

Name _____

Subject Spring Term Home Learning Booklet

Year and Class Year 5

To do my best I must:

- Follow the suggested timetable as best as I can
- Try my best as my work will be marked at the end of lockdown
- Make the most of the time I am able to use devices to access TT Rockstars, Mathletics, Reading Plus or Bug Club
- Not worry if I cannot do my learning, and ask my teacher for help at the end of my writing zoom lesson
- Check my Carrot Point log in for Carrot Points
- Remember this is for a short time and even though learning at home is hard it gives us other new skills

'The onus is on us through hard work, honesty and integrity, to reach for the stars.' Nelson Mandela

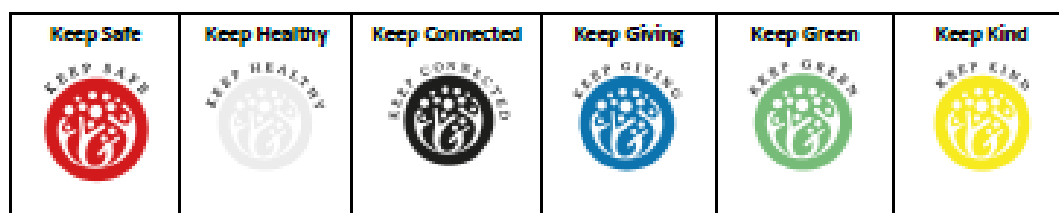




Gainsborough Primary School Pupils' Acceptable User Agreement 2020-2021



Excellence in learning. Always striving.



These rights underpin our Gainsborough Keeps which are integral to all we do here at Gainsborough. Our Acceptable user agreement is designed to support and underpin these values.

• Article 18: You have the right to a good education

This agreement will keep children and others safe whilst promoting responsible digital citizenship. The purpose of Google Classroom is to provide a safe and secure place to receive and share learning. Access to Google Classroom at home will ensure that we keep connected to children and provide a complete education.

Parents and carers will make every effort to:

Expect excellence in everything we do and strive to be the best!



Keep giving their child time to access Google Classroom



Keep healthy by fuelling children's minds with positive attitudes and bodies with healthy food



Keep safe by working with the school to ensure that Google Classroom is accessed safely and for learning



Keep connected by checking assignments, asking questions and raising concerns



Keep kind by modelling positive digital citizenship



Keep green by using digital communication instead of paper

Signed by _____

Date _____

The child will make every effort to:

Always aim for excellence in everything they do and strive to be the best!



Keep connected by communicating worries and concerns about online learning

Keep connected by attending all Zoom lessons and completing all learning



Keep kind by respecting the virtual classroom we share; commenting appropriately and respectfully

Keep kind by helping and encouraging everybody to make positive choices online



Keep safe by keeping my Google classroom and other logins and passwords secret

Keep safe by contributing to a safe and positive online learning environment



Keep safe by only posting messages on Google Classroom that are related to our learning

Keep safe by only clicking on links that have been provided by the school and you know are safe



Keep healthy by taking short breaks



Keep giving 100% to all assignments

Keep green by using digital communication instead of paper

Signed by _____

Date _____

Whole Booklet

Home Learning Years 4,5,6 Week 3					
	Monday 18.01.21	Tuesday 19.01.21	Wednesday 20.01.21	Thursday 21.01.21	Friday 22.01.21
8:45					
9am					
9:15	Reading Plus or Reading Book (Independent)	Reading Plus or Reading Book (Independent)	Reading Plus or Reading Book (Independent)	Reading Plus or Reading Book (Independent)	Reading Plus or Reading Book (Independent)
9:30					
9:45					
10am					
10:15	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)
10:30					
10:45					
11am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am
11:15	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)
11:30					
11:45	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)
12pm					
12:15					
12:30	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm
12:45					
1pm					
1:15					
1:30	Art Sewing Instagram Lesson	Art Sewing Instagram Lesson	Art Sewing Instagram Lesson	Art Sewing Instagram Lesson	Coding
1:45					
2pm					
2:15					
2:30					
2:45	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	PE Years 4,5,6 (Zoom session)
3pm					
3:15					
3:30					

Home Learning Years 4,5,6 Week 4					
	Monday 25.01.21	Tuesday 26.01.21	Wednesday 27.01.21	Thursday 28.01.21	Friday 29.01.21
8:45					
9am					
9:15	Reading Plus or Reading Book (Independent)	Reading Plus or Reading Book (Independent)	Reading Plus or Reading Book (Independent)	Reading Plus or Reading Book (Independent)	Reading Plus or Reading Book (Independent)
9:30					
9:45					
10am					
10:15	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)	Writing (Zoom Teacher Lead)
10:30					
10:45					
11am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am	Break 11-11:15am
11:15	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)	TT Rockstars (Independent)
11:30					
11:45	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)	Maths (Online video and Independent task)
12pm					
12:15					
12:30	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm	Lunch 12:30-1:30pm
12:45					
1pm					
1:15					
1:30	Music - Charanga lesson	Music - Charanga lesson	Music - Charanga lesson	Music - Charanga lesson	Coding
1:45					
2pm					
2:15					
2:30					
2:45	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	Spelling Booklet 2-2.30pm Mathletics 3-3.30pm (Independent)	PE Years 4,5,6 (Zoom session)
3pm					
3:15					
3:30					



Complete a reading lesson on Reading Plus. Once you have finished the lesson complete the table for each day. In the table you need to write down:

- Book Read – write the title of the book you read that day and the number of pages (if appropriate)
- Clarify 3 words – select 3 words from the text that you did not know the meaning of. Find out the meaning of each word and record them in the table
- Summarise – record 3 key points that summarise what happened in the book

Example:

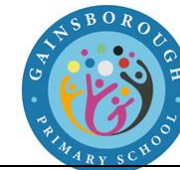
Date	Book Read	Clarify 3 words	Summarise
5.1.21	Bog Baby p. 9-16	• Damp – slightly wet	• The two girls put the Bog Baby in a jam jar and hid him in the shed
		• Drooped – bend or hang down	• They fed him cake crumbs and took him to school
		• Sneaked – to creep up on someone or something without being discovered	• The Bog Baby got sick



Week 3

Date	Book Read	Clarify 3 words	Summarise
18.1.21 Monday		•	•
		•	•
		•	•

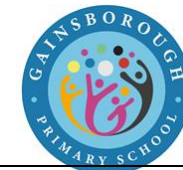
Date	Book Read	Clarify 3 words	Summarise
19.1.21 Tuesday		•	•
		•	•
		•	•



Whole Booklet

Date	Book Read	Clarify 3 words	Summarise
20.1.21 Wednesday		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
21.1.21 Thursday		•	•
		•	•
		•	•



Whole Booklet

Date	Book Read	Clarify 3 words	Summarise
22.1.21 Friday		•	•
		•	•
		•	•



Week 4

Date	Book Read	Clarify 3 words	Summarise
25.1.21 Monday		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
26.1.21 Tuesday		•	•
		•	•
		•	•



Date	Book Read	Clarify 3 words	Summarise
27.1.21 Wednesday		•	•
		•	•
		•	•

Date	Book Read	Clarify 3 words	Summarise
28.1.21 Thursday		•	•
		•	•
		•	•



Date	Book Read	Clarify 3 words	Summarise
29.1.21 Friday		•	•
		•	•
		•	•




Monday 18th January 2021

Zoom link Each day 10am	Join Zoom Meeting https://zoom.us/j/91864162853?pwd=b1ZlWDFSWDhPNXhxa0ZGUXR3THNHUT09 Meeting ID: 918 6416 2853 Passcode: g5V5Hg
----------------------------	--

Information:

Our writing this week is linked to sewing art lessons and we are going to focus on writing an instruction/instructional text.

Lesson 1: - hook and immersion

LI: to build ideas of an instruction text 	Assessment		
	Pupil	Parent	Teacher
SC: I understand the importance of an instruction text.			
SC: I can listen to and understand instructions			
SC: I can identify and name the features of an instruction text			

Building ideas of an instruction text

What is an instruction text?

An instruction text is a piece of non-fiction text, which gives instructions on how to complete a task. Also called an '**instructional text**'

What do we already know about instructions?

What are the features of an instruction text?

- Instructions are written in present tense so the reader knows what to do.
- Headings and subheading are used to make the text clear and easy to follow
- A list of everything needed is included so the reader can gather everything together before starting
- Imperative verbs and adverbs are used for each step to make it clear to the reader what or how to do something
- Time conjunctions tell the reader what order to complete the steps in
- Steps are written in chronological order and with either a bullet point or numbers
- Instructions texts use imperative verbs to tell you what to do

What type instructions do you already know? Can you add on this list?

- Cooking instructions
- Direction instructions
- How to play a game

Tasks: one

- Now watch the short film using the link below, **write the key features outlined by Stefan on the lines below.**

<https://www.bbc.co.uk/teach/class-clips-video/how-to-write-clear-instructions/zrvtsqw>



How well do you think Stefan did?

Could he have added any other sections to improve his instructions or final cake?

What about a section exploring decorating the cake in different ways?

Task: two

- Now let's watch a video on how to sew using a running stitch.
- As you watch the video, pay more attention on the topic vocabulary used and the features of an instruction text.
- Create a word bank of the key vocabulary on the lines provide below.

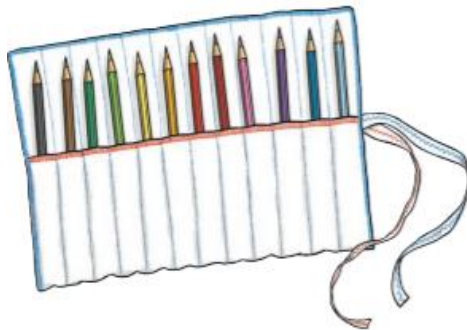
A series of horizontal lines for writing, overlaid on a faint background image of children sitting at a table, engaged in a craft activity.

Task: three

Read the text “Pencil Case Roll”. Find the features and underline using coloured pencils. Tick them off from the feature checklist on the next page. (If you do not have coloured pencils write the key feature on the lined page provided)

Pencil Case Roll

A pencil case roll is a relatively easy project to complete, where children can practise different stitches and are left with something they can use afterwards.

**You will need:**

- 1 × A4 and A3 sheet of felt
- 30cm of ribbon
- Fabric scissors
- Pins
- Needles and thread
- A pen or pencil that you may desire your pencil case roll to hold.

Instructions

1. Firstly, cut your A3 sheet of felt in half horizontally to create the top piece. (To prevent any waste, encourage children to share one sheet of A3 to create two top pieces!)
2. Lay your top piece on top of your remaining A4 sheet of felt. Make sure one short edge and the long edges are lined up. Place pins along the short edge only.
3. Sew along the pinned short edge using an **overstitch**¹.
4. Once completed, lay one of your pens or pencils in-between the bottom and top pieces. Wrap the top felt around the pen and pin down to the bottom piece to form a dividing line and a tube for your pens. (Make sure you don't wrap your pen too tightly!)
5. Repeat this process all the way along your bottom piece until you reach the end. Once you have pinned down the end of the short edge, cut off any excess felt from your top piece and sew together securely using an **overstitch**¹.
6. Now it is time to sew your pinned dividers using a **running stitch**² or **backstitch**³.
7. Once completed, sew along the bottom long edge using an **overstitch**¹ to prevent your pens from falling out!
8. Lastly, sew the middle of your ribbon halfway up your bottom piece so when you roll up your pencil case, you can easily tie it to hold in place.

Whole Booklet

Here are the features of an instruction text. Use your coloured pens, pencils or highlighters to identify parts of your text which show each feature. For example, you could colour the 'imperative verbs' box in red, then use the **same colour** to underline all the imperative verbs in your text.



	Title which shows what the text is about. It may begin "How to..."		Adverbs for how the actions should be done.
	Sub-headings to break the text into clear sections.		Chronological order and Adverbs of Time .
	An opening sentence which encourages the reader to have a go.		Technical vocabulary which is specific to the task.
	A clear list of equipment or ingredients needed.		Diagrams or illustrations with labels .
	Simple steps for each action in the method.		Formal, impersonal tone.
	Imperative (bossy) verbs telling the reader what to do.		Closing statement which shows or describes what the reader has achieved.
	Bullet points or numbers for each step.		

Features	Example from the text
Time connectives	Firstly
A list of everything needed	You will need <ul style="list-style-type: none"> • 1xA4 and A3 sheet of felt • 30cm of ribbon etc...

Whole Booklet

Tuesday 19th January 2021

Lesson 2: plan


Information

In today's lesson, we are going to plan an instruction text on how to sew using a running stitch for someone else to follow.

Recapping: How to write instructions

Watch the video below to refresh your on how to write instructions

<https://www.bbc.co.uk/bitesize/topics/zgqxwnb/articles/zfrcmfr>

LI: to plan an instruction text 	Assessment		
	Pupil	Parent	Teacher
SC: I can prepare and deliver a set of verbal instructions			
SC: I can include key features of an instruction text e.g. bullet points, adverbials of time or time connectives, imperative verbs, diagrams, a list of everything needed etc...			
SC: I can listen to and understand a set of instructions			
SC: I can use the correct topic vocabulary e.g. thread, needle, pattern, stitch, knot, satin, decorate, binca, etc...			
SC: I can plan a set of instructions for some else to follow			

Task: 1 (Hook):

Give somebody at home a simple and quick set of instructions E.g. how to fry an egg, how to play fortnight, how to fill in your reading log, how add unlike fractions, how to get to school from your house etc...

Task: 2:

Now, an alien has landed in your bedroom and wants detailed instructions on how to sew his own initials, using a running stitch, so he can let the people on Earth know who he is. Pretend that one of the people at home is the alien, plan detailed instructions for them to follow



Now watch the sewing video again and listen carefully to the instructions and the key vocabulary used.

As you fill out your planning sheet, watch the video again and add to your word bank.

Whole Booklet

Topic vocabulary

Sewing	Eye of the needle	Empty
Needle	Make a single knot	Stitching
Thread	Secure	Insert
Cut	Tail of the thread	Process
Fabric	Pull	Swimmer
Materials	U-shape	In and out
Threads	Circle	Repeat
Scissors	Double	Binca
Insert	Dots	Edge
Eye of the thread	Smaller	Close
Piece	Difficult	Line
Squeeze	Sketch	Pattern
Paper	Light pencil	Keep the stiches straight
Thread	Initial letter	Count continuously the holes you are stitching
Through	Straight	Up and down
Process	Bubble letters	Change
Running the stitch	Facilitate	Might
Sew along the lines	Outline	Drawn

Word banks to help with your planning and writing – Please choose relevant time conjunctions

Instructions and Procedures

Purpose: to instruct how something should be done through a series of sequenced steps

Examples

- Step-by-step guides
- Recipes
- How to...
- Activity instructions
- Science investigations



Structure

- Statement of what is to be achieved/needs to be done
- Materials/equipment/ items needed
- Sequenced steps
- In chronological order
- Diagram or illustration

Language Features

- Present tense
- Imperative and formal tone
- Second person
- Detailed factual information




Time Connectives



after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that



Remember to use bullet points in your plan

Title:			
<hr/>			
Things you will need:  <hr/> <hr/> <hr/> <hr/>	Imperative verbs: <hr/> <hr/> <hr/> <hr/> <hr/>	Time connectives <hr/> <hr/> <hr/> <hr/> <hr/>	Adverbs: <hr/> <hr/> <hr/> <hr/> <hr/>
	 Instructions <hr/> <hr/> <hr/>		
	 Instructions <hr/> <hr/> <hr/>		
	 Instructions <hr/> <hr/> <hr/>		
	 Instructions <hr/> <hr/> <hr/>		
 Instructions <hr/> <hr/> <hr/>			


Whole Booklet

Wednesday 20th January 2021

Lesson 3: - write

Information

We are going to use our plan from yesterday to plan an instruction text on how to sew using a running stitch for the alien to follow to stitch his initials.

LI: to write an instruction text 	Assessment		
	Pupil	Parent	Teacher
SC: I can follow my plan to write a set of instructions for someone else to follow			
SC: I can include key features of an instruction text e.g. bullet points, adverbials of time or time conjunctions, imperative verbs, diagrams, a list of everything needed, chronological order etc...			
SC: I can use the correct vocabulary e.g. thread, needle, pattern, stitch, knot, satin, decorate, binca, etc...			
SC: I can use modal verbs e.g. could, might, may, would etc...			
SC: I can use modal verbs to provide an extension			

Task: 1



As you write out your instruction text, watch the video again and listen carefully to the instructions and the key vocabulary used.

- Using ideas and video, you are going to write an instruction text on how to on how to sew using a running stitch.
- Remember to include the key features of an instruction text.
- **Remember to include modal verbs**

Whole Booklet

Task 2

Watch this video to refresh your mind on modal verbs; their importance and how to use them in a sentence and have a go at the activities to go with the video.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>



1. Choose one of these modal verbs to complete each of these sentences – you can use each one more than once if you need to.

can

might

will

should

can't

mightn't

won't

shouldn't

- a) Pasha _____ try her hardest at school.
b) He is so tired, he _____ keep his eyes open.
c) Tom is a great footballer. He _____ even play in goal!
d) If she keeps trying hard, she _____ just have a chance.
e) He is still learning. He _____ do his shoe laces up just yet.
f) You _____ hurt people or steal things.
g) When you have finished eating, you _____ wash your plate.
h) When they get there, they _____ find it waiting for them.
i) The cold makes it likely there _____ be icy roads tomorrow.
j) When I am older, I _____ be a millionaire.

Modal Verbs

can

cannot

must

must not

could

could not

may

may not

shall

shall not

might

might not

will

will not

should

should not

would


would not



Whole Booklet

Thursday 21st January 2020Lesson 4:Instructions

Today we are going to improve our writing by evaluating our instruction text

LI: edit and publish an instruction text 	Assessment		
	Pupil	Parent	Teacher
SC: I can evaluate my instructions			
SC: I can identify and suggest areas of improvement			
SC: I can suggest other resources and sections to improve by using modal verbs- could, might, may, would You may use bubble letters or you could decide to go for block letters.			
SC: I can include the changes made when editing in my final piece			

Task:


You can watch the video on the schools' Instagram page @gainsborough_hackney. Scan this QR code to watch it.

Watch the videos again and evaluate your instructions using the key points below.

- Have you used the correct vocabulary from the video?
 - Have used the features of an instructional text?
 - Reread your instructions and use a thesaurus for synonyms and dictionary for spellings
 - Find 5 time connectives and up-level them
 - Find 5 imperative verbs and use adverbs to show how the instruction should be carried out e.g. **gently** thread the needle...
 - Is there anything you could do to improve the quality of your instructions?
 - Have you used simple language?
 - Does it fit the purpose?
 - If you were to write the same set of instructions again, what could you do differently?
 - If you are confident with sewing using a running stitch, what else
- Now you are ready to publish your work on the pages provided.

Whole Booklet

Friday 15th January 2020Lesson 5:

LI: to publish an instruction text 	Assessment		
	Pupil	Parent	Teacher
SC: I can include improvements made from the previous day.			
SC: I can include modal verbs- could, might, may, would.			
SC: I have included time conjunctions and imperative words.			
SC: I can include the changes made when editing in my final piece.			

Instructions

Today you are going to focus on publishing your work and upload it to google classroom

- Is there anything you could do to improve the quality of your instructions?
- Have you used simple language?
- Does it fit the purpose?
- If you were to write the same set of instructions again, what could you do differently?
- If you are confident with sewing using a running stitch, what else could you try?
- Watch the video for lesson two to see what else you might try.



Now you are ready to publish your work on the pages provided or type it up ready for Google Classroom.



Monday 25th January 2021

Zoom link Each day 10am	https://zoom.us/j/99058651280?pwd=TElqV1duMUREYlJkcGlEcDVzL1QvZz09 Meeting ID: 990 5865 1280 Passcode: ktF7pU
Song link if you cannot join the Zoom lesson	https://charanga.com/yumu/pupil_groups/144284-starlings/lessons/163033-happy-step-1

Monday 25th January 2021

Lesson 1

Happy

https://charanga.com/yumu/pupil_groups/144284-starlings/lessons/163033-happy-step-1

Watch the music video for the song Happy by Pharrell Williams. Think about the following questions while you listen to the music.

- Does this song tell a story? If so what is the story?
- How does the song make you feel?
- Do you like the song?
- How old is this piece of music?
- Is there anything you dislike about the song?
- What does the song make you think of?

LI: to build ideas and identify the features of a song I P G A	Assessment		
	Pupil	Partner	Teacher
SC: I can identify the message in a song			
SC: I can describe the structure of the song: verse, chorus, bridge			
SC: I can identify pulse , tempo and rhythm in a song Pulse is the steady beat that doesn't change the heartbeat of the music Tempo is the speed of the music Rhythm is the pattern of long and short sounds as you move through the song.			
SC: I can create a word bank of happy experiences. Similes, adjectives, adverbs, metaphors, onomatopoeia etc...			

Whole Booklet

Task: 1

What makes you happy? What are some of your happy or positive experiences? [Discuss these with someone at home.](#)

Now create a word bank of your happy experiences; you might include similes, adjectives, adverbs, metaphors, etc... add on to the lists below

Words of happy experiences

1. Joyous
2. Blissful
3. Ecstatic
4. Delighted
5. Contented
6. Elated
7. Exultant
8. Cheerful
9. Thrilled
10. Pleased

Adverbs of happy experiences

1. Cheerfully
2. Gaily
3. Merrily
4. Blithely
5. Gleefully
6. Joyfully
7. Cheerily
8. Contentedly
9. Delightedly

Signs of happiness

1. Smiling.
2. Laughing.
3. Humming.
4. Singing.
5. Crinkling nose and eyes.
6. Dancing.
7. Jumping.
8. Hugging.

Whole Booklet

Similes of happy experiences

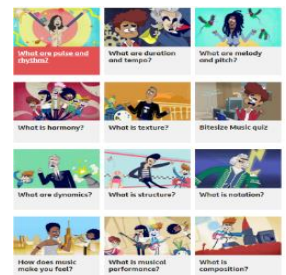
1. As good as gold
 2. As pleased as Punch
 3. As proud as Punch
 4. As proud as a peacock
 5. As fit as a butcher's dog
 6. As fit as a fiddle
 7. I'm as happy as a pig in mud
-
-
-
-
-
-
-
-
-

Metaphors of happy experiences

1. I am on cloud nine
 2. I am flying high
 3. I am in seventh heaven
 4. I am on top of the world
 5. I am walking on air / sunshine
 6. I am over the moon
 7. I am king of the world
 8. she/ he is sunshine
-
-
-
-
-
-
-
-
-

Task: 2

Now listen to the song Happy and find out what the words verse, chorus and bridge mean. Use this website to help you. <https://www.bbc.co.uk/bitesize/subjects/zwxhfg8>



Verse:

Chorus:

Bridge:

Whole Booklet

Task: 2 On the song lyrics below:

- a) Label the different sections of the song: verse, chorus, bridge
- b) Underline any phrases that are repeated
- c) Highlight any words that rhyme

It might seem crazy what I'm 'bout to say
Sunshine she's here, you can take a break
I'm a hot air balloon that could go to space
With the air, like I don't care baby by the way

Clap along if you feel like a room without a roof
Clap along if you feel like happiness is the truth
Clap along if you know what happiness is to you
Clap along if you feel like that's what you wanna do

Here come bad news, talking this and that
Well, give me all you got, and don't hold it back
Well, I should probably warn you I'll be just fine
No offense to you, don't waste your time
Here's why

Clap along if you feel like a room without a roof
Clap along if you feel like happiness is the truth
Clap along if you know what happiness is to you
Clap along if you feel like that's what you wanna do

Bring me down, can't nothin'
Bring me down
My level's too high
Bring me down
Can't nothin'
Bring me down

Clap along if you feel like a room without a roof
Clap along if you feel like happiness is the truth
Clap along if you know what happiness is to you
Clap along if you feel like that's what you wanna do

Whole Booklet

Task: 2

Now listen to the song again Happy and answer the following questions.

- a. Did the tempo stay the same all the way through the song?

- b. What are the dynamics in this song?

- c. Can you identify the different instruments that you heard?

- d. What are the dynamics in this song?

- e. What is the style of this music?

- f. How is the song put together?

Whole Booklet

Tuesday 26th January 2021

Lesson 2

Happy

https://charanga.com/yumu/pupil_groups/144284-starlings/lessons/163033-happy-step-1

Rhyming dictionary:

<https://www.rhymezone.com/>

Plan your own version of the song Happy.

LI: to plan the rewrite of a song I P G A	Assessment		
	Pupil	Partner	Teacher
SC: I can underline the parts of the first verse and chorus that I will change.			
SC: I can write down some changes I can make.			
SC: I can use include features of a song e.g. verses, chorus and bridge			
SC: I can find a variety of rhyming words that I can use in my song.			
SC: I can include figurative language e.g. similes, metaphors, personifications			
SC: I can use positive/happy words			

Task: 1

- Listen to the song again underline in colour all the similes or metaphors or personification you can find in this song (Happy).

It might seem crazy what I'm 'bout to say
 Sunshine she's here, you can take a break
 I'm a hot air balloon that could go to space
 With the air, like I don't care baby by the way

Clap along if you feel like a room without a roof
 Clap along if you feel like happiness is the truth
 Clap along if you know what happiness is to you
 Clap along if you feel like that's what you wanna do

Here come bad news, talking this and that
 Well, give me all you got, and don't hold it back
 Well, I should probably warn you I'll be just fine
 No offense to you, don't waste your time
 Here's why

Clap along if you feel like a room without a roof

Whole Booklet

Clap along if you feel like happiness is the truth
Clap along if you know what happiness is to you
Clap along if you feel like that's what you wanna do
Bring me down, can't nothin'
Bring me down
My level's too high
Bring me down
Can't nothin'
Bring me down

Clap along if you feel like a room without a roof
Clap along if you feel like happiness is the truth
Clap along if you know what happiness is to you
Clap along if you feel like that's what you wanna do

- *How does the comparison help the writer make a point in an imaginative way?*

Task: 2

Now you are going to plan a rewrite of this song by making some changes.

Thinking Questions:

- What am I trying to say with this song?
 - How can I express my thoughts/feelings/ideas in an interesting way?
 - Which words do I want to repeat as a chorus/hook?
 - Is there an image I can use to symbolise thoughts/ideas/feelings?
-
- Now using the planning template provided, write your changes above the original lyrics on the lines provided for the verse, an example has been done for you.
 - List some rhyming words, similes, personifications and metaphors you could use.

Whole Booklet

Lyrics/verse	Rhyming words /similes / personifications/ metaphors
<u>I might be insane but I'm not to be blamed</u>	
It might seem crazy what I'm 'bout to say	

Sunshine she's here, you can take a break	

I'm a hot air balloon that could go to space	

With the air, like I don't care baby by the way	

Clap along if you feel like a room without a roof	

Clap along if you feel like happiness is the truth	

Clap along if you know what happiness is to you	

Clap along if you feel like that's what you wanna do	

Whole Booklet

Here come bad news, talking this and that

Well, give me all you got, and don't hold it back

Well, I should probably warn you I'll be just fine

No offense to you, don't waste your time

Here's why

Clap along if you feel like a room without a roof

Clap along if you feel like happiness is the truth

Clap along if you know what happiness is to you

Clap along if you feel like that's what you wanna do

Whole Booklet

Bring me down, can't nothing'

Bring me down

My level's too high

Bring me down

Can't nothin'

Bring me down

Clap along if you feel like a room without a roof

Clap along if you feel like happiness is the truth

Clap along if you know what happiness is to you

Clap along if you feel like that's what you wanna do

Wednesday 27th January 2021

Lesson 3

Happy

https://charanga.com/yumu/pupil_groups/144284-starlings/lessons/163033-happy-step-1

Rewrite the verse and chorus from the song Happy.

LI: to rewrite a song I P G A	Assessment		
	Pupil	Partner	Teacher
SC: I can include the changes made when planning			
SC: I can use figurative language			
SC: I can maintain the features of the song			
SC: I can make sure that I keep the original structure of the song i.e. a verse, chorus, verse, bridge, chorus			

Task:

Use your plan from yesterday and rewrite the song Happy

- Make sure you use your plan and include the changes made when planning
- Include figurative language
- Remember to keep the original structure of the song.

Whole Booklet

Thursday 28th January 2021

Lesson 4

Happy

https://charanga.com/yumu/pupil_groups/144284-starlings/lessons/163033-happy-step-1 Thesaurus:

<https://www.thesaurus.com/>

Edit the verse, chorus and the bridge from yesterday.

LI: to edit a song I P G A	Assessment		
	Pupil	Partner	Teacher
SC: I can use a thesaurus for synonyms and dictionary for spelling			
SC: I can include repetition and onomatopoeia Onomatopoeia is a word which sounds like what it means. 'Thud', 'crash', 'bang' and 'buzz' etc...			
SC: I can use apostrophes for contraction correctly			

Task: 1

Watch the clips to refresh your mind on how to use onomatopoeia and complete **activities 1 and 2** on this page

<https://www.bbc.co.uk/bitesize/articles/zm4csk7>

Task: 2

- Find less appealing words and swap them with more ambitious synonyms using a thesaurus. (Use an online thesaurus if you haven't got hard copy)
- Check spelling using a dictionary
- Read through your song and identify where you can add onomatopoeia
- Read through your song and identify where you can add a repetition
- Make sure you use apostrophes for contraction to maintain the rhythm, beat and pulse e.g. It might seem crazy what I'm 'bout to say

Task: 3

Check that you have the same beat, rhythm, pulse and dynamics each line as the original version of the song. If you don't, edit your version so each line of your song emulates the original version.

Friday 29th January 2021

Lesson 5

Happy

https://charanga.com/yumu/pupil_groups/144284-starlings/lessons/163033-happy-step-1

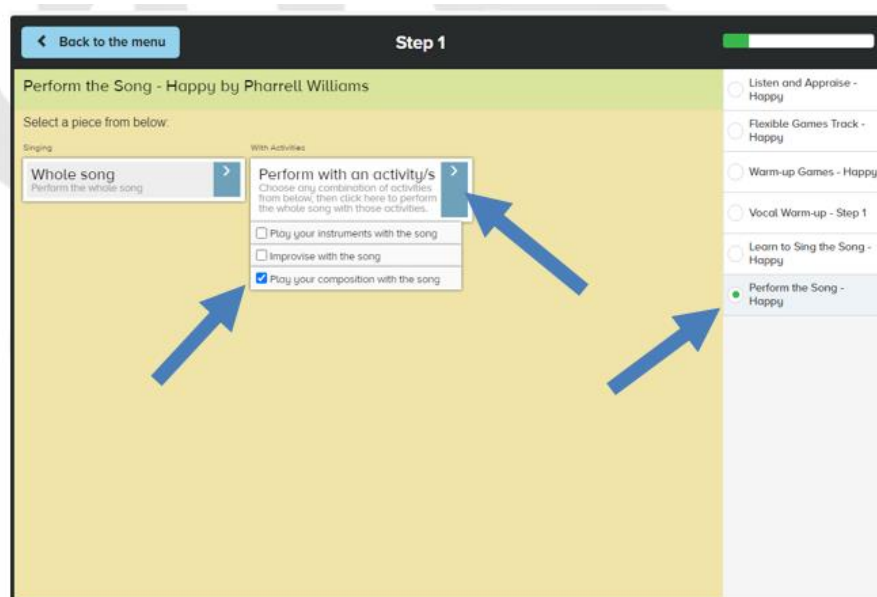
Today we are going to publish our final version of the song and work on our performance.

LI: to publish and perform a song I P G A	Assessment		
	Pupil	Partner	Teacher
SC: I can include the changes I made during editing.			
SC: I can publish my song using neat, joined handwriting.			
SC: I can perform my song using the right intonations and volume			
SC: I can record my performance and upload it onto the school website Instagram			

Task:

- Read your song aloud to someone at home
- Neatly write the final version of your song using continuous cursive writing
- Now perform your song using the link below on Charanga

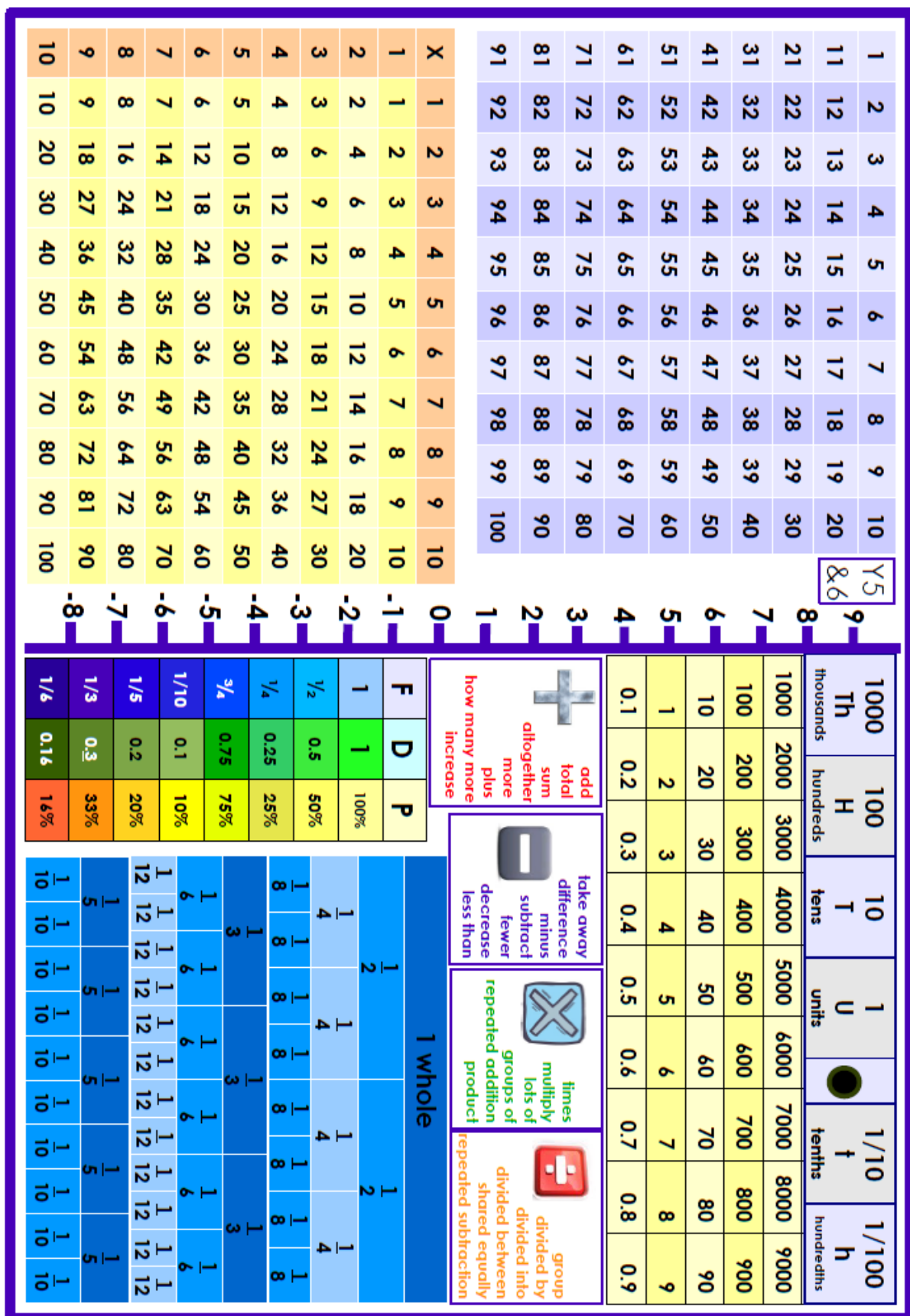
https://charanga.com/yumu/pupil_groups/144284-starlings/lessons/163033-happy-step-1



- Now record yourself or ask someone at home to record you performing your song.
- Upload your recording onto the school website/Instagram

[illegible]

Whole Booklet



Monday 18th January 2021

LI: To multiply numbers up to 2 digits by a 2 digit number (long multiplication)	Assessment		
	Pupil	Parent	Teacher
SC: To set an equations using formal method.			
SC: To remember the 0 .			
SC: Regrouping correct values, knowing to now always regroup a 10. For example 3 x 10 is 30, you need to regroup 3 tens.			

White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/>

Model



1

23×31

x	20	3
30	600	90
1	20	3

H	T	O
	2	3
	3	1
		3

$600 + 90 + 20 + 3 = 713$

2

23×31

x	20	3
30	600	90
1	20	3

H	T	O
	2	3
	3	1
	2	3

$600 + 90 + 20 + 3 = 713$

3

23×31

x	20	3
30	600	90
1	20	3

H	T	O
	2	3
	3	1
	2	3
	9	0

$600 + 90 + 20 + 3 = 713$

4

23×31

x	20	3
30	600	90
1	20	3

H	T	O
	2	3
	3	1
	2	3
6	9	0

$600 + 90 + 20 + 3 = 713$

5

23×31

x	20	3
30	600	90
1	20	3

H	T	O
	2	3
	3	1
	2	3
6	9	0
7	1	3

$600 + 90 + 20 + 3 = 713$

23×31

	H	T	O
		2	3
x		3	1
		2	3
+	6	9	0
	7	1	3
	1		

(23 × 1)

(23 × 30)

(23×1)

(23×30)

1

$23 \times 31 = (23 \times 1) + (23 \times 30)$

Whole Booklet

Information: Always remember to put the **0** in first so you don't forget it!

Task: Use long multiplication to complete these questions.

1)			3	2					
	x	4	3						
		9	6	(3	2	x	3)		
			0	(3	2	x	4	0)	
2)			5	4					
	x	2	7						
				(5	4	x	7)		
				(		x)	
3)			2	8					
	x	4	3						
				(2	8	x	3)		
				(		x)	
4)			6	4					
	x	7	3						
				(6	4	x	3)		
				(		x)	

5)			5	6					
	x	3	5						
				(		x)	
				(		x)	
6)			2	9					
	x	2	6						
				(		x)	
				(		x)	
7)			5	2					
	x	1	7						
				(		x)	
				(		x)	
8)			4	9					
	x	3	7						
				(		x)	
				(		x)	

Whole Booklet

Hugo has been practising long multiplication. For each question, can you spot his mistake and explain where he has gone wrong?



a)

	2	2
×	4	4
<hr/>		
	8	8
	8	8
<hr/>		
1	7	6

1

(22 × 4)
(22 × 40)

b)

		5	4
	×	2	3
<hr/>			
	1	5	2
		1	
1	0	8	0
<hr/>			
1	2	3	2

1

(54 × 3)
(54 × 20)

c)

	3	7
×	2	3
<hr/>		
1	1	1
	2	
7	4	0
	1	
<hr/>		
9	7	1

(37 × 3)
(37 × 20)

Whole Booklet

1) Identify the missing digits in these calculations.



			3
	×	5	3
	1	2	9
	1		
2		7	

			6
	×	2	
		5	
	5		0
1		7	2

2) Pick a one-digit number and multiply it by 3. Then use long multiplication to multiply this new number by 37.

For example:

$$7 + 7 + 7 = 21$$

$$21 \times 37 = 777$$

Try this with three different numbers. What do you notice about the digits in each answer?

	×		

	×		

	×		

Tuesday 19th January 2021

LI: To multiply numbers up to 3 digits by a 2 digit number (long multiplication)	Assessment		
	Pupil	Parent	Teacher
SC: To set an equations using formal method.			
SC: To remember the 0 .			
SC: Regrouping correct values, knowing to now always regroup a 10. For example 3 x 10 is 30, you need to regroup 3 tens.			

White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/>

MULTIPLY 3-DIGITS
BY 2-DIGITS

White
Rose
Maths

Model

1

$$\begin{array}{r}
 132 \times 23 \\
 \begin{array}{cccc}
 \text{Th} & \text{H} & \text{T} & \text{O} \\
 & 1 & 3 & 2 \\
 \times & & 2 & 3 \\
 \hline
 & 3 & 9 & 6 \\
 + & & & \\
 \hline
 & & &
 \end{array}
 \end{array}$$

(132 × 3)

2

$$\begin{array}{r}
 132 \times 23 \\
 \begin{array}{cccc}
 \text{Th} & \text{H} & \text{T} & \text{O} \\
 & 1 & 3 & 2 \\
 \times & & 2 & 3 \\
 \hline
 & 3 & 9 & 6 \\
 + & 2 & 6 & 4 & 0 \\
 \hline
 3 & 0 & 3 & 6 \\
 1 & 1 & &
 \end{array}
 \end{array}$$

(132 × 3)

(132 × 20)

1

$$\begin{array}{r}
 326 \times 32 \\
 \begin{array}{cccc}
 \text{Th} & \text{H} & \text{T} & \text{O} \\
 & 3 & 2 & 6 \\
 \times & & 3 & 2 \\
 \hline
 & 6 & 5 & 2 \\
 + & & & \\
 \hline
 & & &
 \end{array}
 \end{array}$$

(326 × 2)

2

$$\begin{array}{r}
 326 \times 32 = 10,432 \\
 \begin{array}{cccc}
 \text{Th} & \text{H} & \text{T} & \text{O} \\
 & 3 & 2 & 6 \\
 \times & & 3 & 2 \\
 \hline
 & 6 & 5 & 2 \\
 + & 9 & 7 & 8 & 0 \\
 \hline
 1 & 0 & 4 & 3 & 2 \\
 1 & 1 & & &
 \end{array}
 \end{array}$$

(326 × 2)

(326 × 30)

Whole Booklet

Task: Use long multiplication to complete these questions.

Information: Always remember to put the **0** in first so you don't forget it!

$$1) \quad \begin{array}{r} 238 \\ \times 43 \\ \hline \end{array}$$

$$(238 \times 3)$$

$$(238 \times 40)$$

0

$$2) \quad \begin{array}{r} 564 \\ \times 73 \\ \hline \end{array}$$

$$(564 \times 3)$$

$$(564 \times 70)$$

0

$$3) \quad \begin{array}{r} 856 \\ \times 35 \\ \hline \end{array}$$

$$(856 \times 5)$$

$$(856 \times 30)$$

$$4) \quad \begin{array}{r} 321 \\ \times 42 \\ \hline \end{array}$$

$$(321 \times 2)$$

$$(321 \times 40)$$

$$5) \quad \begin{array}{r} 128 \\ \times 55 \\ \hline \end{array}$$

$$(128 \times 5)$$

$$(128 \times 50)$$

$$6) \quad \begin{array}{r} 617 \\ \times 27 \\ \hline \end{array}$$

$$(617 \times 7)$$

$$(617 \times 20)$$

$$7) \quad \begin{array}{r} 435 \\ \times 61 \\ \hline \end{array}$$

$$(435 \times 1)$$

$$(435 \times 60)$$

$$8) \quad \begin{array}{r} 547 \\ \times 51 \\ \hline \end{array}$$

$$(547 \times 1)$$

$$(547 \times 50)$$

Missing digits

$$\begin{array}{r} \square 8 \square \\ \times 9 \\ \hline 7047 \end{array}$$

Missing digits

$$\begin{array}{r} 25\square \\ \times \square 7 \\ \hline 1771 \\ 7590 \\ \hline 9361 \end{array}$$

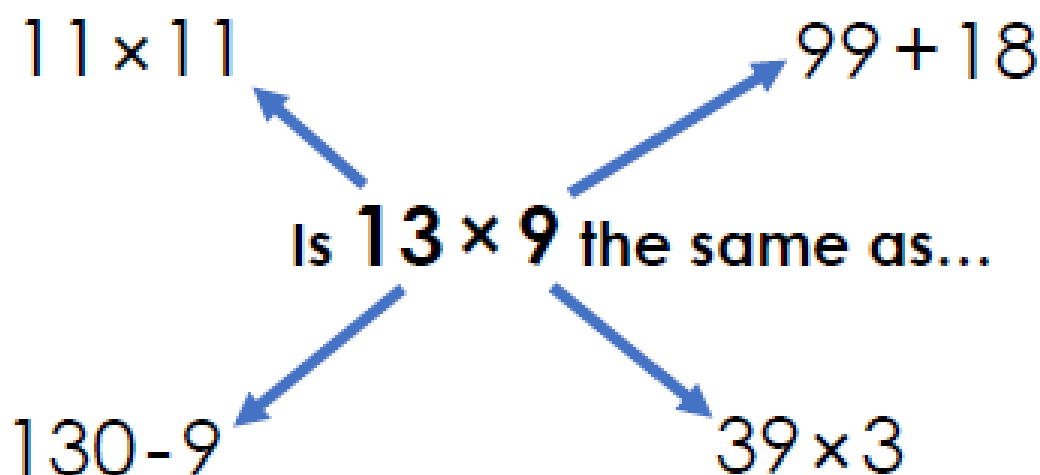
Missing digits

$$\begin{array}{r} 5\square 3 \\ \times \square \\ \hline 3438 \end{array}$$

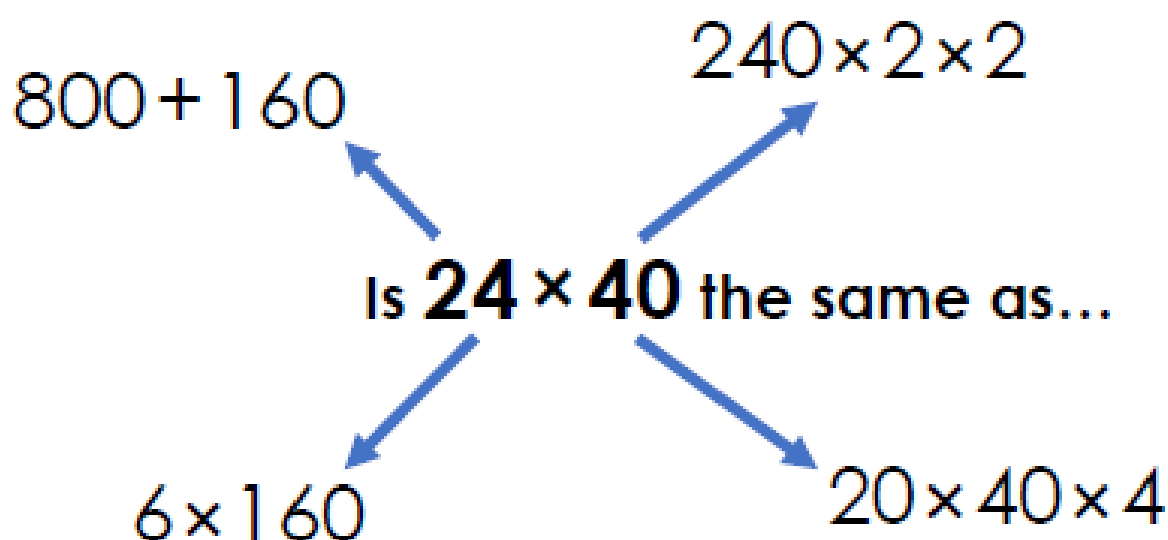
Missing digits

$$\begin{array}{r} \square 15 \\ \times 6\square \\ \hline 3260 \\ 48900 \\ \hline 52160 \end{array}$$

Is it the same?



Is it the same?



Wednesday 20th January 2021

LI: To multiply numbers up to 4 digits by a 2 digit number (long multiplication)	Assessment		
	Pupil	Parent	Teacher
SC: To set an equations using formal method.			
SC: To remember the 0 .			
SC: Regrouping correct values, knowing to now always regroup a 10. For example 3 x 10 is 30, you need to regroup 3 tens.			

White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/>

Model



1

$$2,313 \times 32 =$$

×	2,000	300	10	3
30	60,000	9,000	300	90
2	4,000	600	20	6

2

$$60,000 + 9,000 + 4,000 + 300 + 90 + 20 + 6 = 74,016$$

1

$$2,313 \times 32 =$$

	TTh	Th	H	T	O
		2	3	1	3
×				3	2
		4	6	2	6
+					

(2,313 × 2)
(×)

2

$$2,313 \times 32 = 74,016$$

	TTh	Th	H	T	O
		2	3	1	3
×				3	2
		4	6	2	6
+	6	9	3	9	0
	7	4	0	1	6
	1	1	1		

(2,313 × 2)
(2,313 × 30)

Whole Booklet

Task:

Information: Always remember to put the **0** in first so you don't forget it!

1 Complete the calculations.

a)

			2	4	3	3	
	×				1	2	
			4	8	6	6	
	+	2	4	3	3	0	

$$(2,433 \times \boxed{})$$

$$(2,433 \times \boxed{})$$

b)

			2	4	3	3	
	×				1	7	
			1	7 ₃	0 ₂	3 ₂	1
	+	2	4	3	3	0	

$$(2,433 \times \boxed{})$$

$$(2,433 \times \boxed{})$$

c)

			2	4	3	3	
	×				3	1	
			2	4	3	3	
	+	7 ₁	2	9	9	0	

$$(\boxed{} \times \boxed{})$$

$$(\boxed{} \times \boxed{})$$

2

Complete the multiplications.

a)

			1	3	4	5	
	×				2	5	

(×)

(×)

b)

			5	0	1	2	
	×				1	9	

(×)

(×)

c)

			2	7	0	8	
	×				3	4	

(×)

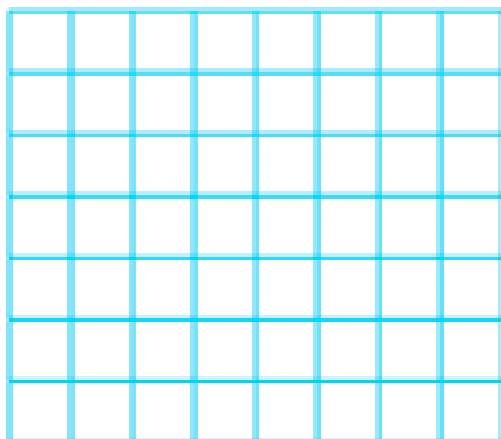
(×)

Whole Booklet

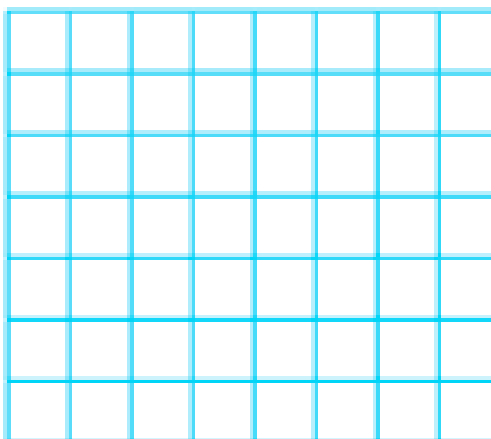
3

Work out the multiplications.

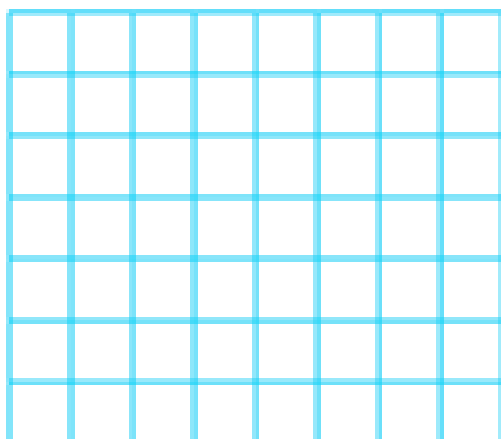
a) $4,511 \times 23$



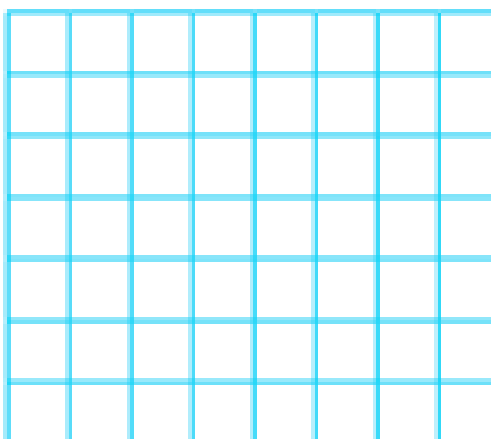
d) $8,001 \times 26$



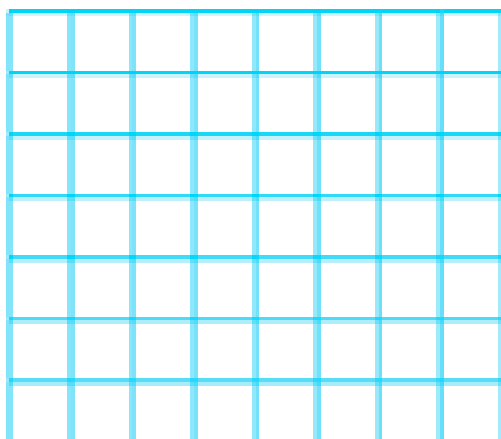
b) $5,037 \times 15$



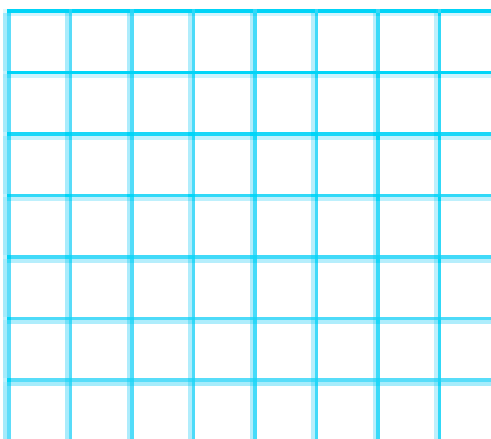
e) $9,261 \times 11$



c) $74 \times 1,156$



f) $49 \times 3,860$



Reasoning

- 4 Find the product of 5,604 and 81

- 5 A shop buys football shirts for £39 each and sells them for £49 each.

- a) The shop buys 2,700 football shirts.

How much does it cost?

- b) The shop sells all the football shirts.

How much profit does it make?

Could you have worked it out a different way?

- 6 Calculate $9,999 \times 99$

Compare methods with a partner.

Thursday 21st January 2021

LI: To recap division with remainders.	Assessment		
	Pupil	Parent	Teacher
SC: Set up bus stop method with the big number under the shelter and the divisor outside.			
SC: Start dividing from the left.			
SC: Regroup if needed.			

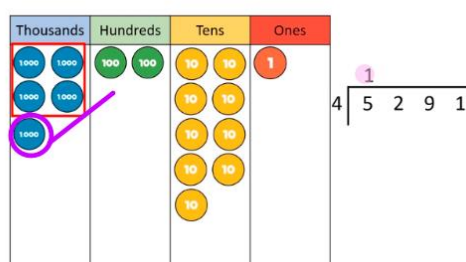
White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/spring-week-2-number-multiplication-division/>

Model



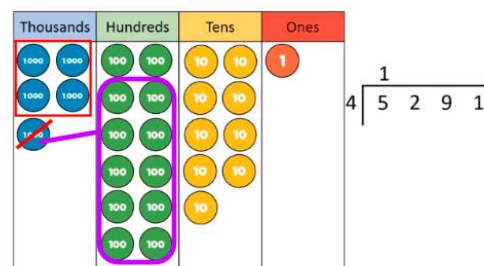
1

$5,291 \div 4$



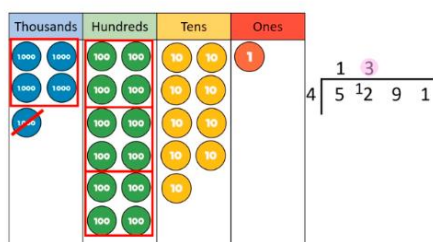
2

$5,291 \div 4$



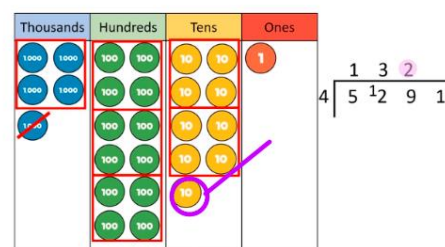
3

$5,291 \div 4$



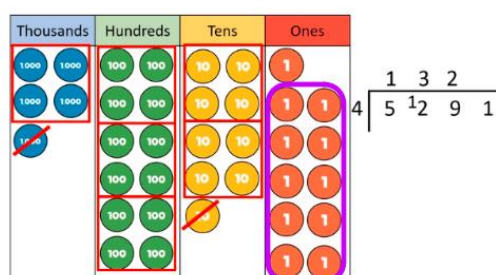
4

$5,291 \div 4$



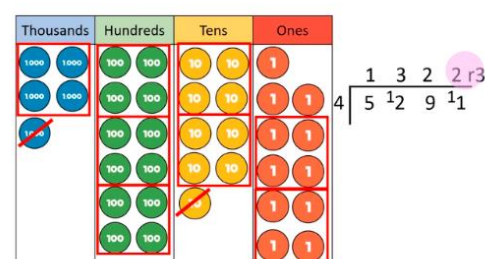
5

$5,291 \div 4$



6

$5,291 \div 4 = 1\,322\,r3$



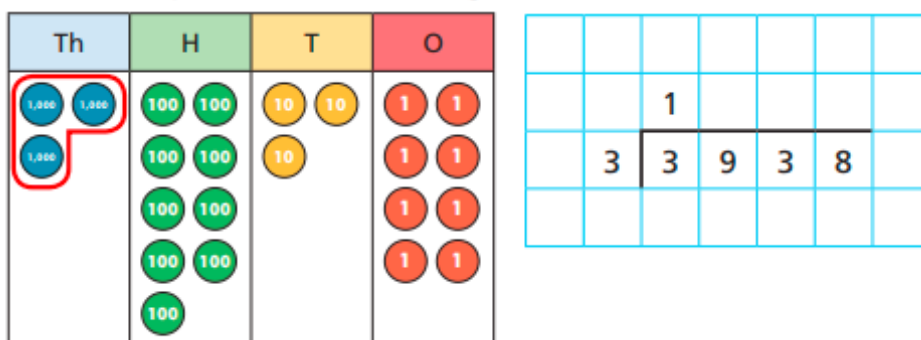
Task

Information: Remember to **work from left to right.**



- 1 a) Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



There is group of 3 thousands.

There are groups of 3 hundreds.

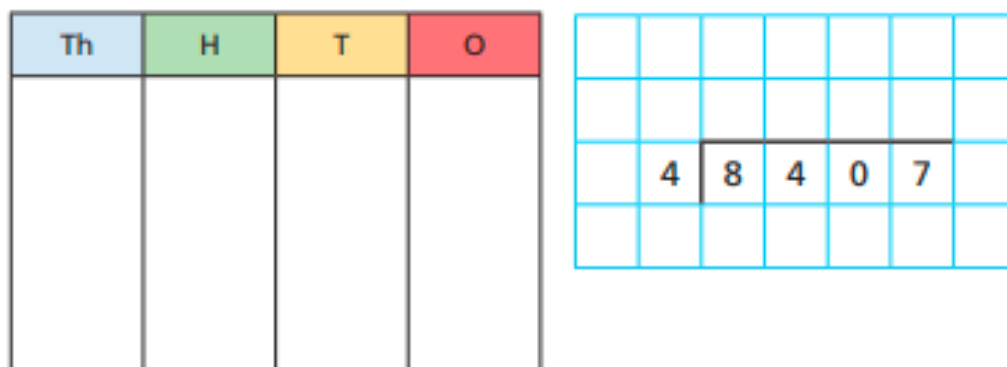
There is group of 3 tens.

There are groups of 3 ones.

There are ones left over.

$3,938 \div 3 =$ remainder

- b) Use place value counters to work out $8,407 \div 4$



$8,407 \div 4 =$ remainder

Whole Booklet

2 a) Complete the divisions.

Use place value counters to help you.

	3	7	5	9	5		

	4	8	5	6	7		

	5	6	5	6	2		

	3	3	9	3	5		

b) Write $<$, $>$ or $=$ to complete the statements.

$$7,595 \div 3 \quad \bigcirc \quad 8,567 \div 4$$

$$6,562 \div 5 \quad \bigcirc \quad 3,935 \div 3$$

3 Write the calculations in the correct column of the table.

$$5,066 \div 4$$

$$9,513 \div 4$$

$$1,234 \div 4$$

$$6,562 \div 4$$

$$6,563 \div 4$$

$$9,515 \div 4$$

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

Whole Booklet

4

7,816

7,861

6,781

1,786

I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct? _____

How do you know?

5

There are 459 children in a school.

They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo? _____

Explain your answer.

6

Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

2

3

4

5

			÷	
--	--	--	---	--

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

1

I know... so...

$$78 \div 6 = \underline{\quad}$$

$$74 \div 6 = 12 \text{ remainder } 2$$

$$\underline{\quad} \div 6 = 11 \text{ remainder } 5$$

I know... so...

$$288 \div 12 = \underline{\quad}$$

$$300 \div 12 = 25$$

$$\underline{\quad} \div 12 = 25 \frac{1}{6}$$

2

I know... so...

$$45 \div 8 = \underline{\quad}$$

$$46 \div 8 = 5 \frac{3}{4}$$

$$\underline{\quad} \div 8 = 6 \frac{1}{8}$$

Explain the mistakes

$$564 \div 3$$

Mistake 1

$$\begin{array}{r} 121 \\ 3 \overline{)564} \end{array}$$

Mistake 2

$$\begin{array}{r} 194 \text{ r } 2 \\ 3 \overline{)564} \end{array}$$

Mistake 3

$$\begin{array}{r} 187 \\ 3 \overline{)564} \end{array}$$

3

How many ways?

Level 1: complete using digits 0-9.

$$\square \square \div \square = \square \text{ remainder } \square$$

Level 2: complete, using the 7 as 2 as shown.

$$\square \square \div 7 = \square \text{ remainder } 2$$

Level 3: how many ways can level 2 be done?

How many ways?

Complete using digits 0-9. Position the digits 1, 2 and 4 as shown.

$$\square \square \div 4 = \square \frac{1}{2}$$

Level 1: I can find a way

Level 2: I can find different ways

Level 3: I know how many ways there are

Friday 22nd January 2021

LI: To answer multiplication and division problems.	Assessment		
	Pupil	Parent	Teacher
SC: Read the question carefully.			
SC: Use the correct method (bus stop/long multiplication/short multiplication)			
SC: Check that my answer makes sense by using the inverse operation.			

White Rose Home Learning Video:

<https://whiterosemaths.com/homelearning/year-5/>

Information: Watch a couple of videos on multiplication and division to refresh your memory.

1) Complete the calculation.

$$\begin{array}{r}
 27 \\
 \times 6 \\
 \hline
 142
 \end{array}$$

2) Complete the grid for the multiplication

$$36 \times 14$$

		3	0		6
1	0	3	0	0	
	4				

Whole Booklet

3) Complete the questions.

a) $312 \times 3 =$

$$\begin{array}{r} 312 \\ \times 3 \\ \hline \end{array}$$

b) $312 \div 3 =$

$$\begin{array}{r} 3 \overline{) 312} \end{array}$$

c) $798 \div 5 =$

$$\begin{array}{r} 5 \overline{) 798} \end{array}$$

d) $798 \times 35 =$

$$\begin{array}{r} 798 \\ \times 35 \\ \hline \end{array}$$

e) $1,371 \times 7 =$

$$\begin{array}{r} 1371 \\ \times 7 \\ \hline \end{array}$$

f) $6336 \div 3 =$

$$\begin{array}{r} 3 \overline{) 6336} \end{array}$$

g) $96 \div 6 =$

$$\begin{array}{r} 6 \overline{) 96} \end{array}$$

h) $96 \times 64 =$

$$\begin{array}{r} 96 \\ \times 64 \\ \hline \end{array}$$

i) $56 \div 4 =$

$$\begin{array}{r} 4 \overline{) 56} \end{array}$$

j) $3242 \div 4 =$

$$\begin{array}{r} 4 \overline{) 3242} \end{array}$$

k) $3493 \times 56 =$

$$\begin{array}{r} 3493 \\ \times 56 \\ \hline \end{array}$$

Monday 25th January 2021

LI: To identify understand what a fraction is.	Assessment		
	Pupil	Parent	Teacher
SC: Know the numerator is the top number.			
SC: Know the denominator is the bottom number.			
SC: The denominator shows how many parts are in the whole.			
SC: The numerator shows how many parts you have out of the whole.			

White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/>

Information: Look at week 4. Watch the video called 'What is a fraction?'

Task:

3 Circle the unit fractions.

 $\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

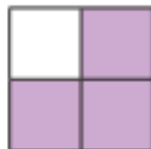
How do you know which are unit fractions?

1 What fraction of each shape is shaded?

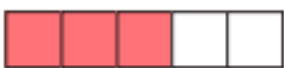
a)



c)



b)



d)



2 Shade each diagram to represent the fractions.

a)

 $\frac{1}{6}$

c)

 $\frac{5}{8}$

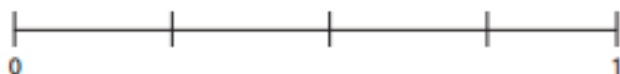
b)



d)



5 Draw an arrow to show the position of the fraction on the number line.

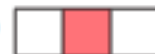
a) $\frac{1}{4}$ 

4 a) Tick the shapes with one third shaded.

A



D



F



B



E



G



C



b) Complete the sentences to describe the shapes with one third shaded.

There are equal parts altogether. out of equal parts is shaded. of the shape is shaded.

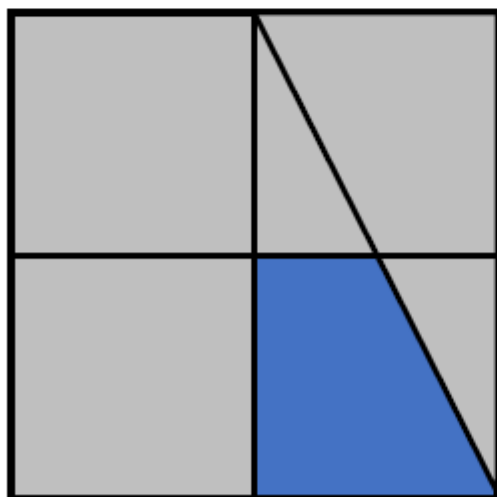


Explain



Which fractions do you see?

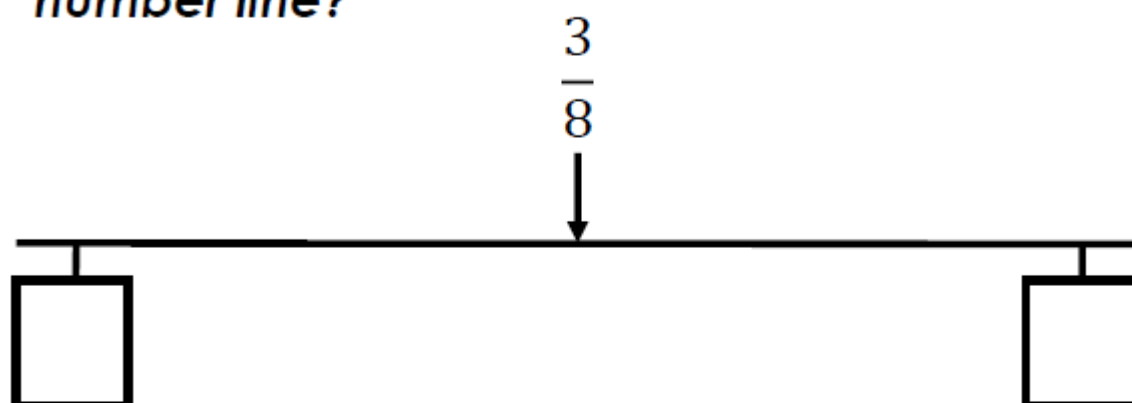
Explain



What fraction of the square is blue?

Different ways

Which fractions could be at either end of the number line?



How many ways?

Complete the fractions using three of the number cards.

$$\frac{\boxed{}}{\boxed{8}} > \frac{\boxed{}}{\boxed{}}$$

3 4 5 6

Tuesday 26th January 2021

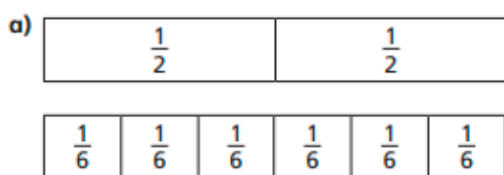
LI: To identify equivalent fractions.	Assessment		
	Pupil	Parent	Teacher
SC: Equivalent means that they are equal (e.g. $\frac{1}{2} = \frac{2}{4}$)			
SC: Use diagrams to help visualise what a fraction looks like.			
SC: Use my times table knowledge to help me.			

White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/>

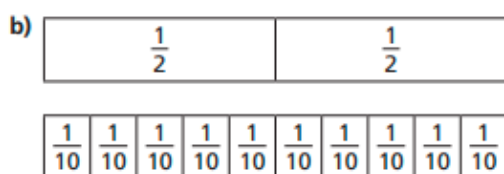
Information: Look at week 4. Watch the video called 'Equivalent fractions' recap.

Task:

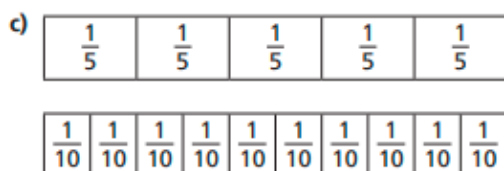
1 Shade the bar models to represent the equivalent fractions.



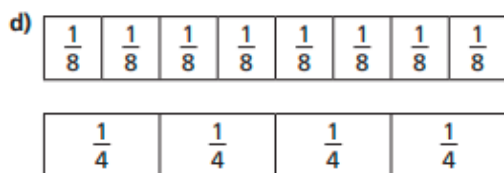
$$\frac{1}{2} = \frac{3}{6}$$



$$\frac{1}{2} = \frac{5}{10}$$

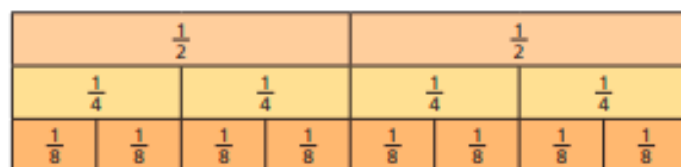


$$\frac{4}{5} = \frac{8}{10}$$



$$\frac{6}{8} = \frac{3}{4}$$

2 Use the fraction wall to complete the equivalent fractions.



a) $\frac{1}{2} = \frac{\square}{4}$

c) $\frac{2}{4} = \frac{4}{\square}$

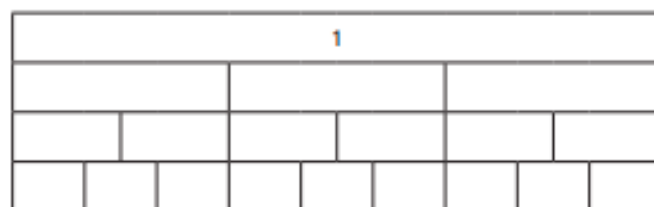
e) $\frac{\square}{8} = \frac{3}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

d) $\frac{2}{8} = \frac{\square}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.



b) Use the fraction wall to complete the equivalent fractions.

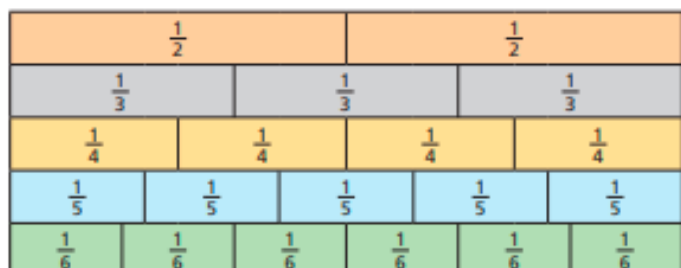
$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

Whole Booklet

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

- | | True | False |
|---|--------------------------|--------------------------|
| a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |
| f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$ | <input type="checkbox"/> | <input type="checkbox"/> |

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always sometimes never

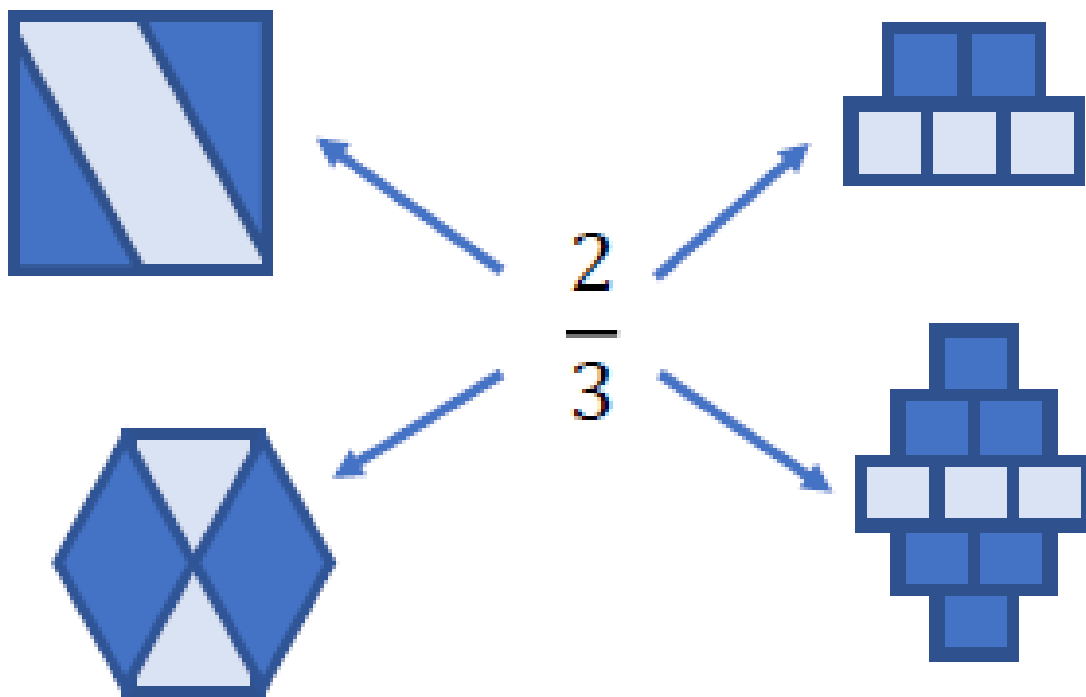
b) Fractions equivalent to one half have even numerators.

always sometimes never

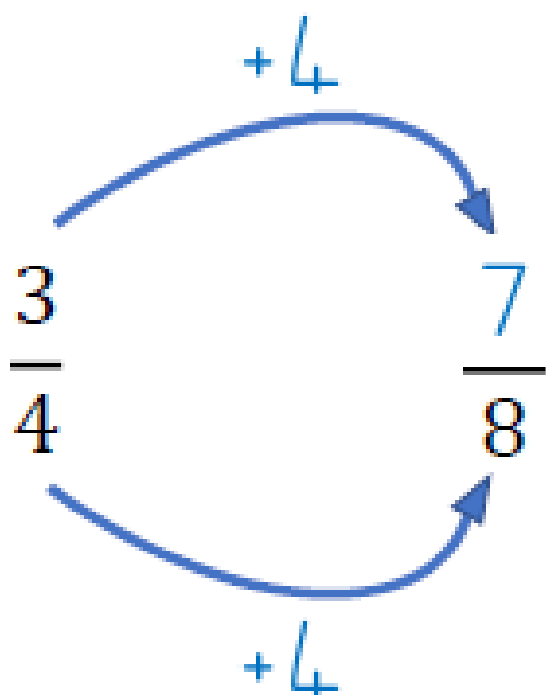
c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

True or false?



Explain the mistake



Wednesday 27th January 2021

LI: To identify equivalent fractions.	Assessment		
	Pupil	Parent	Teacher
SC: Equivalent means that they are equal (e.g. $1/2 = 2/4$)			
SC: Use diagrams to help visualise what a fraction looks like.			
SC: Use my times table knowledge to help me.			

White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/>

Information: Look at week 4. Watch the video called 'Equivalent fractions'.

Task:

1 Shade the shapes to show the equivalent fractions.



$$\frac{1}{4} = \frac{\boxed{}}{12}$$



$$\frac{3}{4} = \frac{\boxed{}}{12}$$



$$\frac{1}{6} = \frac{\boxed{}}{\boxed{}}$$



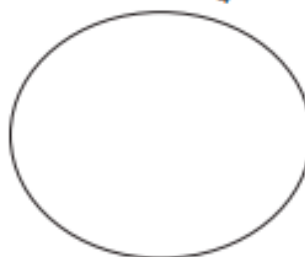
$$\frac{5}{6} = \frac{\boxed{}}{\boxed{}}$$

2 Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$

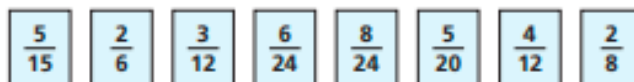
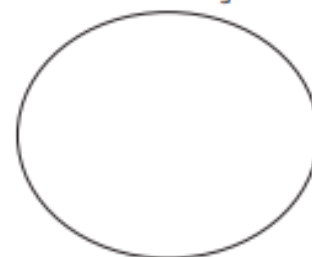


3 a) Sort the fractions into the groups.

Equivalent to $\frac{1}{4}$



Equivalent to $\frac{1}{3}$



b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{\boxed{}}{14}$

d) $\frac{3}{4} = \frac{6}{\boxed{}}$

g) $\frac{2}{\boxed{}} = \frac{10}{15}$

b) $\frac{5}{7} = \frac{\boxed{}}{14}$

e) $\frac{3}{4} = \frac{12}{\boxed{}}$

h) $\frac{2}{\boxed{}} = \frac{10}{25}$

c) $\frac{7}{8} = \frac{14}{\boxed{}}$

f) $\frac{3}{4} = \frac{\boxed{}}{12}$

i) $\frac{2}{7} = \frac{10}{\boxed{}}$

j) Describe the pattern in part g), h) and i) to a partner.

Whole Booklet

- 5 Find three ways to make the fractions equivalent.

a) $\frac{1}{\square} = \frac{7}{\square}$

$\frac{1}{\square} = \frac{7}{\square}$

$\frac{1}{\square} = \frac{7}{\square}$

b) $\frac{7}{\square} = \frac{14}{\square}$

$\frac{7}{\square} = \frac{14}{\square}$

$\frac{7}{\square} = \frac{14}{\square}$

c) $\frac{\square}{7} = \frac{\square}{14}$

$\frac{\square}{7} = \frac{\square}{14}$

$\frac{\square}{7} = \frac{\square}{14}$

- 6 Ron is finding equivalent fractions to $\frac{1}{4}$



$\frac{1}{4}$ is equivalent to $\frac{5}{8}$
and $\frac{9}{12}$

Do you agree with Ron? _____

Draw a diagram to support your answer.

Compare answers with a partner.

- 7 Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9} = \frac{3}{B} = \frac{2}{18} = \frac{C}{90}$

A =

B =

C =

- 8 Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A} = \frac{B}{14} = \frac{12}{C}$

$A + B = 13$

Work out the value of C.

C =

9 $\frac{1}{5} = \frac{3}{1 + \bullet}$

Find the value of \bullet

$\bullet = \text{$

Explore

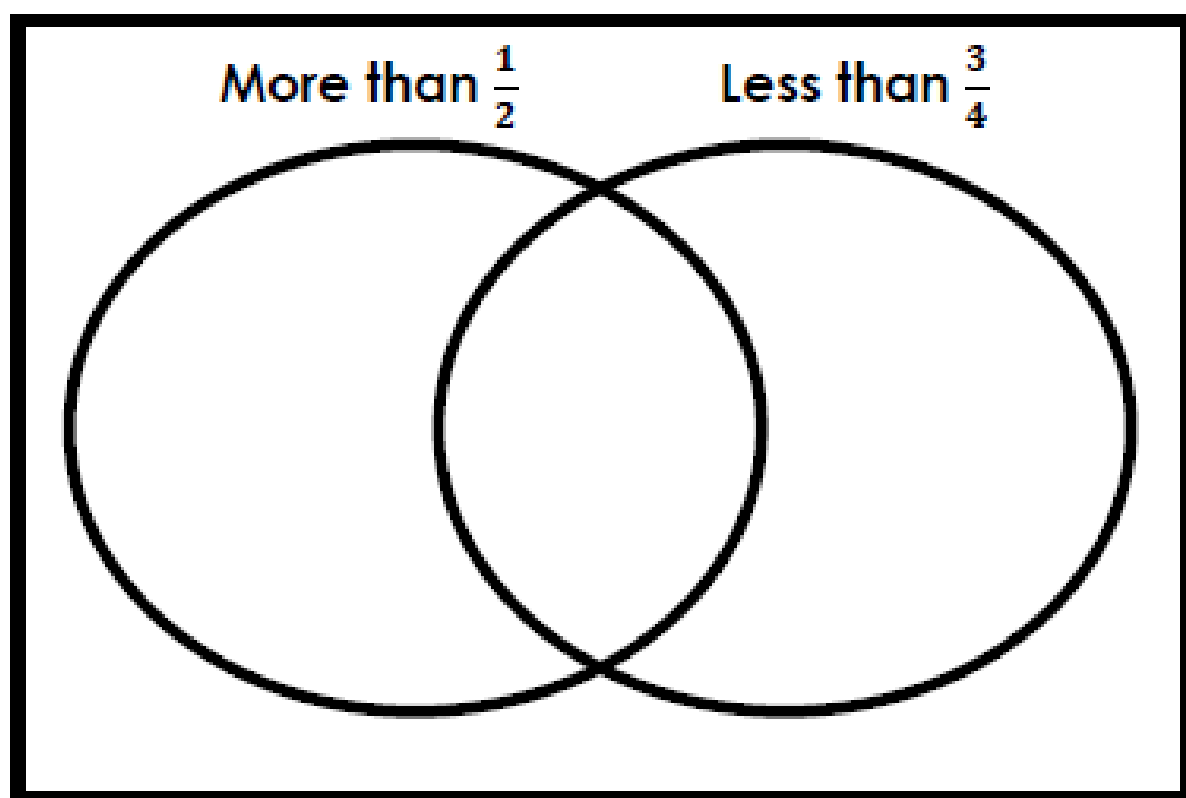
Write these fractions in the correct section of the Venn diagram:

$$\frac{3}{6}$$

$$\frac{4}{10}$$

$$\frac{3}{5}$$

$$\frac{7}{8}$$



Add some of your own fractions

Thursday 28th January 2021

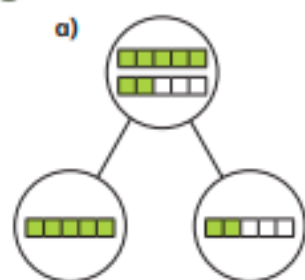
LI: Fractions greater than 1	Assessment		
	Pupil	Parent	Teacher
SC: to use bar models to help me answer questions.			
SC: to see that improper fractions are greater than 1.			
SC: to know that an improper fraction is when the numerator is larger than the denominator.			

White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/>

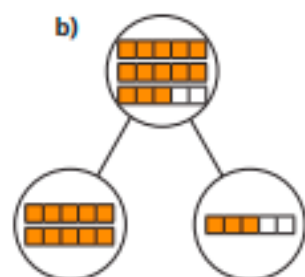
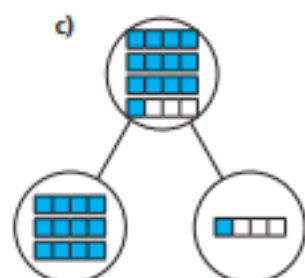
Information: Look at week 4. Watch the video called 'Fractions greater than 1'.

Task:

1 Complete the sentences.



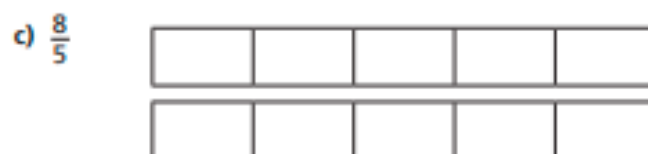
There are 7 fifths altogether.

7 fifths = whole + fifthsThere are fifths altogether.
 fifths = wholes +
 fifths
There are quarters altogether.
 quarters = wholes +
 quarter

2 Shade the bar models to represent the fractions.

Complete the number sentences.


 $\frac{5}{3} =$ whole + thirds =

 $\frac{8}{3} =$ wholes + thirds =

 $\frac{8}{5} =$ whole + fifths =

Whole Booklet

3 Complete the statements.

- a) $\frac{12}{2} = \square$ wholes e) $\frac{15}{3} = \square$ wholes
- b) $\frac{12}{4} = \square$ wholes f) $\frac{15}{5} = \square$ wholes
- c) $\frac{12}{6} = \square$ wholes g) $\frac{15}{4} = \square$ wholes + \square quarters
- d) $\frac{12}{3} = \square$ wholes h) $\frac{15}{2} = \square$ wholes + \square half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?



Whitney can fill \square boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs \square muffins to fill another box.

Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

5 Write $<$, $>$ or $=$ to complete the statements.

- a) 2 wholes and 3 quarters \bigcirc 5 quarters
- b) 2 wholes and 3 quarters \bigcirc 15 quarters
- c) 2 wholes and 3 sixths \bigcirc 15 sixths
- d) 2 wholes and 3 eighths \bigcirc 15 eighths
- e) $\frac{15}{3} \bigcirc \frac{15}{5}$
- f) $\frac{15}{3} \bigcirc \frac{20}{4}$

6 Complete the part-whole models.

- a)
- c)
- b)

Different ways

Fill in the gaps. Find different ways.

$$\frac{\boxed{5}}{4} = \boxed{1} \frac{\boxed{1}}{4} \rightarrow \bigoplus \triangle$$

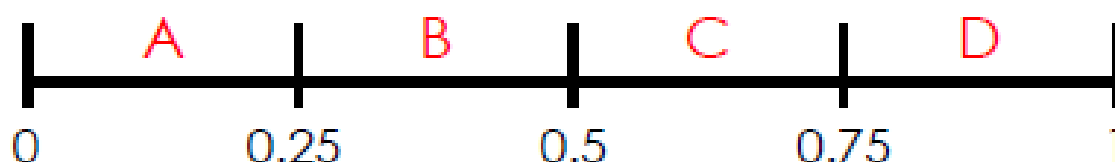
$$\frac{\boxed{}}{4} = \boxed{} \frac{\boxed{}}{4}$$

$$\frac{\boxed{}}{4} = \boxed{} \frac{\boxed{}}{4}$$

Different ways

Use the digits 2, 3, 4, 5, 6.

How many fractions can be made for each section?



Friday 29th January 2021

LI: To convert improper fractions to mixed number fractions	Assessment		
	Pupil	Parent	Teacher
SC: I can use bar modelling to help me.			
SC: I can use a number line to help me show equivalent fractions.			
SC: to use the remainders and convert them into a fraction.			

White Rose Home Learning Video: <https://whiterosemaths.com/homelearning/year-5/>

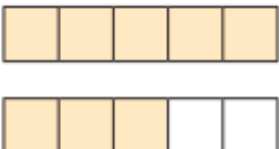
Information: Look at week 4. Watch the video called 'Improper fractions to mixed numbers'.

- 2 Shade the bar models to represent each improper fraction.
Convert the improper fractions to mixed numbers.

Task:

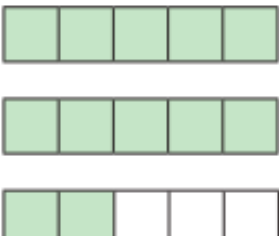
- 1 Convert the improper fractions to mixed numbers.

a)




$$\frac{8}{5} = \square$$

b)



$$\frac{\square}{5} = \square$$

c)



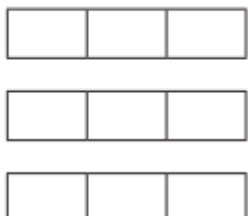
$$\frac{\square}{\square} = \square$$

d)



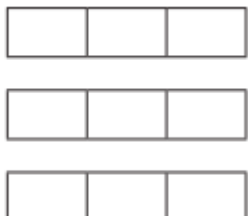
$$\frac{\square}{\square} = \square$$

a)



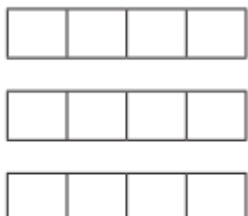
$$\frac{7}{3} = \square$$

b)




$$\frac{8}{3} = \square$$

c)



$$\frac{9}{4} = \square$$

d)



$$\frac{11}{4} = \square$$

Whole Booklet

- 3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} = \square$

e) $\frac{12}{5} = \square$

b) $\frac{10}{3} = \square$

f) $\frac{13}{6} = \square$

c) $\frac{10}{4} = \square$

g) $\frac{13}{7} = \square$

d) $\frac{10}{5} = \square$

h) $\frac{31}{8} = \square$

- 4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

- 5 Dexter is converting improper fractions.



$$\frac{32}{3} = 3 \frac{2}{3}$$

Explain why Dexter is incorrect.

- 6 Find the value of ●

$$\frac{27}{\bullet} = \bullet \frac{2}{\bullet}$$

- 7 Find two possible values for ★ and ▲

$$\frac{30}{\star} = \blacktriangle \frac{2}{\star}$$

$$\star = \square$$

$$\blacktriangle = \square$$

$$\star = \square$$

$$\blacktriangle = \square$$

I know... so...

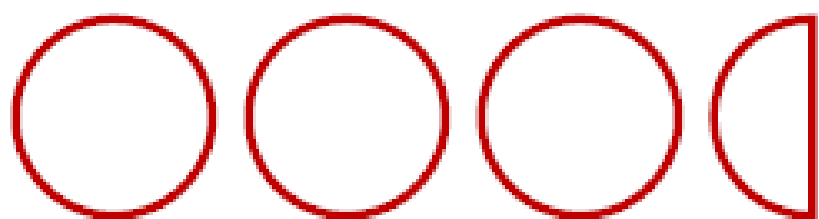
$$2 \frac{1}{5} = \frac{\boxed{}}{5}$$

$$2 \frac{4}{5} = \frac{14}{5}$$

$$3 \frac{1}{5} = \frac{\boxed{}}{\boxed{}}$$

Explain

How many quarters in $3\frac{1}{2}$?



(a) 14

(b) 2

(c) 7

Monday 18th January 2021


LI: to create an image using a running stitch	Assessment		
	Pupil	Parent	Teacher
SC: I can thread a needle and knot the thread			
SC: I can create lines of running stitches			
SC: I can complete different types of stitches			
SC: I can draw a pattern and stitch over it			
SC: I can design a pattern and stitch over it			

Day 1	
Resources	Thread, square of binka, needle, scissors
Input	Instagram@gainsborough_hackney School website
Activity 1	Thread the needle and tie single knot at the top of the thread to secure the needle and a double knot at the tail to stop the thread coming out of the fabric.
Activity 2	Learn how to do running stitch and attempt to make a full line at the top of your fabric. Do different lines with different colours around the edge of your fabric.
Activity 3	Draw your initial on the fabric using bubble/block letters and stitch over your initial.

Whole Booklet

Final Outcome	
---------------	--

Tuesday 19th January 2021

Day 2	
Resources	Thread, square of binka, needle, scissors
Input	Instagram School website
Activity 1	Thread the needle and knot the thread with a different colour.
Activity 2	Fill in your letter with another colour. Stitch the inside of the letter in a different colour using satin stitch.
Activity 3	Decorate the edges of your letter with some different coloured stitches or patterns.
Final Outcome	

Whole Booklet

Wednesday 20th and Thursday 21st January 2021

Day 3 & 4	
Resources	Thread, square of binka, needle, scissors
Input	Instagram School website
Activity 1	Thread the needle and knot the thread
Activity 2	Using a new piece of fabric, draw a picture of your interest. Be creative but keep it simple for sewing.
Activity 3	Practice all what you learned in previous lessons. Outline and colour using running and satin stitch and add decorations to the background using cross-stitch, star stitch and laced running stitch in different colours.
Final Outcome	Your own unique Fabric Masterpiece! Why don't you take the chance to gift it to someone you love?



We will be using the Yumu home learning platform on Charanga for our music lessons this week. Please go to:

www.charanga.com

Login to the Yumu part of the site using your Charanga login.

We will be completing the unit:

Beginner Keyboard Book 1

Monday 25th January 2021

Click on 'Launch Chapter 1'.

1. Beginner Keyboard Course

The screenshot shows the 'Beginner Keyboard Course' interface. On the left, under the 'Lessons' tab, there is a list of buttons labeled 'LAUNCH Chapter 1' through 'LAUNCH Chapter 7'. The 'LAUNCH Chapter 1' button is circled in red. On the right, under the 'Overview' tab, there is a description of the course and a small image of a piano keyboard. The description states: 'A great introduction to the keyboard for absolute beginners. The Beginner Keyboard Course is a great introduction to the keyboard for absolute beginners. You will learn to play tunes and chords and how to read music. As the course develops you will learn lots of musical skills and become a confident beginner keyboard player. There are lots of features to help you learn including the ability to slow down the tempo (speed) of the music to make it easier to play along.'

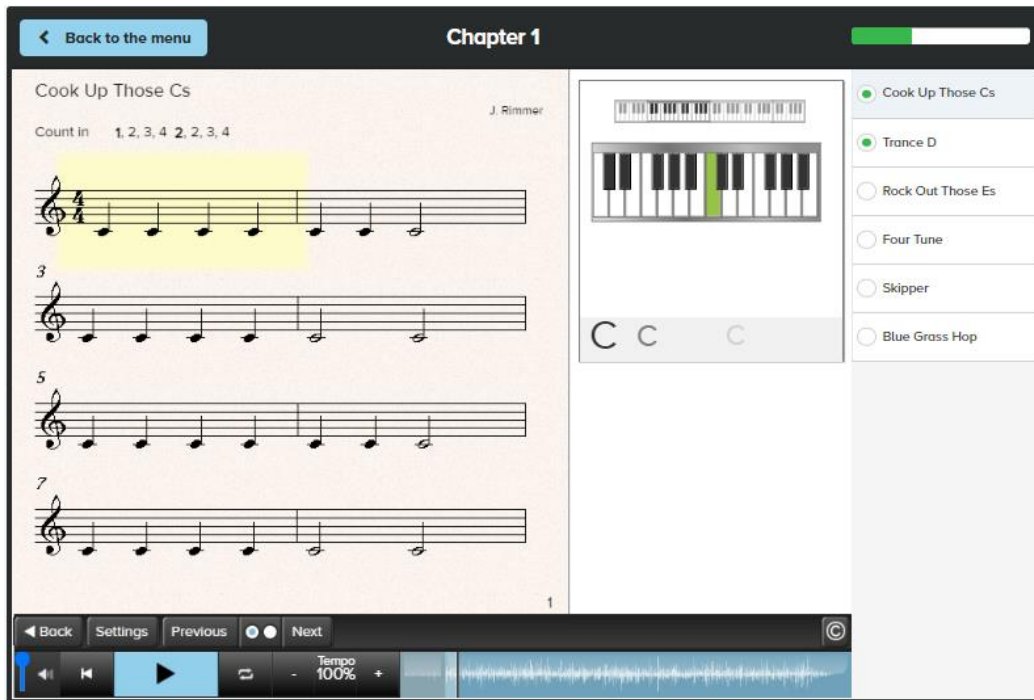
2.

The screenshot shows a button labeled 'Cook Up Those Cs' with a blue arrow pointing to the right. To the right of this button, there is a list of items: 'Cook Up Those Cs' and 'Trance D'. The 'Cook Up Those Cs' item is highlighted with a green circle.

You must click on the **blue arrow** to open the music sheet to be able to continue.

Whole Booklet

3. Press play and follow the music sheet and watch the keys on the right hand side. Try to follow the tempo on your keyboard. You can slow down the tempo if you need to.



4. Complete the following activities:

- ☐ Cook Up Those Cs
- ☐ Trance D
- ☐ Rock Out Those Es
- ☐ Four Tune
- ☐ Skipper
- ☐ Blue Grass Hop

Whole Booklet

Tuesday 26th January 2021

Click on 'Launch Chapter 2'

Beginner Keyboard Course

Lessons

LAUNCH
Chapter 1

LAUNCH
Chapter 2

LAUNCH
Chapter 3

LAUNCH
Chapter 4

LAUNCH
Chapter 5

LAUNCH
Chapter 6

LAUNCH
Chapter 7

Overview

A great introduction to the keyboard for absolute beginners.

The Beginner Keyboard Course is a great introduction to the keyboard for absolute beginners. You will learn to play tunes and chords and how to read music. As the course develops you will learn lots of musical skills and become a confident beginner keyboard player. There are lots of features to help you learn including the ability to slow down the tempo (speed) of the music to make it easier to play along.



Gone For A While



☐ Gone For A While

☐ Left To Chance (single finger)

4. Complete the following activities:

Chapter 2

Gone For A While

Count in: 1, 2, 3, 4 2, 2, 3, 4

J. Rimmer

G F E

Back Settings Previous Next

Tempo 100%

☐ Gone For A While

☐ Left To Chance (single finger)

☐ Left To Chance (chords)

☐ Jazzy Cat (single finger)

☐ Jazzy Cat (chords)

☐ Reggae Rain (single finger)

Whole Booklet

Wednesday 27th January 2021

Today you will be looking at Chapter 3 and 4 today.

Click on 'Launch Chapter 3'.

Beginner Keyboard Course

Lessons

LAUNCH Chapter 1

LAUNCH Chapter 2

LAUNCH Chapter 3

LAUNCH Chapter 4

LAUNCH Chapter 5


LAUNCH Chapter 6

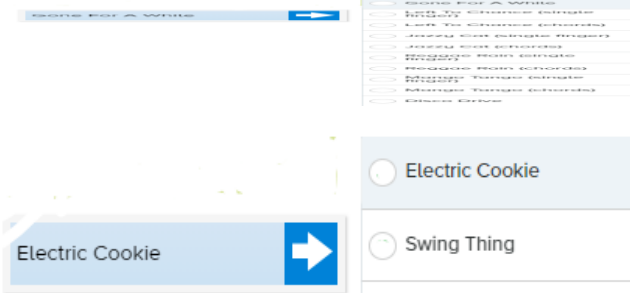
LAUNCH Chapter 7

Overview

A great introduction to the keyboard for absolute beginners.

The Beginner Keyboard Course is a great introduction to the keyboard for absolute beginners. You will learn to play tunes and chords and how to read music. As the course develops you will learn lots of musical skills and become a confident beginner keyboard player. There are lots of features to help you learn including the ability to slow down the tempo (speed) of the music to make it easier to play along.






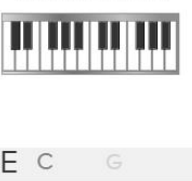
Back to the menu

Chapter 3

Electric Cookie

Count in 1, 2, 3, 4 2, 2, 3, 4





Electric Cookie

Swing Thing

The Blue Café

Love Story

Jingle Bells

Back Settings Previous Next

Tempo 100%

4. Complete the following activities:

Electric Cookie

Swing Thing

The Blue Café

Love Story

Whole Booklet

Now move on to Chapter 4.

6. You must click on the **blue arrow** to open the music sheet to be able to continue.

Beginner Keyboard Course

Lessons

- LAUNCH Chapter 1
- LAUNCH Chapter 2
- LAUNCH Chapter 3
- LAUNCH Chapter 4
- LAUNCH Chapter 5
- LAUNCH Chapter 6
- LAUNCH Chapter 7

Overview

A great introduction to the keyboard for absolute beginners.

The Beginner Keyboard Course is a great introduction to the keyboard for absolute beginners. You will learn to play tunes and chords and how to read music. As the course develops you will learn lots of musical skills and become a confident beginner keyboard player. There are lots of features to help you learn including the ability to slow down the tempo (speed) of the music to make it easier to play along.



Oh When The Saints

☐ Rest Up!☐ ...England!☐ Beneath The Surface☐ Oh When The Saints

8. Complete the following activities:

Chapter 4

Oh When The Saints

Count in 1 2 3 4 2 2 3 4

Trad. (arr. P. Readman)

1

Back Settings Previous Next

Tempo 100%

Got It In One

Rest Up!

...England!

Beneath The Surface

Oh When The Saints

What Time Is It? (part 1)

What Time Is It? (part 2)

What Time Is It? (part 3)

☐ Oh When The Saints☐ What Time Is It? (part 1)☐ What Time Is It? (part 2)☐ What Time Is It? (part 3)

Whole Booklet

Thursday 28th January 2021

Today you will be looking at Chapter 5 and 6.

Click on 'Launch chapter 5'.

Beginner Keyboard Course

Lessons

LAUNCH
Chapter 1

LAUNCH
Chapter 2

LAUNCH
Chapter 3

LAUNCH
Chapter 4

LAUNCH
Chapter 5

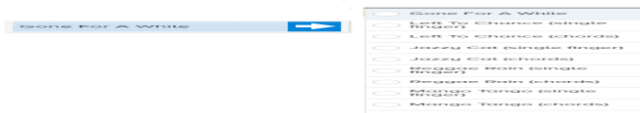
LAUNCH
Chapter 6

LAUNCH
Chapter 7

Overview

A great introduction to the keyboard for absolute beginners.

The Beginner Keyboard Course is a great introduction to the keyboard for absolute beginners. You will learn to play tunes and chords and how to read music. As the course develops you will learn lots of musical skills and become a confident beginner keyboard player. There are lots of features to help you learn including the ability to slow down the tempo (speed) of the music to make it easier to play along.



Tip Toe-ing

Partner Up (part 2)

Tip Toe-ing

Chapter 5

Tip Toe-ing

Count in 1, 2, 3 2, 2, 3

J. Rimmer

3 F C

5

7 F C

1

Back Settings Previous Next

Tempo 100%

Partner Up (part 1)

Partner Up (part 2)

Tip Toe-ing

Gliding

Dee Bo

4. Complete the following activities:

Tip Toe-ing

Gliding

Dee Bo

Whole Booklet

Now move on to 'Chapter 6'.

Beginner Keyboard Course

Lessons

LAUNCH
Chapter 1LAUNCH
Chapter 2LAUNCH
Chapter 3LAUNCH
Chapter 4LAUNCH
Chapter 5LAUNCH
Chapter 6LAUNCH
Chapter 7

Overview

A great introduction to the keyboard for absolute beginners.

The Beginner Keyboard Course is a great introduction to the keyboard for absolute beginners. You will learn to play tunes and chords and how to read music. As the course develops you will learn lots of musical skills and become a confident beginner keyboard player. There are lots of features to help you learn including the ability to slow down the tempo (speed) of the music to make it easier to play along.



6. You must click on the **blue arrow** to open the music sheet to be able to continue.

Robot Waltz

☐ The Blue Cat☒ Robot Waltz

Chapter 6

Robot Waltz

Count in 1, 2, 3 2, 2, 3

Introduction 1, 2, 3 2, 2, 3

5

9

13

1

Back Settings

Tempo 100%

Scaling On The C

The Blue Cat

Robot Waltz

The Elephant And The Mouse

Gliding On The G

Dragon Trail

G B B

8. Complete the following activities:

☒ Robot Waltz☐ The Elephant And The Mouse☐ Gliding On The G☐ Dragon Trail

Whole Booklet

Friday 29th January 2021

Click on 'Launch chapter 7'.

Beginner Keyboard Course

Lessons

LAUNCH
Chapter 1

LAUNCH
Chapter 2

LAUNCH
Chapter 3

LAUNCH
Chapter 4

LAUNCH
Chapter 5

LAUNCH
Chapter 6

LAUNCH
Chapter 7

Overview

A great introduction to the keyboard for absolute beginners.

The Beginner Keyboard Course is a great introduction to the keyboard for absolute beginners. You will learn to play tunes and chords and how to read music. As the course develops you will learn lots of musical skills and become a confident beginner keyboard player. There are lots of features to help you learn including the ability to slow down the tempo (speed) of the music to make it easier to play along.



Minimise (part 1)



☐ What's Your Favourite Food

☐ Minimise (part 1)

Chapter 7

Minimise (part 1)

Count in 1, 2, 3 2, 2, 3

James Rimmer

C A C

Back Settings Previous Next

Tempo 100%

4. Complete the following activities:

☒ Minimise (part 1)

☐ Minimise (part 2)

☐ Minimise (part 3)

☐ Minimise (part 4)

**Monday 18th January 2021****Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
field	field	
fierce	fierce	
ceiling	ceiling	
species	species	
society	society	
protein	protein	
perceive	perceive	
diesel	diesel	
neighbour	neighbour	
nuisance	nuisance	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – compose a short paragraph using as many of the spelling words as possible.

**Tuesday 19th January 2021****Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
field	field	
fierce	fierce	
ceiling	ceiling	
species	species	
society	society	
protein	protein	
perceive	perceive	
diesel	diesel	
neighbour	neighbour	
nuisance	nuisance	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – build a word search using the spelling words, you can come back and solve it

next week!

**Wednesday 20th January 2021**

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
field	field	
fierce	fierce	
ceiling	ceiling	
species	species	
society	society	
protein	protein	
perceive	perceive	
diesel	diesel	
neighbour	neighbour	
nuisance	nuisance	

Activity 2 – draw and write a cartoon script using the spelling words

Activity 3 – pick 5 words and test another person at home, can they spell your spelling words.

**Thursday 21st January 2021****Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
veil	veil	
neigh	neigh	
survey	survey	
league	league	
unique	unique	
scientist	scientist	
catalogue	catalogue	
adolescent	adolescent	
therefore	therefore	
through	through	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – compose a short paragraph using as many of the spelling words as possible.

**Friday 21st January 2021**

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
veil	veil	
neigh	neigh	
survey	survey	
league	league	
unique	unique	
scientist	scientist	
catalogue	catalogue	
adolescent	adolescent	
therefore	therefore	
through	through	

Activity 2 – have a spelling bee with some at home. Challenge each other to word each and cover the list. The winner spells 5 correct words in a row!

Activity 3 - pick 5 words and test another person at home, can they spell your spelling words.

**Monday 25th January 2021****Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
chief	chief	
pierce	pierce	
receive	receive	
fancies	fancies	
ancient	ancient	
caffeine	caffeine	
receiver	receiver	
hygiene	hygiene	
occupy	occupy	
occur	occur	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

**Tuesday 26th January 2021****Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
chief	chief	
pierce	pierce	
receive	receive	
fancies	fancies	
ancient	ancient	
caffeine	caffeine	
receiver	receiver	
hygiene	hygiene	
occupy	occupy	
occur	occur	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – compose a short paragraph using as many of the spelling words as possible.

**Wednesday 27th January 2021****Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
chief	chief	
pierce	pierce	
receive	receive	
fancies	fancies	
ancient	ancient	
caffeine	caffeine	
receiver	receiver	
hygiene	hygiene	
occupy	occupy	
occur	occur	

Activity 2 – draw and write a cartoon script using the spelling words.**Activity 3** - have a spelling bee with some at home. Challenge each other to word each and cover the list. The winner spells 5 correct words in a row!

**Thursday 28th January 2021****Activity 1** – trace, cover the words and copy them

Look	Trace	Copy
beige	beige	
eighteen	eighteen	
surveyor	surveyor	
plague	plague	
antique	antique	
scenery	scenery	
colleague	colleague	
isosceles	isosceles	
though	though	
although	although	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 – compose a short paragraph using as many of the spelling words as possible.

**Friday 29th January 2021**

Activity 1 – trace, cover the words and copy them

Look	Trace	Copy
beige	beige	
eighteen	eighteen	
surveyor	surveyor	
plague	plague	
antique	antique	
scenery	scenery	
colleague	colleague	
isosceles	isosceles	
though	though	
although	although	

Activity 2 – Pick 3 words you want to clarify: use a dictionary, online dictionary or an adult to clarify the meaning of 3 words.

Activity 3 - pick 5 words and test another person at home, can they spell your spelling words.

Computing

Week 3: Code a cartoon



We will be using the Hour of Code website this week to code a cartoon. Please go to:

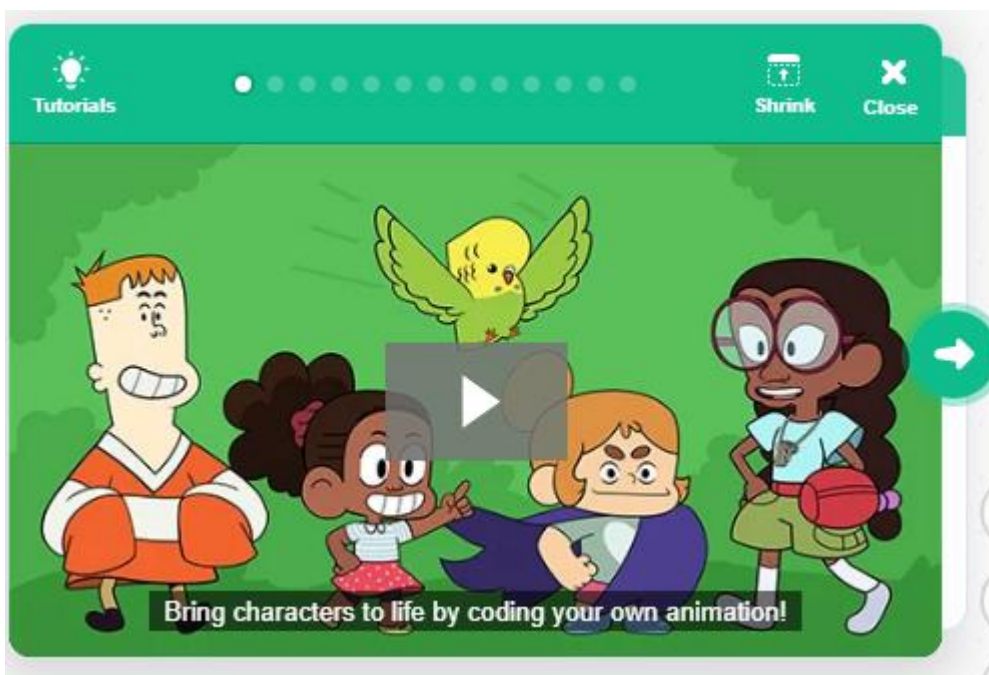
<https://scratch.mit.edu/projects/331474033/editor/?tutorial=code-cartoon>

You will not need to login. Simply follow the tutorial to get started.

We will be completing the unit: Code a cartoon

Friday 22nd January 2021

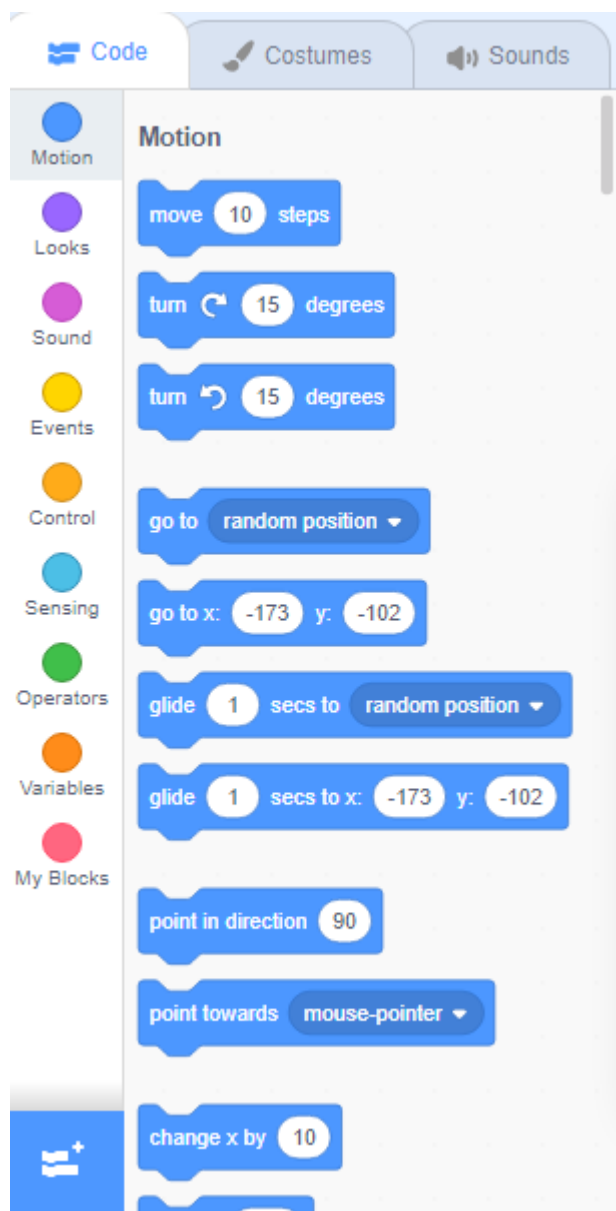
1. Click on the tutorial.



Whole Booklet

2.

Go through the command buttons. To code, change costumes and sounds click on the bar like the one below.



3.

Share a picture of your coding with the school on Instagram @gainsborough_hackney



Computing

Week 4: Code an adventure game

We will be using the Hour of Code website this week to code an adventure game. Please go to:

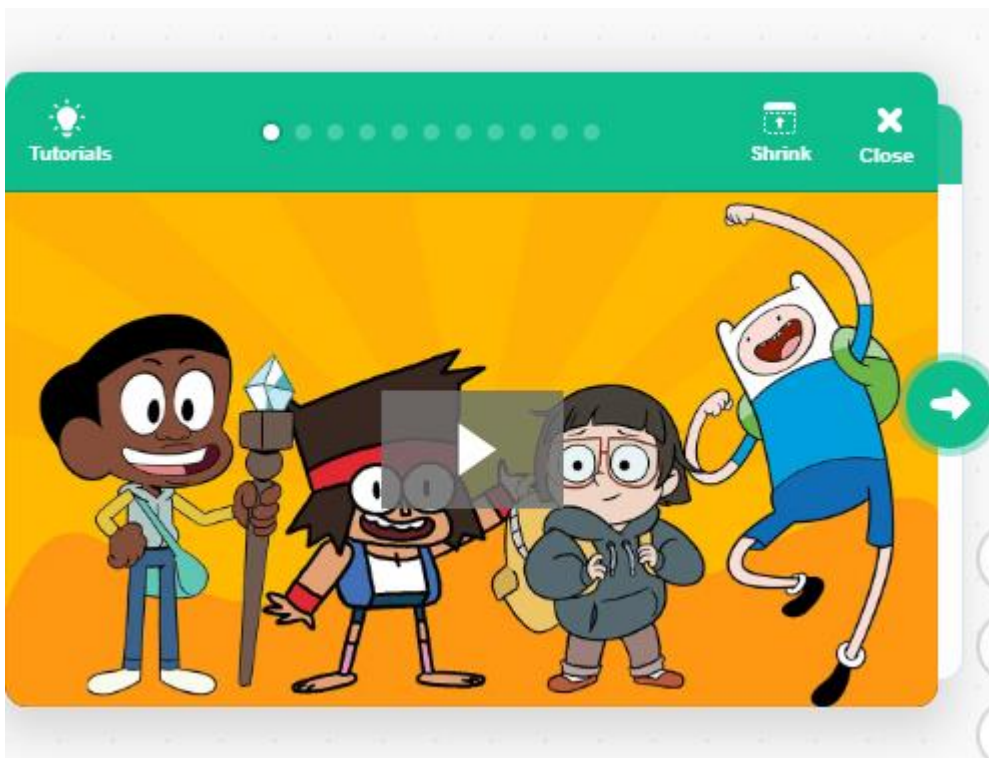
<https://scratch.mit.edu/projects/249143200/editor?tutorial=animate-an-adventure-game>

You will not need to login. Simply follow the tutorial to get started.

We will be completing the unit: Code an adventure game

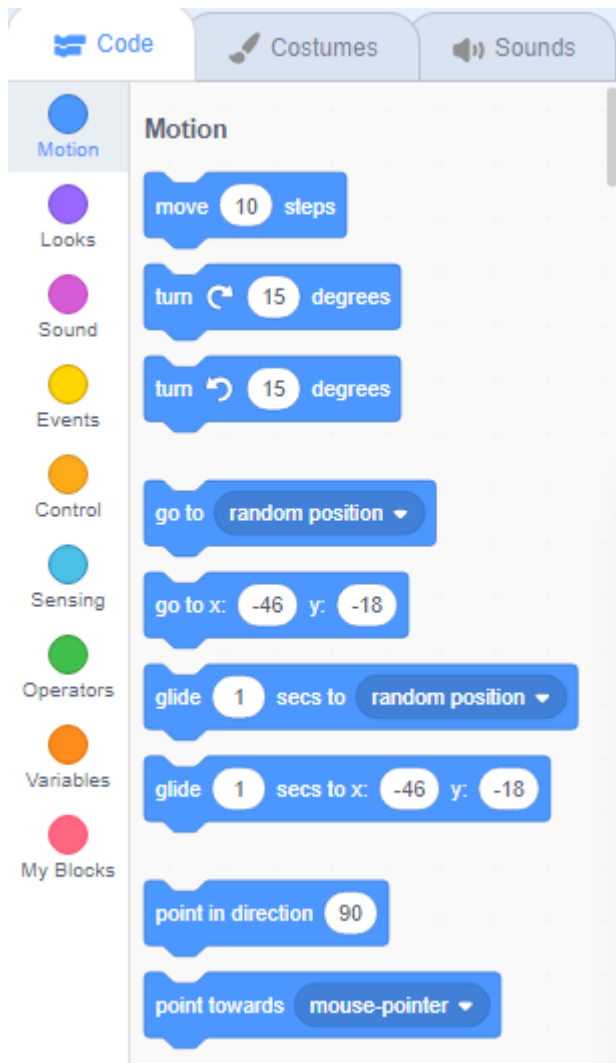
Friday 29th January 2021

1. Click on the tutorial.



2.

Go through the command buttons. To code, change costumes and sounds click on the bar like the one below.



3.

Share a picture of your coding with the school on Instagram @gainsborough_hackney

