



## Priory Junior School

Year Group: 5

Learning Activities for Week Beginning: 1.2.2021

Subject	Activity / Resources				
English	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Read a book for 15 minutes.</p> <p><b>Guided Reading:</b> Read the text attached – it is an extract from a book by Michael Morpurgo – and complete the word detective sheet</p>	<p>Read a book for 15 minutes.</p> <p><b>Guided Reading:</b> Read the text attached. Complete the retrieval and comprehension questions – the answers are also given to check!</p>	<p>Read a book for 15 minutes.</p> <p><b>Guided Reading:</b> Read the text attached. Can you find any similarities between this text, the text about the Bell Boy last week and the Beowulf story? These were all written by Michael Morpurgo.</p>	<p>Read a book for 15 minutes.</p> <p><b>Grammar:</b> Watch the Oak Academy video at <a href="https://classroom.thenational.academy/lessons/to-develop-knowledge-of-relative-clauses-6mu6ae">https://classroom.thenational.academy/lessons/to-develop-knowledge-of-relative-clauses-6mu6ae</a> On relative clauses – write three sentences about lifecycles that use relative clauses</p>	<p>Read a book for 15 minutes.</p> <p><b>Grammar:</b> Watch the Oak Academy video at <a href="https://classroom.thenational.academy/lessons/to-explore-word-class-68tkjc">https://classroom.thenational.academy/lessons/to-explore-word-class-68tkjc</a> Then write an explanation of what a noun, adjective, verb, adverb and preposition is.</p>
	<p><b>Main Learning:</b> identify common themes in books by Michael Morpurgo.</p> <p>Today, you will be looking at story openers to identify themes and annotate text, explaining the effect the themes have on the reader. Watch the video on seesaw for instructions.</p> <p><b>Task:</b> Study the story openers to find common themes. Annotate the text, third/first person, flashback in time, characters, scenes and problems.</p>	<p><b>Main Learning:</b> compare stories using evidence from the text. In today's lesson, you will compare a Michael Morpurgo story with your favourite story. Comparing characters, scenes and genre.</p> <p>Watch the video on seesaw for instructions.</p> <p><b>Task:</b> Write a paragraph to compare the stories. How are the characters different to the characters in your favourite story? What about the setting? How the story starts? How is the type of story different?</p>	<p><b>Main Learning:</b> explain the importance of an illustrator. Today, you will look at an author/illustrator partnership and explain how illustrations compliment the story.</p> <p>Watch the video on seesaw for instructions.</p> <p><b>Task:</b> Choose a book and write about the link between the illustrator and story. Explain how several images combined on the front page relate to a theme that Michael Morpurgo uses. Flashbacks, Animals playing an important part. Writing in 1<sup>st</sup> person. Heros and problems.</p>	<p><b>Main Learning:</b> recognise the features of a biography. Today, you will be looking at a biography and identifying the different features. You will annotate a text. Watch the video on seesaw.</p> <p><b>Task:</b> Annotate the features of a biography and explain the effect they have on the reader.</p>	<p><b>Main Learning:</b> use facts to write a biography.</p> <p>In today's lesson, you will use facts to create a biography. You will need to think about the chronological order of the text. Watch the video on seesaw.</p> <p><b>Task:</b> Identify and discuss each section childhood, adulthood, main achievement, what will they be remembered for in the example biography. Use facts to create a biography.</p>

	<p><b>Spellings:</b> This week we are looking at homophones. Use the list to create sentences showing how each homophone is used correctly – can you make different sentences to the one provided?</p>	<p><b>Spellings:</b> How can we remember the best way to remember which homophone to use? E.g affect is a verb but effect is a noun. What other ways can you come up with to remember which of the other homophones to use?</p>	<p><b>Spellings:</b> Ask an adult to read out some of the sentences from day 1 spelling tasks – can you guess which of the two homophones is being used?</p>	<p><b>Spellings:</b> Practise some of the year 5/6 spelling words – think about some of the strategies we use in school and use these!</p>	
<b>Maths</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
	<p>Complete 15 minutes on Times Table Rockstars</p> <p><b>Number Fluency:</b> Complete the activity assigned on Mathletics, titled 'Multiples'.</p> <p><b>Main Learning:</b> Today we are learning how to identify and compare equivalent fractions, whose denominators are multiples of the same number. Watch the video explaining how to do this and pause where you need to. <b>Task:</b> Complete the worksheet titled 'Identify and Compare Equivalent Fractions'.</p>	<p>Complete 15 minutes on Times Table Rockstars</p> <p><b>Number Fluency:</b> Complete the activity assigned on Mathletics, titled 'Mental methods Division 1'.</p> <p><b>Main Learning:</b> Today we are learning how to compare and order fractions, whose denominators are multiples of the same number. Watch the video explaining how to do this and pause where you need to. <b>Task:</b> Complete the worksheet titled 'Order Fractions'.</p>	<p>Complete 15 minutes on Times Table Rockstars</p> <p><b>Number Fluency:</b> Complete the activity assigned on Mathletics, titled 'Divisibility Tests (2, 5, 10)'.</p> <p><b>Main Learning:</b> Today we are learning how to compare and order fractions, where simplification can be used. Watch the video explaining how to do this and pause where you need to. <b>Task:</b> Complete the worksheet titled 'Order Fractions with Simplification'.</p>	<p>Complete 15 minutes on Times Table Rockstars</p> <p><b>Number Fluency:</b> Complete the activity assigned on Mathletics, titled 'Mixed to Improper'.</p> <p><b>Main Learning:</b> Today we are revisiting how to find fractions of amounts. This is something which was covered last year and so it might be familiar. Watch the video reminding you how to do this and pause where you need to. <b>Task:</b> Complete the worksheet titled 'Find Fractions of Amounts'.</p>	<p>Complete 15 minutes on Times Table Rockstars</p> <p><b>Number Fluency:</b> Complete the activity assigned on Mathletics, titled 'Improper to Mixed'.</p> <p><b>Main Learning:</b> Today we are continuing to find fractions of amounts before comparing and ordering them. Watch the video explaining how to do this and pause where you need to. <b>Task:</b> Complete the worksheet titled 'Order Fractions of Amounts'.</p>

<b>Science</b>	<p>This week we will be learning about the life cycle of birds. Read the PowerPoint provided and complete the following tasks:</p> <p>1) Write a description of what the three stages of young birds life are – Hatchling, Nestling and Fledglings.</p> <p>2) Draw and label a diagram of the different parts of an egg.</p> <p>Extension task – Plants have flowers to attract bees in order to spread their pollen and make new seeds – How do birds attract other birds in order to create an egg? Do they use colourful feathers? What else? Research and find out!</p>
<b>History</b>	<p>This week we will be looking at how the Vikings invaded Saxon Britain and how the Saxons fought them off.</p> <ul style="list-style-type: none"> <li>• Read the PowerPoint provided – read through the timeline of Viking attacks against Britain.</li> <li>• Plot on the graph each part of the timeline to show how much control the Vikings had over Britain. The lower down the graph you plot an event, the less power Vikings had, the higher up the graph you plot an event the more power they had (there is an example on the last slide of the PowerPoint).</li> <li>• How close did the Vikings gets to ruling Britain? Use evidence to support your answer from the timeline.</li> <li>• What were the key turning points in the timeline that led the Vikings to not ruling Britain? Use the timeline to explain your answer.</li> </ul>
<b>Art</b>	<p>If you made your weaving loom, this week we want you to recreate the a landscape of Saxon Loves Farm using this. You can use any materials you can get your hands on (with parents permission – if you are struggling with materials you an always colour in pieces of paper and weave these instead.</p> <p>If you have not made a weaving loom, sketch the landscape that you can see out your window – how does this compare to the landscape from Saxon St Neots? Are there any similarities?</p>
<b>Technology</b>	<p>This week you are going to create your bag! Get together all the materials you planned to use from around your house. Think about how you can create your bag to make it last. What will you use to join it together? How will you make sure this lasts? If you come up against any problems when making it how will you overcome them?</p> <p>When you have created your bag test it for the purpose you created it for – will it do what you designed it to do?</p>
<b>Music</b>	<p>Log into your Yumu account (login details should be stuck in the back of your log book.)</p> <p>Listen and appraise-Hello by Lionel Richie: Hello is a song by Lionel Richie that was released in 1984 and reached number 1 all over the world. It is considered to be his signature song. The song is particularly memorable for the line "Hello, is it me you're looking for?"</p> <p>What Can You Hear?</p> <ul style="list-style-type: none"> <li>• The vocal line: how many singers? Male/female?</li> <li>• The backing/accompaniment: how many instruments? Which ones?</li> <li>• The texture: is it thick, thin or in between? Are there many layers of sound (voices/instruments), or just one/two?</li> <li>• The tempo: is it fast, slow or in between?</li> <li>• The dynamics: is the music loud, quiet or in between?</li> </ul> <p>Extended improvisation-Make you feel my love: practice the vocal improvisations and you could try the instrumental improvisations and clap back</p>
<b>PE</b>	<p>This weeks 3 P.E. activities are as follows....</p> <p>1) This week we want you to think about rebound jumps. This is a press and go activity which repeats itself over and over (like a bunny hop). We would like you to create a sequence using the 5 types of jump which are...</p>

	<ul style="list-style-type: none"> <li>2 feet to 2 feet jumps e.g. straight jump, ½ turn jump, changement etc.</li> <li>1 foot to 2 feet jumps e.g. hop off 1 foot to land in star shape etc.</li> </ul> <hr/> <p>2 feet to 1 foot e.g. straight or turning jump to kneel etc.</p> <p>1 foot to the same foot i.e. any hopping action.</p> <p>1 foot to the other foot i.e. any leaping action such as cat or split leap.</p> <p>Create your sequence – can you include any of the balances you have created before? Teach your sequence to a family member!</p> <p>2) Last week we looked at target practise by throwing and batting a ball to some targets. This week we would like you to create a game around this idea. Consider the following:          What equipment would you need to play?          How do people score?          How do people win?          What are the rules to make the game fair?</p> <p>See if you can teach your game to someone else and play!</p> <p>3) How many times can you go from sitting to standing to sitting again in 1 minute – you must stand fully up once you have sat down – who can do the most in your house?</p>
<b>PSHE</b>	<p>Animal Adventures  <a href="http://www.viewpure.com/6m0R0cwmuxs?start=0&amp;end=0">http://www.viewpure.com/6m0R0cwmuxs?start=0&amp;end=0</a>          Breathing and Mindfulness.          Ready to escape into a tranquil land of bliss? Need to take a break? Then this is the activity just for you. This week we will be exploring animals in their natural habitat.          Note: This is a rather long video. I suggest you spend 15 minutes listening.          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 'Animal Adventures' Guided Meditation.          4. Notice how you are thinking and feeling. Enjoy the rest of your day with a sense of calm          Optional: You might like to draw some of the animals you visualised on your animal adventure.</p>

