

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 8.2.21

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

<u>Maths</u>	<u>English</u>	<u>RE</u>
<p>The Teams session will be covering your Y5 Power Maths lesson on 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 5 - 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></p> <p>Refer to page 29 in your red CGP maths study book.</p>	<p>Today we will have a slightly extended English lesson as we are learning about Safer Internet Day tomorrow morning.</p> <p>We will read chapters 11 and 12 of 'Tin' and answer comprehension questions followed by investigating how the author uses colour and the weather to create an atmosphere.</p> <p><u>Paper-based</u></p> <p>Choose a book that you have at home and read a few chapters – does the author refer to colour or the weather at all? How do they use colour or the weather to set the atmosphere? Create a table of words and phrases the author uses.</p>	<p>We have completed the topic, 'Mission' so today we will remember, celebrate and respond to the mission of inspirational leaders and dioceses which continue the work and mission of Jesus including ecumenism.</p> <p>We will consider:            What inspires people in their mission?            The joys and demands of engaging in a mission.            The reasons why people want to help others.</p> <p>We will remember:            What a diocese is and its mission.            The role of the bishops as successors of the apostles in continuing Jesus' mission.            How people carry out Jesus' mission today.            Jesus started his mission reading from Isaiah.            The apostles share Jesus' mission.            Jesus' prayer for unity.            Other Christian communities.</p>

Try Q2 on page 23 in your white maths CGP workout book.

Then try this:

1) Kemi is subtracting fractions. She has drawn a bar model to help.

a) Explain each step of the calculation. What do you do first? What comes next?

b) Use the bar model to complete Kemi's calculation.

$$\frac{1}{4} - \frac{1}{8} = \frac{\quad}{8}$$

2) Use Kemi's bar model method to solve these calculations.

a)  $\frac{3}{4} - \frac{1}{8} =$  \_\_\_\_\_

b)  $\frac{5}{6} - \frac{1}{3} =$  \_\_\_\_\_

c)  $\frac{2}{3} - \frac{1}{15} =$  \_\_\_\_\_

3) Archie is subtracting fractions by finding the difference. He has drawn a number line to help.

Use the number line to complete Archie's calculation.

$$\frac{3}{4} - \frac{1}{8} =$$

a) Use Archie's number line method to solve these calculations. Give your answers in their simplest form.

a)  $\frac{5}{6} - \frac{1}{3} =$  \_\_\_\_\_

b)  $\frac{2}{3} - \frac{1}{15} =$  \_\_\_\_\_

Christian unity is called ecumenism.

What unites or separates Christian communities.

We will rejoice – we will hold a class liturgy to celebrate the topic.

We will renew – we will make an individual response to what we have understood by completing our respond booklets.

### Paper-based

As you listen to the music, think about these questions:  
*What inspires people in their mission?*  
*What are the joys and demands of accepting a mission?*  
*Why do people want to help others?*

**Our Big Question - Do we all have a mission in life?**  
 When the music stops we will share our thoughts by passing the holding cross.

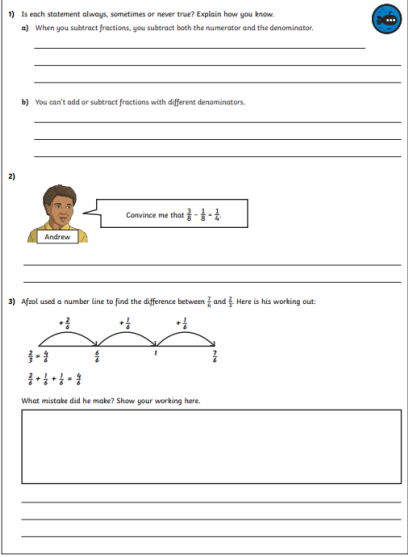
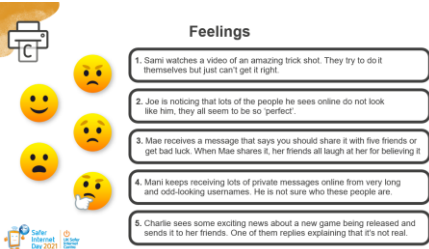
Record below what you think is important and you want to hold on to from our MISSION topic. *It may be drawings, prayers and/or words from Scripture.*

<b>REJOICE</b>	
<b>MISSION</b>	Use what you have remembered and your reflections to help to plan our class celebration of this topic.
<b>PLAN</b>	
I want to include	
<b>GATHER</b>	
How will we gather? Why would you like to gather in this way?	
<b>WORD – LISTEN</b>	
Which scripture from the topic would you like to use?	
<b>RESPONSE</b>	
What action, prayer response would you like to include? Why is that a good response?	
<b>GOING FORTH</b>	
How will we end and carry the message to others in some way? Choose a mission about giving and receiving.	

Below is the prayer for peace and unity said during Mass. Illustrate it with appropriate symbols and learn the prayer to say in your classroom and at home .

Lord Jesus Christ, who said to your Apostles,  
Peace I leave you, my peace I give you,  
look not on our sins, but on the faith of your Church,  
and graciously grant her peace and unity in accordance with your will.  
Who live and reign for ever and ever. Amen.

## Tuesday

Maths	Safer Internet Day	PE
<p>The Teams session will be covering your Y5 Power Maths lesson on subtracting fractions (3)</p> <p>See above for videos you can watch for additional support.</p> <p><u>Paper-based activity</u></p> <p>Refer to page 29 in your red CGP maths study book.</p> <p>Try Q3 on page 23 in your white maths CGP workout book.</p> <p>Then try this:</p>	<p>Today (9th February) is Safer Internet Day. The focus this year is '<b>An internet we trust: exploring reliability in the online world</b>'.</p> <p>The online session will explore reliability online. The internet has an amazing range of information and opportunities online, but how do we separate fact from fiction?</p> <p><u>Paper-based</u></p> <p>Pick one of these scenarios and imagine you are a friend of this person. Write a response giving your friend some advice – this could be in an email format.</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 <a href="https://cosmickids.com/">https://cosmickids.com/</a> 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 dance routine to your favourite song.</p>
	 <p>Re-create this poster and fill the magnifying glass with words, symbols, illustrations or a pledge linked to this year's theme.</p>	<p><u>Geography</u></p> <p>In this final lesson of the sequence about Natural Resources, we will bring together all of the learning so far and describe where a range of natural resources come from and how they are used.</p> <p><u>Paper-based</u></p> <p>Draw from scratch a diagram to show what you have learned about natural resources.</p>



Wednesday






Maths	English	RE
<p>The Teams session will be covering your Y5 Power Maths lesson on subtracting fractions (4)</p> <p>See above for videos you can watch for additional support.</p> <p><u>Paper-based activity</u></p> <p>Refer to page 29 in your red CGP maths study book.</p> <p>Then try this:</p> <div data-bbox="118 1182 539 1503" data-label="Complex-Block"> <p>1) Fill in the missing numbers.</p> <p>a) <math>\frac{\square}{\square} - \frac{2}{3} = \frac{5}{6}</math></p> <p>b) <math>\frac{3}{\square} - \frac{1}{4} = \frac{1}{\square}</math></p> <p>c) <math>\frac{6}{5} - \frac{\square}{10} = \frac{9}{\square}</math></p> <p>2) Clara is thinking of two fractions.</p> <ul style="list-style-type: none"> <li>Each fraction has a different denominator.</li> <li>They have a difference of <math>\frac{1}{15}</math>.</li> <li>Each fraction is less than one whole.</li> <li>The largest number that the denominators could be is 15.</li> <li>The fractions are in their simplest form.</li> </ul> <p>What fractions could she be thinking of? Find all the different possibilities.</p> </div>	<p>We will create a vocabulary vault of colours and weather phrases that we would associate with some of the characters in our story then use this vault to write three sentences about the characters:</p> <ol style="list-style-type: none"> <li>Starting with an adverbial and having a weather focus.</li> <li>Simile with a colour focus</li> <li>Including the power of three</li> </ol> <p><u>Paper-based</u></p> <p>Choose three characters from your favourite story and see how many different colours and types of weather you can think of that you would associate with the characters. Create a table of information (a vocabulary vault).</p> <p>Using the information that you have gathered, write three sentences about each of the characters, trying to follow the structure outlined above if you can.</p>	<p><u>How memories are kept alive</u></p> <p>Today we begin our new topic and we will explore the concept of how memories are kept alive.</p> <p>We will listen to the story 'Wilfred Gordon McDonald Partridge' being read You can find the story here: <a href="https://www.storylineonline.net/books/wilfrid-gordon-mcdonald-partridge/#Vimeo">https://www.storylineonline.net/books/wilfrid-gordon-mcdonald-partridge/#Vimeo</a></p> <p>SOME KEY QUESTIONS</p> <p>Why was Miss Nancy, Wilfred Gordon McDonald Partridge's favourite person?</p> <p>What kind of memories did the people in the home have?</p> <p>What did the memory basket do for Miss Nancy?</p> <p>Why was it important?</p> <p>We will talk about why memories are important and the impact they can have on people's lives and discuss what evokes a memory? How our senses (sight, sound, touch, taste, smell) triggers our memories of people, places, events, and accomplishments etc. How can good memories be kept alive?</p> <p>Children may wish to show something they have at home which reminds them of a special</p>

person or event in their lives to share with the others.

### ACTIVITY

Working individually or in pairs, recall a memory which is outstanding for you. Make a note of who and what are remembered; how you keep the memory alive – for example, through what you say (the story you tell about it); what you do; something you have (a symbol you treasure); a way you celebrate it.

## Thursday

Maths	English	Art												
<p>The Teams session will be covering your Y5 Power Maths lesson on Problem Solving mixed word problems (1)</p> <p>See above for videos you can watch for additional support.</p> <p><u>Paper-based activity</u></p> <p>Refer to page 29 in your red CGP maths study book.</p> <p>Then try this:</p> <p><b>Fraction Word Problems</b></p> <ol style="list-style-type: none"> <li>Olivia went out for a walk. She walked <math>\frac{1}{2}</math> of a mile and then sat down to take a rest. Then she walked <math>\frac{1}{4}</math> of a mile. How far did she walk altogether? <input type="checkbox"/></li> <li>Noah made two types of biscuits. He used <math>\frac{2}{3}</math> cup of sugar for one recipe and <math>\frac{1}{3}</math> cup of sugar for the other. How much sugar (in cups) did he use in all? <input type="checkbox"/></li> <li><math>\frac{3}{10}</math> of the coloured chocolates in a bag are red and <math>\frac{1}{10}</math> are blue. What fraction of the coloured chocolates is red and blue? <input type="checkbox"/></li> <li>Emily has <math>\frac{2}{3}</math> of a chocolate bar. Nathan has <math>\frac{1}{3}</math> of the chocolate bar. How much do they have together? <input type="checkbox"/></li> <li>Grace ran <math>\frac{3}{4}</math> of a marathon. Anita ran <math>\frac{1}{4}</math> of a marathon. Who ran further? What fraction further? <input type="checkbox"/></li> <li>A running track is one kilometre long. If I jog for <math>\frac{1}{2}</math> km and sprint for <math>\frac{1}{4}</math> km, will I complete the full distance of the track? <input type="checkbox"/></li> <li>You give <math>\frac{1}{2}</math> of a box of cakes to Anna and <math>\frac{1}{4}</math> of the box of cakes to Haris. How much of the box of cakes did you give away? <input type="checkbox"/></li> <li>Peter walks <math>\frac{1}{2}</math> of a mile to school. Layla walks <math>\frac{1}{3}</math> of a mile to school. How much farther does Peter walk than Layla? <input type="checkbox"/></li> <li>There is <math>\frac{1}{10}</math> of a pizza in one box and <math>\frac{2}{10}</math> of a pizza in another box. How much more is there in the first box compared to the second box? <input type="checkbox"/></li> <li>A jug contains <math>\frac{3}{4}</math> litres of juice. After you pour <math>\frac{1}{4}</math> of a litre into some glasses, how much is left in the jug? <input type="checkbox"/></li> <li>At a class party <math>\frac{1}{2}</math> of a vegetarian pizza and <math>\frac{1}{4}</math> of a meat-feast pizza were eaten. How much pizza was eaten altogether? <input type="checkbox"/></li> <li>Harry and Dele shared a chocolate bar. Harry ate <math>\frac{1}{4}</math> and Dele ate <math>\frac{1}{4}</math>. Who ate more? What fraction more? <input type="checkbox"/></li> </ol> <p><b>Challenge</b> Write some of your own problems for others to solve.</p>	<p>L.O. Using modal verbs to indicate degrees of possibility</p> <p>Today we will read chapter 13 of Tin and then learn about modal verbs. We will write sentences about the characters in our story using modal verbs.</p> <p><u>Paper-based</u></p> <p>Write sentences about your favourite story characters using modal verbs. Use this word mat to help you:</p> <div data-bbox="576 1547 994 2089" style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>Modal Verbs</b></p> <table border="0" style="width: 100%;"> <tr> <td>might/might not</td> <td>could/could not</td> <td>would/would not</td> <td>must/must not</td> </tr> <tr> <td>may/may not</td> <td>will/will not</td> <td>ought/ought not</td> <td>can/cannot</td> </tr> <tr> <td></td> <td>should/should not</td> <td>shall/shall not</td> <td></td> </tr> </table> <p>Modal verbs can have many uses. In most cases, they work with another verb to describe the possibility of something happening or to describe to what degree of certainty something is known.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>The netball team <b>might</b> win the tournament.</p> </div> <div style="text-align: center;">  <p>Humpty Dumpty <b>could</b> fall off the wall.</p> </div> </div> <p>Modal verbs can also express the obligation for someone to do something.</p> <div style="text-align: center;">  <p>You <b>must</b> go and see the headteacher.</p> </div> <p>Modal verbs can also express an ability to perform the action of another verb.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>I <b>cannot</b> play the ukulele yet but I am having lessons.</p> </div> <div style="text-align: center;">  <p>Yasmin <b>can</b> expertly dribble around defenders.</p> </div> </div> </div>	might/might not	could/could not	would/would not	must/must not	may/may not	will/will not	ought/ought not	can/cannot		should/should not	shall/shall not		<p><u>Objects and Meanings.</u></p> <p>This afternoon, we will investigate still life paintings.</p> <p>The children will choose one of the still life sketches provided and copy it into their sketchbooks, trying to replicate the shapes and tones of the original as much as they can. We will look carefully at how the artist has used shading to make the objects look 3D.</p> <p><u>Paper-based</u></p> <p>At home, find some objects and arrange them together. For example, pieces of fruit. Now try to sketch them carefully, using shading to make the objects look 3D.</p>
might/might not	could/could not	would/would not	must/must not											
may/may not	will/will not	ought/ought not	can/cannot											
	should/should not	shall/shall not												

Maths

The Teams session will be covering your Y5 Power Maths lesson on Problem Solving - mixed word problems (1)

See above for videos you can watch for additional support.

Paper-based activity

Refer to page 29 in your red CGP maths study book.

Then try this:

**Fraction Word Problems**

1. Olivia went out for a walk. She walked  $\frac{3}{4}$  of a mile and then sat down to take a rest. Then she walked  $\frac{1}{4}$  of a mile. How far did she walk altogether?
2. Noah made two types of biscuits. He used  $\frac{3}{4}$  cup of sugar for one recipe and  $\frac{1}{4}$  cup of sugar for the other. How much sugar (in cups) did he use in all?
3.  $\frac{1}{10}$  of the coloured chocolates in a bag are red and  $\frac{3}{10}$  are blue. What fraction of the coloured chocolates are red and blue?
4. Emily has  $\frac{1}{2}$  of a chocolate bar. Nathan has  $\frac{3}{12}$  of the chocolate bar. How much do they have together?
5. Grace ran  $\frac{7}{8}$  of a marathon. Anita ran  $\frac{3}{4}$  of a marathon. Who ran further? What fraction further?
6. A running track is one kilometre long. If I jog for  $\frac{1}{4}$  km and sprint for  $\frac{3}{8}$  km will I complete the full distance of the track?
7. You give  $\frac{1}{2}$  of a box of cakes to Anna and  $\frac{1}{4}$  of the box of cakes to Haris. How much of the box of cakes did you give away?
8. Peter walks  $\frac{1}{2}$  of a mile to school. Layla walks  $\frac{1}{3}$  of a mile to school. How much further does Peter walk than Layla?
9. There is  $\frac{1}{10}$  of a pizza in one box and  $\frac{2}{5}$  of a pizza in another box. How much more is there in the first box compared to the second box?
10. A jug contains  $2\frac{1}{4}$  litres of orange juice. After you pour  $\frac{3}{4}$  of a litre into some glasses, how much is left in the jug?
11. At a class party,  $\frac{3}{4}$  of a vegetarian pizza and  $\frac{1}{2}$  of a meat-feast pizza were eaten. How much pizza was eaten altogether?
12. Harry and Dele shared a chocolate bar. Harry ate  $\frac{2}{5}$  and Dele ate  $\frac{3}{10}$ . Who ate more? What fraction more?

English

L.O. Identify the features of a travel brochure

We are going to create a travel brochure about Ironhaven, encouraging other mechanicals to come and live or holiday there.

To begin with, we will mind map all the features of a travel brochure that we already know and then include any others which we have missed.

We will look at holiday brochures and identify their features.

Paper-based

Do you have any holiday brochures, leaflets or posters at home? If so, read through them and see if you can identify the key features. What is the same in each one?

Look out for:

- Catchy headline/ font
- Bold and colourful images
- Quotes from people who have previously been
- Statistics (99% of our guests said that...)
- Rule of 3
- Powerful adjectives
- Use of personal pronoun (I, we)
- Rhetorical questions
- Information about things to see and do

Science

After this lesson you will be able to explain the words **dissolve** and **solution**.

You can join in the investigation at home – you will need:

- Warm water
- Cold water
- Sugar
- Measuring spoon

Paper-based

Plan and carry out an investigation to see if sugar dissolves faster in warm or cold water.

SOS.06.04 Handout

**DE** Be able to explain the words dissolve and solution

Predict and present the results of your dissolving test.

✓ In your test today, you are going to see if temperature affects the rate of sugar dissolving in water.  
 ✓ You will always use the same amount of sugar and water, but will change the temperature of the water each time.

Prediction:  
 I predict... \_\_\_\_\_

Temperature of Water (°C)	Results

Results:  
 From my results, I can see that if the temperature is \_\_\_\_\_, then \_\_\_\_\_  
 This shows that \_\_\_\_\_

Equipment checklist:

- ✓ water
- ✓ sugar
- ✓ thermometer
- ✓ beakers

Developing Experts Ltd. © 2019


SOS.06.04 Handout

**DE** Be able to explain the words dissolve and solution

Can you explain dissolve and solution?  
 Do you know what factors can affect the dissolving rate?

Write definitions for:  
 DISSOLVE \_\_\_\_\_  
 SOLUTION \_\_\_\_\_

Name some soluble and insoluble substances

Soluble	Insoluble
	

Explain how each of these factors affect dissolving:

1. Temperature of the solvent  
 \_\_\_\_\_
2. Amount of solute  
 \_\_\_\_\_
3. Stirring the solution  
 \_\_\_\_\_

Developing Experts Ltd. © 2019