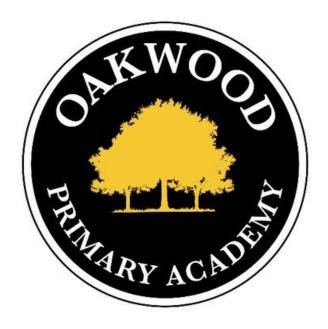
# Oakwood Primary Academy



# Year 5 Remote Learning Workbook

Week Beginning 22<sup>nd</sup> February 2021

Name.....



#### Year 5 Remote Learning Overview - Week beginning: 22/2/21

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:

LCroft@AuroraAcademies.org or KWilkinson@AuroraAcademies.org

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

#### Contents:

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

#### Weekly Welcome

#### Monday 22<sup>nd</sup> February – Friday 26<sup>th</sup> February 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. 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, Mr Croft will be in school teaching, while Mrs Wilkinson will be available to support with the remote learning you are doing at home. So, please email us with 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

<u>lcroft@AuroraAcademies.org</u> or <u>kwilkinson@AuroraAcademies.org</u>





### 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 /<br>Other activities  |
|---------------|--|--|---|
| Monday        | The Rhi-swano-zeb-<br>tah!<br>Planning your writing<br>https://www.youtube.co<br>m/watch?v=09JDQxJRh<br>_M | New Unit! Fractions What is a fraction? https://classroom.thenational.academy/lessons/what-is-a-fraction-70rkjc  | Design Technology – Design a Theme Park  https://play.google.com/s tore/apps/details?id=com. codigames.idle.theme.park. tycoon&hl=en_GB≷=US |
| Tuesday       | Writing first 3 paragraphs of your information text  https://youtube/jTtfsWA aTcw                          | Representing Fractions  https://classroom.thenational.academy/le ssons/representing-fractions-cthked   | Music - from Mr Mitchell  |
| Wednesda<br>Y | Writing final 3 paragraphs of your information text  https://youtube/l- Ji5qeK2u8                          | Equivalent Fractions https://classroom.thenational.academy/le ssons/equivalent-fractions-cgt66c  | Spanish - from Mrs<br>Meredith  |
| Thursday      | Editing and Improving your writing  https://youtube/3100Va K3XIo   | Order and compare fractions  https://classroom.thenational.academy/le ssons/ordering-fractions-c4vp6r  | PE – Benefits of exercise<br>Science – Changes in a<br>Human Life Cycle   |
| Friday        | Free Creative Writing<br>Task!<br>https://youtube/SKofdP<br>mJCwI  | Improper Fractions 1  https://classroom.thenational.academy/lessons/improper-fractions-part-1-c4tkac  Improper Fractions 2  https://classroom.thenational.academy/lessons/improper-fractions-part-2-64upad | RE – Hinduism and<br>Perspectives of a Story<br>https://www.youtube.com<br>/watch?v=uRpNNF4fB4g   |

<u>Please Note:</u> 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.

 $\underline{\textit{Reading Log:}}\ \mathsf{Do}\ \mathsf{not}\ \mathsf{forget}\ \mathsf{to}\ \mathsf{complete}\ \mathsf{your}\ \mathsf{reading}\ \mathsf{log.}\ \mathsf{Send}\ \mathsf{in}\ \mathsf{a}\ \mathsf{photo}\ \mathsf{or}\ \mathsf{video}\ \mathsf{of}\ \mathsf{some}\ \mathsf{of}\ \mathsf{the}\ \mathsf{reading}\ \mathsf{you}\ \mathsf{have}\ \mathsf{done}\ \mathsf{this}\ \mathsf{week}.$ 

| Date | Title / Name of Book | Pages | Comments |
|------|----------------------|-------|----------|
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#### NSPCC link

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



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.
- Reading Comprehension 3 levels: level 1 easy, level 2 medium, level 3 hard. Please choose most appropriate for you or complete as many as you can.
- 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.



#### 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.

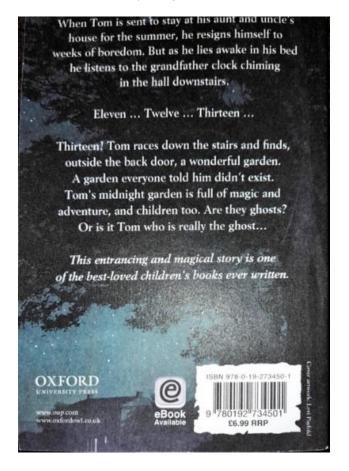


# Reading on next few pages: (Remember to update your reading log!)

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 workpack for each week.

# Monday's Reading Task(s):

Look at and read the front cover and blurb of our new book. What do you notice that interests you? What do you think this book will be about? How would you react to all this? How do you think Tom will react? Record your thoughts on lined paper.



### Tuesday's Reading Tasks:

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

- 1) How does the author hook the reader?
- 2) What language shows personification?
- 3) What items did the Kitsons' believe were behind the mysterious door?

# A magical world awaits you, in Tom's Midnight Garden...

Hurry! Hurry! the house seemed to whisper round him. The hour is passing . . .

Tom turned from the clock to feel for the electric-light switch. Where had it been? His fingers swept the walls in vain: nowhere.

Light—light: that was what he needed! And the only light was the moonbeam that glanced sideways through the stairway window and spent itself at once and uselessly on the wall by the window-sill.

Tom studied the moonbeam, with an idea growing in his mind. From the direction in which the beam came, he saw that the moon must be shining at the back of the house. Very well, then, if he opened the door at the far end of the hall—at the back of the house, that is—he would let that moonlight in. With luck there might be enough light for him to read the clock-face.

He moved down the hall to the door at its far end. It was a door he had never seen opened—the Kitsons used the door at the front. They said that the door at the back was only a less convenient way to the street, through a back-yard—a strip of paving where dustbins were kept and where the tenants of the ground-floor back flat garaged their car under a tarpaulin.

Never having had occasion to use the door, Tom had no idea how it might be secured at night. If it were locked, and the key kept elsewhere . . . But it was not locked, he found; only bolted. He drew the bolt and, very slowly, to make no sound, turned the door-knob.

Hurry! whispered the house; and the grandfather clock at the heart of it beat an anxious tick, tick...

# Wednesday's Reading Tasks:

Read the three pages below and answer these questions:

- 1) Why is Tom having to leave his own house?
- 2) Who's house is Tom going to visit?
- 3) What was Tom going to build in his own garden this Summer?
- 4) Who was Tom sad about leaving?

https://youtu.be/6RhikY2NFZ4 Listen to Mr Croft read it if you would prefer.

large, but bore very little fruit, and accordingly the two boys had always been allowed to climb freely over the boys had always been allowed built a tree-house among these holidays they would have built a tree-house among these branches.

Tom gazed, and then turned back into the house, As he passed the foot of the stairs, he called up, 'Good-bye Peter!' There was a croaking answer.

He went out on to the front doorstep, where his mother was waiting with his suitcase. He put his hand out for it, but Mrs Long clung to the case for a moment, claiming his attention first. 'You know, Tom,' she said, 'it's not nice for you to be rushed away like this to avoid the measles, but it's not nice for us either. Your father and I will miss you, and so will Peter. Peter's not having a nice time, anyway, with measles.'

I didn't say you'd all be having a nice time without me, said Tom. 'All I said was—'

'Hush!' whispered his mother, looking past him to the road and the car that waited there and the man at its driving-wheel. She gave Tom the case, and then bent over him, pushing his tie up to cover his collar-button and letting her lips come to within a few inches of his ear. 'Tom, dear weeks ahead, 'remember that you will be a visitor, and do try—oh, what can I say?—try to be good.'

She kissed him, gave him a dismissive push towards the car and then followed him to it. As Tom got in, Mrs Gwen, she said, and tell her, Alan, how grateful we are very kind of you, isn't it, Tom?'

2



I Exile

If, standing alone on the back doorstep, Tom allowed himself to weep tears, they were tears of anger. He looked his good-bye at the garden, and raged that he had to leave it—leave it and Peter. They had planned to spend their time here so joyously these holidays.

Town gardens are small, as a rule, and the Longs' garden was no exception to the rule; there was a vegetable plot and a grass plot and one flower-bed and a rough patch by the back fence. In this last the apple-tree grew: it was

1

very kind.' Tom repeated bitterly.
There's so little room in the house,' said Mrs Long.

when there's illness.'
We're glad to help out,' Alan said. He started the

engine.

Tom wound down the window next to his mother.

"Good-bye then!"
"Oh, Tom!" Her lips trembled. 'I am sorry—spoiling
the beginning of your summer holidays like this!"

the beginning of your summer nonagys like this.

The car was moving: he had to shout back: 'I'd rather have had measles with Peter—much rather!'

Tom waved good-bye angrily to his mother, and then, careless even of the cost to others, waved to an inflamed face pressed against a bedroom window. Mrs Long looked upwards to see what was there, raised her hands in a gesture of despair—Peter was supposed to keep strictly to his bed—and hurried indoors.

Tom closed the car window and sat back in his seat, in hostile silence. His uncle cleared his throat and said: 'Well, I hope we get on reasonably well.'

This was not a question, so Tom did not answer it.

He knew he was being rude, but he made excuses for himself: he did not much like Uncle Alan, and he did not want to like him at all. Indeed, he would have preferred him to be a brutal uncle. 'If only he'd beat me,' thought Tom, 'then I could run away home, and Mother and Father would say I did right, in spite of the quarantine for measles. But he'll never even try to beat me, I know; and Aunt Gwen—she's worse, because she's a child-lover, and she's kind. Cooped up for weeks with Uncle Alan and Aunt Gwen in a poky flat . . . ' He had

### Thursday's Reading Tasks:

Read the pages below and answer these questions:

- 1) What places did the two travellers stop at on their way to their destination?
- 2) Where did Uncle Alan live?
- 3) Who greeted Tom as he arrived with Uncle Alan?
- 4) What intrigued Tom as he entered the house?
- 5) Who did the clock belong to?

never visited them before, but he knew that they lived in

that, with no galucia.

They drove in silence. Their route took them through a flat, with no garden.

They drove in steeped for Alan Kitson to buy a picture. postcard of the cathedral tower. It was for Tom. Tom was postcard of the was not allowed to climb the tower, but his uncle pointed out to him with great reasonableness that this was quite out of the question: he was in quarantine for measles. He must not mix with Peter, in case he caught his measles; and he must not mix with other people either, in case he already had Peter's measles. Fortunately, the Kitsons had both had measles,

They drove on through Ely and the Fens, and then through Castleford and beyond, to where the Kitsons lived, in a big house now converted into flats. The house was crowded round with newer, smaller houses that beat up to its very confines in a broken sea of bay-windows and gable-ends and pinnacles. It was the only big house among them: oblong, plain, grave.

Alan Kitson sounded the car-horn and turned into the drive-only it was really too short to be called a drive now. The house had a better frontage, I believe, until they built up opposite, and had to widen the road too.' He pulled up outside a pillared front-door; and Aunt Gwen appeared in the doorway, laughing and wanting to kiss Tom. She drew him inside, and Uncle Alan followed with the luggage.

There were cold stone flags under Tom's feet, and in his nostrils a smell of old dust that it had been nobody's business to disperse. As he looked round, he felt a chill.

The hall of the big house was not mean nor was it ugly, but it was unwelcoming. Here it lay at the heart of the house—for it went centrally from front to back with a sideways part to the stair-foot, in a T-shape—and the heart of the house was empty—cold—dead. Someone had pinned bright travel-posters on to the high, grey walls; someone had left a laundry-box with its laundry-list, in a corner; there were empty milk-bottles against a far door, with a message to the milkman: none of these things seemed really to belong to the hall. It remained empty and silent-silent unless one counted the voice of Aunt Gwen chattering on about Tom's mother and Peter's measles. When her voice died for a moment, Tom heard the only sound that went on: the tick, and then tick, and then tick, of a grandfather clock.

'No, don't touch it, Tom,' said Aunt Gwen, as he turned towards it. She lowered her voice. 'It belongs to old Mrs Bartholomew upstairs, and she's rather particular about it.

Tom had never looked inside a grandfather clock, and he thought it might be something to do later, privately: surely, he could just look. Now, with his back to the clock, innocently continuing to converse with his aunt, he slipped his finger-nails under the edge of the door of the pendulum-case, to try it . . .

'If Mrs Bartholomew's particular about her clock, why doesn't she have it upstairs with her?' Tom asked. He levered gently with his nails: the door was resisting him . . .

Because the clock is screwed to the wall at the back, and the screws have rusted in,' said Aunt Gwen. 'Come away from it, do, Tom. Come up to tea.'

### Friday's Reading Tasks:

Read the pages below and answer these questions:

- 1) Why is Tom so upset about his room having bars on the window?
- 2) What was his autie's cooking like?
- 3) How did Tom describe the grandfather clock on page 8?
- 4) Do you think Aunt Gwen wanted Tom at the flat? Justify your answer with evidence from the text.

'Oh!' said Tom, as if he had not realized where h Oh! said folia do where he was standing. He moved away. The pendulum door had

They were going upstairs to the Kitsons' flat when been locked.

They were going or the grandfather clock struck one, with trom behind them. Uncle Alan frowned and made some stately emphasis. The clock kept good time—its fingers were now correctly pointing to five o'clock—but it seldom chose to strike the right hour. It was utterly unreliable in its striking, Uncle Alan said. Moreover, the voice of the clock was so penetrating that he could even hear it being unreliable when he was upstairs in bed, at night.

They had reached the first floor, where the Kitsons lived. Beyond, another, narrow staircase mounted to the attic flat of Mrs Bartholomew, who owned the grandfather clock and, indeed, the whole house. She was the landlady, and the Kitsons-like the other inhabitants of the big house-were her tenants.

This is our flat, Tom dear,' said Aunt Gwen; 'and here is the guest-room—your bedroom. I've put flowers in it, and books for you to read.' She smiled at him, begging him with her eyes to like staying here.

Tom's bedroom was lofty, but otherwise only of medium size. There was another door in it, like the door of entry. The window—large and large-paned—was one of those he had seen from outside. Tom had been preparing himself to play the grateful guest; but-

But there are bars across the bottom of the window! he burst out. This is a nursery! I'm not a baby!' Of course not—of course not!' Aunt Gwen cried, equally upset. It's nothing to do with you, Tom. This window had

bars across it when we came. The bathroom window had too, for that matter.

Tom's suspicions were not entirely stilled.

when he was left to unpack, before tea, Tom examined the room more closely. The other door only led into a cupboard for clothes; the books were school stories for girls, from Aunt Gwen's own childhood; and there, above all-however much Aunt Gwen tried to explain them away—were the nursery bars to the window.

However, tea cheered Tom a little. Aunt Gwen had made a Devonshire tea, with boiled eggs, home-made scones and home-made strawberry jam and whipped cream. She was a good cook, she said, and she enjoyed cooking; she intended to spoil Tom for food while he was with them.

After tea, Tom wrote a letter of safe arrival to his mother. He enclosed a picture-postcard for Peter, with a very fair statement of his situation. I hope your measles are better,' he wrote. 'This is a picture of the cathedral tower at Elv.' (Tom knew that Peter would be interested: the two of them made a point of climbing church towers, as well as trees.) 'We came through Ely, but U.A. wouldn't let me go up the tower. The house here is flats and there isn't any garden. My bedroom window has bars, but A.G. says it's a mistake. The food is good."

After reading this through, Tom decided—in fairness to Aunt Gwen—to underline the last sentence. He signed the postcard with his private device: an elongated cat, supposed to be a tom. It signified Tom Long.

He was marking in the whiskers of the cat, when he heard the sound of the grandfather clock from below in

# Introducing the Virtual School Library!

Oak National Academy and the National Literacy Trust have come together to launch our <u>Virtual School Library</u> to keep children reading during lockdown. Every week, a

the hall. Yes, you could hear it striking, very distinctly. you could count the strokes. Tom counted them, and smiled condescendingly: the clock was wrong again in its

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 then ational academy. (Click the link to the left or the green link above). This week, our featured author is Sally Gardener 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 Visit the Virtual School Library

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!

https://www.lacebook.com/1468083880099761/posts/2774329076141895/ https://www.lacebook.com/ScholasticUK/videos/412335730045277/ https://www.facebook.com/ScholasticUK/videos/1544375225953583/

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

# Spellings: Suffix focus of -ible and -ibly

<u>Monday:</u> Find definitions for these words using a dictionary, google define or a trusted website. <u>Tuesday:</u> Place the words in alphabetical order and re-write them to remember the -ent suffix. <u>Wednesday:</u> Use these words in a sentence each and look for the rule of -ent. <u>Thursday:</u> Play hangman with another member of your household with these spellings <u>Friday:</u> Spelling Quiz with an adult or older sibling/ friend using technology.

|     | ible o         | nd ibly suffix                                    |
|-----|----------------|---|
| Dr. | Name:          | Date:   |
|     | ,              | Alphabetical Order                                |
| ·e  | Look at the sp | pellings below, put them into alphabetical order. |
| A   |                |   |
|     |                |   |
| 1.  |                | bible   |
| 2.  |                | edible  |
| 3.  |                | visible   |
| 4.  |                | visibly   |
| 5.  |                | terrible  |
| 6.  |                | terribly  |
| 7.  |                | flexible  |
| 8.  |                | invisible   |
| 9.  |                | accessible  |
| 10. |                | possible  |
| 11. |                | possibly  |
| 12. |                | sensible  |
| 13. |                | sensibly  |
| 14. |                | responsible                                       |
| 15. |                | responsibly                                       |

### Subject Overviews for the Week

English Overview: Continue 'Meet the Rhi-swano-zeb-tah' and write your own information text based on a made-up animal of your choice.

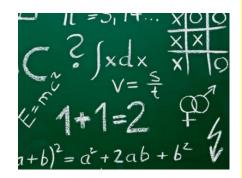




For this week, we will be looking at writing an information text. We will explore the world of made up animals whilst looking at grammar, creating your own animal and writing a piece of information text for it.

# <u>Maths Overview: Fractions – a recap of Equivalent fractions and Improper fractions</u>

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: New 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 22<sup>nd</sup> February 2021 – English LO: I can Plan an Information Text

To start, re-read the model text to remember what type of text you will be writing this week.

You can listen to the text here:

https://soundcloud.com/talkforwriting/rhi-swano-zeb-tah/s-VRW2gbiXcMY



# Page 1:



# The Rhiswanozebtah An information text by Ted Splorer

The Rhiswanozebtah is an extremely rare, flying creature from the subfamily Rhinofelinae.

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals. They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. They have a wingspan of 2.8 metres and can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs. Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin. However, juveniles are born completely bold and develop their fur, feathers and colourings when they mature.

Most Rhiswanozebtahs are found across South Africa, although some have been known to inhabit the deepest rainforests of Venezuela. Amazingly, Rhiswanozebtahs like to burrow and therefore make their homes underground. They use their Rhino tusk to gouge the sun-baked soil and tunnel deep down, to create soil cocoons to sleep in. Some have been known to sleep in trees, but only the largest Kapok branches can support their enormous weight.

# Page 2:

All Rhiswanozebtahs are carnivores and only eat meat. Interestingly, their favourite prey is the Springbok antelope, which they descend on from great heights and then wrestle to the ground. They have also been known to devour many smaller mammals such as African Wild Cats and aardvarks. Furthermore, many will guzzle gallons of water a day and sadly, these creatures can cause huge water shortages during the dry season.

As well as being the largest flying animal in the world, the Rhiswanozebtah is also the most talented. The majority can use their vocal cords to create the most beautiful morning chorus as the sun rises. This is with the exception of the young males. Their voices do not develop until they are 15 years old and some explorers have reported that their calls are high-pitched, squeaky and very unpleasant to listen to. In addition to this, and despite their size, all Rhiswanozebtahs are tremendously agile. They can stand on one leg for long stretches of time, roll and flip whilst running or flying and can balance on narrow branches and cliff edges when surveying for prey.

For many years, scientists have been secretly tracking the Rhiswanozebtahs in the wild and now know that there are only approximately 625 roaming the savannahs and nesting in rainforests. Amazingly, however, there have been rare sightings in other parts of the world, so just maybe, the Rhiswanozebtah will be spotted in a neighbourhood near you in the not-so-distant future.

# Task for Monday:



# Get Planning!

★ Use the boxed-up planner to plan your facts. It has the same structure as my text. Make notes or draw pictures.

Listen and watch Mr. Croft explain his plan using this link, then plan yours.

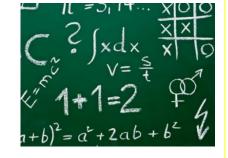
https://www.youtube.com/watch?v=09JDQxJRh M

|                                       | Tups.// vv vv | vv.godddbe.comy vvdddi: v O75DQXJKII_IVI |  |
|---------------------------------------|---------------|--|--|
| Name of animal                        | •             |  |  |
| What is it?<br>Introduce the animal   | •             |  |  |
| Appearance<br>What does it look like? |               |  |  |
| Habitat<br>Where does it live?        |               |  |  |
| Diet<br>What does it eat?             |               |  |  |
| Talents<br>What can it do?            |               |  |  |
| Fascinating fact                      | •             |  |  |

# Monday 22<sup>nd</sup> February 2021 – Maths LO: I can Identify Parts of a Fraction

- A fraction represents a part of a whole.
- We use fractions to describe parts of something.

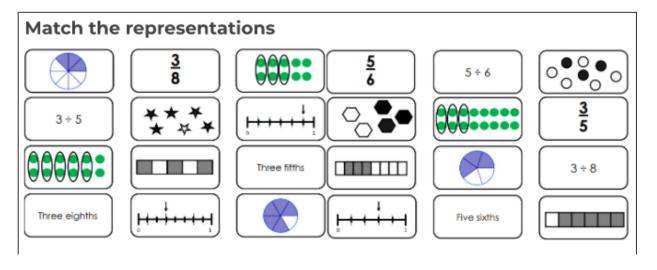
Please click below for the link to today's learning on the Oak National Academy website.



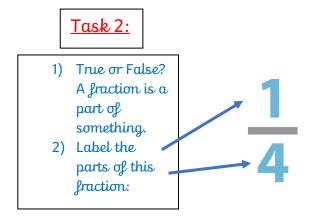
https://classroom.thenational.academy/lessons/what-is-a-fraction-70rkjc Watch the video and complete the tasks and the quiz set.

#### <u>Independent Task 1:</u>

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



Which of these images matches to the other? There should be 12 sets of matched pictures in total.



# Task 3:

- 3) Describe in your own words what a denominator is. Use an example to help you.
- 4) Describe in your own words what a denominator is. Use an example to help you.

# Monday 22<sup>nd</sup> February 2021 - Wider Curriculum: LO: I can plan a Theme Park

### An introduction to the new topic: 'Scream Machine'

Roll up, roll up! You're going on a day trip to a theme park, to soak up the unique sights, smells and sounds of the fair. Learn about the science behind roller coasters and write poems that are shaped as a loop the loop. Design a theme park and show your ideas in creative ways.



It is soon time for some mini investigations: cam mechanisms, pendulums, pulleys and prototypes. Let's go behind the scenes to see forces at work. Good news! The engineers at 'Scream Towers' love your work and want you to build a death-defying new drop ride for their theme park.

Perhaps you could challenge yourself and make a working model and test it out with uncooked eggs? Cracking stuff! Okay, ready to ride? Don't forget to scream if you want to go faster!

#### Task 1:

Make a mind-map of all you know about theme parks, roller coasters and the forces that make them work.



https://play.google.com/store/apps/details?id=com.codigames.idle.theme.park.tycoon&hl=en\_GB&gl=US - Ask an adult if you can use this app to design your own theme park!

#### Task 2:

Design a birds-eye view of your own theme park using squared paper!

https://www.youtube.com/watch?v=7A WC63wkoTM – Use this link to watch a tutorial of the theme park app below.



Complete this task on lined or plain

paper, or make something practically/ online and then send a photo of your learning to us at:  $\frac{\text{Lcroft@AuroraAcademies.org}}{\text{Lcroft@AuroraAcademies.org}}$ 

# Tuesday 23<sup>rd</sup> February 2021 – English LO: I can Write an Information Text

<u>Model text:</u> Listen here to refresh your memory of the text if needed – <a href="https://soundcloud.com/talkforwriting/rhiswano-zeb-tah/s-VRW2gbiXcMY">https://soundcloud.com/talkforwriting/rhiswano-zeb-tah/s-VRW2gbiXcMY</a>



<u>Task 1:</u> Warm up game – expand the nouns in the table below using the adjectives below. One example has been done for you.

<u>Challenge:</u> Can you make more expanded nouns for other body parts you have thought

| Original Noun | Add an adjective from the list below | Expanded noun created  |
|---------------|--------------------------------------|------------------------|
| Teeth         | Sharp, dangerous, spear-like         | Sharp, dangerous teeth |
| Wing          | Huge, colossal, monstrous            |                        |
| Legs          | Feathered, bare, long                |                        |
| Arms          | Feathered, bare, long                |                        |
| Feet          | Wrinkly, hairy, pale                 |                        |
| Beak          | Sharp, hooked, dangerous             |                        |
|               |                                      |                        |
|               |                                      |                        |
|               |                                      |                        |

<u>Task 2:</u> Follow this link to listen to Mr Croft using his plan to write the first 3 paragraphs of his own information text about the Terifying Spinagon!

Link: https://youtube/jTtfsWAaTcw

<u>Text written by Mr Croft:</u> <u>Terrifying Spinagon!</u>

#### What is it?

of?

This terrifying creature is hybrid of a giant spider and a burning, fire-breathing dragon! It is a hybrid of both of these creatures combined, meaning it has many interesting parts of its body that you might not expect to see on a normal spider or dragon. It was first discovered in 1806, when a young explorer delved too deep into the Mountain of Doom and found more than he bargained for!

#### **Appearance**

The terrifying spinagon has two huge, colossal wings the size of buildings! When fully extended, these wings stretch up to 50 metres in length and are black in colour. They are webbed like a bats and have scales on the outside to protect them from predators. Like a spider, the terrifying spinagon has eight eyes and eight legs, which enables it to see prey

from all angles! Interestingly, it has fine hairs all over its scaled body and seven claws on each of its eight legs.

#### Habitat

You might be wondering where a creature like this would live? Well, the terrifying spinagon dwells deep inside the Mountain of Doom, which is the tallest and deepest mountain on Planet Earth! Its huge size means it needs plenty of room to move around, so it has made its home inside the huge mountain so that it can move around in darkness and doesn't need to go outside. Due to its eight legs and powerful claws, this magnificent beast has been able to burrow through the mountain, creating a labyrinth of corridors that it hunts and lives in.

<u>Task 3:</u> Write your own first 3 paragraphs of your information text based on your own made up creature.

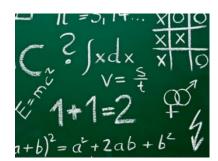
# <u>Tuesday 23<sup>rd</sup> February 2021 – Maths</u> <u>LO: I can Represent Fractions Appropriately</u>

#### Here is the link to today's learning.

 $\underline{https://teachers.thenational.academy/lessons/representing-\\ \underline{fractions-cthked}$ 

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

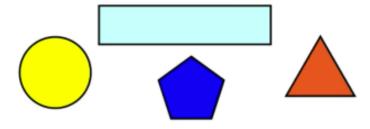
Independent tasks – have a go at the tasks from the video or if you need to take a step back then complete the tasks at the end of Maths tasks today. You could challenge yourself to complete all the tasks!

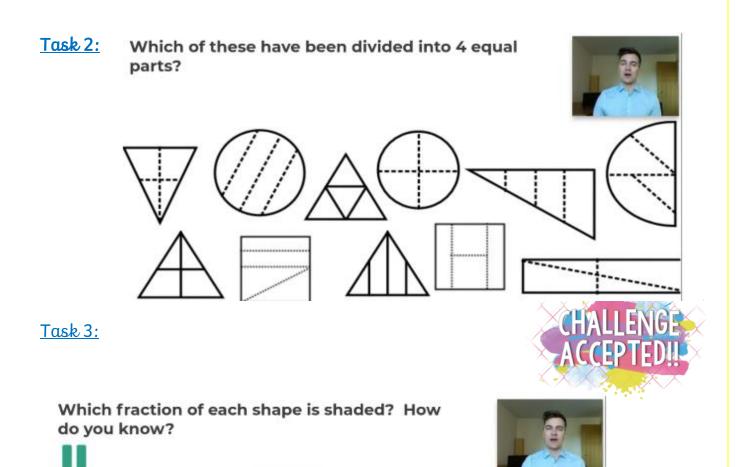


#### Task 1:

### Paper Folding

Using your pieces of paper, how many different fractions can you represent by folding? Record the fractions represented within the folded parts of your paper.







#### Level one:

- 1) Fold a piece of paper into 5 and then shade 2 parts of the paper. What fraction of the paper is shaded?
- 2) Fold a different piece of paper into 5 and then shade 3 parts of the paper. What fraction of the paper is shaded?

#### Level two:

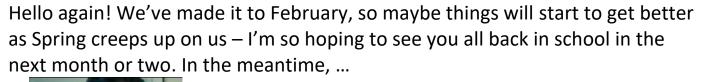
- 1) Fold a piece of paper into 10 and then shade 2 parts of the paper. What fraction of the paper is not shaded?
- 2) Fold a different piece of paper into 3 and then shade 1 part of the paper. What fraction of the paper is shaded?

# Tuesday 23<sup>rd</sup> February 2021: Wider Curriculum: Music

**Body Percussion, Beats & Notation!** 







I thought maybe you've had enough of 'Sevens', so this week there's a new warm-up for you ...

Here's a very cool video of an American actress & singer called Anna Kendrick – you may already know this song ('When I'm gone') and maybe you've seen her doing this fabulous beat with a cup. I thought we could have a go at learning it!

https://www.youtube.com/watch?v=cmSbXsFE318

The best video instruction that I've come across for this is from a Music teacher called Mr Palekar from an online teaching resource called 'Oak National Academy' (Oak National Academy Online Classroom (thenational.academy). Here's his video:

https://classroom.thenational.academy/lessons/exploring-2-beats-in-a-bar-6xk34d?activity=video&step=1

You can watch the whole video, but if you just want to skip to the 'Cup Game' then scroll through to 10 m. 30 s. I really like the way he teaches this, and I learned it (mostly!) in an afternoon, but with some stumbles on the way as you'll see!

This is me ... <a href="https://ldrv.ms/v/s!AnXNLnbymb9Eq3BY8mquOlTC7Ivm?e=tTKxuJ">https://ldrv.ms/v/s!AnXNLnbymb9Eq3BY8mquOlTC7Ivm?e=tTKxuJ</a>

My next step is to try and sing the song at the same time, like Anna Kendrick does  $\square$  !!





# Tuesday's Music Task 2:

First, I want you to re-cap Ollie's 'On-beats / off-beats' video:

https://ldrv.ms/v/s!AnXNLnbymb9EqzG7U\_\_Z7qViL0om?e=SQKWOQ

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

| Single on-<br>beats  |   |    |   |   |    |   |   |   |
|----------------------|---|----|---|---|----|---|---|---|
| Single off-<br>beats |   |    |   |   |    |   |   |   |
| Double on-beats      |   |    |   |   |    |   |   |   |
| Double off-beats     |   |    |   |   |    |   |   |   |
| Feet                 | L | R□ |   | L | R□ |   |   |   |
| Beat                 | 1 | &  | 2 | & | 3  | & | 4 | & |

Now draw your own blank 'beat grid' like this one:

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

Your task is 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?

# Wednesday 24<sup>th</sup> February 2021 – English LO: I can Write an Information Text

<u>Model text:</u> Listen here to refresh your memory of the text if needed – <a href="https://soundcloud.com/talkforwriting/rhi-swano-zeb-tah/s-VRW2gbiXcMY">https://soundcloud.com/talkforwriting/rhi-swano-zeb-tah/s-VRW2gbiXcMY</a>



<u>Task 1:</u> Re-read your writing from yesterday – check it makes sense and you have written the 3 paragraphs set yesterday: Appearance, Habitat and Diet.

<u>Task 2:</u> Follow this link to listen to Mr Croft using his plan to write the final 3 paragraphs of his own information text about the Terifying Spinagon!

#### <u>Link: https://youtube/l-Ji5qeK2u8</u>

Text written by Mr Croft (continued)

#### Diet

As you might expect, the terrifying spinagon does not encounter many animals in the Mountain of Doom, as most animals are smart enough to avoid such a place. However, there is a stream of water that flows through the mountain on its way to the sea. In this stream, innocent fish making their way to the sea are often plucked out of the stream and eaten by our terrifying beast.

#### **Talents**

It can burrow with its sharp claws but also fly using its enormous wings. The spinagon also has hairs on its body that are so sensitive they can sense movement from up to 1 mile away! Did you know, it can also shoot webs from its underbelly and make a web like a spider would? The web it makes is sticky and silver and can reach up to 2 miles away!

#### <u>Fascinating facts</u>

It has an allergy to sunlight and legend says that if sun touches its skin or scales it will turn to ash and die! The flame it breaths is purple in colour and reaches 5000 degrees Celsius!

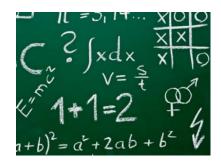
<u>Task 3:</u> Write your own final 3 paragraphs of your information text based on your own made up creature.

# Wednesday 24<sup>th</sup> February 2021 – Maths LO: I can find Equivalent Fractions

Here is the link to today's learning.

https://classroom.thenational.academy/lessons/equivalent\_fractions-cgt66c

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

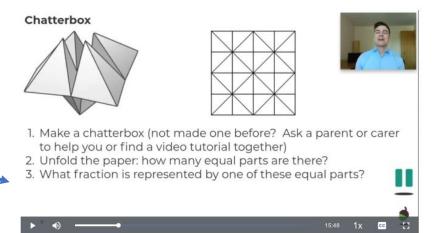


Independent tasks – have a go at the tasks from the video or if you need to take a step back then complete the tasks at the end. You could challenge yourself to complete all the tasks!

#### Task 1:

Create a chatterbox using this link to help you.

Once you have finished, answer these questions here.



#### Task 2:

# Which fractions are represented?

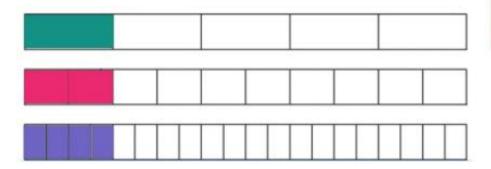




#### Task 3:



### Which fractions are represented?





Level one: Draw shapes and then split them into equal parts as needed. Then shade in parts of the shapes so each shape has equal amounts shaded.

- 1) ½ is equal to ?/4
- 2) 3/6 is equal to 4/?
- 3) 1/3 is equal to ?/6

Level two: Draw shapes and then split them into equal parts as needed. Then shade in parts of the shapes so each shape has equal amounts shaded.

- 1) 2/4 = ?/8
- 2)  $\frac{1}{4} = ?/8$
- 3) 3/5 = ?/10

# <u>Wednesday 24<sup>th</sup> February 2021 Wider Curriculum:</u> <u>Spanish</u>

These are all short tasks so please have a go at them all. Mrs Meredith would love to see some Spanish work, tiles or videos of you completing your learning!



#### Task 1:

Follow the link to bbc below to listen to the Spanish lesson.

Listen to the pronunciation of the words and start to learn how to say Me Gusta (I like) or No Me Gusta (I don't like) Also to start to learn vocabulary used in a restaurant.

Take the food and drink quiz at the end of the link.

https://www.bbc.co.uk/bitesize/topics/zh7wqp3/articles/zwfbp4j

### Task 2:

Complete the sheet with the English and Spanish words used in a restaurant. Please use the useful expressions cards to cut up and play the pairs game.

# Expresiones útiles en el restaurante

1. Completa la tabla con la traducción adecuada.

| Español   | Inglés                                |
|---|---------------------------------------|
| ¿Me da la cuenta, por favor?                              |                                       |
|   | Can I see the menu?                   |
| ¿Cuánto cuesta?   |                                       |
|   | Do you have vegetarian/ vegan food?   |
|   | A table for two, please               |
| ¿Qué plato me recomienda?                                 |                                       |
|   | That's all, thank you                 |
| Tengo una reserva   |                                       |
| Que aproveche   |                                       |
|   | Can I pay with my credit card?        |
| Necesito una cuchara/ un tenedor/ un cuchillo/<br>un vaso |                                       |
|   | For starter/ main course I would like |

¿Puedo ver la carta?

¿Puedo pagar con tarjeta de crédito?

Una mesa para dos, por favor

De primer/ segundo plato me gustaría...

Eso es todo, gracias

¿Tiene comida vegetariana/ vegana?

Can I have the bill, please?

Enjoy your meal

I have a reservation

How much is it?

What dish would you recommend me?

I need a spoon/ a fork/ a knife/ a glass



| Una mesa para dos,<br>por favor  | A table for two,<br>please  | Que aproveche                             | Enjoy your meal                             |  |
|--|---|---|---|--|
| ¿Qué plato me  |   |   | Can I pay with my<br>credit card?           |  |
| recomienda?  | recomienda? recommend me?   |   | I need a spoon/ a<br>fork/ a knife/ a glass |  |
| Eso es todo, gracias   | That's all, thank you   | De primer/ segundo<br>plato me gustaría   | For starter/ main course I would like       |  |
| Tengo una reserva  | I have a reservation  | ¿Me da la cuenta,<br>por favor?           | Can I have the bill,<br>please?             |  |
| Task 2: (Contin  | r useful<br>ions  | ¿Puedo ver la carta?                      | Can I see the menu?                         |  |
| the pairs game,<br>you must match<br>English words v<br>Spanish meanir | 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. |   | How much is it?                             |  |
|  |   | ¿Tiene comida<br>vegetariana/ vegana?<br> | Do you have<br>vegetarian/ vegan<br>food?   |  |

#### Task 3: Making the magdalenas (cupcakes) using this receipt.

It would be really nice if you could send in photos of the cupcakes or any craft activity they do.

You could also look at the link below for even more vocabulary!

Learn
Spanish
Food
Vocabulary
with BASHO
& FRIENDS
- I'm
Hungry
Food Song ¡Tengo
Hambre!

# MAKE YOUR OWN ...

Magdalenas



#### What are

#### magdalenas?

In English, 'magdalena' translates as 'cupcake'. These little cakes are often flavoured with lemon and have a sugary crust. In Spain, magdalenas are often eaten at breakfast (desayuno), or as a snack (tentempié) with a cup of coffee (café).



### Ingredients:

- · zest of 1 lemon (un limón)
- · 3 eggs (tres huevos)
- 2 tsp baking powder (levadura en polvo)
- 100ml olive oil (aceite de oliva)
- 150g self-raising flour (harina)
- 150g caster sugar (azúcar)

Method:



Important Note: This recipe uses a hot oven so make sure you ask an adult to help you. You will also need a cake tin and cases.















# <u>Thursday 25<sup>th</sup> February 2021 – English</u> <u>LO: I can Edit and Improve my Information</u> Text

<u>Model text:</u> Listen here to refresh your memory of the text if needed –

https://soundcloud.com/talkforwriting/rhi-swano-zeb-tah/s-VRW2gbiXcMY



<u>Task 1:</u> Re-read your whole information text from start to finish (with a member of your household if you can) and talk with them about what improvements you could make. For example, have you included expanded nouns to describe the appearance of your creature in enough detail? Could you perhaps have used some more rhetorical questions, such as 'Did you know' or 'Were you aware of...' to make your text more exciting?

<u>Task 2:</u> Listen to Mr Croft improving his Information text by following the link below.

#### Link: https://youtube/3I00VaK3XIo

<u>Task 3:</u> Now improve your own writing using at least these 3 skills:

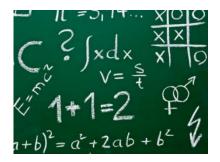
- 1) Expanded nouns one or two adjectives to describe a noun.
- 2) Rhetorical questions questions that do not need a direct answer but hook the reader in.
- 3) Technical language language that links specifically to the topic, so if you are writing about animals, make sure you've used language like carnivore, species, mammal etc.

# <u>Thursday 25<sup>th</sup> February 2021 – Maths</u> LO: I can Order and Compare the size of Fractions

Here is the link to today's learning.

https://classroom.thenational.academy/lessons/orderingfractions-c4vp6r

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



#### Which symbol is missing? How do you know?



$$\frac{81}{100} \frac{4}{5} \frac{4}{100} \frac{8}{20} \frac{4}{10}$$

Is there an imbalance between the two fractions?

• In this example, we need to figure out which symbol (>, < or =) will be correct in deciding which fraction is bigger.

- There are 4 questions here, comparing 2 fractions each time.
- Remember, the wider side of < and > points towards the larger number. The =

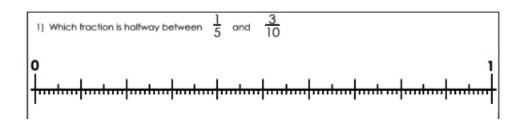
symbol means "the same as".

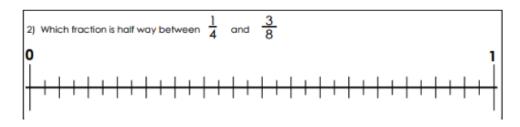
- To figure these questions out, you will need to make common denominators for each of the pairs of fractions.
- For example: Question 1 compares  $\frac{1}{2}$  and 5/8, so you would need to make both of the denominators the same.

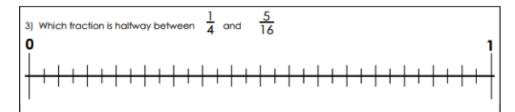
### For an example of finding common denominators, follow the steps below:

- 1) Multiply one or both of the denominators until you find a common multiple. In this example,  $2 \times 4 = 8$ , so I would only change the fraction of  $\frac{1}{2}$  and leave 5/8.
- 2) Whatever I multiplied the bottom number by I must also multiply the top by. In this example, I multiplied the denominator 2 by 4 to get 8, so I also need to multiply the numerator, 1, by 4, which is 4.
- 3) Now I have 2 fractions with a common denominator. The  $\frac{1}{2}$  has changed to 4/8. The 5/8 stayed the same.
- 4) Now I can compare them, and use the <, > or = symbols to show which is larger.
- 5) 5/8 is larger than 4/8, so therefore for the 1st question I would use the < symbol.

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!







#### Ready for a challenge?

How many other fractions can you find between each pair?

Can you find a fraction of your own that is halfway between a pair of fractions?



Level one: Use a strategy from the video or one you already to know to work out the following questions. You could draw shapes and shade them in if that helps too.

Compare these fractions using <, > or

1) Which is larger,  $\frac{1}{2}$  or 2/3?

=

- 2) Which is smaller, 2/5 or 3/10?
- 3) Which is larger, 5/10 or  $\frac{3}{4}$ ?

Level two: Use a strategy from the video or one you already to know to work out the following questions. You could draw shapes and shade them in if that helps too.

Compare these fractions using <, > or =

- 1) Which is larger, 2/3 or 4/5?
- 2) Which is larger, 2/5 or 4/8?
- 3) Which is smaller, 9/12 or 2/3?

# Thursday 25th February 2021: Wider Curriculum: PE

# LO: I can identify how physical exercise helps our bodies Independent task:

Create a fact file or poster about the importance of exercise and how keeping fit helps our bodies to function better.

#### Include facts about:

- Heart rate and healthy benefits to life
- Reducing anxieties/ stress
- Strtching easing tension in muscles

#### Extra activities:

Below are some extra videos to join in with to keep you active and moving at home. You can do these on your own, with a sibling or as a family!

#### Fitness:

https://www.youtube.com/watch?v=o-LruulGQrY - Premier Education - Fitness

https://www.youtube.com/watch?v=y0vqLXv88L4 - Joe Wicks PE https://www.youtube.com/watch?v=f1DCBvypjNw - Joe Wicks PE

# Thursday 25th February 2021: Wider Curriculum: Science LO: I can Recognise the Stages of Growth and <u>Development in Humans.</u>

#### Instructions:

Please read the information about the 6 stages of development in humans.

#### Task:

Fill in the sheets on the next page about each of the stages of development in humans.



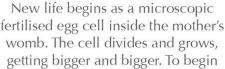


3abies rely on their parents for everything at first. After a few months, they can move on their hands and knees. Infants grow very quickly at this stage. By the

time they are four years old, toddlers have learned to walk, talk and read a few words.



with it is called an embryo, then after around 40 days it is called a fetus. Finally, after about 37 weeks it is ready to be born.







From around the ages of four to nine, growth slows down a bit, but not Childhood much! Your bones and muscles continue to strengthen and grow more slowly, and your brain grows and develops as you learn and play. Another big growth spurt is just around the



#### Adolescence

Puberty occurs at the start of this stage. This is where humans mature sexually.



Girls' bodies grow and change to get ready for having a baby, and boys' bodies change to produce sperm, the tiny cells which combine with female egg cells at the start of pregnancy. There are also many other changes that occur at this stage.

#### Adulthood



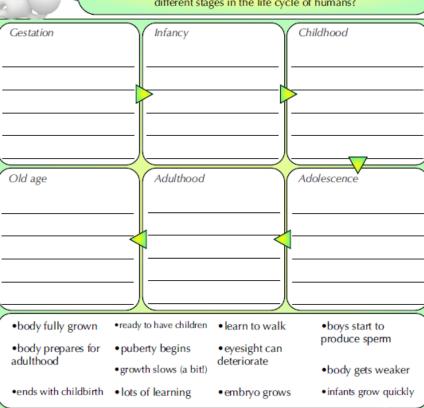
Old age

By this stage, adults are fully grown. Their brains are fully developed and their bodies are ready to reproduce and have children. They are fitter and stronger than they have ever been, or ever will be...

As humans get older, their bodies are not as good at renewing and repairing themselves. Muscles, bones and eyesight (among other things) can gradually weaken, and our appearance changes. Lots of people choose to retire at this stage in the life cycle so they can benefit from resting their bodies and



Can you write the facts below in the correct boxes to show changes at different stages in the life cycle of humans?



Circle the words which correctly describe some ways in which your body has changed, inside and outside, since you were a baby.

#### Since I was a baby, I have:

learned a lot got heavier got shorter limbs got bigger feet learned nothing got shorter got stronger bones shrunk hardly changed grown more hair

learned to write got weaker got taller learned to do some things for myself grown got smaller feet got longer limbs got lighter got stronger

#### Instructions:

Please read the information about the 6 stages of development in humans.

Thursday's Science Task: Fill in the sheets here about each of the stages of development in humans.

# Friday 26<sup>th</sup> February 2021 – English LO: I can Create an Imaginative Piece of Writing

### Task:

After a week of writing an information text, we would like you now to use that creativity to write an imaginative story or paragraph based on one of the pictures below.



Your writing could be based on one of the 3 points below if you are struggling for ideas:

- 1) Write a short story about a character in the image
- 2) Write a description of the setting that you see
- 3) Write a poem based on one (or more) of the images you see

Listen to this link to hear Mr Croft explain ideas further: <a href="https://youtube/SKofdPmJCwI">https://youtube/SKofdPmJCwI</a>



# Friday 26<sup>th</sup> February 2021 – Maths LO: I can Understand Improper Fractions Part 1

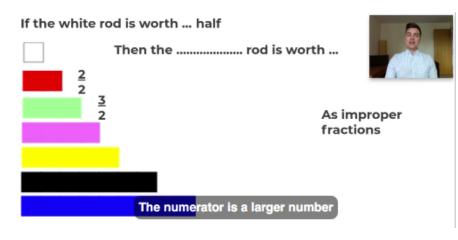
#### Here is the first link to today's learning:

https://classroom.thenational.academy/lessons/improper-fractions-part-1-c4tkac

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



Here is some information you may need to help you solve the independent task:



An improper fraction is a fraction that has a larger numerator (top number) than it's denominator (bottom number).

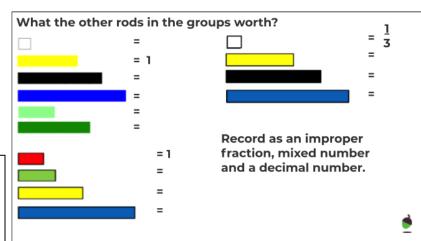
In this example, the white rod is worth  $\frac{1}{2}$ , so the red rod is worth 2 halves, making it 2/2, or one whole.

The green rod is worth 3 halves, so 3 halves would be the same as writing 3/2. The numerator is larger than the denominator and so this is called an improper fraction.

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

Level one: Use strategies from the video to help you answer the questions below. Doing jumps on a number line would work, or drawing and shading shapes may also work.

- 1. 1 and  $\frac{1}{2}$  = ? as an improper fraction?
- 2. 1 and 1/3 = ? as an improper fraction?



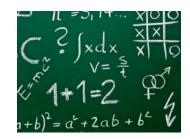
Lever two: Ose strategies from the viaeo to neep you answer the questions below. Doing jumps on a number line would work, or drawing and shading shapes may also work.

- 1. 2 and 1/4 = ? as an improper fraction?
- 2. 3 and 1/5 = ? as an improper fraction?

# Friday 26<sup>th</sup> February 2021 – Maths LO: I can Understand Improper Fractions Part 2

#### Here is the second link to today's learning:

https://classroom.thenational.academy/lessons/improper-fractions-part-2-64upad Watch the video and complete the tasks and the quiz set.



Here is some information you may need to help you solve the independent task:

In this example, each small white 'rod' is worth  $\frac{1}{4}$ . Therefore, if we add all of the  $\frac{1}{4}$  together, we would have 15/4 as an improper fraction, or 3 wholes and  $\frac{3}{4}$  left over.

If the white rod is worth ... one quarter



three and three quarters.

 $\frac{33}{5} = 5\frac{1}{2}$ 

Independent tasks – have a go at the tasks from the video or if you need to take a step back then complete level one and two from the tasks on the previous page.

#### True or False?

$$4.2 = \frac{20}{5}$$

#### HINT:

4.2 is the same as writing 4 and 1/5

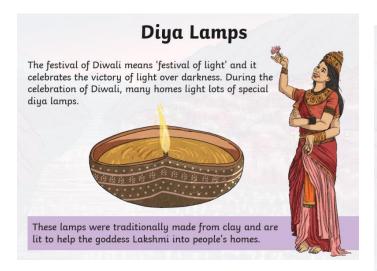
2.75 is the same as writing 2 and  $\frac{3}{4}$ .

# Friday 26<sup>th</sup> February 2021 – RE - Hinduism LO: I can Explore Different Perspectives of a Story

#### Task 1:

Watch the video on the story of Rama and Sita from the Hindu faith: <a href="https://www.youtube.com/watch?v=uRpNNF4fB4g">https://www.youtube.com/watch?v=uRpNNF4fB4g</a>





### Rama and Sita

During Diwali, the traditional Hindu story of Rama and Sita is told. The story tells of a famous warrior, Prince Rama, and his beautiful wife, Sita, who were banished from their home by the King. Living nearby was a terrible demon king called Ravana. He had ten heads and twenty arms and was feared throughout the land. When Sita was kidnapped by Ravana, Prince Rama, with the help of many animals, searched for his wife. He fought a mighty battle and the whole world



rejoiced when Rama eventually killed the evil Ravana, using a magic arrow.

This story helps people to remember that light triumphs over dark and good triumphs over evil. Rama and Sita are believed to be the god Vishnu and goddess Lakshmi in human form.

#### Task 2:

Re-write the story of Rama and Sita from the perspective of Ravana, the 'evil' tenheaded monster. Perhaps he could have been in love with Sita, and was trying to save her from Rama, who was jealous of Ravana's power?

Perhaps Sita ran away from Rama and tricked Ravana into falling in love with her, then realised when Rama came to find her that she did indeed love Rama and wanted to leave Ravana?

#### Extra Tasks:

Follow the link below to access a video from BBC about the festival of Diwali. <a href="https://www.bbc.co.uk/bitesize/clips/z787tfr">https://www.bbc.co.uk/bitesize/clips/z787tfr</a>

Visit this website on BBC to explore more about Hinduism and the gods and celebrations that take place.

https://www.bbc.co.uk/bitesize/topics/zh86n39



| Write your full name:  |
|--|
| 1.Which of the following grammar skills should be used in an information text? Choose at least 3. (3 Points) Brackets for extra information Pictures and captions Expanded nouns Direct speech |
| 2.Order these fractions from smallest to largest. (1 Point)  |
| 7/5<br>2/3<br>20/10  |
| 3.Rewrite this sentence in the present tense: I walked to the end of the road. (2 Points)  |
| 4.Which food from below is almost always higher in protein? (1 Point)  Meat  Fruit   |
| 5. What month of the year has less than 30 days? (1 Point)   |
| 6.If a tree falls in an empty forest, would it make a noise? (1 Point)   |
| 7.Who was the 1st person on the moon? (1 Point)  |
| 8.Why are all snowflakes different? (2 Points)   |
| 9.Please rate your confidence in understanding the fractions we completed this week. 1 star = poor, 5 stars = great! (1 Point)   |
| M M M M  |