

Home Learning

YEAR 5

Week 3

Dear Parent/Carer,

As you receive this home learning pack for week 3, please know that we are sending it alongside a huge thank you! You are all doing an amazing job at home and we cannot thank you enough for supporting both your children and our school community through such difficult times.

We have loved receiving your emails, pictures and pieces of work to let us know about all of the brilliant things that are taking place at home. We are all missing the children terribly – our classrooms just aren't the same without them! We really do love to hear from you so please continue to let us know how you and your family are getting on.

We hope that you are still able to find some time during the 'home school' week to take care of yourselves and give time to your own health and wellbeing as well as that of the children. The children will always be ready for a playtime whenever you feel you need a tea or coffee break!

As always, we are here to help and support you and your family in any way that we can so please do not hesitate to contact us if you would like to speak to someone.

Keep going, you are doing a fantastic job!

Thank you,

The Year 5/6 Team

" We have a long way to go " sighed the boy.
" Yes but look how far we have come " said the horse.



WEEKLY ACTIVITIES

Children can work on these activities throughout the week or complete the activity a number of times during the week.

During the week, there are various activities taking place online:

Mon, Weds, Fri – Joe Wicks Live Workouts – 9am

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Online lessons and resources from BBC Bitesize

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

Televised lessons will also be shown on CBBC.

Spellings				
bellowed				
complained				
demanded				
disagreed				
exclaimed				
growled				
grumbled				
hissed				
howled				
quipped				
retorted				
screamed				
screeeched				
shrieked				
whispered				

Choose three of these words to complete the sentences below - remember your punctuation!

As _____

When _____

If _____

demanded complained screeched disagreed
hissed grumbled retorted bellowed howled
quipped whispered screamed growled
exclaimed shrieked

w d i s a g r e e d x c a u j
q u i p p e d h i s s e d s g
k w g r u m b l e d d e j u h
i a s c r e e c h e d q p c z
r e a g i u b d r e p i i t k
g d s e t y e e n d d j t o z
k y a c v m p i a e f p d v g
e n n o a s a d l w y d l o r
c k c e i l e w d o p e g j o
w y r h p t o m n l r d o h w
p c w m r h b e a l e n e v l
s j o o a u b e b e h a v a e
t c t s e c a d i b o m m o d
b e y y e x c l a i m e d h g
r s h r i e k e d z q d w g o

A		B		C		D	
12 x 1		8 x 1		4 x 1		9 x 12	
5 x 12		4 x 4		9 x 10		5 x 11	
2 x 8		12 x 2		8 x 2		4 x 2	
11 x 5		7 x 5		3 x 6		9 x 11	
6 x 8		2 x 9		12 x 3		8 x 3	
4 x 3		11 x 6		7 x 6		3 x 7	
10 x 8		6 x 9		2 x 10		12 x 4	
8 x 4		4 x 5		11 x 7		7 x 7	
3 x 8		10 x 9		6 x 10		2 x 11	
12 x 5		8 x 5		4 x 6		11 x 8	
7 x 8		3 x 9		10 x 10		6 x 11	
2 x 12		12 x 6		8 x 6		4 x 7	
11 x 9		7 x 9		3 x 10		10 x 11	
6 x 12		1 x 1		12 x 7		8 x 7	
4 x 8		11 x 10		7 x 10		3 x 11	
10 x 12		5 x 1		1 x 2		12 x 8	
8 x 8		4 x 9		11 x 11		7 x 11	
3 x 12		9 x 1		5 x 2		1 x 3	
12 x 9		8 x 9		4 x 10		11 x 12	
7 x 12		2 x 1		9 x 2		5 x 3	
1 x 4		12 x 10		8 x 10		4 x 11	
10 x 1		6 x 1		2 x 2		9 x 3	
5 x 4		1 x 5		12 x 11		8 x 11	
4 x 12		10 x 2		6 x 2		2 x 3	
9 x 4		5 x 5		1 x 6		12 x 12	
8 x 12		3 x 1		10 x 3		6 x 3	
2 x 4		9 x 5		5 x 6		1 x 7	
11 x 1		7 x 1		3 x 2		10 x 4	
6 x 4		2 x 5		9 x 6		5 x 7	
1 x 8		11 x 2		7 x 2		3 x 3	
10 x 5		6 x 5		2 x 6		9 x 7	
5 x 8		1 x 9		11 x 3		7 x 3	
3 x 4		10 x 6		6 x 6		2 x 7	
9 x 8		5 x 9		1 x 10		11 x 4	
7 x 4		3 x 5		10 x 7		6 x 7	
1 x 12		9 x 9		5 x 10		1 x 11	

MONDAY

18.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p><i>This week we are going to be focussing on the moon in Literacy. Our reading activities will help us to get further information about the moon and its landscape and then, later in the week, we will be able to include this knowledge into our writing.</i></p> <p>Reading Comprehension</p> <p>1. Read the text: 'The Moon'. <i>Try to find a quiet space so that you can read the text out loud – this will help your brain to process the words in the text and it will give you extra reading practise too!</i> We will answer the questions tomorrow.</p> <p>2. Underline any vocabulary that you are unsure of.</p> <p>3. Use a dictionary or online research to find the meaning of the following words/phrases from the text:</p> <p>civilisations equator 'staple of horror stories' gravitational pull</p>	<p><i>'The Moon' text is on the following pages.</i></p> <p>https://dictionary.cambridge.org/</p>
2	<p>SPaG</p> <p>6 Choose a preposition to complete each sentence and write it in the space. Use each preposition only once.</p> <p>to on from with</p> <p>The decoration must be placed _____ the cake.</p> <p>This chocolate is different _____ my usual choice.</p> <p>This hat is dear compared _____ that one.</p> <p>My coat is similar _____ the one you wear.</p>	<p>_____</p> <p>1 mark</p>

The Moon

The Moon has fascinated human beings since the dawn of time. The Ancient Egyptians believed that their god, Khonsu, was responsible for helping it travel across the sky each night. The link between a full moon and werewolves has been a staple of horror stories for centuries. Whatever civilisations have believed, they have always recognised the important role that the Moon plays on Earth.

You Spin Me Right Round

There are two different and equally important cycles of the Moon. The Moon has phases because it orbits the Earth once every 27.3 days. However, because the Earth is also orbiting the Sun at the same time, it takes the Moon 29.5 days to complete a cycle from new Moon to new Moon.

In each cycle, there are 8 phases of the Moon. Each complete cycle is called a "lunation".



New
Moon



Waxing
Crescent



First
Quarter



Waxing
Gibbous



Full
Moon



Waning
Gibbous



Third
Quarter



Waning
Crescent

Wave Hello

The Moon plays a vital role in creating the tides on Earth, along with the Sun. The gravitational pull of the Sun is about 178 times stronger than the pull of the Moon, but the Moon is a lot closer. This means that the Moon has a more significant effect on the tides.

Wherever the Moon is in its orbit, the tides will be high. This is because the pull of the Moon causes the tides to "bulge" towards the Moon, it also causes the tides to bulge on the exact opposite side of Earth. Therefore, two places at any one time will have a high tide. The sites in between these two high tides will be at low tide. Can you imagine a beach without any waves?

Fantastic Facts

Man first landed on the Moon in 1969, when the NASA Apollo 11 mission successfully touched down. Neil Armstrong and Buzz Aldrin became the first humans to set foot on a foreign planetary body. Michael Collins stayed aboard the shuttle and piloted it around the Moon during their moonwalk.

The Moon is the fifth-largest satellite (the technical term for a moon) in the solar system. There are more than 200 satellites in our solar system, and scientists are finding more all of the time.

On average, the Moon is roughly 384,000km from the Earth. This changes throughout its cycle. It is nearly 11,000km around at its equator. The temperature varies between -173c and 127c. Bring a coat and your suncream!

Due to the way it orbits Earth, we always see the same face of the Moon. It doesn't matter where you are on Earth, the Moon will look just the same as always. The surface of the Moon is actually very dark - similar in colour and reflectiveness to an old tarmac road. It is only the Sun shining on it and the darkness of the sky around it that makes it seem so bright.

Unfortunately, we are saying goodbye to the Moon, albeit very slowly. It is drifting away from Earth by about 4cm per year. Don't worry, though, this won't affect us for a very long time.

It is widely believed by scientists that the Moon was created roughly 4.5 billion years ago when a rock the size of Mars crashed into Earth. The impact caused many rocks to fly off into space. Many of them fell into orbit and compressed together to form the Moon. Scientists have named the giant rock that crashed into Earth, Theia.

RETRIEVAL FOCUS

1. What was Theia?
2. Which Apollo 11 astronaut didn't walk on the Moon?
3. How long does it take the Moon to complete a full cycle?
4. What is the scientific name for a complete cycle?
5. Which mythical creature is linked to the cycle of the Moon?

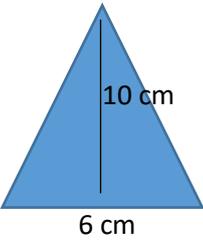
VIPERS QUESTIONS

- S** Describe how the Moon causes tides on Earth.
- V** Which word is used to describe the different stages of the Moon's cycle?
- V** Complete this sentence: The technical term for a moon is a _____
- I** Why does the author joke that you might need a coat and suncream on the Moon?
- S** Why would the Moon look the same for everyone on Earth?

Curriculum Activities

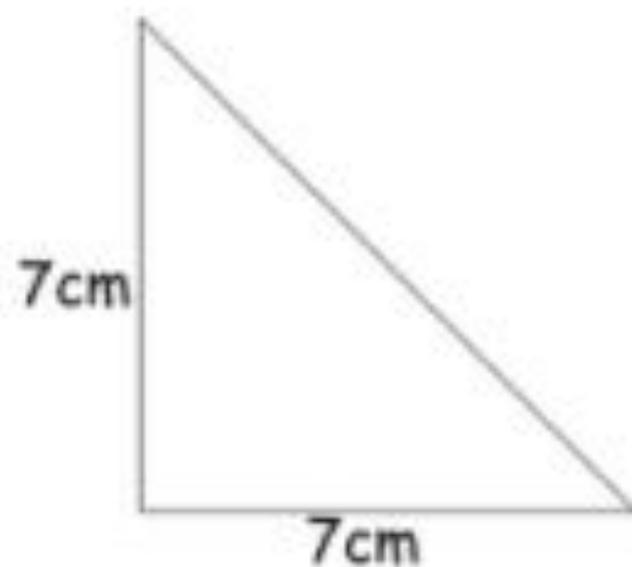
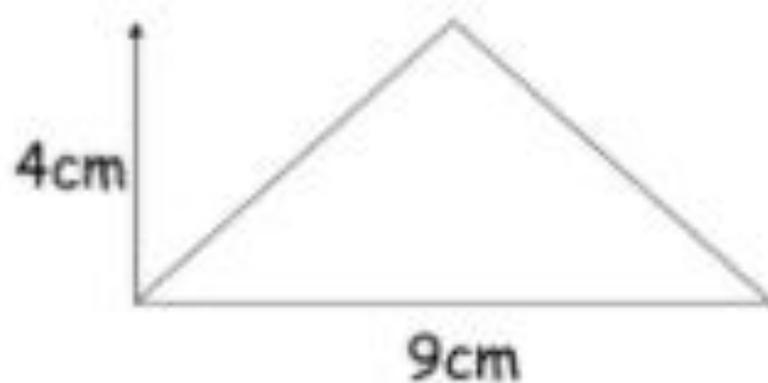
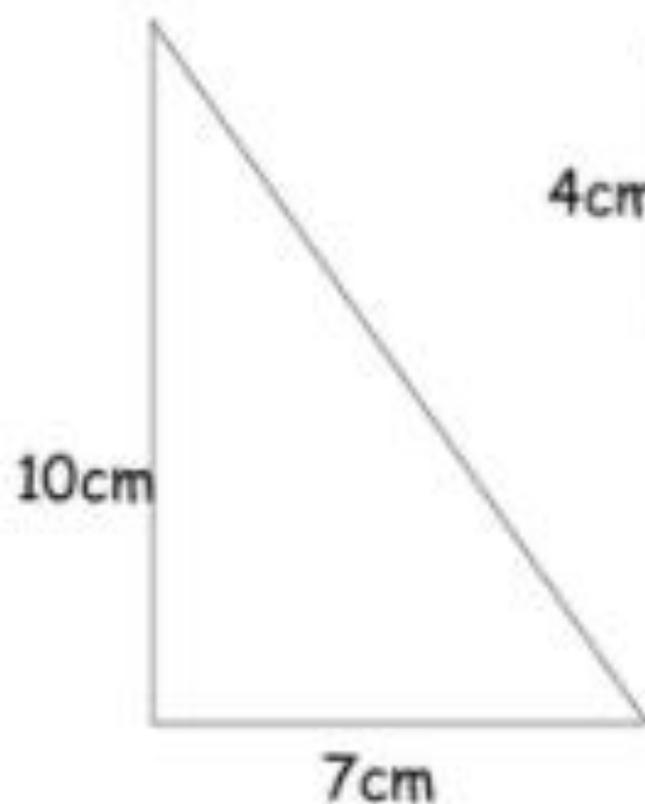
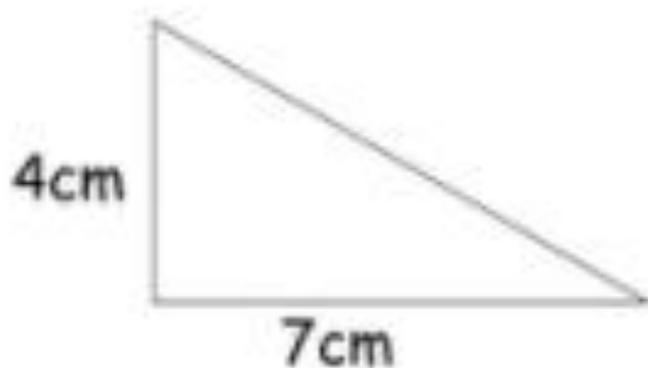
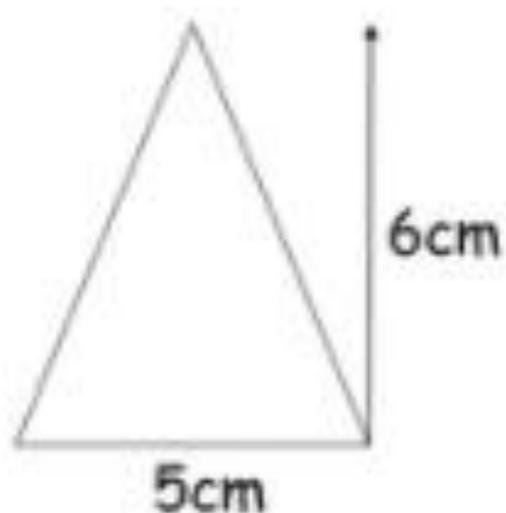
	<u>Activity Description</u>	<u>Resources</u>
1	<p>French – Talking About Yourself <i>We've learnt quite a few French phrases that help us to provide information about ourselves.</i></p> <ol style="list-style-type: none"> 1. Practise these phrases by working through the activities on BBC Bitesize. 2. Once you've practised saying them aloud (use the sound clips on the site to hear the correct pronunciation if you need a reminder), create a French fact file about yourself. <i>Try to write each sentence in French, using the website as a guide for spelling and grammar.</i> 	<p>https://www.bbc.co.uk/bitesize/topics/zicbri6/articles/zgnwr2p</p> <p><i>You may want to answer:</i></p> <ol style="list-style-type: none"> 1. What is your name? 2. How old are you? 3. When is your birthday? 4. Where do you live?
2	<p>PE <i>This session could certainly be fun for all the family so try and get everyone at home involved!</i></p> <p>Access 'Go Noodle' using the link provided.</p> <p>Choose some of the videos to have a go at (you can do as many as you like!). <i>Some of our favourites are:</i> <i>Trolls – Can't Stop This Feeling</i> <i>Banana Banana Meatball</i> <i>Young Dylan Dance Along – Repeat the Beat</i></p> <p>If you are feeling energised and super-creative, you could even have a go at creating your own routine! <i>We would love to see a short clip of your routine if you would like to email it to us!</i></p>	<p>https://www.youtube.com/c/GoNoodle</p>

Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i></p>	<ol style="list-style-type: none"> 1. £7385.45 + £2736.93 2. 6573.94 – 2528.38 3. 235 x 27 4. 8927 ÷ 6 or 8927 ÷ 28 5. a) 56.07 x 1000 b) 789 ÷ 10
2	<p>Area of a Triangle</p> <p><i>Message from Miss Hanson: Hopefully you had a good go at working out the area of a rectangle last week, which will mean that working out the area of a triangle will make a little more sense to you! I always remember the method for this as 'base x height then halve it!'</i></p> <ol style="list-style-type: none"> 1. Use the BBC Bitesize link to watch a short video about how to calculate the area of a triangle. There are then activities to complete about calculating the area on the web page. 2. Calculate the area of each triangle (on the next page). 3. Have a go at the challenge questions. <i>Some of the triangles have been rotated but the method you need to use remains the same. I'll be really impressed if you can complete the red and yellow sections!</i> 	<p>Example:</p> <p><i>My triangle has a base of 6 cm and a height of 10 cm so I would firstly calculate 6 x 10 = 60. Then I would half that because we are dealing with a triangle! I would do 60 ÷ 2 = 30cm.</i></p> <div style="text-align: right;">  </div> <p>https://www.bbc.co.uk/bitesize/topics/zjbg87h/articles/zsqxfcw</p> <p><i>Activity sheet is on the following page (1).</i></p> <p><i>Activity sheet is on the following page (2).</i></p>
3	<p>Extension Activities</p> <p>144 Times Tables Test</p> <p><i>You could try to do one of these each day and see how much progress you can make over the week!</i></p>	

Area of triangles

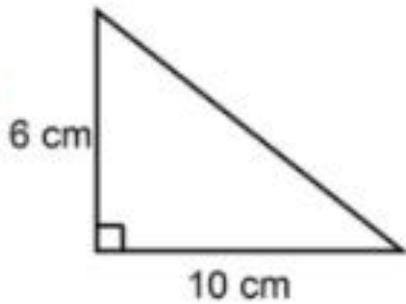
Work out the area of these triangles.



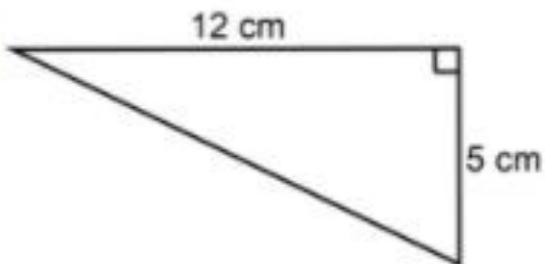


Calculate area of the triangles

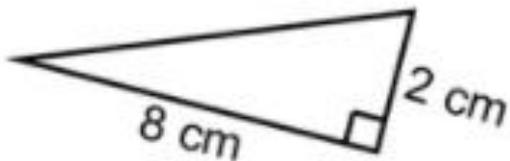
1)



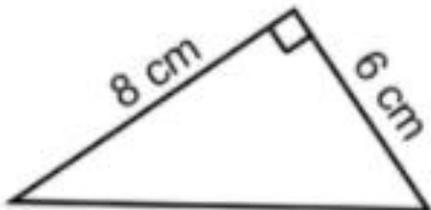
2)



3)

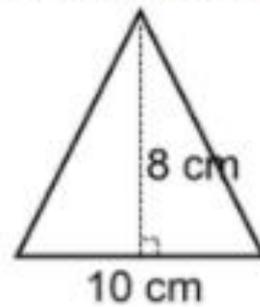


4)

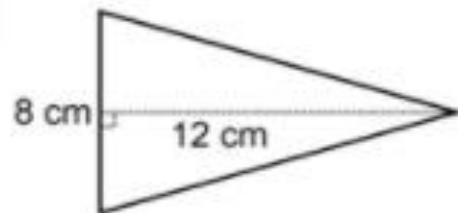


Calculate area of the triangles

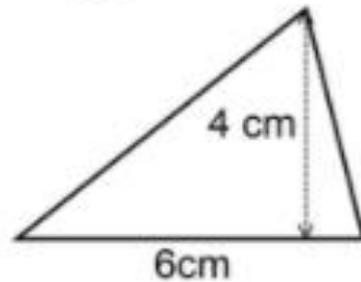
1)



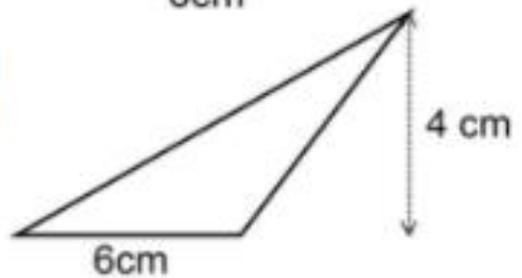
2)



3)



4)



TUESDAY

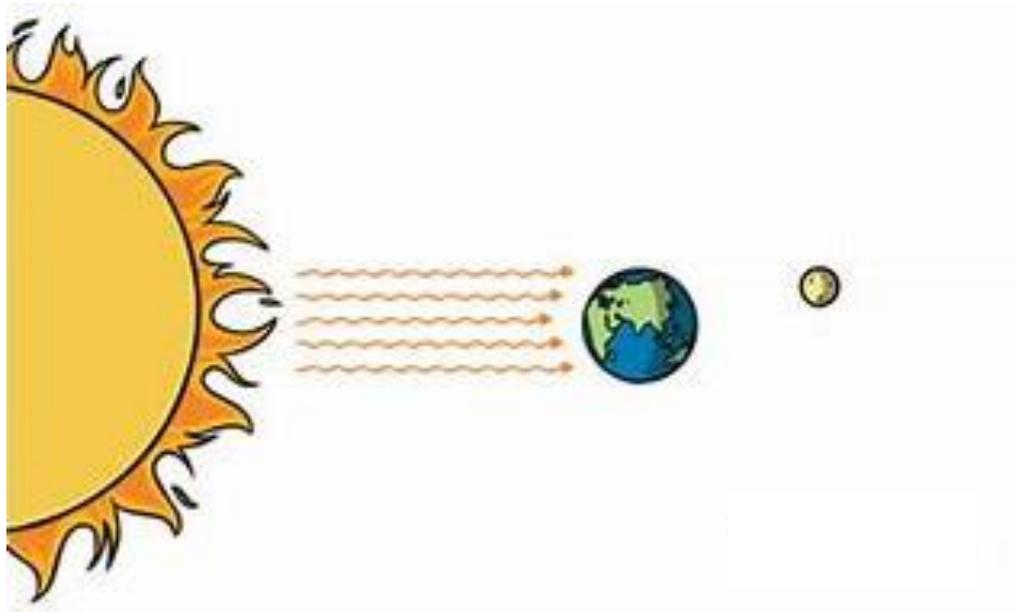
19.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	Reading Comprehension <i>Today, we are going to answer the comprehension questions on the text 'The Moon'.</i> Answer both sets of questions on the text. Try to include detail in your answer where necessary.	<i>'The Moon' comprehension text – Monday's resource.</i>
	<i>If you would like to do some further research on the Moon to help with your writing, then explore the links in the 'Resources' section.</i>	https://www.bbc.co.uk/bitesize/clips/zvw8q6f https://www.natgeokids.com/uk/discover/science/space/facts-about-the-moon/
2	SPaG Complete the set activity on Learning by Questions.	https://www.lbq.org/ <i>The activity code will be sent via Marvellous Me this morning.</i>

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Science - Day and Night</p> <p>Watch Clip 1 to learn more about how Earth orbits the sun. Whilst watching the clip, think about how the position of the Earth during its orbit enables day and night to happen.</p> <p><i>When would you experience day time during the orbit?</i></p> <p><i>When would you experience night time?</i></p> <p>Watch Clip 2 which shows a practical demonstration of how the Earth rotates to face towards and away from the sun to create day and night.</p> <p>Draw and label a diagram to show your understanding of how night and day occur. Use the image below to give you some idea of what your diagram could look like.</p>	<p>Clip 1: https://www.bbc.co.uk/bitesize/clips/z6vfb9q</p> <p>Clip 2: https://www.bbc.co.uk/bitesize/clips/zkynvcw</p>



Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i></p>	<ol style="list-style-type: none"> 1. $657\,483 + 38\,836$ 2. $920\,384 - 25\,139$ 3. 28×64 4. $8293 \div 6$ or $8293 \div 35$ 5. Draw an example of each type of angle and write the correct name for each one.
2	<p>2D Shapes</p> <p><i>Message from Miss Hanson: Let's have a recap of 2D shapes! I'm hoping you will already know lots of different 2D shapes – we are going to recap different names of shapes and also how many sides each shape has.</i></p> <ol style="list-style-type: none"> 1. Play 'Who Am I?' – try to work out what each 2D shape is by reading the clues given. 2. Use the BBC Bitesize link to watch a short video about different 2D shapes. There are then further activities to apply your knowledge on the web page. 3. Name each of the shapes on the activity sheet. <i>Count the sides carefully! You can write the names inside each shape.</i> 	<p style="text-align: center;"><i>Activity 1</i></p> <p style="text-align: center;">https://www.bbc.co.uk/bitesize/topics/zvmxsbk/articles/z98n4qt</p> <p style="text-align: center;"><i>Activity 2</i></p>
3	<p>Extension Activities</p> <p>Create a space-themed picture using only 2D shapes. <i>For example, you could draw an astronaut with a rectangular body and feet made out of triangles!</i></p>	

Who Am I?

(Activity 1)

I have 4 sides.

I have two sets of sides which are equal in length.

I have 4 right angles.

Who am I? _____

I have 3 sides.

My angles add up to 180 degrees.

All of my sides are equal in length.

Who am I? _____

I have the same number of sides as an octopus has legs.

My angles are all equal.

Who am I? _____

I have 5 sides.

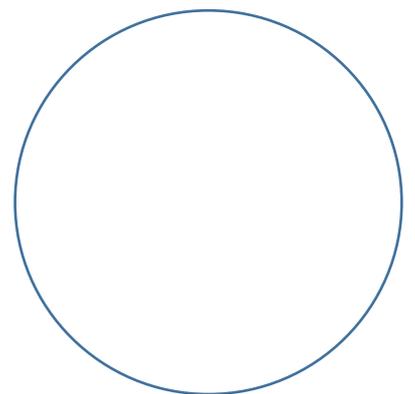
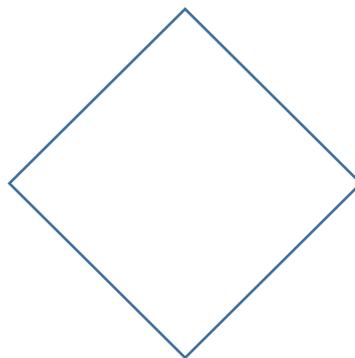
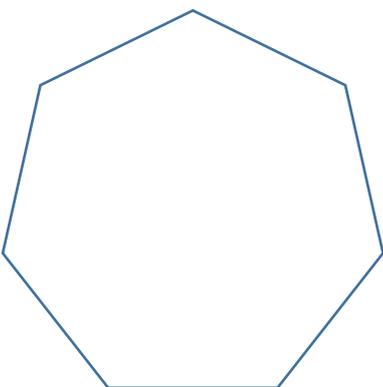
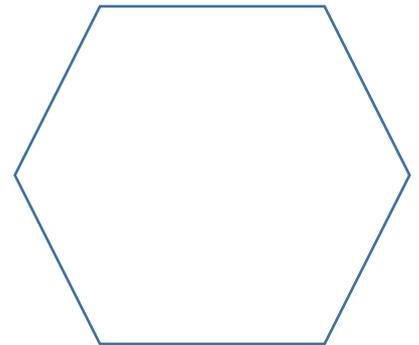
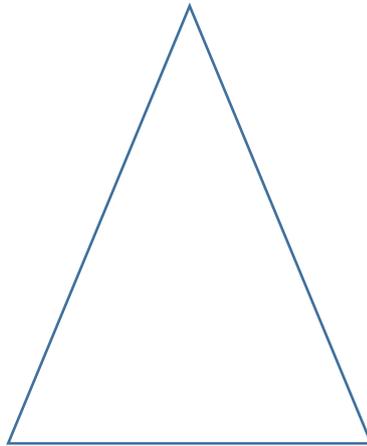
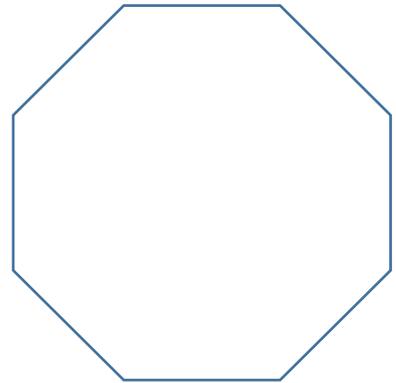
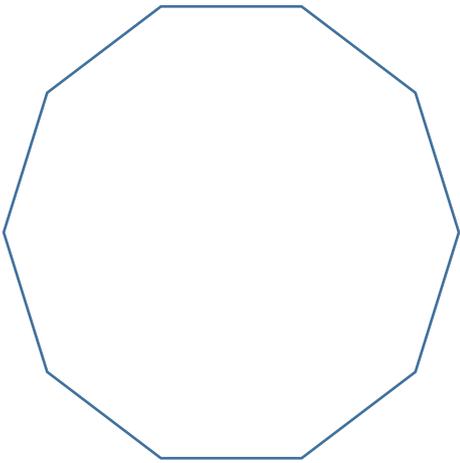
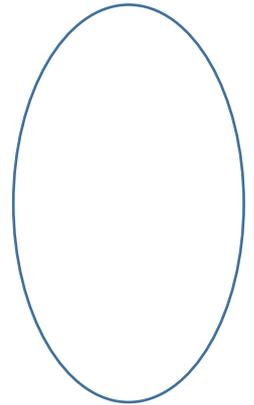
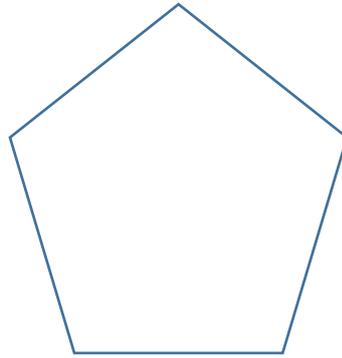
I have 5 angles.

I am the same shape as a 50p coin.

Who am I? _____

Name the Shape

(Activity 2)



WEDNESDAY

20.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Writing</p> <p><i>This week we are going to produce a piece of narrative writing based on an image titled: 'Moon Landing'. You can choose to write in whatever narrative style you wish (e.g. a setting description, a story, a diary entry etc.). We are going to focus particularly on powerful vocabulary choices.</i></p> <p>1. Look at the image and begin to think about what might have happened before and after the image was taken. Who has taken the image? Was it you? Or have you found the image somewhere? <i>The possibilities are endless!</i></p> <p>2. Begin to develop a collection of adjectives and descriptive phrases (<i>you might want to make a mind map or write a list</i>) to describe the image. <i>Remember to consider all of your senses: sight, sound, touch, taste and smell.</i></p> <p>3. Use a thesaurus or online research to gather powerful descriptive phrases and vocabulary. <i>You may want to choose 5 of your words and try to find more powerful synonyms for them.</i></p>	<p><i>Image provided on following page.</i></p> <p>https://www.thesaurus.com/</p>

2	<p>SPaG</p> <p style="text-align: center;"><u>Adverbs and Adjectives</u></p> <p>Tick one box in each row to show whether the underlined word is an adjective or adverb.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Sentence</th> <th style="width: 10%;">Adjective</th> <th style="width: 10%;">Adverb</th> <th style="width: 25%;">Sentence</th> <th style="width: 10%;">Adjective</th> <th style="width: 10%;">Adverb</th> </tr> </thead> <tbody> <tr> <td>It was a <u>beautiful</u> day.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>The <u>huge</u> spider terrified me!</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>He spoke <u>clearly</u> in assembly.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>The <u>glamorous</u> lady walked into the room.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>She gave <u>generously</u> to the charity.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>He spoke <u>quietly</u> in the library.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>Our <u>happy</u> dog loves to play.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>He walked <u>nervously</u> onto the stage.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>He waited <u>anxiously</u> for the results.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>She spoke <u>kindly</u> about the boy.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>The <u>courageous</u> man rescued the cat from the tree.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td>The <u>fierce</u> wind hurt my face.</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table>	Sentence	Adjective	Adverb	Sentence	Adjective	Adverb	It was a <u>beautiful</u> day.	<input type="checkbox"/>	<input type="checkbox"/>	The <u>huge</u> spider terrified me!	<input type="checkbox"/>	<input type="checkbox"/>	He spoke <u>clearly</u> in assembly.	<input type="checkbox"/>	<input type="checkbox"/>	The <u>glamorous</u> lady walked into the room.	<input type="checkbox"/>	<input type="checkbox"/>	She gave <u>generously</u> to the charity.	<input type="checkbox"/>	<input type="checkbox"/>	He spoke <u>quietly</u> in the library.	<input type="checkbox"/>	<input type="checkbox"/>	Our <u>happy</u> dog loves to play.	<input type="checkbox"/>	<input type="checkbox"/>	He walked <u>nervously</u> onto the stage.	<input type="checkbox"/>	<input type="checkbox"/>	He waited <u>anxiously</u> for the results.	<input type="checkbox"/>	<input type="checkbox"/>	She spoke <u>kindly</u> about the boy.	<input type="checkbox"/>	<input type="checkbox"/>	The <u>courageous</u> man rescued the cat from the tree.	<input type="checkbox"/>	<input type="checkbox"/>	The <u>fierce</u> wind hurt my face.	<input type="checkbox"/>	<input type="checkbox"/>
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Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Space: Shadows Investigation</p> <p><i>Today we're going to investigate how the Earth's orbit affects the shape of shadows thorough the day. This investigation will work best on a sunny day so feel free to do it another day if there's too many clouds!</i></p> <p>Here's what to do: Find a spot in your house that receives the most sun through the day. At 9am, set up a toy (a small Lego figurine or something similar will do perfectly) on a plain piece of paper.</p> <p>Face the paper due North (<i>you can use Google Maps or use the compass app on a phone to find this direction</i>). Draw the shadow it creates onto the paper.</p> <p>Check on the paper every hour and draw the shadow each time.</p> <p>Record your findings on a piece of paper:</p> <ol style="list-style-type: none"> 1. <i>What do you notice about the shadows?</i> 2. <i>What time was the shadow shortest?</i> 3. <i>What time was the shadow longest?</i> 4. <i>What direction was the shadow facing in the afternoon?</i> <p>Watch the clip for an explanation as to why the shadows change through the day.</p>	 <p style="text-align: center;">https://www.youtube.com/watch?v=1SN1BOpLZAs</p>
2	<p>DT</p> <p><i>This year, NASA are going to send a 'Rover' to Mars, which will move around the planet carrying out experiments and collecting information.</i></p> <p>Design your own Rover, which could be used on a mission to Mars. <i>Draw and label its key features, thinking about what technology you might use, how the Rover would be powered and what materials you would use.</i></p>	<p><i>Information and video clips about the Mars Rover 2021</i></p> <p style="text-align: center;">https://mars.nasa.gov/mars2020/</p>

Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i></p>	<ol style="list-style-type: none"> 1. $38\,642 + 75\,834$ 2. $378002 - 2543$ 3. 291×23 4. $27382 \div 5$ or $27382 \div 15$ 5. a) 37.9×100 b) $0.5 \div 10$
2	<p>Types of Lines</p> <p><i>Message from Miss Hanson:</i> <i>When we discuss the properties of different shapes, we often talk about the different types of lines that make up the shapes.</i> <i>You will need to know about: perpendicular, adjacent, parallel, horizontal and vertical.</i> <i>It seems like a lot to remember, but they're all different so don't worry!</i></p> <ol style="list-style-type: none"> 1. Use the BBC Bitesize link to watch a short video about different parallel and perpendicular lines. <p><i>Adjacent lines are two lines that meet together to make a right angle.</i> <i>A horizontal line goes from left to right (or right to left!)</i> <i>A vertical line goes up to down (or down to up!)</i></p> <ol style="list-style-type: none"> 2. Access 'Learning by Questions' to complete the set activity on different types of lines. 	<p>https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zp327h v</p> <p>https://www.lbq.org/ The activity code will be sent via Marvellous Me this morning.</p>
3	<p>Extension Activities</p> <p>Make yourself a revision poster or some revision cards to help you remember the different types of lines. Test a family member on the different types then get them to test you!</p>	

THURSDAY

21.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p><i>We will be using the same image as yesterday so please make sure that you have taken time to have another good look at the image before today's activity.</i></p> <p>Planning <i>Today, you are going to plan your text based on the image. Remember, there is no right or wrong answer in writing – just use your wonderful imagination! You may have decided to write a story or a setting description, you may have chosen to do a diary entry or a letter – write whatever you are inspired to write!</i></p> <p>Plan your piece of writing.</p> <p><i>You could base your writing on the opening:</i></p> <p><i>'Houston! Houston come in! Houston we have a problem...'</i></p>	<p><i>Narrative planning sheet on following page.</i></p>
2	<p>SPaG</p> <p>Complete the set activity on Learning by Questions.</p>	<p>https://www.lbq.org/ <i>The activity code will be sent via Marvellous Me this morning.</i></p>

Narrative Planning Sheet

Title

Top 5 Vocabulary/Phrases

Try your best to use all of these!

Characters

Include brief descriptions of the character/s

Setting Description/Opening – *describe your surroundings/set the scene for the story.*

Build Up – *introduce your characters. What are they doing there? Who are they? Write about their normal day.*

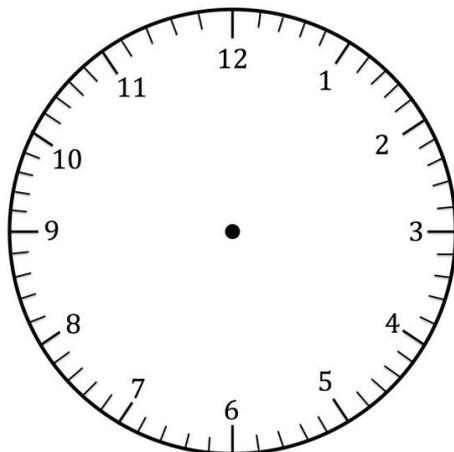
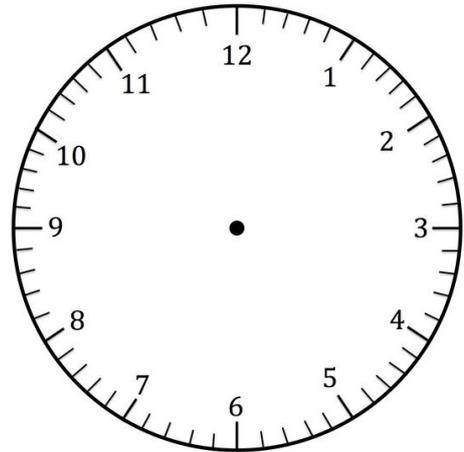
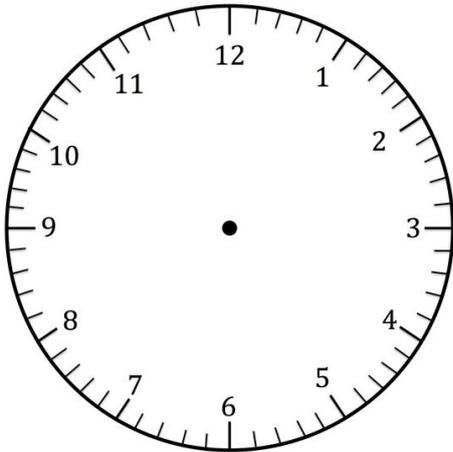
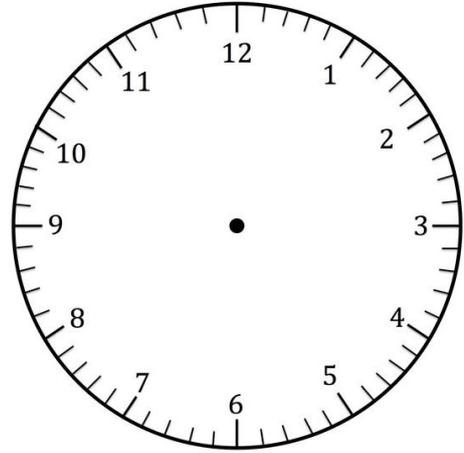
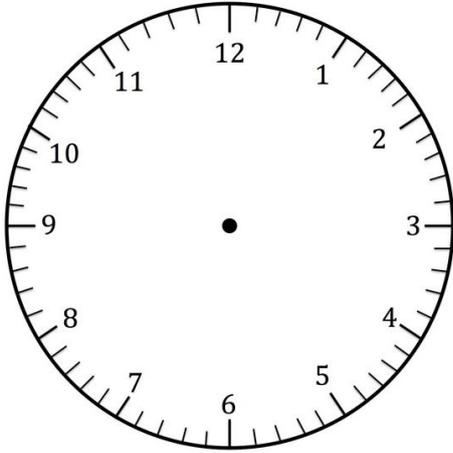
Problem/Action – *something unusual has happened! What's happened? Are the characters safe? What do they say/feel/do?*

Resolution/Ending – *how does the story end? Is the problem solved? Will there be a cliffhanger?!*

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Geography - Time Zones</p> <p><i>Think about the knowledge that you discovered in yesterday's activity about the position of Earth towards the Sun changes throughout each day.</i></p> <ol style="list-style-type: none"> 1. Use the BBC Bitesize link to discover information about different time zones. 2. View the world map and time zones online. <i>Explore the times for cities that you know and have a look for some unheard of destinations.</i> 3. Choose 5 cities and record their times on the clocks. 	<p>https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4</p> <p>https://www.worldclock.com/</p> <p><i>Activity sheet is on the following page.</i></p>
2	<p>e-Safety</p> <p><i>Sometimes, we can spend an awful lot of time using technology without even realising how much time we have spent! This is quite often the case for gaming and when using mobile phones.</i></p> <ol style="list-style-type: none"> 1. Watch the video about addictive behaviour – it shows how some of the characters become 'addicted' to a game they are playing and find themselves missing out on other things instead. 2. Create a poster to show what you could do to avoid becoming 'addicted' to technology. 	<p>https://www.bbc.co.uk/teach/class-clips-video/pshe-ks2--ks3-addictive-behaviour/zd87t39</p>

Time Zones around the World



Maths

	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We complete these questions at the start of every Maths lesson. Children are encouraged to use written methods to work out their answers.</i></p>	<ol style="list-style-type: none"> 1. $65738 + 16372$ 2. $68983 - 18293$ 3. 567×21 4. $25364 \div 6$ or $2536 \div 41$ 5. Write today's date in Roman numerals.
2	<p>3D Shapes</p> <ol style="list-style-type: none"> 1. Use the BBC Bitesize link to watch a short video about different 3D shapes. There are then further activities to apply your knowledge on the web page. 2. Access 'Learning by Questions' to complete the set activity on different types of lines. 3. Complete the 3D shapes Treasure Hunt <i>If you are able to print this page then you can cut out each individual card for children to order. If you do not have a printer, then children can write down the order of the letters from each card.</i> <p><u>How to play:</u> Choose a card to begin with e.g. A Answer the question on that card. The answer will be at the top of another card. Once you have found the card with the correct answer on, this becomes your next question card.</p> <p><i>If completed correctly, the letters should eventually loop back round to the beginning!</i></p>	<p>https://www.bbc.co.uk/bitesize/topics/ziv39j6/articles/zgqpk2p</p> <p>https://www.lbq.org/</p> <p><i>The activity code will be sent via Marvellous Me this morning.</i></p> <p><i>Activity sheet is on the following page.</i></p>
3	<p>Extension Activities</p> <p>Mathletics <i>Activities on area and perimeter are available under Section G – Properties of Shapes</i></p>	

5 faces
How many edges does a cuboid have?

A

12 edges
How many edges does a triangular prism have?

B

18 edges
How many edges does a square based pyramid have?

C

8 faces
How many edges does a tetrahedron have?

D

9 edges
How many vertices does a cuboid have?

E

4 vertices
How many vertices does a square based pyramid have?

F

squares
How many vertices does a tetrahedron have?

G

6 edges
How many vertices does a triangular prism have?

H

4 faces
How many vertices does a hexagonal prism have?

I

triangles
How many edges does a hexagonal prism have?

J

8 edges
How many faces does a triangular prism have?

K

3
How many faces does a cube have?

L

8 vertices
How many faces does a square based pyramid have?

M

12 vertices
How many faces does a hexagonal prism have?

N

6 faces
How many faces does a triangular based pyramid have?

O

circles
The net of a triangular prism consists of 2 triangles and rectangles

P

6 vertices
The net of a cube consists of 6

Q

5 faces
The net of a cylinder consists of 1 rectangle and 2.....

R

7 vertices
The net of a square based pyramid consists of 1 square and 4

S

5 vertices
How many vertices does a hexagonal based pyramid have?

T

FRIDAY

22.01.21

Literacy

	<u>Activity Description</u>	<u>Resources</u>
1	<p>Writing</p> <p><i>Today, you are going to write your narrative! Remember to use what you have planned and try to include all of the brilliant vocabulary that you have found throughout the week.</i></p> <p><i>Work hard to present your work neatly.</i></p> <p><i>We would love to read your finished pieces so please don't forget to either email them to us or drop them into school!</i></p> <p>Write your narrative based on the image 'Moon Landing'.</p>	

Curriculum Activities

	<u>Activity Description</u>	<u>Resources</u>
1	<p>PE</p> <p>Yoga and stretching can be a great way for us to calm ourselves down if we're feeling anxious. To end off a week of working super hard on your home-learning, have a go at the Rocket Yoga activity. All the moves are space themed!</p>	<p>https://www.youtube.com/watch?v=8cLWrEOxWHc</p>
2	<p>PSHE</p> <p>It's really important to look after our mental health during this time. On the following page there is a mindfulness colouring sheet for you to complete to help you feel more relaxed.</p> <p>Alternatively, you can colour a picture online. Use the link to colour in an alien-themed picture!</p>	<p><i>Colouring sheet on following page.</i></p> <p>https://www.online-coloring.com/coloring-page/aliens-population-201.html</p>
3	<p>Family Time</p> <p>Plan an activity that you could enjoy doing with your family over the weekend.</p> <p><i>You may decide the route for a family walk, plan a family movie night or even plan and help to prepare a family meal. We'd love to know what you get up to!</i></p>	



Maths

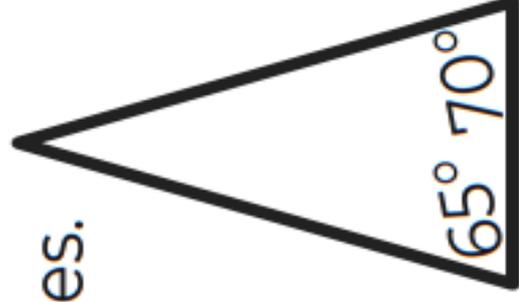
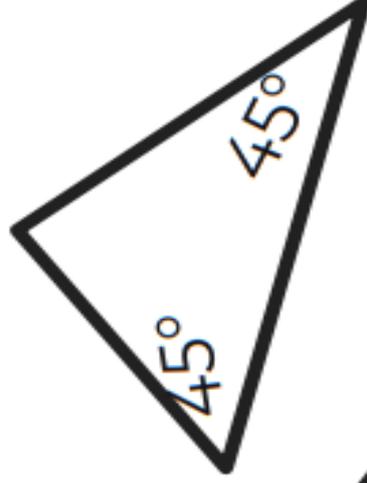
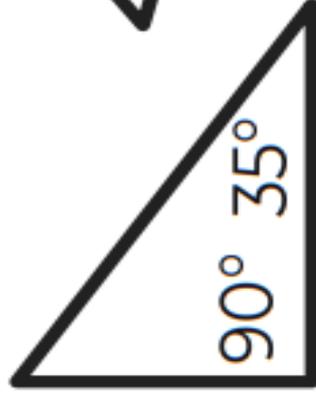
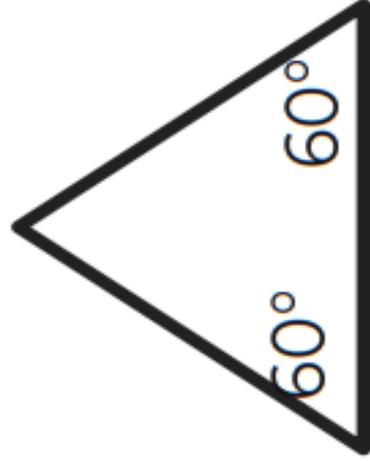
	<u>Activity Description</u>	<u>Resources</u>
1	<p>5 a Day</p> <p><i>We are going to practise our arithmetic skills for 5 a Day today! There are 40 questions on the activity sheet – some you will be able to do in your head whilst for others you may need to work them out a piece of paper.</i></p> <p><i>You may want to try timing yourself to see how quickly you can answer them all!</i></p>	<p><i>Activity sheet is on the following page (1).</i></p>
2	<p>Triangles</p> <p><i>Message from Miss Hanson:</i></p> <p><i>There are a number of different types of triangles – you need to be able spot each different one and explain its properties.</i></p> <p>1. Use the link provided to access an online lesson on the different types of triangles.</p> <p><i>Firstly, there is a short quiz to see what you might already know.</i></p> <p><i>Then, there is a video of a lesson to watch. You may want to pause the video sometimes if you need to do some working out or need some thinking time.</i></p> <p><i>You are able to pause and close the video to access the worksheet and then go back to the video when you need to. (A copy of the worksheet is also on the following page).</i></p>	<p>https://classroom.thenationalacademy/lessons/comparing-and-classifying-isosceles-and-scalene-triangles-c4v3jd</p> <p><i>Activity sheet is on the following page (2).</i></p>
3	<p>Extension Activities</p> <p>144 Times Tables Test</p> <p><i>You could try to do one of these each day and see how much progress you can make over the week!</i></p>	

1. 9×9	2. $437 + 454$	3. 2×10	4. $770 - 532$	5. $414 + 283$	6. $427 + 132$	7. $30 \div 5$	8. 2×11
9. $882 - 513$	10. 10×8	11. 11×11	12. 5×10	13. 12×12	14. $80 \div 8$	15. $880 - 498$	16. 6×7
17. $149 + 496$	18. $355 + 411$	19. $996 - 73$	20. $998 - 227$	21. $852 - 161$	22. $18 \div 9$	23. 6×4	24. 4×10
25. $66 \div 11$	26. $8 \div 4$	27. $362 + 226$	28. $32 \div 4$	29. 2×7	30. $940 - 535$	31. 6×4	32. $14 \div 2$
33. $99 + 204$	34. $412 + 170$	35. $847 - 124$	36. 10×5	37. $80 \div 8$	38. $890 - 528$	39. 2×7	40. $783 - 398$

Independent task

Write the name of each triangle.

Then find the missing angles of the triangles.



Not drawn to scale.