



Priory Junior School

Year Group: 5

Learning Activities for Week Beginning: 01.03.2021

Subject	Activity / Resources				
English	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Read a book for 15 minutes.</p> <p>Guided Reading: Read the text attached – the comic strip 'King Arthur' – then complete the word detective sheet.</p>	<p>Read a book for 15 minutes.</p> <p>Guided Reading: Read the text attached – the comic strip 'King Arthur' – then answer the retrieval and inference questions.</p>	<p>Read a book for 15 minutes.</p> <p>Guided Reading: Read the text attached – the comic strip 'King Arthur' – then, using the information from the text, create a poster to broadcast the sword in the stone to the knights who have not yet tried to take the sword from the stone. How can you persuade them to try?</p>	<p>Read a book for 15 minutes.</p> <p>Grammar: Watch the Oak Academy video at https://classroom.thenational.academy/lessons/to-revise-the-past-present-and-future-progressive-tense-6rukjd - revising the past, present and future progressive tenses. Then write an explanation, explaining how you know whether a sentence is written in the past, present or future progressive tense.</p>	<p>Read a book for 15 minutes.</p> <p>Grammar: Watch the Oak Academy video at https://classroom.thenational.academy/lessons/to-explore-the-function-of-apostrophes-ctk38r - looking at the purpose of apostrophes. Then write three sentences that contain at least two apostrophes each.</p>
	<p>Main Learning: Task: Page 82-83 Read the sentence "Still held fast in her deadly embrace Beowulf found himself hauled to the surface in a vaulted cavern lit with fires of hell it seemed, but at least he could breathe again, and was free of the pressing weight of</p>	<p>Main learning: Task: Imagine the conversation Beowulf and the Sea-Hag would have in the cavern before they have their battle. What would they say to each other? Write this conversation using accurate speech punctuation</p>	<p>Main learning: Task: Imagine you are going to interview Beowulf and the Sea-Hag – what question would you ask them? Generate the questions then try to answer them in role as the characters.</p>	<p>Main learning: Task: Read the text 'What We'll Build' - What would you put in the place where you put all the things you love? Write a description of your version of this room with all the things you want inside it.</p>	<p>Main learning: Task: Look at the Kenning poems provided – what are the features of these poems? What kind of words are we using? What punctuation do they use? Write a list of the features of a Kenning and try to write your own!</p>

	<p>the water.” How does this sentence make the reader feel? What does it tell them about the fate of Beowulf? Write an answer using evidence from the text</p>				
	<p>Spelling: Today we are practising our proof-reading skills. Have a look at task 1 and 2 attached. Can you find and correct the mistakes?</p>	<p>Spelling: Today we are practising our proof-reading skills. Have a look at task 3 attached. Can you find and correct the mistakes?</p>	<p>Spelling: Today we are looking at connections between words. Considering the word 'telephone', use a dictionary to find and make a list of any words which have the prefix 'tele-' or the root word 'phone'.</p>	<p>Spelling: Today we are continuing to look at connections between words. Choose a word from your list yesterday and split it into the prefix/suffix and root word and then make a list like yesterday, of other words which include that prefix/suffix or root word. For example, telegraph can be split into 'tele-' and 'graph'.</p>	<p>Spelling: Practise some of the year 5/6 spelling words – think about some of the strategies we use in school and use these!</p>
Maths	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Number Fluency: Complete the activity assigned on Mathletics, titled multiply and divide mental – multiply by 10, 100, 1000</p> <p>Main Learning: Multiply fractions by a whole number. Today, you will be multiplying fractions by whole numbers but the answer will be less than 1.</p>	<p>Number Fluency: Complete the activity assigned on Mathletics, titled Multiply and divide mental - divide by 10, 100, 1000.</p> <p>Main Learning: Multiply fractions by a whole number. In today's lesson, you will multiplying fractions by whole numbers but the</p>	<p>Number Fluency: Complete the activity assigned on Mathletics, titled Multiply and divide mental – doubling and halving to multiply</p> <p>Main Learning: Multiply fractions by a whole number. Today you will be multiplying fractions by converting mixed numbers into improper fractions first.</p>	<p>Number Fluency: Complete the activity assigned on Mathletics, titled – Multiply and divide mental - Bar model $\times \div$</p> <p>Main Learning: Multiply mixed number fractions by a whole number. In today's lesson you will be using two different methods to multiplying a mixed number</p>	<p>Number Fluency: Complete the activity assigned on Mathletics, titled – Multiply and divide written - Remainders by tables.</p> <p>Main Learning: Multiply mixed number fractions by a whole number. Today, you will be converting a mixed number into an improper fraction first</p>

	<p>Watch the video explaining how to do this and pause where you need too.</p> <p>Task: Read the questions carefully and to complete work sheet using diagrams to show the different methods calculating fractions.</p>	<p>answer will be greater than 1.</p> <p>Watch the video explaining how to do this and pause where you need too.</p> <p>Task: Read the questions carefully and choose which method to use. You can use any of the diagrams covered yesterday or stick to the method covered today.</p> <p>Work through the sheet and complete the challenge when you are finished.</p>	<p>Watch the video explaining how to do this and pause where you need too.</p> <p>Task: Read the Morris Mouse Cheese House problem and solve the calculations using models practised.</p>	<p>fractions by a whole number.</p> <p>Watch the video explaining how to do this and pause where you need too.</p> <p>Task: Read the questions carefully and then complete the questions using the two different models (repeated addition and partitioning</p>	<p>before multiplying it by a whole number.</p> <p>Watch the video explaining how to do this and pause where you need too.</p> <p>Task: Read the question carefully complete the work sheet converting the fraction first to an improper fraction.</p>
Science	<p>Look through the development milestones and sort them into the different age ranges given. Which milestone do you think goes with which age range?</p> <p>Then...</p> <p>Measure your height, where do you fit on the graph given? Which line are you closest to? Where do other people in your household fit on the graph?</p>				
History	<p>Today we are thinking about why the Anglo-Saxon times are considered to be the 'dark ages'. Follow through the video on seesaw to determine what 'dark' actually means in different contexts. Are the Saxon ages 'dark' because we know so little about the period? Is it simply 'dark' in the sense of being overshadowed by the brightness of the Roman Empire it followed? Or is it simply that we don't consider it a period of significant achievements? Then sort through the cards and place them on the spectrum to determine whether the statement represents the Anglo-Saxon times to be dark or not.</p> <p>Finally, write an answer to the question: Do you think it is fair for the Anglo-Saxon times to be considered the 'dark ages'? Explain your answer with three paragraphs. The first paragraph should explain why it is fair for the Anglo-Saxons to be considered dark. The second paragraph should explain why it isn't fair for the Anglo-Saxon times to be considered dark. The third paragraph should explain your opinion and why.</p>				
Art	<p>This week, we are thinking more about the materials used to make the Anglo-Saxon huts. We will be making our own, small sculpture of an Anglo-Saxon hut. What materials could we use to do this?</p> <p>Have a look at the pictures of the natural materials we will be using. You can use any of these items, but you don't have to use all of them. Create a plan for what you would like your hut to look like. Then write underneath each item, what you will use it for in your sculpture (e.g., the roof or the walls).</p>				
Technology	<p>In preparation for next week, where we will be making a drawstring bag in school, you need to watch this video: http://www.viewpure.com/s5B9VJS5fvq?ref=bkmmk</p> <p>Then, write a set of clear instructions teaching someone how to make a drawstring bag. Are your instructions detailed enough for someone to follow without seeing the video?</p>				

Music	<p>Log into your Yumu account</p> <p>Listen and Appraise: Me, Myself and I by De La Soul. De La Soul is an American hip hop trio formed in 1987 in New York. The band is best known for their eclectic sampling, quirky lyrics, and their contributions to the evolution of hip hop generally. Me Myself and I is a single by De La Soul released in 1989. It established the group's characteristic style of combining hip hop with humour and social commentary.</p> <p>What Can You Hear?</p> <p>Do you like the song and your reasons why?</p> <p>Look at the features of Old-School Hip-Hop below – Can you hear any of these features on this track?</p> <ul style="list-style-type: none"> • Simple rapping techniques with few syllables in a bar and using simple rhythms. • Lots of songs are about partying. • Some about social turmoil. • Drum and percussion backing loops. • Some sampling (extracts) of funk tracks. • Scratching was starting to be used. • Extended percussion breaks in the music would lead to mixing more tunes and adding scratching techniques. • Use of decks. <p>Begin to plan your own hip-hop story. This will be about restrictions and lockdowns over the last year. Complete the mind map about restrictions and lockdowns. Think about home-school, in school bubbles, shops and other places closed...Include words and phrases linked to the social turmoil. You can use humour and commentary like in the De La Soul song.</p>
PE	<p>For PE this week:</p> <ol style="list-style-type: none"> 1. Find and complete a Joe Wicks workout. 2. Create three targets on the floor. Each further away from you. Take a ball (this could even be a ball of socks) and bat the ball (using a book or something similar if you don't have a bat) to try to hit the targets. Can you hit each target three times in a row? 3. Can you practice the jumps from the pictures attached? A stag jump and a split leap. Which one do you find easier and why? How high can you jump? What helps you jump higher? You can watch the videos on seesaw to show you how to do these jumps.
PSHE	<p>http://www.viewpure.com/nsPo4T3v6dA?start=0&end=0</p> <p>Breathing and Mindfulness!</p> <p>If you are looking for some relaxation and switch off time then this is the activity for you. This week we have a new meditation activity called Sleepy Sloth which is perfect for some much needed chill time.</p> <ol style="list-style-type: none"> 1. Get your earphones or be in a space that you can hear well without interruption. 2. Choose a quiet space that supports your focus. 3. Open and follow the video Sleepy Sloth Guided Meditation. 4. Notice how you are thinking and feeling. Enjoy the rest of your day with a sense of calm!