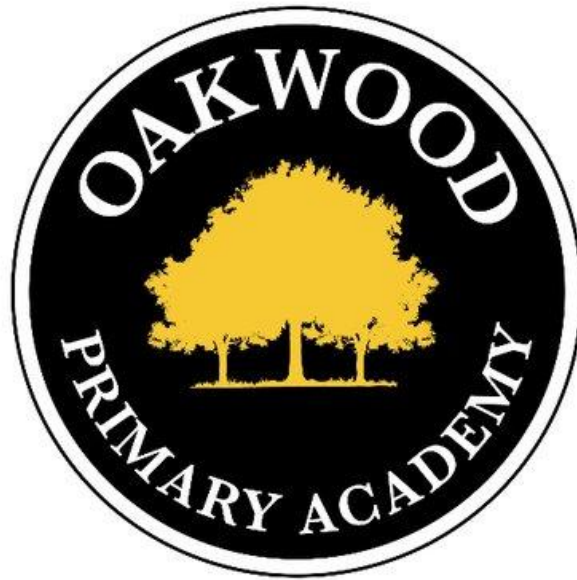


Oakwood Primary Academy



Year 5 Remote Learning Workbook

Week Beginning
1st March 2021

Name.....



'Being Better Every Day'

Year 5 Remote Learning Overview - Week beginning: 1/3/21

All learning can be completed online or in this pack. There is no expectation or need to print out any of these learning activities below.

Photographs of learning or individual documents can be submitted throughout the week, by emailing Mr Croft or Mrs Wilkinson:

year5opa@pansophiclearning.com

Or by handing these in at school each **Monday**, should you wish to.

Contents:

- 'Weekly Welcome' from the Year 5 Team
- News page – What have you been learning this week?
- Weekly Timetable
- Reading Log – please complete including reading comprehension sheets from this pack.
- NSPCC information
- Other links and activities for completion through the week
- English, Maths and Wider Curriculum overviews
- English, Maths and Wider Curriculum learning in day order
- Friday quiz

Weekly Welcome

Monday 1st March – Friday 5th March 2021

Hello Year 5,

Welcome to another new week of learning. We are still missing you very much at school and hope that you are safe at home learning some fantastic things.

In this pack, you will find all the instructions you need to ensure that you can learn at home. We will be learning about the same topics in school and cannot wait to hear about what you have learnt so don't forget to show us some of your work!

We are **expecting** you to send an email with pictures of the work you have done or a few sentences telling us what you have learnt this week. **As a minimum, we expect to see daily work from maths and English.** It may be a good idea to choose your favourite piece of work from the week to send in! We will share some of your photographs next week! **If you are not able to email in work, then please make sure the hard copy is handed in at the office each Monday.**

We are also starting to collate some photos for the Records of Achievements. These are books you can take home at the end of year 6 and shows a progression of fantastic learning throughout your time at Oakwood. We would love to be able to include some photos of 'Lockdown Learning' as well, so don't forget to include yourself in some of the pictures!

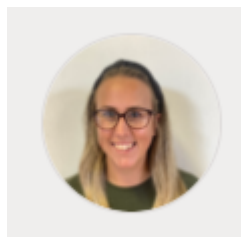
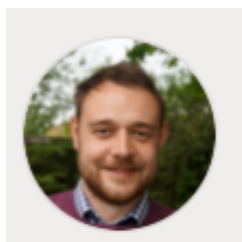
For this week, **Mrs Wilkinson will be in school teaching, while Mr Croft will be available to support with the remote learning you are doing at home.** So, please email us or use the comment box to ask any questions, queries and with your work, so we can keep in contact as much as possible.

We'll be announcing a 'Star of the Week' on Friday, so make sure we see your fantastic learning!

Have a great week, enjoy all of the learning and we look forward to seeing you when it is safe to do so.

Mr Croft and Mrs Wilkinson

lcroft@AuroraAcademies.org or kwilkinson@AuroraAcademies.org



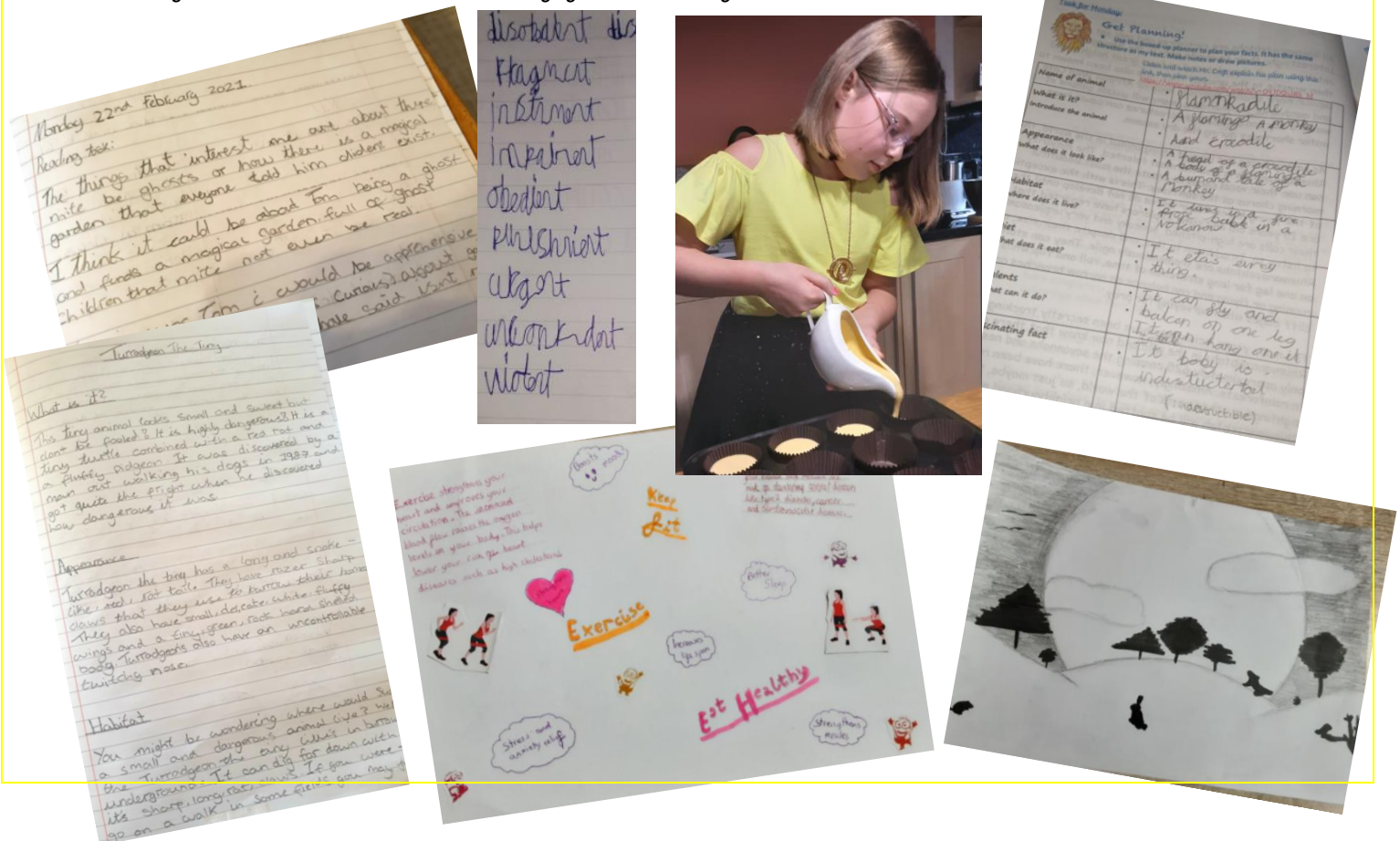
Our News Page

Let us see what Year 5 have been up to across the past week, at home and in school!

In school learning:



Home Learning pictures: Thank you to everyone who has sent in work, a hard copy pack or by email. We have loved seeing your learning!



Our Learning Timetable for this week

	English	Maths	Wider Curriculum / Other activities
Monday	New Unit: The Game! Read model text and unfamiliar words	Understanding percent	Topic – Scream Machine
Tuesday	Reading comprehension	Understanding percent in the world	Music – from Mr Mitchell
Wednesday	Relative clauses	Percent as fractions and decimals	Spanish - from Mrs Meredith
Thursday	Adjectives and expanded noun phrases	Finding percent of quantities	WORLD BOOK DAY! Reading, writing and art (plus a game!) Science
Friday	Speech to show a characters emotions	Finding percent of quantities: problem solving	PSHE – Dream and goals – dream job

Please Note: There is no expectation to complete all the Maths Tasks set for each day, please only complete what you feel is appropriate. There are different levels to choose from.

Reading Log: Do not forget to complete your reading log. Send in a photo or video of some of the reading you have done this week.

[illegible]

NSPCC link

<https://www.nspcc.org.uk/keeping-children-safe/coronavirus-advice-support-children-families-parents>



WORRIED?
We're here
to
Listen

Call Childline on 0800 1111
or visit childline.org.uk/kids

Whatever your worry,
you can talk to us. It's free,
you don't have to tell us
your name, and you can
chat about anything.

childline

ONLINE, ON THE PHONE, ANYTIME

Childline is a service provided by the NSPCC. © NSPCC 2020. Registered charity.
England and Wales: 254401. Scotland: SC037717. Registration by Andy Keenan. 150011089.

On the next few pages are some short activities to be completed over the course of the week. You can complete these in any order you wish. Please send in photos via email and save/hand in the Purple Mash tasks when you have completed them.

- Purple Mash activities – please log on and complete the 'To Do's' set for you.
- PE – Watch Joe Wicks every Monday, Wednesday and Friday or alternatively his links on Youtube. There are also some Just Dance videos – please find the links below.
- World Book Day activities!
- Oakwood to Tokyo challenge!
- Reading Comprehension – Tom's Midnight Garden.
- Spellings for the week. Please practise and then ask an adult to quiz you at the end of the week and send in a photo.



Purple Mash To Do Tasks for the week:

- 1) Everyday materials
- 2) Materials and their uses
- 3) Magnetic or not magnetic quiz
- 4) Fraction Wall
- 5) Fraction problem solving – true or false quiz
- 6) Equivalent fractions
- 7) Decimal equivalent
- 8) Fraction, decimals, and percentage
- 9) Chocolate room – creative writing
- 10) Our senses in the street

PE: Just Dance links and Joe Wicks links:

<https://www.youtube.com/watch?v=ZzlO6Lc-hpE> – Juice

<https://www.youtube.com/watch?v=sSmI90mgIrA> – Ice-cream

https://www.youtube.com/results?search_query=jow+wicks+pe – Joe Wicks videos; subscribe or click new links every day.

IT'S WORLD BOOK DAY!



World Book Day!

Friday 26th February 2021

Dear Parents / Carers,

This year's 'World Book Day' is on **Thursday 4th March**. Although we don't have all of the pupils in school, we'll still be planning a fun-filled week of Reading activities that all pupils can take part in, whether at school or at home.

As a school, we believe reading is the most useful life skill children can have.

This year the focus is 'Oral Storytelling', which is one of the oldest traditions in the world. We all love hearing a good story and lots of us like telling them too.

Our Reading Activities

Who is the Mystery Masked Reader?



- Pick a favourite story to retell **or** tell a story you have written **or** make one up.
- Can you disguise your face with a mask so we cannot see who you are?
- Can you disguise your voice so we cannot hear who you are?

Make up a mystery name for yourself e.g. The Strawberry!

Film your story telling and send it to us!

Watch this clip of another school to give you some inspiration.

<https://www.youtube.com/watch?v=a4co8aCBvWc>

This is a bit like The Masked Singer television show but with storytelling instead of singing. If you want to join in, we will try to guess who you are! The adults in the school will also be telling their stories in disguise! Watch the videos and try to guess who they are too! All will be revealed on **Thursday 4th March**.



This week we are celebrating **WORLD BOOK DAY!**

We get very excited about this in school and we are sad this year because we won't all be together... BUT... we have planned some fun things for you all to do at home and share with us and we will share ours with you as well! There is also a whole school competition for best 'dressed up' potato! So don't forget to get your entry in

In year 5, however, we wanted to set our own little competition!

We want you to send us a picture of you reading in the most peculiar place! This could be in the bath (clothes one!), upside down in a tree or in the garden shed... We are sure you can think of some more! Bonus points if you are dress up in a book character as well!

There will be a prize for the weirdest reading place! Remember, you must be actually reading and not just staring at the book!

Submit by email by Friday 5th 12pm

Mrs. Wilkinson and Mr. Croft ☺

Paint a Potato Competition



We're challenging all of our pupils to decorate a potato as a character from a book. Be as inventive as you like. Alternatively, you can turn your potato into an object or clue from a favourite book. Fancy a further challenge...you could place the potato in a setting and make a diorama. Send a photograph of your decorated potato to school via your child's year group email address. Prizes for the best potatoes will be given later in the term.



Favourite Book Character Day – Thursday 4th March

This is our favourite day! On Thursday 4th March we're inviting all of our pupils, whether at school or at home, to wear something linked to a favourite book character. Your child can be anyone from any book they want to be! It is not necessary to buy a costume or outfit – it could be a made accessory or object. We would love to see photos of you in your costumes and you could wear them as part of your disguise for the Masked Reader!

We will also be catching up with some authors and watching them tell stories. We will share the links for these. You may wish to look at the World Book Day website for the video timetable and lots of other fun book-related activities

<https://www.worldbookday.com/2020/09/world-book-day-2021-announcements/>

We are looking forward to celebrating Reading across the week!
Happy reading!

L. Elms

Miss L. Elms



Every Thursday (latest), we would like you to send us your miles or steps for the previous week along with a photo if possible; we will then calculate all the miles together. Our Facebook page will then be updated on Friday with the amount of miles completed collectively, and show you our virtual journey and position on the map.

Each country we travel through, we will give you information facts and trivia about that country.

As it's half term next week our first deadline for photos and miles will be Thursday 25th February

Everyone who participates in our challenge will be entered into a prize draw

Please send your photos and miles to

opaoffice@auroraacademies.org



Come on everyone take up the challenge

Let's get

Oakwood to Tokyo!

Are you ready for the

Oakwood to Tokyo Challenge?



This year Tokyo in Japan are hosting the Olympics games.

The distance from Oakwood to Tokyo is 8,120 miles



We have set ourselves a challenge to see how long it would take for our children, parents/carers and staff to complete the distance of 8,120 miles, virtually! This can be achieved by completing any form of physical exercise.

You can walk, run, cycle, skate, play football, skip or anything you would like to do, and we will be participating in school during our PE lessons.

We would like parents/carers, if possible, to record this activity using an app like Strava, a smart watch/phone or plotting your route using Mapometer, this will calculate your distance. If you do not have access to these apps, please just let us know your route and we will calculate the miles for you.



Reading on next few pages: (Remember to update your reading log!)

For reading this Term, we will be reading you the class text we would have started at school – Tom's Midnight Garden. We will be reading a selection of pages or chapters over the course of each week and there will be up to 5 questions to answer on each day that link to specific pages that are read. We will also attach the pages read on each day and week to the daily SWAYs and in this workbook for each week.

Monday's Reading Task(s):

1. What is the cause of Tom not sleeping?
2. Name 2 things Tom does when he has to stay indoors?
3. What was the first thing Tom tried to get him to sleep?



II

The Clock Strikes Thirteen

The striking of the grandfather clock became a familiar sound to Tom, especially in the silence of those nights when everyone else was asleep. He did not sleep. He would go to bed at the usual time, and then lie awake or half-awake for hour after hour. He had never suffered from sleeplessness before in his life,

and wondered at it now; but a certain tightness and unease in his stomach should have given him an answer. Sometimes he would doze, and then, in his half-dreaming, he became two persons, and one of him would not go to sleep but selfishly insisted on keeping the other awake with a little muttering monologue on whipped cream and shrimp sauce and rum butter and real mayonnaise and all the other rich variety of his diet nowadays. From that Tom was positively relieved to wake up again.

Aunt Gwen's cooking was the cause of Tom's sleeplessness—that and lack of exercise. Tom had to stay indoors and do crossword puzzles and jigsaw puzzles, and never even answered the door when the milkman came, in case he gave the poor man measles. The only exercise he took was in the kitchen when he was helping his aunt to cook those large, rich meals—larger and richer than Tom had ever known before.

Tom had few ideas on the causes and cures of sleeplessness, and it never occurred to him to complain. At first he tried to read himself to sleep with Aunt Gwen's school-girl stories. They did not even bore him enough for that; but he persevered with them. Then Uncle Alan had found him still reading at half-past eleven at night. There had been an outcry. After that Tom was rationed to ten minutes reading in bed; and he had to promise not to switch the bedroom light on again after it had been switched off and his aunt had bidden him good night. He did not regret the reading, but the dragging hours seemed even longer in the dark.

One night he had been lying awake as usual, fretting against the dark and against the knowledge that his uncle

and aunt would be sitting reading—talking—doing whatever they pleased—by the excellent electric lights of the sitting-room. Here *he* was, wide awake in the dark with nothing to do. He had borne it for what seemed many nights, but suddenly, tonight, he could bear it no more. He sat up, threw his bedclothes back with a masterful gesture, and stepped out of bed, though as yet with no clear purpose. He felt his way over to the bedroom door, opened it quietly and passed out into the tiny hall of the flat.

Tom could hear the sound of the ordered speaking of Uncle Alan, from behind the sitting-room door: he would be reading aloud from his favourite, clever weekly newspaper; Aunt Gwen would be devotedly listening, or asleep.

A moment's thought, and Tom had glided into the kitchen and thence into the larder. This would have been a routine move at home; he and Peter had often done it.

In Aunt Gwen's larder there were two cold pork chops, half a trifle, some bananas and some buns and cakes. Tom tried to persuade himself that he hesitated only because he didn't know which to choose, but he knew that he was not hungry. As a matter of form, he laid hold of a very plain, stale bun. Then, a great weariness of all food overcame him, and he put the bun down, leaving it to another day of existence.

He had been moving all this time in perfect silence—he would have been ashamed for his skill in such an expedition to have done otherwise. But he had ill-luck: as he went out from the kitchen and larder, he came face to face with his uncle coming from the sitting-room. His uncle's exclamation of surprise and disapproval brought his aunt out after him.

Tuesday's Reading Tasks:

Read the images of the next two pages on this page and answer these questions.

- 1) Why is the word '*he*' in italics?
- 2) What does the word '*hesitated*' mean?
- 3) Find another word that means the same as nudged.

Tom knew that he was in the wrong, of course, but they need not have made such a fuss. Aunt Gwen was most upset because, if Tom slipped into the larder at night, that meant he was hungry. She was not feeding him properly. He was suffering from night starvation.

Uncle Alan, on the other hand, had not been unobservant of Tom at mealtimes, and he could not credit his being hungry. Besides, Tom had admitted he took nothing from the larder. Why had he been there, then? Was it a blind? What *was* it?

Tom never really convinced them of the simple truth: that a boy would naturally go into the larder, even if he were not hungry. Anyway, they pointed out, he was out of bed far too late. He was hustled back again, and his uncle stood over him to make a speech.

'Tom, there must be no more of this. You are not to put the light on again once it has been put out; nor, equally, are you to get out of bed. You must see the reasonableness—'

'Not even to get up in the morning?' Tom interrupted.

'Of course, that's different. Don't be silly, Tom. But you are not to get up otherwise. The reason is—'

'Can't I get up, even if I need to, badly?'

'Of course you must go to the lavatory, if you need to; but you will go straight back to bed afterwards. You go to bed at nine in the evening and get up at seven in the morning. That is ten hours. You need those ten hours' sleep because—'

'But, Uncle Alan, I don't sleep!'

'But, Uncle Alan, I don't sleep!'
'Will you be quiet, Tom!' shouted his uncle, suddenly losing his temper. 'I'm trying to reason with you! Now, where was I?'

'Ten hours' sleep,' said Tom subduedly.
'Yes, a child of your age needs ten hours of sleep. You must realize that, Tom. For that reason, you must be in bed for ten hours, as I have said. I am making clear to you, Tom, that Gwen and I wish you, entirely for your own good, to be in bed and, if possible, asleep for ten hours, as near as maybe, from nine o'clock at night. You understand, Tom?'

'Yes.'

'Now I want you to promise to observe our wishes. Will you promise, Tom?'

Why could a boy never refuse to promise these large demands? 'I suppose so,' said Tom. 'Yes.'

'There!' said Aunt Gwen; and Uncle Alan said: 'Good. I knew I could reason with you.'

'But, all the same, I don't sleep!'

Uncle Alan said sharply, 'All children sleep;' and Aunt Gwen added more gently: 'It's just your imagination, Tom.'

Poor Tom had no answer except contradiction, and he felt that would be unwise.

They left him.

He lay in the dark, planning a letter to his mother. 'Take me away. At once.' But no, that was perhaps cowardly, and would worry his mother dreadfully. He would unburden himself to Peter instead, although Peter, because of his measles, could not reply. He would tell Peter how miserably dull it was here, even at night: nothing to do, nowhere to go, nobody—to speak of—to do things with. 'It's the worst hole I've ever been in,' he wrote, in imagination. 'I'd do anything to get out of it.'

Wednesday's Reading Tasks:

Read the three pages below and answer these questions:

- 1) Why do you think Uncle Alan and Aunt Gwen want Tom to have 10 hours sleep a night?
- 2) How do you think Peter was feeling about Uncle Alan and Aunt Gwen's request of him staying in bed?
- 3) Find an example of a fronted adverbial.

Peter—to be somewhere else—anywhere.' It seemed to him that his longing to be free swelled up in him and in the room, until it should surely be large enough to burst the walls and set him free indeed.

They had left him, and now they were going to bed. Uncle Alan took a bath, and Tom lay listening to him and hating him. For some reason, Tom could always hear what went on in the bathroom next door to his bedroom as clearly as if he were there himself: tonight he was almost in the bath with Uncle Alan. Later he heard other movements and conversation from elsewhere in the flat. Finally, the line of light under his door disappeared: that meant that the hall-light of the flat had been switched off for the night.

Slow silence, and then the grandfather clock struck for twelve. By midnight his uncle and aunt were always in bed, and asleep too, usually. Only Tom lay still open-eyed and sullen, imprisoned in wakefulness.

And at last—One! The clock struck the present hour; but, as if to show its independence of mind, went on striking—Two! For once Tom was not amused by its striking the wrong hour: Three! Four! 'It's one o'clock,' Tom whispered angrily over the edge of the bedclothes. 'Why don't you strike one o'clock, then, as the clocks would do at home?' Instead: Five! Six! Even in his irritation, Tom could not stop counting; it had become a habit with him at night. Seven! Eight! After all, the clock was the only thing that would speak to him at all in these hours of darkness. Nine! Ten! 'You are going it,' thought Tom, but yawning in the midst of his unwilling admiration. Yes, and it hadn't finished yet: Eleven! Twelve!

Thursday's Reading Tasks:

Read the pages below and answer these questions:

- 1) What does the word 'uneasy' mean on page 15?
- 2) Between what time does Tom have to stay in bed?
- 3) What was the promise Tom had made?
- 4) Why does Tom think there might be thirteen hours in the day?
- 5) Why was Tom talking to the house?

'Fancy striking midnight twice in one night!' jeered Tom, sleepily. Thirteen! proclaimed the clock, and then stopped striking.

Thirteen? Tom's mind gave a jerk: had it really struck thirteen? Even mad old clocks never struck that. He must have imagined it. Had he not been falling asleep, or already sleeping? But no, awake or dozing, he had counted up to thirteen. He was sure of it.

He was uneasy in the knowledge that this happening made some difference to him: he could feel that in his bones. The stillness had become an expectant one; the house seemed to hold its breath; the darkness pressed up to him, pressing him with a question: Come on, Tom, the clock has struck thirteen—what are you going to do about it?

'Nothing,' said Tom aloud. And then, as an after-thought: 'Don't be silly!'

What *could* he do, anyway? He had to stay in bed, sleeping or trying to sleep, for ten whole hours, as near as might be, from nine o'clock at night to seven o'clock the next morning. That was what he had promised when his uncle had reasoned with him.

Uncle Alan had been so sure of his reasoning; and yet Tom now began to feel that there had been some flaw in it . . . Uncle Alan, without discussing the idea, had taken for granted that there were twenty-four hours in a day—twice twelve hours. But suppose, instead, there were twice thirteen? Then, from nine at night to seven in the morning—with the thirteenth hour somewhere between—was more than ten hours: it was eleven. He could be in bed for ten hours, and still have an hour to spare—an hour of freedom.

But steady, steady! This was ridiculous: there simply were not thirteen hours in a half day, everyone knew that. But why had the clock said there were, then? You couldn't get round that. Yes, but everyone knew the grandfather clock struck the hours at the wrong times of day—one o'clock when it was really five, and so on. Admittedly, argued the other Tom—the one that would never let the sleepy Tom go to sleep—admittedly the clock struck the hours at the wrong time; but, all the same, they *were* hours—real hours—hours that really existed. Now the clock had struck thirteen, affirming that—for this once at least—there was an extra, thirteenth hour.

'But it just can't be true,' said Tom aloud. The house, which appeared to have been following the argument, sighed impatiently. 'At least, I think it isn't true; and anyway it's muddling.' Meanwhile you're missing your chance, whispered the house. 'I can't honourably take it,' said Tom, 'because I don't believe the grandfather clock was telling the truth when it struck thirteen.' Oh, said the house coldly, so it's a liar, is it?

Tom sat up in bed, a little angry in his turn. 'Now,' he said, 'I'm going to prove this, one way or the other. I'm going to see what the clock fingers say. I'm going down to the hall.'

Friday's Reading Tasks:

There is no new reading for today. Reread the last chapter and then answer the questions below:

- 1) Thinking about the chapter that was just read, where was the chapter mainly set?
- 2) Why do you think the clock strikes thirteen instead of twelve?
- 3) How does Tom feel about having to stay with Uncle Alan and Aunt Gwen?
- 4) Predict what Tom will find when he goes down into the hallway and further to investigate.

Introducing the Virtual School Library!

Oak National Academy and the National Literacy Trust have come together to launch our Virtual School Library to keep children reading during lockdown. Every week, a popular children's author will become our 'Author of the Week' and provide a **free book or audiobook** and exclusive videos and activities aimed at primary school children, all available at: library.thenational.academy. (Click the link to the left or the green link above). This week, our featured author is Sally Gardner and the FREE book to read this week is *Cookie and the Most Annoying Boy in the World* by Konnie Huq.

Introducing Facebook Reading!

In addition to this, you could also be interested in following some of the links below. Julia Donaldson (and other authors) have and will be reading famous books, so if you fancy just listening to some exciting books these links are for you!

[Visit the Virtual School Library](#)

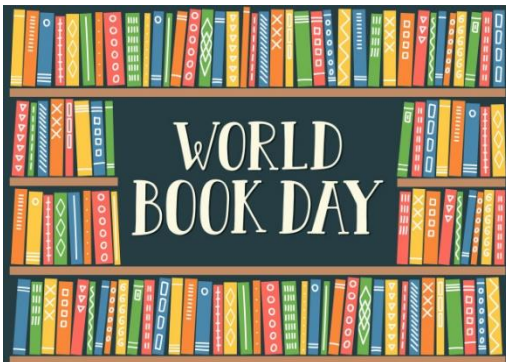
<https://www.facebook.com/1468083880099761/posts/2774329076141895/>

<https://www.facebook.com/ScholasticUK/videos/412335730045277/>

<https://www.facebook.com/ScholasticUK/videos/1544375225953583/>

<https://www.facebook.com/ScholasticUK/videos/310905493693898/>

This week on Thursday is World Book Day. We wanted to set you a challenge to celebrate that will last all week!



We would like you to send in a picture of you reading in the most peculiar place!

This means a strange place that you wouldn't normally read. It could be in the shed or in the garden, inside a cupboard or under a table, on a swing or in a forest... you could even read in the shower or on the toilet (clothes on)! We are sure you can come up with some more strange places to read!

Send us a picture of you reading (actually reading... not just pretending!) and we will enter you into our year 5 challenge!

The winner of the most peculiar reading place will win a prize!

Send your entries by 12pm to year5opa@pansophiclearning.com to be entered. Winner will be announced the following week.

Spellings: Suffix focus of ance

Monday: Find definitions for these words using a dictionary, google define or a trusted website.

Tuesday: Place the words in alphabetical order and re-write them.

Wednesday: Use these words in a sentence each and look for the rule ance

Thursday: Play hangman with another member of your household with these spellings

Friday: Spelling Quiz with an adult or older sibling/ friend using technology.

ance suffix			
	Name: _____ Date: _____		
Alphabetical Order			
Look at the spellings below, put them into alphabetical order.			
<table border="1"><tr><td>A</td></tr><tr><td>a</td></tr></table>	A	a	
A			
a			
1. _____	romance		
2. _____	chance		
3. _____	instance		
4. _____	fragrance		
5. _____	balance		
6. _____	advance		
7. _____	substance		
8. _____	assistance		
9. _____	insurance		
10. _____	importance		
11. _____	guidance		
12. _____	finance		
13. _____	entrance		
14. _____	attendance		
15. _____	ambulance		

Subject Overviews for the Week

English Overview: NEW UNIT – The Game!

This new unit is based on the film Jumanji. If you haven't seen it, you can watch the trailer for the original 1995 movie:

<https://www.youtube.com/watch?v=DvQ-PGUr6SM>

PLEASE CHECK WITH YOUR GROWN UP FIRST TO MAKE SURE YOU CAN WATCH THIS 'PG' MOVIE TRAILER.



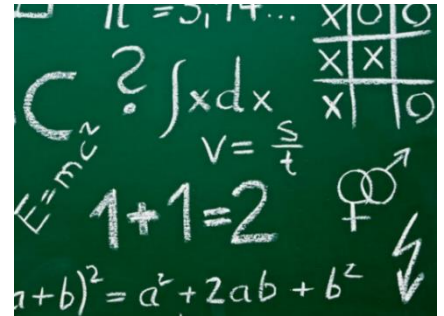
In 1981 Chris Van Allsburg wrote a book called Jumanji. In the story, a brother and sister discover a game that turns fiction into real life. Whatever square you land on in the game, brings a new challenge to overcome. Worst still, the challenge becomes a reality for everyone around!

Using the model text, we will be exploring new words, grammar and writing our own suspense story.



Maths Overview: We will be looking at percentage, fractions and decimals equivalents.

There will be videos to watch from the Oak Academy website. The links for these will be on the online learning link emailed to you. There will be tasks to complete and an exit quiz for each lesson. There will also be an overview in this book.



We will be setting 2 or 3 levels of challenge each day in this booklet that will often include questions from Oak Academy videos for that day, as well as additional questions that vary in difficulty.

Please complete what you feel is appropriate for you – there is no expectation for you to do every Maths question set on each day.

Wider Curriculum Overview and Topic: 'Scream Machine'

This includes all other subjects outside of Maths and English including: Science, History, Music, Art, Computing, Geography, Design Technology, RE and PSHE. This new topic: 'Scream Machine' will include learning specific to Design and Technology; Science and Art. We will also explore how the world of mechanics and forces work alongside different materials to continually create new and exciting structures in our world.



Monday 1st March 2021 – English

LO: I can find the meaning of unfamiliar words and use in new sentences



'The Game' is a finding tale and follows the pattern as shown in the picture to the right. You can have different finding tales but this one is a suspense finding tale.

Task 1:

Watch the video of your teacher reading the first part of the model text on the online learning link.

Once you have watched the video of part 1, predict what you think will happen will.

Task 2:

Watch part 2 of the video to find out what happens next.

Basic story structure	Structure of a finding tale
Opening	Introduce the main character/s (MC)
Build up	MC goes somewhere and finds an unusual/amazing/important object
Problem	Something goes wrong – it is the fault of the object
Resolution	MC puts back/hides/throws away the object – the problem is solved
Ending	All is well again and lessons have been learnt

Part 1 – Model text

The Game

Danny and Susie were bored. It was wet play again and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Susie picked it up.

"I've never seen this game before," she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals, insects and other strange creatures.

"An animal game? Boring!" said Danny, already losing interest.

"Oh come on, let's play. There's nothing else to do," suggested Susie, smiling widely and shaking the box.

They sat down in a quiet corner, lifted the lid and took out the board.

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast, I predict... © Talk for Writing 6 then you're on the menu for its next feast." She stared at Danny and shrugged. "I don't get it!" she said.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall. "Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scrambled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider got closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope, TWO SIXES!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the © Talk for Writing 7 children, the spider, Mrs Allbright. There was an almighty boom and then ... nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

"Pack up, Class 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats."

Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before and he intended to investigate it, the very next time they were in for wet play ...

Task 3:

Underline any words that you don't know the meaning of. Use a dictionary, Google or talk with a grown up about what these words mean. Don't forget you can always use the comment box to ask your teacher if you are still stuck!

Task 4:

Let's look at some of these words together. Below are 3 words from the text, their meaning and an example of them being used in a new sentence. Your task is to do the same. How many sentences can you come up with for each? Watch the video to see Mrs Wilkinson using some of the unfamiliar words in new sentences to support you.



... rain **streaked** the classroom windowpanes

To **streak along** – to move rapidly

e.g. John **streaked** along the pavement towards the crowd.

Now write your new sentences:



... a **resurgence** of the game slap

A **resurgence** – something that returns or starts again after disappearing for a while

e.g. The teachers have seen a **resurgence** of skipping games in the playground.

Now write your new sentences:





... the ferocity of a wild beast

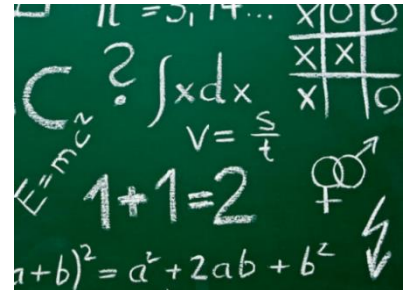
Ferocity - extremely fierce (fierce = strong, powerful, violent or frightening)

e.g. We were surprised by the ferocity of the storm.

Now write your new sentences:



Monday 1st March 2021 - Maths
LO: I can find simple percentages



Here is the link to today's learning.

<https://classroom.thenational.academy/lessons/understanding-percentage-6gvpad>

Watch the video and complete the tasks and the quizzes set.

Independent tasks - have a go at the tasks from the video or if you need to take a step back then complete the levels below. You could challenge yourself to complete all the tasks!

Today we are looking at what percent is and how we find simple percentages.

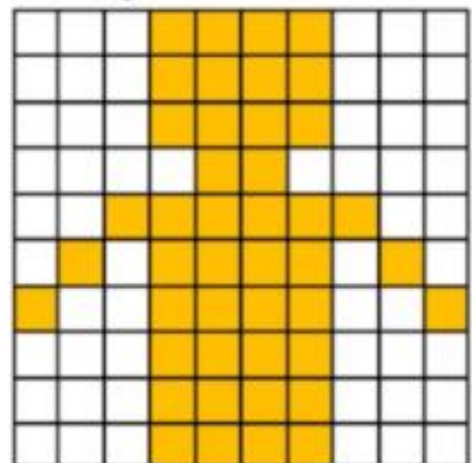
Practise: Watch the video before you complete this task

Develop learning: percent

The people sat in these seats all bought an Olympic flag.

What percentage of the people bought a flag?

What percentage did not?



Independent Task 1:

Develop learning: percent

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Shade in all of the multiples of seven in the grid.

____ % are multiples of seven

____ % are not multiples of seven

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Shade in all of the square numbers in the grid.

____ % are square numbers

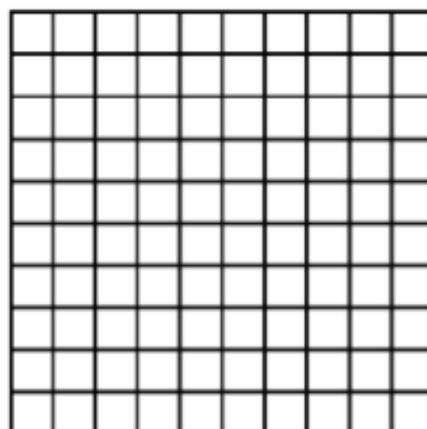
____ % are not square numbers

Remember, a square number is a product of a number multiplied by itself. For example; $2 \times 2 = 4$. 4 is the square number. $4 \times 4 = 16$. 16 is the square number.

Independent Task 2

Independent learning

KEY	
	Team GB
	Brazil
	USA



There are 100 people in a section of an arena.

Shade in a square to show the 14% of them that are supporting Team GB.

Put a dot into 42% of the squares to show the people supporting Brazil.

37% are supporting USA. Show these people with the letter U in a square.

 % are not supporting GB, Brazil or USA.

Independent learning

KEY

☐
☐
☐
☐

There are 100 pieces of fruit on a fruit stall.

45% of them are apples.

35% of them are bananas.

10% of them are oranges.

You choose and describe the remaining fruit:

Independent learning

KEY

☐
☐
☐
☐

There are 100 drinks in a fridge at the shop.

15% of them are bottles of water.

12% of them are bottles of milkshake.

10% of them are bottles of orange juice.

You choose and describe the remaining drinks:

Level 1:

- 1) True or False? Percent means 'out of a hundred'?
- 2) Write as a percent 37 out of 100.
- 3) Write as a percent 83 out of 100.

Level 2:

1) Describe in your own words the meaning of percent. Use an example to help you.

2a) At a football game there are 100 seats. There are 20 England supporters and 40 Scotland supporters. How many supporters are there altogether? Show your answer as a percent.

2b) How many seats are empty. Show your answer as a percent.

Monday 1st March 2021 - Wider Curriculum: Topic
LO: I can identify the parts of a shell structure

Today we will be investigate shell structures:
You will need a clean and empty food structure such
as a box, cereal box, or chocolate box.



Food container



Empty Packaging



Questions:

- 1) What is a shell structure?
- 2) What is the purpose of a shell structure?
- 3) Go on a hunt and find some shell structures around your home
- 4) What type of materials are the shell structures you found made from?

Structure is an object constructed of several parts.
Shell structure is a hollow structure with a thin, strong outer coating.

Corrugated is a material shaped into a series of ridges to give extra rigidity and strength.

Ribbed is a material shaped into a series of parallel ribs in order to strengthen it.

Laminated is when paper is overlaid with a layer of plastic or other protective material.

Cuboid is a 3D shape which has six rectangular faces at right angles to each other.

Prism is a 3D shape which has 2 similar or equal ends.

Cylinder is a 3D shape with straight parallel sides and a circular cross section.

Independent tasks:

- 1) Take apart your shell structure that you saved from over the weekend.

What parts can you see? Does it have tabs?
Does the net look like what you thought it would?

- 2) Create a poster telling us about the different materials shell structures could be made from. Include the advantages and disadvantages of using these types of materials

Use the slide to the left and that section of the video to help you complete this. Remember, you can pause and rewind the video as many times as you need.

Shell structures can be made using a range of different materials

Cardboard

Is this material easily recyclable?

Plastic

What are the advantages and disadvantages of this material?

Metal

Is this material suitable for shell structures?

Fabric

Why might fabric be a material used for shell structures?



Tuesday 2nd March 2021 – English

LO: I can answer questions using the text for evidence



Model text: Listen here to refresh your memory of the text if needed – <https://soundcloud.com/talkforwriting/game/s-7MBLxRcz8zL>

Task 1: Reread the model text.

Warm up – thinking about the model text, what did you like and dislike about the story? What puzzled you? What questions do you have? Why...? What...? How...?

Challenge: Can you write down 5 bits from the text that you would magpie for your story.

I really like the expounded noun phrase: 'Eight, bulging eyes scanned the room and then...' and 'It powered towards Mrs Allbright as she stood rooted to the floor in terror.'

Task 2: Reading comprehension – answer the questions below using the model text to back up your answer and find the evidence.

1. Does *The Game* remind you of any other stories that you know? List them.
2. Danny and Susie had a good choice of things to do at wet play time. Is that TRUE or FALSE? Circle the answer
3. Find and copy a word that is closest in meaning to disappointment.
4. Write down two things that children are doing in the classroom.
5. Is Mrs Allbright the teacher in the class? YES or NO? (Circle one) What are the clues to suggest this?
6. Why might another lunchtime inside be stressing Mrs Allbright? (think about what your teacher might do when you go outside to play and what they can't do when you are in the classroom for wet play.)
7. Look at this comment from Danny: "An animal game? Boring!" said Danny, already losing interest. Why might Danny think the game would be boring?
8. What were the three signs that something bad was going to happen once the game started?
9. List the things the spider did once it was out of the game.
10. The text says: "Her eyes widened in horror as she realised what was coming next." What might Mrs Allbright be thinking at this point?
11. Why did Susie put the dice and counters into the bin?
12. Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play.

LO: I know how percentage is used in daily life

<https://classroom.thenational.academy/lessons/understanding-percent-in-the-world-70uk0e>

Independent tasks – have a go at the tasks from the video or if you need to take a step back then complete the levels below. You could challenge yourself to complete all the tasks!



Task 1:

New learning: percent

Match the fraction and percentage equivalents
Can you justify and clearly explain each answer?
Can you order them from smallest to largest

20%	$\frac{1}{2}$	75%	$\frac{1}{5}$	$\frac{1}{4}$
10%	$\frac{3}{4}$	25%	$\frac{1}{10}$	50%

Task 2: Use this 100 grid to answer the task on the online video

[illegible]

Task 3: Independent task

Use the information to generate statements about these Olympic sports.

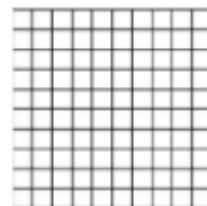
Athletics



Age range	Percentage of athletes
Under 15	0%
16 - 20	10%
21 - 25	37%
26 - 30	33%
31 - 40	19%
Over 40	1%



■ Men 52% ■ Women 48%



Independent task

Use the information to generate statements about these Olympic sports.

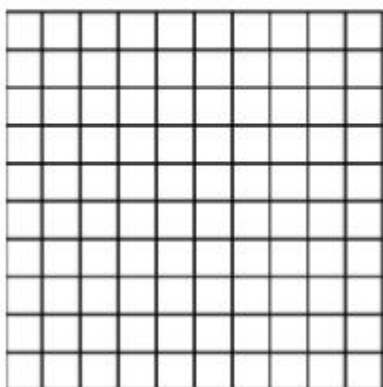
Road cycling



Age range	Percentage of athletes
Under 15	0%
16 - 20	2%
21 - 25	23%
26 - 30	45%
31 - 40	30%
Over 40	0%



■ Men 73% ■ Women 27%



Level one:

- 1) Show me 50 out of 100 as a percentage.
- 2) Show me 'half' as a percentage.
- 3) Show was 'half' as a fraction.
- 4) What does percent mean?
- 5) Using the 100 grid above, colour in: 10% in blue, 7% in pink and 50% in yellow (or use your own colours)

Level two:

- 1) Complete task 1 above – can you match the right percent to the fraction. Say out loud what each one represents.
- 2) Show me 'half' as a percent.
- 3) Write 50% as a fraction.
- 4) What does percent mean.
- 5) Using the 100 grid above, colour in: 10% in blue, 7% in pink and 50% in yellow (or use your own colours)

A stylized tree with a brown trunk and branches. The base of the trunk is a blue and green globe. The leaves are red and shaped like various icons representing different fields of study: a rocket, a factory, a shield, an open book, a beaker, a flower, a leaf, a DNA helix, a microscope, a lightbulb, an hourglass, a brain, a classical building, a musical note, a bar chart, a globe, and a leaf.

From: Mr Mitchell



Get practising the words!

Cups ("When I'm Gone")

Anna Kendrick

I got my ticket for the long way 'round
Two bottle o' whiskey for the way
And I sure would like some sweet company
And I'm leavin' tomorrow, what do you say?

When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my hair
You're gonna miss me everywhere, oh
You're gonna miss me when I'm gone
When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my walk
You're gonna miss me by my talk, oh
You're gonna miss me when I'm gone

I got my ticket for the long way 'round
The one with the prettiest of views
It's got mountains, it's got rivers
It's got sights give you shivers
But it sure would be prettier with you

When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my walk
You're gonna miss me by my talk, oh
You're gonna miss me when I'm gone

When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my hair
You're gonna miss me everywhere
Oh, you're sure gonna miss me when I'm gone

When I'm gone
When I'm gone
You're gonna miss me when I'm gone
You're gonna miss me by my walk
You're gonna miss me by my talk, oh
You're gonna miss me when I'm gone

Songwriters: A. P. Carter / Heloise Maud Tunstall-Behrens / Luisa
Amanda Gerstein Vallejo
Cups (Pitch Perfect's "When I'm Gone") Lyrics © Peermusic
Publishing, BMG Rights Management

Week 5 worksheet!

How did you get on with making up your own body percussion pattern?

Here's a reminder from Ollie ('Beat goes on'):

https://1drv.ms/v/s!AnXNLnbymb9EqzG7U_Z7qViL0om?e=SQKWOQ

I realised that the second, third & fourth patterns are **really** difficult, so concentrate just on the first one for the moment! Start with **just doing the feet** – do this over and over until you no longer need to think about it. Then take some time with the first pattern (single clap on-beats, with the feet), doing it slowly.

Single on-beats	?		?		?		?	
Single off-beats		?		?		?		?
Double on-beats	??		??		??		??	
Double off-beats		??		??		??		??
Feet	L?	R?		L?	R?			
Beat	1	&	2	&	3	&	4	&

And here's the 'beat grid' I gave you to work on:

Claps								
Clicks								
Slaps (thigh or chest)								
Feet								
Beat	1	&	2	&	3	&	4	&

Your task was to make up your own pattern, using 'Sevens' and Ollie's videos as an inspiration. Start with a simple pattern for your feet, making sure you're counting ('1 & 2 & ...' etc.); then try adding some claps / clicks / slaps – the trick is not to do too many!

Practice your piece over and over – maybe video yourself doing it and upload to the school online learning if you're able to?

A new game from Ollie!

Here are some more inspiring ideas for you to try – perhaps with people in your household if they're brave enough!

These are based on circle clapping games that children learn at school in Ghana – see if you can find a map of Africa (in a book or online) and find out where Ghana is!

Here's the video:

<https://1drv.ms/v/s!AnXNLnbymb9ErDM97b967JODlkRd?e=avujps>

And here is a grid for you to refer to:

Version A	slap		clap	clap	clap		click	
Version B	slap	clap		slap	clap		click	
'Marching' Feet	left		right		left		right	
'Samba' Feet	left		together		right		together	
Beat	1	&	2	&	3	&	4	&

Keep stomping!

Wednesday 3rd March 2021 – English

LO: I can use relative clauses to give more information

Model text: Listen here to refresh your memory of the text if needed – <https://soundcloud.com/talkforwriting/game/s-7MBLxRcz8zL>



Relative clauses:

These clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like **which/who/whose/ that**.

Let's add some relative clauses into sentences that could be used in our story.

This is the Drop-In Game:

We're going to drop a relative clause into sentences using **who**.

For example:

Mrs Allbright was marking books.

Mrs Allbright, **who** was tired and cross, was marking books.

Task 1:

Drop in a clause into the sentences in the work booklet using the pronoun **who**.

Danny was looking out of the window.



Susie ran to the door with the box.



Freya watched *The Voice* on the iPad.



Task 2:

Drop in a clause into the sentences in the work booklet using the pronoun **which**.

The desks were covered in board games.

The desks, **which** were bright blue, were covered in board games.

The board game intrigued Susie.

The netball court looked slippery.

The dominoes were in the basket.

Task 3:

Sentence imitation. Watch the video your teacher using the sentences from the model text and adapting them with language. Now try your own using the examples below.

1. Opening a story with names + a short sentence

Danny and Susie were bored.

_____ and _____ were _____.

Try your imitations: e.g. Gaby and Jonathan were excited.

2. Sentence of 3 for description

It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs.

It _____, _____ and _____.

Try your imitations: e.g. It ran down the road, crossed the bridge and jumped into the boat.

Wednesday 3rd March 2021 – Maths

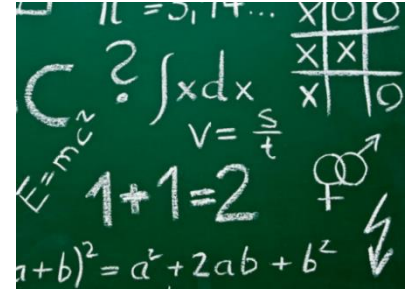
LO: I can write percentages as fractions and decimals

Here is the link to today's learning.

<https://classroom.thenational.academy/lessons/percentage-as-a-fraction-and-decimal-6mrk0r>

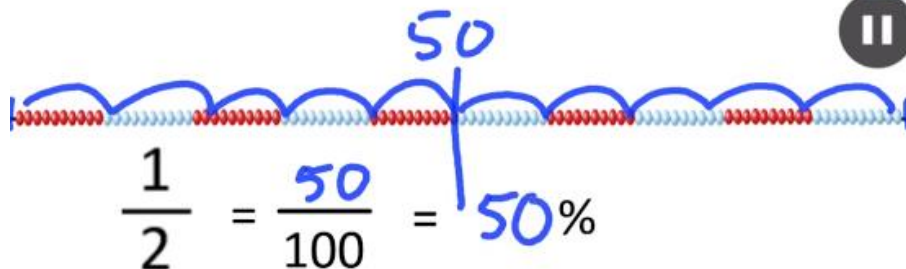
Watch the video and complete the tasks and the quizzes set.

Independent tasks – have a go at the tasks from the video or if you need to take a step back then complete the levels below. You could challenge yourself to complete all the tasks!



Practise: **New learning: percent**

Complete the missing gap



New learning: percent

What is 25% as a decimal?

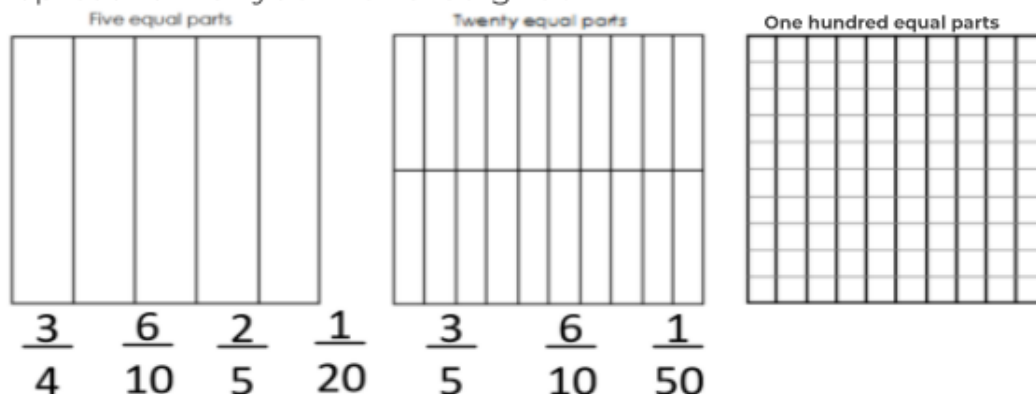
What is 20% as a decimal?

$\frac{1}{4} = \frac{\quad}{100} = \quad \%$

$\frac{1}{5} = \frac{\quad}{100} = \quad \%$

New learning: percent

What percentages, fractions and decimals can you represent with your hundred grid?



Develop learning: percent

These are the main fractions, decimals and percent:

100%	1	1
50%	0.5	$\frac{1}{2}$
25%	0.25	$\frac{1}{4}$
75%	0.75	$\frac{3}{4}$
20%	0.2	$\frac{1}{5}$
40%	0.4	$\frac{2}{5}$
60%	0.6	$\frac{3}{5}$
80%	0.8	$\frac{4}{5}$

They can be used to calculate too:

$$\frac{2}{5} + 50\% = \underline{\hspace{2cm}}$$

$$0.25 + \frac{3}{5} = \underline{\hspace{2cm}}$$

Independent Tasks:

Independent task

Complete the calculations:

$$100\% - 0.25 = \underline{\hspace{2cm}}$$

$$\frac{1}{2} + 0.25 = \underline{\hspace{2cm}}$$

$$\frac{3}{5} + \frac{1}{4} = \underline{\hspace{2cm}}$$

$$\frac{4}{5} - 10\% = \underline{\hspace{2cm}}$$

$$\frac{2}{5} + \frac{1}{4} + 10\% = \underline{\hspace{2cm}}$$

$$0.5 + \frac{1}{5} = \underline{\hspace{2cm}}$$

$$100\% + 25\% = \underline{\hspace{2cm}}$$

$$\frac{1}{4} + \frac{1}{4} - 0.5 = \underline{\hspace{2cm}}$$

$$40\% + \frac{3}{5} - 0.25 = \underline{\hspace{2cm}}$$

Level 1:

- 1) Write 50% as a fraction
- 2) Write 25% as a fraction
- 3) Write 75% as a fraction
- 4) What is $50\% + 25\%$? Write the answer as a percentage and a fraction.
- 5) What is $25\% + \frac{1}{2}$? Write the answer as a percentage

Level 2:

- 6) Complete level 1
- 7) What is $50\% + \frac{1}{4}$? Write the answer as a percentage and fraction
- 8) What is $\frac{1}{2} + \frac{1}{2}$? Write the answer as a percentage

Wednesday 3rd March 2021 Wider Curriculum: Spanish

These are all short tasks so please have a go at them all. Mrs Meredith would love to see some Spanish work, cooking pictures or videos, and brand new recipes!



Task 1:

Continue learning about food and drink and listening to the pronunciation. Continue with the Bash and Dash computer game.

bbc.co.uk/bitesize/topics/zh7wqp3/articles/zwf8p4j

Task 2:

Continue playing the restaurant vocabulary pairs game. Please use these useful and fun expressions cards to cut up and play the pairs game, where you must match the English words with the Spanish meaning of what is being said.

Enjoy your meal	Can I pay with my credit card?	I need a spoon/ a fork/ a knife/ a glass	For starter/ main course I would like...
Que aproveche	¿Puedo pagar con tarjeta de crédito?	Necesito una cuchara/ un tenedor/ un cuchillo/ un vaso	De primer/ segundo plato me gustaría...
Can I have the bill, please?	Can I see the menu?	How much is it?	Do you have vegetarian/ vegan food?
¿Me da la cuenta, por favor?	¿Puedo ver la carta?	¿Cuánto cuesta?	¿Tiene comida vegetariana/ vegana?

Una mesa para dos, por favor	A table for two, please
¿Qué plato me recomienda?	What dish would you recommend me?
Eso es todo, gracias	That's all, thank you
Tengo una reserva	I have a reservation

Task 3:

Can you work out what the meaning in English is for these Spanish words? The first one is done for you... they are all food and drinks!

The answers are at the end... but no peeking until you have finished!

Spanish	English	Illustration
Tocino		
Almuerzo		
Sopa		
Plato Fuerte		
Cena		
Pescado		
Gambas		
Jamón		
Chorizo		

English	Spanish	Phonetic Pronunciation
Drinks	Bebidas	Beh-bee-dahs
Lemonade	Limonada	Lee-moh-nah-dah
Juice	Zumo	Thu-moh
Smoothie/Milkshake	Batido	Bah-tee-doh
Breakfast	Desayuno	Deh-sah-yoo-noh
Bread	Pan	Pahn
Scrambled Egg	Huevos Revueltos	Way-boss reh-wehl-tohs
Bacon	Tocino	Toh-chee-no
Lunch	Almuerzo	Ahl-mwer-zoh
Soup	Sopa	Soh-pah
Main Course	Plato Fuerte	Plah-toh fwer-teh
Dinner	Cena	Ceh-nah
Fish	Pescado	Pehs-kah-doh
Shrimp	Gambas	Guh-am-bas
Ham	Jamón	Hah-mohn
Sausage	Chorizo	Choh-ree-zoh
Pork Tenderloin	Lomo de Cerdo	Loh-moh deh ser-doe
Omelette	Tortilla	Tohr-tee-yah
Aubergine	Berenjena	Beh-rehn-hay-nah
Avocado	Aguacate	Ah-wah-kah-teh
Asparagus	Espárragos	Ehs-pah-rah-gohs
Dessert	Postre	Poh-stray
Cake	Torta	Tor-tah
Fruit Salad	Ensalada de Frutas	Ehn-sah-lah-dah deh froo-tahs

Spanish	English	Illustration
Lomo de Cerdo		
Tortilla		
Berenjena		
Aguacate		
Espárragos		
Postre		
Torta		
Ensalada de Frutas		



Task 4: Can you recreate this Spanish dish at home (recipe below). This is a simple one but soooooo so tasty!! Don't forget to send us pictures of you making (and eating!) this.

Task 5: Design your own Spanish menu. Use the example below and create a yummy dish! What are you going to name your dish?

MAKE YOUR OWN...

Pan con tomate y aceite

What is

Pan con tomate y aceite is a simple Spanish dish of toasted bread topped with tomatoes, oil, garlic, and salt. It is often eaten at breakfast (**desayuno**) or as a mid-morning snack (**almuerzo**).

Important Note:

This recipe uses a knife so make sure you ask an adult to help you.

Ingredients:

- 2 tomatoes (**tomates**)
- 1 ciabatta or baguette loaf (**pan**)
- 1 peeled clove of garlic (**ajo**)
- extra-virgin olive oil (**aceite de oliva extra virgen**)
- salt (**sal**) for seasoning

Method :

- 1 Cut (**corta**) the tomatoes in half (**por la mitad**) and grate (**raja**) them, throwing away the leftover skin.
- 2 Season the pulp (**pulpa**) with a sprinkle of salt.
- 3 Get an adult to cut the bread (**un pan**) into thin slices.
- 4 Lightly toast them.
- 5 Once toasted and cooled slightly, pour (**vierte**) over a little olive oil and rub (**frota**) the garlic into each slice.
- 6 Spoon (**cuchereas**) the tomato mixture onto the bread and enjoy (**dish it up**).

Thursday 4th March 2021 – English
LO: I can use adjectives to make the noun more interesting

Model text: Listen here to refresh your memory of the text if needed –

<https://soundcloud.com/talkforwriting/game/s-7MBIxRcz8ZL>



Adjectives describe a noun, for example:

The red car drove down the misty lane.

You can change the mood of your writing by choosing your adjectives carefully. Read this description of the Tarantula.

The handsome Tarantula looked at the children. Its glistening, hazel eyes scanned the room. Delicate hairs covered its plump body and swayed like shimmering grass. Its solid legs, like thick branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound gruesome.

Task 1:

Using adjectives make the spider sound TERRIFYING!

The _____ Tarantula looked at the children.

Its _____, _____ eyes scanned the room.

_____ hairs covered its _____ body and

swayed like _____.

Task 2: Its _____ legs, like _____, stood strong.

Rather than _____ the spider.

Remember expanding noun phrases are when two or more adjectives describe a noun with the adjectives being separated with a comma.

For example: rather than 'the scary spider' you could say 'The hairy, spine-chilling spider stared at the terrified, young children.'

Task 3:

Now write a short paragraph (4-5 lines) talking about another terrifying animal (lion, snake...) and use adjectives and expanded noun phrases to describe that animal.

Word bank to support you with some adjectives but we are sure you can think of some more great ones!

revolting

spooky

terrifying

scary

petrifying

ghastly

haunted

gruesome

nerve-racking

menacing

fearsome

creepy

wicked

chilling

horrible

terrible

gross

spine-chilling

ghostly

sinister

disgusting

evil

alarming

eerie

Thursday 4th March 2021 – Maths

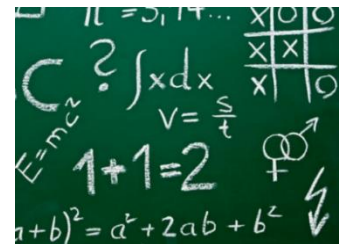
LO: I know how to find a percent of a quantity

Here is the link to today's learning.

<https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-6xh36d>

Watch the video and complete the tasks and the quizzes set.

Independent tasks – have a go at the tasks from the video or if you need to take a step back then complete the levels below. You could challenge yourself to complete all the tasks!



Practise:

For example, I have done the first one for you:

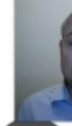
$\frac{1}{4}$ (quarter) of 20 is the same as 5 because if you split 20 in 4 (which is what $\frac{1}{4}$ means) you get 5.

$\frac{3}{4}$ (3 quarters) of 20 is the same as 15 because if 1 quarter is 5 and you are being asked what 3 of them are, then 5×3 is 15.

Try to complete the rest on your own.

New learning: percent

Work out fractions of quantities and record as multiplication calculations. Explain your answers



$\frac{1}{4}$ of 20	$\frac{1}{5}$ of 15	$\frac{1}{10}$ of 20	$\frac{1}{8}$ of 24	$\frac{1}{6}$ of 24
$\frac{3}{4}$ of 20	$\frac{2}{5}$ of 15	$\frac{3}{10}$ of 20	$\frac{7}{8}$ of 24	$\frac{5}{6}$ of 24

New learning: percent

Task 1:

There are 200 people in a section of a stadium.

Can you find 50% ($\frac{1}{2}$)?

Can you find 25% ($\frac{1}{4}$)?

Can you find 75% ($\frac{3}{4}$)?

Can you find 10%

Can you find 20%

Can you find 30%

Can you find 5%

Can you find 15%



Task 2:

Develop learning: percent

If the whole bead string represents 500

Can you find 50%?

Can you find 25%?

Can you find 75%?

Can you find 10%

Can you find 20%

Can you find 30%

Can you find 5%

Can you find 15%

500



Develop learning: percent

Task 3:

Amanda has a fitness tracking device and she has set a target of running 6 km. The device beeps to let her know she has run 50% of this distance. How far has she run?

6km (or 6000m)



Task 4:

Independent task

Draw the bar model and solve these questions

Mohamed is running the 800 m race. He has completed 25% of the total distance. How far has Mohamed run?	The field at the athletics stadium is 120 m long. Ivan threw the hammer 75% of this distance. How far did Ivan throw the hammer? 
Thomas threw the javelin a distance of 80 m. Jakub threw 80% of this length. How far did Jakub throw his javelin? 	Ellen spends five hours a day training. This is how she divides her time: 40% running, 20% swimming, 20% cycling and the remaining time split equally between stretching and weight training. How long does she spend on each activity?

Level one: Draw several different shapes and split them equally into 4 parts (square, circle, rectangle). Shade in the correct percent of the shape.

- 1) 50% or $\frac{1}{2}$
- 2) 25% or $\frac{1}{4}$
- 3) 75% or $\frac{3}{4}$
- 4) What fraction is equal to 50%?
- 5) What fraction is equal to 25%?
- 6) What percent is half of 100?

Level two:

- 1) Complete level 1 to the left
- 2) What percent is half of 200?
- 3) If 200 people ran a race and only 50% finished, how many people finished the race?
Draw a bar model to help you

Thursday 4th March 2021: Wider Curriculum: WORLD BOOK DAY and Science

Today is WORLD BOOK DAY! To celebrate we are going to give you tasks all to do with books and reading!



We would love for you to give all these tasks a go but please complete at least tasks 2, 3 and 4.

Task 1: Dress up as your favourite character.

See the picture of Mrs. Wilkinson and her daughter dressed up last World Book Day... Can you tell who we are?! Use the comments box to have your guess and don't forget to share your pictures with us!



Task 2: Write a book review of your favourite book.

Choose your favourite book and write about the characters, the plot/storyline, the ending... Use the questions below to prompt you to write your own book review and don't forget to do a lovely illustration on the front to show us the book. (There is a template below to work from should some children need more support to complete this task).

Prompting Questions:

Title, author, illustrator

Give your book a star rating out of 5.

Summary of the book.

Plot: What happens? Are there any plot twists? Did you find the plot interesting?

Characters: Who are the main characters? Who was your favourite/least favourite? Why?

Did the story have a moral?

Have you learnt anything from the book?

Would you recommend the book to a friend? Why/why not?

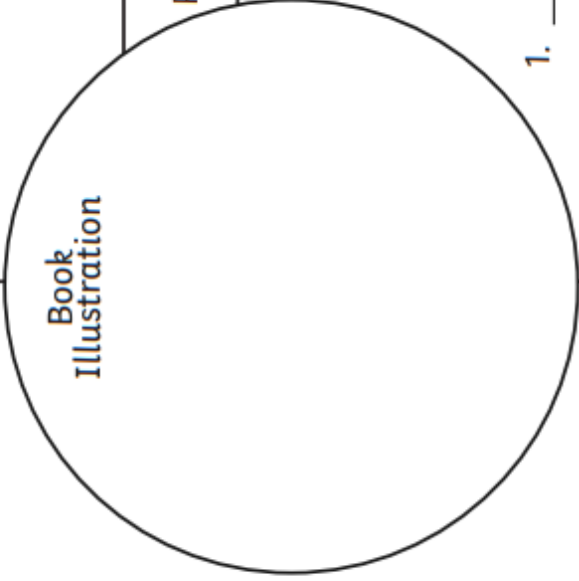
Your opinions: What was your favourite part? Why?

Did you enjoy the book? Why?

Are there any parts you would make better/change?

Were there any parts that made you laugh/cry/scared...?

Book Review

Book Title: _____ Author: _____ Fiction or Non-fiction: _____ What is the book about?	Who would you recommend the book to? Why?
Book Illustration 	
Rating: ★ ★ ★ ★ ★	
Can you write three facts you have learnt or three things you have learnt about one of the characters? 1. _____ 2. _____ 3. _____	

Task 3: Choose one

Paint/colour a potato!

Decorate a potato as a character from a book using paint or pens. Be as inventive as you like. The potato does not have to be a character. It can be an object or scene or setting from a book. Please challenge yourself. Take a look at the pictures to get ideas!



Anything egg box.

Use old egg boxes to create artwork based on a book. This can be a character which is the obvious choice but challenge yourself to be creative with your ideas. In my example, I have used an old egg box to create the backpack from the front cover of *The Boy at the Back of the Classroom*.



Alternatively, you could recreate an illustration from a book or front cover using pens, pencils or paint.

Task 4: Guessing game! Can you guessing the title of these books using the small section of the front cover that you can see in the pictures? Write them down.

1



2



3



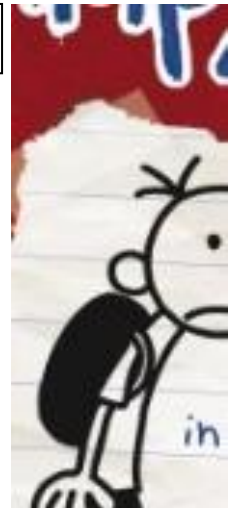
4



5



6



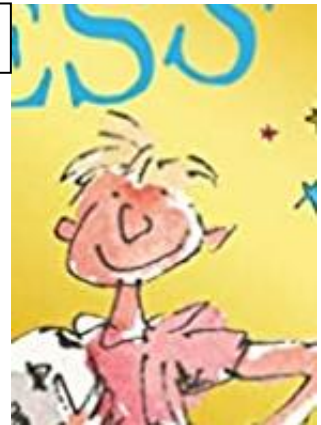
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8



9



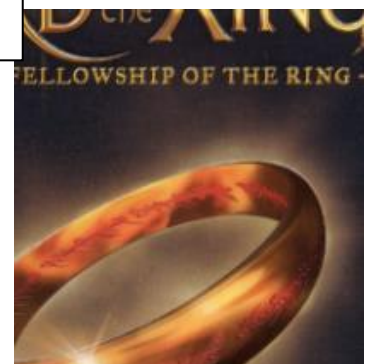
10



11



12



WORLD BOOK DAY COMPETITION:

Bring your book marks into class on Monday 8th when you return to school and we will submit them for you. Or of course you could submit yourself!

On your bookmarks, get set, draw!

Design a National Book Token competition 2021

You, your children and your school could win HUNDREDS of pounds worth of books with our fantastic National Book Tokens **DESIGN A BOOK TOKEN** competition.

One lucky winner's design will be made into a real life National Book Tokens gift card, to be distributed across bookshops nationwide in time for Christmas! And there are National Book Tokens galore to be won too – just imagine all those beautiful new books for your school's bookshelves.

It's a great home-school activity to set so encourage your pupils to take part. They simply have to make their mark on the template and design a brand new National Book Tokens gift card.

A panel of judges will select a winner and runner-up in each of three age categories: **up to 8 years, 9-12 years and 13-16 years.**

NATIONAL
BOOK
tokens



2020's
winner

by Samia,
aged 10

2019's
winner

by Molly,
aged 14

FIRST PRIZE

in each age range wins:

- £250 National Book Tokens for the school
- £100 National Book Tokens for the pupil
- £100 National Book Tokens for the teacher

SECOND PRIZE

in each age range wins:

- £150 National Book Tokens for the school
- £50 National Book Tokens for the pupil
- £50 National Book Tokens for the teacher



Tips for creating your design ...

Imagine your new gift card is in a shop with lots of others – what will make it stand out? How can you make your design really book-y?

How to enter:

All entries should be produced on **A4 paper** using the **template** at the web link below. Please ensure you provide the child's name and age, and your contact details, on the second page of the form.

The closing date for entries is **Friday 2 April 2021**.
Winners will be announced in May 2021.

FIND OUT MORE, download an entry form and see terms & conditions to enter at worldbookday.com/competitions/design-a-national-book-token-2021/

Happy World Book Day!

Thank you for your support helping us to get books to those who need them most.



For up-to-date information, visit our website and follow our social media channels.

worldbookday.com #worldbookday

worldbookdayuk WorldBookDayUK worldbookdaysocial youtube.com/WorldBookDayUK

Changing lives through a love of books and shared reading.

Thursday 4th March 2021: Wider Curriculum: Science
LO: I can Recognise the Stages of Growth and Development in Humans.



What do you know about pregnancy and how babies grow inside their mothers?

Look at the slides below and read the information

Task 1: Draw a life cycle of the process of human pregnancy (gestation). Use the slide below to help you.

Task 2: Match the weeks to the description.

Did you think of any of these?

A new life begins

A fetus grows inside the female's womb

Pregnancy normally lasts around 9 months

The fetus gets its nutrients from its mother

It starts when a sperm cell and an egg cell combine

Sometimes, two babies grow at the same time; they are called twins



Stages of the human gestation period



1 day

A sperm and an egg cell combine. It immediately starts to divide and grow.



5-6 weeks

The embryo is around the size of a pea. It has some recognisable features.



9-10 weeks

The embryo now starts to look a bit like a baby. It is now called a fetus.



19-20 weeks

Halfway there! The fetus looks a lot like a baby now. It is around 15cm long.



38-42 weeks

The fetus is fully grown and ready to be born.

1 day

5-6 weeks

9-10 weeks

19-20 weeks

38-42 weeks

The embryo is around the size of a pea. You can recognise some features.

The fetus is fully-grown and ready to be born.

A sperm and an egg cell combine and immediately starts to divide and grow.

The fetus looks a lot like a baby and is around 15cm long.

The embryo now starts to look like a baby and is called a fetus.

Friday 5th March 2021 – English

LO: I can use direct speech and speech clauses to show a characters emotions



Model text: Listen here to refresh your memory of the text if needed – <https://soundcloud.com/talkforwriting/game/s-7MBIxRcz8zL>

In the model text, there is lots of speech between the characters. Danny and Susie talk about what game they will play and the children talk when the spider is in the room (about to eat them!)

Using speech can not only show a conversation being characters but it can also help to show how the characters are feeling.

Example:

Look at this **speech** and **speech clause** below.

‘**“EARTHQUAKE!”** shouted Billy, **bursting into laughter.**’

What does this speech tell me about Billy?

It tells me he is a bit of a joker and possibly the ‘class clown’ because he is joking and **bursting into laughter** when something out of the ordinary is happening (tables and window were shaking and rattling)

Watch the video of Mrs. Wilkinson talking about how we use speech.
<https://www.youtube.com/watch?v=XJBDqfHybEg>

Task 1:

Have a look at the speech and speech clauses below. Write a couple of sentences about what this tells you about the character, their emotions and how they might be feeling at that time just like I have done above.

“What shall we do?” shouted Danny desperately.

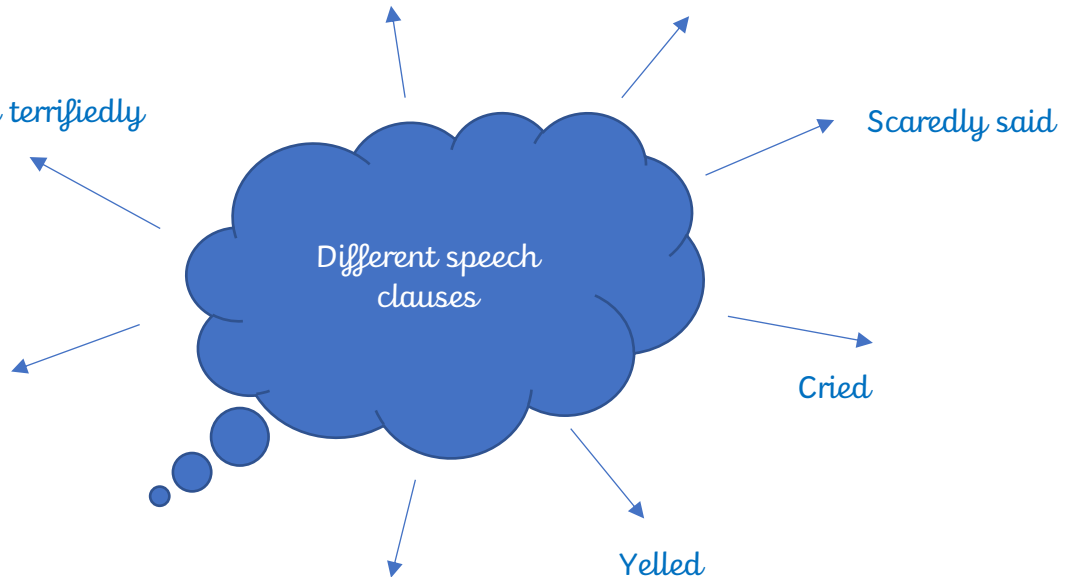
“It says we’ve got to throw two sixes to end the game,” screeched Danny, looking pale.

Task 2:

Write a mind map or different speech clauses that you could use within your story when the characters are scared of something.

I have started you off below:

Danny shouted terrifiedly



Task 3:

Punctuate this direct speech correctly.

Punctuation you might use: “ ” , . ? !

Example:

“Lets just role the dice and see what happens,” suggested Susie.

“What shall we do yelled Danny.

“Quick, run shrieked Susie

Danny asked “What shall we play now

Please don’t eat me, Billy begged the spider.

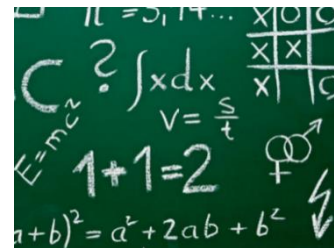
Task 4:

Can you write some of your own speech using the example above to help you?

It could be for the part of story where the characters are scared, it could be at the start when they are trying to find something to do or it could be at the end when they are relieved it is all over.

Friday 5th March 2021 – Maths

LO: I can solve problems that involve finding the percent of a quantity



Here is the link to today's learning.

<https://classroom.thenational.academy/lessons/finding-percent-of-a-quantity-problem-solving-c9h38d> Watch the video and complete the tasks and the quizzes set.

Independent tasks – have a go at the tasks from the video (images below) or if you need to take a step back then complete the one of the level boxes below the challenge on the next page. You could challenge yourself to complete all the tasks!

Practise:

Revision: percent

Cent: means 100

Percent: means per 100

Fractions: Percent can link to fractions

50%: base fact (one half, 2)

25%: derived fact (one quarter, +4 or +2+2)

75%: derived fact (three quarters, +4x3 or +2+2x3)

10%: base fact (one tenth, +10)

20%: derived fact (two tenths or one fifth, +10x2 or +5)

30%: derived fact (three tenths, +10x3)

New learning: practice

There are 160 pupils at Wood Lane Primary School.

75% of pupils walk to school.

How many ways can you solve this question?

Develop learning: practice

Olivia and Marta are playing basketball.

Olivia scored 18 out of 24 and Marta scored 18 out of 30.

Are they equal?

Who has a better percent?

What are these as fractions?

Olivia

1st set	2nd set	3rd set	4th set
5	3	4	6

Marta

1st set	2nd set	3rd set	4th set	5th set
4	2	4	3	5

Independent Tasks:

Independent practice

Would you say....?

$\frac{1}{2}$ of 120 is equal to 60

$\frac{1}{2} \times 120$ is equal to 60

$\frac{50}{100}$ of 120 is equal to 60

$$\frac{50}{100} \times 120 \text{ is equal to } 60$$

50% of 120 is equal to 60

50% × 120 is equal to 60

Level one: True or false. Show how you know this is true or false.

- 1) Is 50% equal to half?
- 2) Is $\frac{1}{2}$ the same 40%?
- 3) Is $\frac{1}{2}$ of 100 50?
- 4) Is $\frac{1}{4}$ of 100 30?

Level two: True or false. Show how you know this is true or false.

- 1) Complete level 1
- 2) Is $\frac{1}{2}$ of 100 equal to 50?
- 3) Is 50/100 of 100 equal to 50?
- 4) Is 50% of 200 equal to 150?

Friday 5th March 2021 – PSHE – Dream and Goals

LO: I can identify what my dreams are and how I might achieve these



Task 1:

Get yourself in a calming space reading to think. Sit quietly and comfortably, take deep breaths in and out and focus on your breathing.

Task 2:

Talk with your grown ups or siblings about what your dreams are. Use the sentence start

'If I won lots of money my dream would be...'

Do you need money to fulfil these dreams? What dreams might we have that don't involve needing money?

Task 3: Look at some of the pictures in the video.

What jobs can you identify? What do you want your life to be like when you grow up? What do you want to do that you can't do now? What job would you like?

Task 4:

Write some notes on what hobbies you have that you might like to continue when you grow up. What you can do at the moment that might change when you are older, or things you can't do now that you can when you grow up. What jobs interest you?

Task 5:

When you have made your notes, use these to help you complete the 'cloud' with you what your dreams are for the future



QUIZ TIME

Write your full name:

1. Why do we celebrate World Book Day? (1 point)

.....

2. Match these fractions and percentages/decimals (1 Point)

25/50	75%
25/100	25%
150/200	0.5

3. Add a relative into this sentence. Mrs. Croft was sat at his computer. (1 Points)

.....

4. What is the name of punctuation that we use to show direct speech? (1 Point)

.....

5. What is a shell structure? (1 Point)

.....

6. Name 3 materials a shell structure could be made from. (1 Point)

.....

7. What is percent? (1 Point)

.....

8. In 'The Game' (model text), what are the games Danny and Susie can't play? (1 Points)

.....

9. What did Mrs. Wilkinson dressed up as last World Book Day? (1 point)

10. Tell us about your dreams for the future. (1 point)

.....

.....

.....