frac{1}{6} = \frac{\quad}{\quad}$

c)  $\frac{1}{4} + \frac{1}{5} = \frac{\quad}{\quad}$

English

Today we will begin to write our diary entries, closely following the plans that we have created this week.

Paper-based

Write the first half of your diary entry. Allow yourself 10-15 minutes to write each of the first four plot points.

Remember to include the success criteria sentences and use a thesaurus to help you to choose the most appropriate vocabulary.

Science

We have been learning about the properties of materials and over the next few weeks we will consider how these properties can change.

In our first session, we will learn about filtering, sieving, and evaporating.

In class and paper-based

Your mission is to write step by step instructions to separate a mixture of sand, sugar, marbles and iron nails.

Include a picture of each stage. You could follow this format:

S05.06.03 Handout

**DE** Understand the actions of filtering, sieving and evaporating

Write step by step instructions to separate a mixture of sand, sugar, marbles and iron nails. Include a picture of each stage.

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

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Friday

<u>Maths</u>	<u>English</u>	<u>PSHCE</u> <u>Children's Mental Health Week</u>																				
<p>The Teams session will be covering your Y5 Power Maths lesson on subtracting fractions (1)</p> <p>See above for videos you can watch for additional support.</p> <p><u>Paper-based activity</u></p> <p><b>Subtract Fractions with Denominators That Are Multiples</b></p> <p>Aim: I can subtract fractions with denominators that are multiples.</p> <table><tbody><tr><td><math>\frac{1}{2} - \frac{1}{4} =</math> <input type="text"/></td><td><math>\frac{1}{2} - \frac{3}{8} =</math> <input type="text"/></td></tr><tr><td><math>\frac{1}{3} - \frac{1}{6} =</math> <input type="text"/></td><td><math>\frac{7}{10} - \frac{3}{5} =</math> <input type="text"/></td></tr><tr><td><math>\frac{2}{3} - \frac{1}{6} =</math> <input type="text"/></td><td><math>\frac{9}{10} - \frac{1}{5} =</math> <input type="text"/></td></tr><tr><td><math>\frac{3}{4} - \frac{1}{2} =</math> <input type="text"/></td><td><math>\frac{4}{5} - \frac{3}{10} =</math> <input type="text"/></td></tr><tr><td><math>\frac{5}{6} - \frac{1}{3} =</math> <input type="text"/></td><td><math>\frac{5}{12} - \frac{1}{6} =</math> <input type="text"/></td></tr><tr><td><math>\frac{5}{6} - \frac{2}{3} =</math> <input type="text"/></td><td><math>\frac{5}{6} - \frac{7}{12} =</math> <input type="text"/></td></tr><tr><td><math>\frac{1}{4} - \frac{1}{8} =</math> <input type="text"/></td><td><math>\frac{11}{12} - \frac{1}{6} =</math> <input type="text"/></td></tr><tr><td><math>\frac{3}{4} - \frac{1}{8} =</math> <input type="text"/></td><td><math>\frac{7}{12} - \frac{1}{4} =</math> <input type="text"/></td></tr><tr><td><math>\frac{7}{8} - \frac{3}{4} =</math> <input type="text"/></td><td><math>\frac{5}{12} - \frac{1}{3} =</math> <input type="text"/></td></tr><tr><td><math>\frac{5}{8} - \frac{1}{2} =</math> <input type="text"/></td><td><math>\frac{11}{12} - \frac{2}{3} =</math> <input type="text"/></td></tr></tbody></table>	$\frac{1}{2} - \frac{1}{4} =$ <input type="text"/>	$\frac{1}{2} - \frac{3}{8} =$ <input type="text"/>	$\frac{1}{3} - \frac{1}{6} =$ <input type="text"/>	$\frac{7}{10} - \frac{3}{5} =$ <input type="text"/>	$\frac{2}{3} - \frac{1}{6} =$ <input type="text"/>	$\frac{9}{10} - \frac{1}{5} =$ <input type="text"/>	$\frac{3}{4} - \frac{1}{2} =$ <input type="text"/>	$\frac{4}{5} - \frac{3}{10} =$ <input type="text"/>	$\frac{5}{6} - \frac{1}{3} =$ <input type="text"/>	$\frac{5}{12} - \frac{1}{6} =$ <input type="text"/>	$\frac{5}{6} - \frac{2}{3} =$ <input type="text"/>	$\frac{5}{6} - \frac{7}{12} =$ <input type="text"/>	$\frac{1}{4} - \frac{1}{8} =$ <input type="text"/>	$\frac{11}{12} - \frac{1}{6} =$ <input type="text"/>	$\frac{3}{4} - \frac{1}{8} =$ <input type="text"/>	$\frac{7}{12} - \frac{1}{4} =$ <input type="text"/>	$\frac{7}{8} - \frac{3}{4} =$ <input type="text"/>	$\frac{5}{12} - \frac{1}{3} =$ <input type="text"/>	$\frac{5}{8} - \frac{1}{2} =$ <input type="text"/>	$\frac{11}{12} - \frac{2}{3} =$ <input type="text"/>	<p>We will complete our diary entries, closely following the plans that we have created this week.</p> <p><u>Paper-based</u></p> <p>Write the second half of your diary entry. Allow yourself 10-15 minutes to write each of the final four plot points.</p> <p>Remember to include the success criteria sentences and use a thesaurus to help you to choose the most appropriate vocabulary.</p>	<p>We will learn about Children's Mental Health Week and carry out some creative activities which will help us to express ourselves through creativity.</p> <p><u>If you can't join us online:</u></p> <p>How do you like to express yourself? Do you love to sing? Dance? Paint? Cook? Play a musical instrument? This afternoon, spend some time being creative and expressing yourself through whichever media you prefer. You are amazing!</p>
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