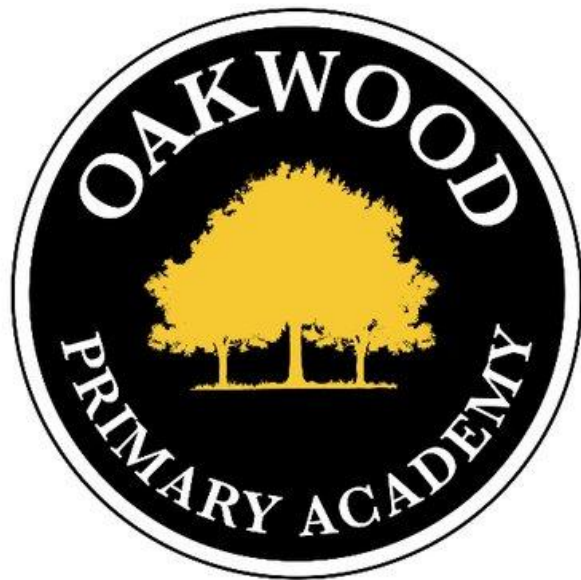


Oakwood Primary Academy



Year 5

Remote Learning Workbook

Week Beginning
8th February 2021

Name.....



'Being Better Every Day'

Year 5 Remote Learning Overview - Week beginning: 8/2/21

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:

- '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 8th February – 12th 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!

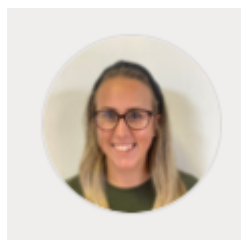
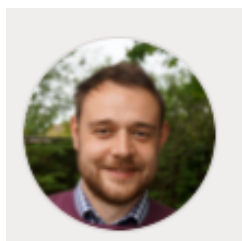
For this week, **Mrs. Wilkinson will be in school teaching, while Mr. Croft will be available to support with the remote learning you are doing at home.** So, please email us with any questions, queries and with your work, so we can keep in contact as much as possible.

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

lcroft@AuroraAcademies.org or kwilkinson@AuroraAcademies.org



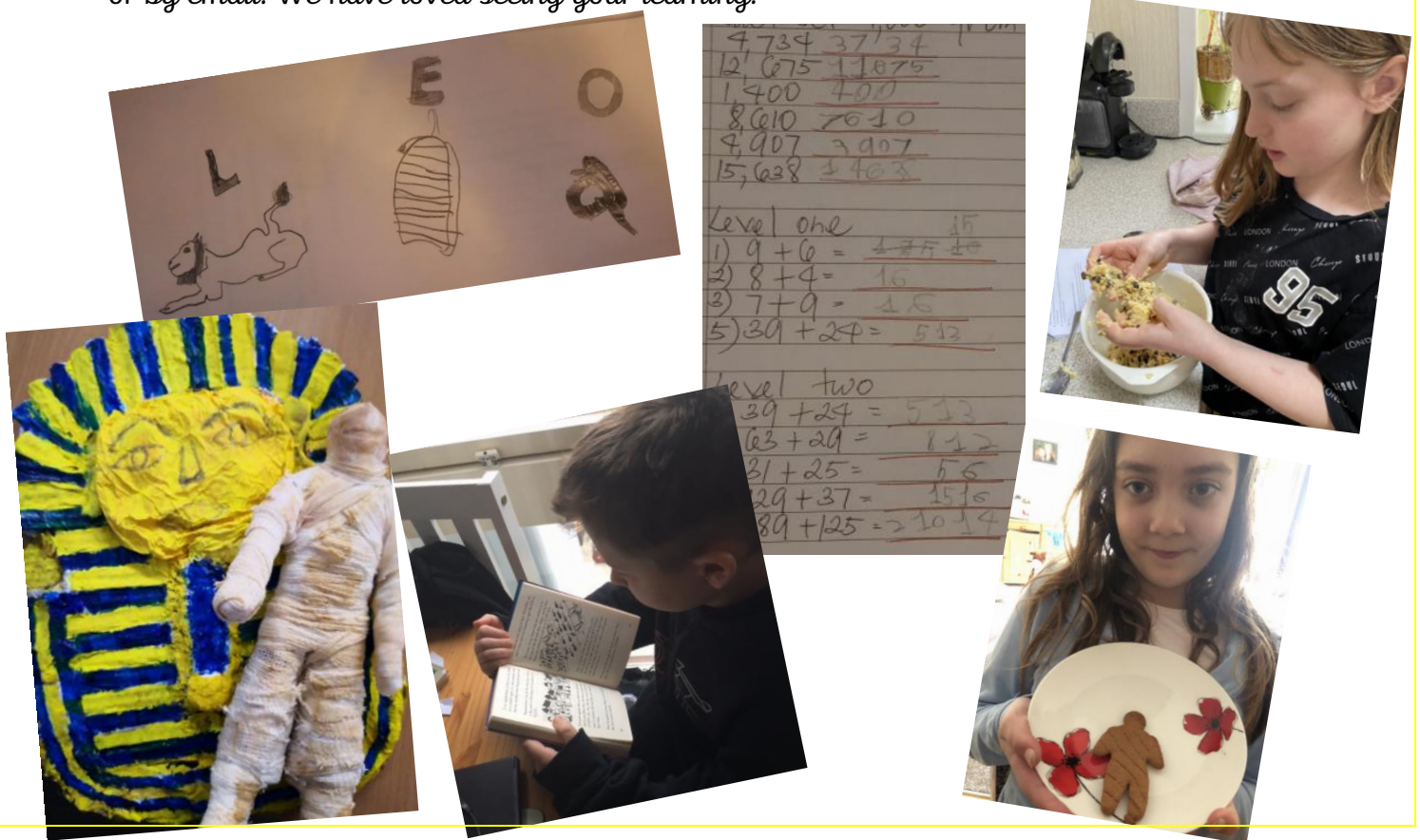
Our News Page

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, 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 TOPIC! Meet the Rhi-swano- zeb-tah! Read model text and complete task on words definition	Multiples and factors	Geography – Sustainability
Tuesday	Reading comprehension on model text	Factor pairs	Music from Mr Mitchell
Wednesday	Brackets	Multiplication and division by 10, 100, 1000	Spanish
Thursday	Fronted adverbials	Doubling and halving	PE – Healthy eating Dance/fitness/yoga
Friday	Practice writing an information text paragraph	Mental strategies to support multiplication and division	PSHE – Mental wellbeing and expressing yourself

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

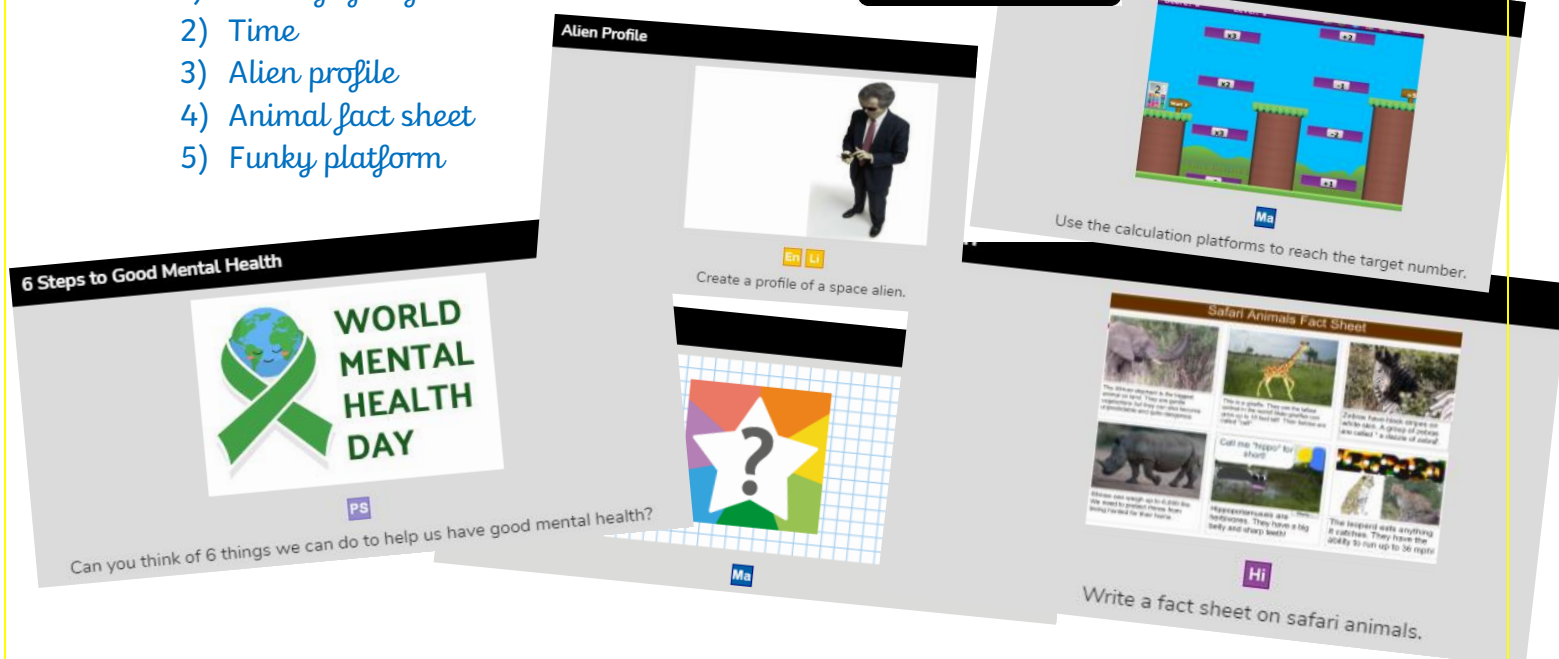
Childline is a service provided by the NSPCC. © NSPCC 2020. Registered charity.
England and Wales: 254401. Scotland: SC037717. Registration by Andy Keenan. 150011089.

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.
- Sudoku and magic number
- 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.

Purple Mash: (These also link to Friday's Tasks)

- 1) 6 things for good mental health
- 2) Time
- 3) Alien profile
- 4) Animal fact sheet
- 5) Funky platform



PE: Just Dance links and Joe Wicks links (Thursday's lesson links to these):

<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.

Sudoku

Each row and column contains all the digits 1 to 4.

4	1	3	
		1	
1			4

2	4	1	3
3	1		4
		4	

Magic Squares

Complete these magic squares.

Don't use the same number twice in a square and the numbers must add up to the same number in each row, column and diagonal line.

d)

2	7	6
9		1
	3	

e)

	2	
	7	
4		5

f)

6		11
7		12

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

The different levelled sheets are on the following pages. Please choose which level is appropriate to you and send pictures of your work to us to see and share in school.

Sir David Attenborough

David Attenborough is a wildlife film-maker and naturalist (a scientist who studies animals and their behaviour). He has been making television programmes for over 60 years and many people think he is a national treasure.



Early Life

- David Frederick Attenborough was born in London on 8th May 1926.
- He lived on the campus of University College, Leicester as his father was a principal there.
- He lived with his parents, Mary and Frederick, and his two brothers, Richard and John.

As a child, David loved science and nature: he collected fossils, rocks, and bird eggs. After finishing school, he studied natural sciences at Cambridge University. After finishing university, he was called to do two years' service in the Royal Navy in North Wales.

Television

In 1952, David joined the BBC (British Broadcasting Corporation) as a producer. In 1954, he began working on a programme called 'Zoo Quest'. This programme showed animals in their natural environment – something that was unusual at the time.

David left the BBC in 1972 so he could create his own shows. In 1979, he started a series called 'Life on Earth' which also became popular. Over 30 years, he made nine different 'Life' programmes.

More recently, Attenborough's 'Planet Earth' has become the biggest wildlife documentary ever made and was the first show to air in high definition on the BBC.

When David joined the BBC, he didn't own a television.

The Life Collection

- 1979 - Life on Earth
- 1984 - The Living Planet
- 1990 - The Trails of Life
- 1993 - Life in the Freezer
- 1995 - The Private Life of Plants
- 1998 - The Life of Birds
- 2002 - The Life of Mammals
- 2005 - Life in the Undergrowth
- 2008 - Life in Cold Blood

His Achievements

Attenborough has earned many awards throughout his career. Not only has he received a knighthood from the Queen, but he has also had several species of plants, insects and birds named after him.

Sir David Attenborough is raising awareness of plastic pollution and other environmental issues that are damaging our planet.

Did You Know...?

He was born 17 days after Queen Elizabeth II.



Level 1 Questions:

1. How long has David Attenborough been making television programmes for? Tick **one**.

- ☐ 50 years
- ☐ 60 years
- ☐ 60 months
- ☐ 50 months

2. What did he study at university?

3. What is the name of the programme David worked on in 1954? Tick **one**.

- ☐ Life on Earth
- ☐ Life in Cold Blood
- ☐ Zoo Quest
- ☐ Animal Quest

4. What is the name of David's father? Tick **one**.

- ☐ Frederick
- ☐ John
- ☐ Richard
- ☐ David

5. Tick the boxes to say whether the sentences are **true** or **false**.

Sentence	True	False
David liked to show animals in their natural habitat.		
David made seven different 'Life' programmes.		
Planet Earth is the biggest wildlife documentary ever made.		
The last 'Life' series he made was called 'Life in Cold Blood'.		

6. What did David receive from the Queen?

7. Why do you think David is raising awareness about the damage plastic pollution is doing to the planet?

Sir David Attenborough

David Attenborough is a wildlife film-maker and naturalist (a scientist who studies animals and their behaviour). He has been making television programmes for over 60 years and is considered by many to be a national treasure.



Early Life

David Frederick Attenborough was born in London on 8th May 1926. He lived on the campus of University College, Leicester as his father was a principal there. He lived with his parents, Mary and Frederick, and his two brothers, Richard and John.

As a child, David loved science and nature: he collected fossils, rocks, and other items, such as bird eggs. After finishing school, he continued his fascination by studying natural sciences at Cambridge University. After finishing university, he was called to do two years' service in the Royal Navy. He spent those two years in North Wales.

Television

In 1952, David joined the BBC (British Broadcasting Corporation) as a producer. In 1954, he began working on a series called 'Zoo Quest'. This was filmed in many interesting places and showed animals in their natural environment. This was quite unusual at the time and the show was incredibly popular

The Life Collection

- 1979 - Life on Earth
- 1984 - The Living Planet
- 1990 - The Trails of Life
- 1993 - Life in the Freezer
- 1995 - The Private Life of Plants
- 1998 - The Life of Birds
- 2002 - The Life of Mammals
- 2005 - Life in the Undergrowth
- 2008 - Life in Cold Blood

When David joined the BBC, he had only seen one television programme.

David left the BBC in 1972 so he could write and produce his own shows. In 1979, he started a series called 'Life on Earth' which also became popular. As well as making many other shows throughout his career, he continued to make other 'Life' programmes. Each one focused on a different plant or animal group. In 2008, he finally completed the collection with 'Life in Cold Blood' – a series about reptiles.

More recently, Attenborough's 'Planet Earth' has become the biggest wildlife documentary ever made and was the first show to air in high definition on the BBC.

His Achievements

Attenborough has earned many awards throughout his career. Not only has he received a knighthood from the Queen, but he has also had several species of plants, insects and birds named after him.

Sir David Attenborough has made significant contributions to our understanding of nature and the need to care for it. He is a leading figure in the fight against plastic pollution and other environmental issues that are damaging our planet.

Did You Know...?

David wouldn't say he is an animal lover. He says he is 'fascinated' by them.

Level 2 questions:

1. When was David born? Tick **one**.

- ☐ 6th May 1928
- ☐ 8th May 1925
- ☐ 5th May 1926
- ☐ 8th May 1926

2. Why did David live on the campus of University college, Leicester? Tick **one**.

- ☐ His father studied there.
- ☐ They didn't have a house.
- ☐ His father was a principal there.
- ☐ David wanted to learn so they lived there.

3. What did David collect as a child?

4. Use the information in the text to order the statements. The first one has been done for you.

- ☒ 1 David studied natural sciences at Cambridge University.
- ☐ David began working on 'Life on Earth'.
- ☐ David left the BBC.
- ☐ David joined the BBC as a producer.
- ☐ David created a show called 'Zoo Quest'.

5. What is the name of the show that was the first to air in high definition on the BBC?

6. When did David complete the 'Life Collection'? Tick **one**.

- ☐ 2005
- ☐ 2008
- ☐ 2002
- ☐ 2009

7. Why do you think David was knighted by the queen?

8. Why do you think David is fighting against plastic pollution?

Sir David Attenborough

David Attenborough is a wildlife film-maker and naturalist (a scientist who studies animals and their behaviour). He has been making television programmes for over 60 years and is considered by many to be a national treasure.

Early Life

David Frederick Attenborough was born in London on 8th May 1926. Growing up, he lived with his parents (Mary and Frederick) and his two brothers (Richard and John) on the campus of University College, Leicester, as his father was a principal there. In 1939, the Attenborough family fostered two German-Jewish girls called Irene and Helga, who became like sisters to David.



As a child, David loved science and nature: he collected fossils, rocks, and other specimens, such as bird eggs. After finishing school, he went to Cambridge University to study natural sciences. Once he graduated, he was called to do two years' service in the Royal Navy. He spent those two years in North Wales.

Television

In 1952, David joined the BBC (British Broadcasting Corporation) full time as a producer. In 1954, he began working on a series called 'Zoo Quest'. This was filmed in many interesting places and showed animals in their natural environment. Something that hadn't been done much before. The show was incredibly popular.

David left the BBC in 1972 so he could write and produce his own shows. In 1979 he started a series called 'Life on Earth' which became popular. He continued to add to his 'Life Collection' for over 30 years, with each series focusing on a different plant or animal group. In 2008, he finally completed the collection with 'Life in Cold Blood' – a series about reptiles.

Throughout the years, he has also worked on many other television shows, such as 'Wildlife on One', which ran for over 25 years.

More recently, Attenborough's 'Planet Earth' has become the biggest wildlife documentary ever made and was the first show to air in high definition on the BBC.

David created a new style of wildlife programme - one which focused heavily on the animals, rather than the presenter. He would spend very little time on screen in shows and instead would narrate over the footage. As the footage was so important, he strived to get never before seen shots of creatures in the wild and his team created ground-breaking methods to do this.

His Achievements

Attenborough has earned many awards throughout his career. Not only has he received a knighthood from the Queen, but he has also had several species of plants, insects and birds named after him.

Sir David Attenborough has made significant contributions to our understanding of nature and the need to care for it. He is a leading figure in the fight against plastic pollution and other environmental issues that are damaging our planet.

Did You Know...?

- When David joined the BBC, he had only seen one television programme.
- He was born the same year as Queen Elizabeth II.
- He is one of the most well-travelled people on the planet. For one of his documentaries, he travelled a whopping 256,000 miles – that's the same as travelling around the world ten times!

Level 3 questions::

1. When was David Attenborough born?

2. '**...he collected fossils, rocks, and other specimens, such as bird eggs.**' Which is closest in meaning to the word **specimens**? Tick **one**.
 - ☐ items of interest
 - ☐ spectacles
 - ☐ precious
 - ☐ careful
3. Where did David serve in the Royal Navy?
4. Explain in your own words how David's style of wildlife programme was different to programmes at the time.
5. Why did David leave the BBC in 1972?
6. Tick the boxes to say whether the sentences are **true** or **false**.

Sentence	True	False
It took over 30 years for David to complete his 'Life Collection'.		
'Wildlife on One' ran for under 25 years.		
David had only seen two television programmes when he started working at the BBC.		
David hasn't travelled much in his lifetime.		

7. What do you think the phrase 'national treasure' means and why do you think David is considered to be a 'national treasure'?
8. Why do you think David is fighting against plastic pollution?

Extra Reading!

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 *Mr Tiger, Betsy and the Blue Moon*.

[Visit the Virtual School Library](#)

Spellings: Suffix focus of -ent

able suffix



Name: _____

Date: _____

Alphabetical Order

Look at the spellings below, put them into alphabetical order.

A
a

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

unusable
changeable
perishable
available
remarkable
suitable
cable
unable
miserable
vegetable
enjoyable
respectable
probable
reliable
enable

Subject Overviews for the Week

English Overview:

NEW TOPIC! Meet the Rhi-swano-zeb-tah

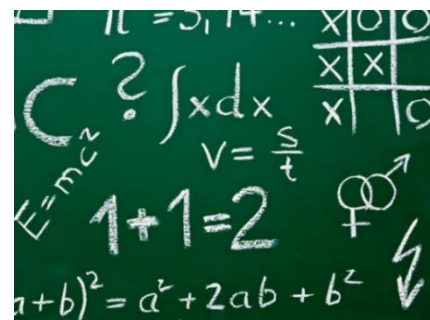


For the next two weeks, we will be looking at writing an information text. We will explore the world of made up animals whilst looking at grammar, creating your own animal and writing a piece of information text for it.



Maths overview: Multiplication and division methods

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 for each day should you not have access to the online learning link.



Wider Curriculum overview:

The wider curriculum includes all other subjects outside of Maths and English including: Science, History, Music, Art, Computing, Geography, RE and PSHE.



Monday 8th February 2021 – English

LO: I can identify words I do not understand and find the meaning.

To start, read the model text.

Challenge: Read to a sibling, parent or whoever you choose three times!



You can listen to the text here:

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



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 bald 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.

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 1: What are your thoughts about the animal? Use these sentence starters to help you write about your thoughts.

I was really interested in...

I would like to know more about...

My top facts were...

Task 2: underline any words in the model text that you aren't sure of. Find out the meaning by using a dictionary, Google, or asking a grown-up. Here are some of them for you that you might find a bit tricky.

Word:	Definition:
juveniles	Anything young e.g. animals, humans, plants
prominent	Something that stands out and can be seen easily
inhabit	To live somewhere
gouge	To make a rough hole in something
agile	Moving quickly and easily
surveying	Looking out for something
prey	An animal that is hunted by another animal

Task 3: tick the correct picture that matches the meaning.

juvenile

☐☐

agile

☐☐

gouge

☐☐

Task 4: fill in the gap using the list of words above.



Fill the gaps

★ Fill in the gap below with the correct word from our list to finish the sentence.

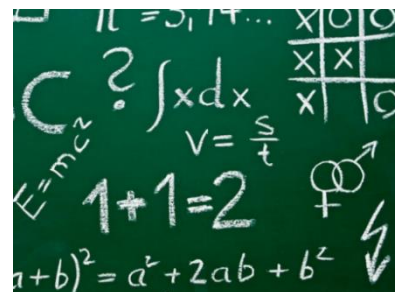
- ★ The scales on a giant lion snake act as a warning to hunters and are very _____.
- Cheetahs stalk a range of _____ when they hunt.
- Many Polar bears _____ the North Pole, along with seals.
- Beavers tend to _____ holes into logs to keep their teeth sharp.

Monday 8th February 2021 – Maths

LO: I can find multiples and factors of numbers

A **multiple** is a number that can be divided by another number a certain number of times without a remainder.

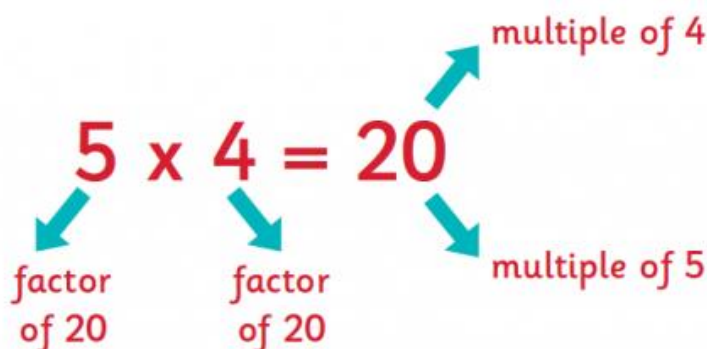
A **factor** is a whole number that divides exactly into another whole number. You can also think of **factors** as being the numbers that you multiply to get another number.



Extra help!

Multiples: <https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zgbpnbk>

Factors: <https://www.bbc.co.uk/bitesize/topics/zfq7hyc/articles/zp6wfcw>



Here is the link to today's learning.

<https://classroom.thenational.academy/lessons/multiples-and-factors-6gr32d>

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

Warm up - Identify the correct multiples



Circles the multiples of 7

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

Circles the multiples of 6

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

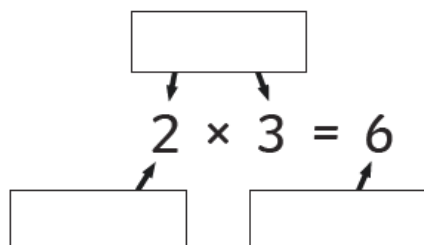
Independent task – have a go at the tasks from the video or if you need to take a step back then complete the tasks below. You could challenge yourself to complete all the task! (The video shows you what an array is if you have forgotten!)

- 1) Choose the correct mathematical word to label the part of the calculation.

Factor

Product

Factor Pair



- 2) Find all three factor pairs for 16.
Draw the arrays to match each factor pair.

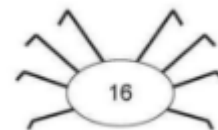


Array 1	Array 2	Array 3
The factor pair is: and	The factor pair is: and	The factor pair is: and

- 3) a) Underline all the numbers that are not factors of 64.

1 2 3 4 5 6 7 8 9 10

- 4) Complete factor spiders for these numbers:
16, 20, 24, 32



- 5) 1 is a factor of every number. True or False. Explain your answer.

- 6) 8 has six factors. True or False. Explain your answer.

Monday 8th February 2021 - Wider Curriculum: Geography

LO: I know what sustainability is



Watch the video on Oak National Academy website about what sustainability is, what products and energy are sustainable and learn all about the company Tesla.

Here is the link to the video: <https://classroom.thenational.academy/lessons/what-is-sustainability-65gkar>

Task 1: Complete the tasks given on the video

Task 2: Make a poster about what sustainability is. You could include anything you learnt from the video such as different sustainable products and about the company Tesla.

Tuesday 9th February 2021 – English
LO: I can use a text to answer questions.

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



Task 1: Underline the correct meaning for the words in blue to review our learning from yesterday.

Does **inhabit** mean 'to live somewhere' or 'to walk through something'?

Does **prominent** mean to 'be seen' or to 'stand out clearly'?

Does **surveying** mean 'to look around for something' or 'to glide along quietly'?

Does being **juvenile** mean 'being a human' or 'being young'?

Task 2: Complete the reading comprehension. You will need to have the model text in front of you to help. Remember to use the model text to find the evidence or back up your answer.

1. What are the four distinct animals that make up the Rhiswanozebtah?
2. The Rhiswanozebtah likes to sleep in patches of grass. Is that statement TRUE or FALSE?
3. What evidence is there to suggest that the Rhiswanozebtah is agile?
4. Find and copy a word that is closet in meaning to *unlikeable*.
5. The text refers to areas the Rhiswanozebtah inhabits. What are they?
6. Look at the table below. Tick the food that the Rhiswanozebtah would eat.

	Would eat	Wouldn't eat
Rabbits		
Cauliflower		
Leaves		
Snakes		
Water buffalo		

7. Why might the Rhiswanozebtah be so rare?
8. Which section of the text tells you about what the Rhiswanozebtah can do? Write the opening sentences of that section.
9. Give two ways in the which the Rhiswanozebtah could be a nuisance.
10. At the end of the text it states:

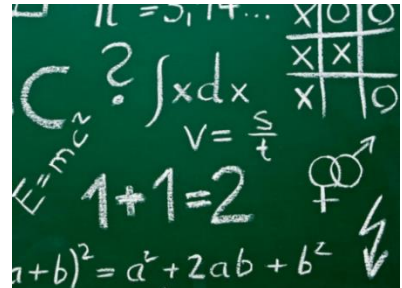
Amazingly however, there have been rare sightings in other parts of the world, so just maybe, the Rhiswanozebtah will be spotted in a neighbourhood near you in the not-so-distant future.

What might happen if a Rhiswanozebtah did make its home near to where you live? List the things that you might witness as a result of this new creature moving in. Consider all the facts about how it behaves.

Tuesday 9th February 2021 – Maths

LO: I can find factor pairs of a given number

A **factor** is a whole number that divides exactly into another whole number. You can also think of **factors** as being the numbers that you multiply to get another number.



Extra help!

Multiples: <https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zgbpnbk>

Factors: <https://www.bbc.co.uk/bitesize/topics/zfq7hyc/articles/zp6wfcw>

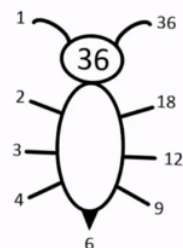
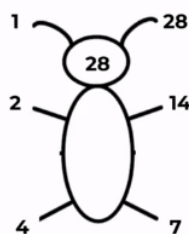
Factor pairs: <https://www.bbc.co.uk/bitesize/articles/zg48r2p>

Here is the link to today's learning.

<https://classroom.thenational.academy/lessons/factor-pairs-61k3cd>

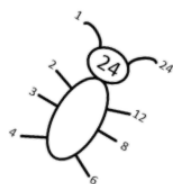
Watch the video and complete the tasks and the quiz set.

Example Factor Bugs!



Independent task – 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! We have also set a couple of challenges!

Create Factor Bugs!

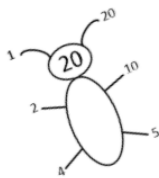


How many bugs can you find with more than 4 legs?

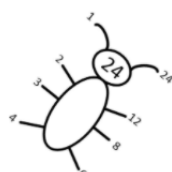
How many bugs can you find with a stinger?

How many bugs can you find with exactly 4 legs?

ENJOY EXPLORING YOUR MATHS!



Challenge Slide Create Factor Bugs!

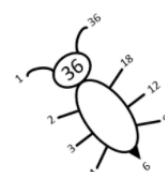


How many factor pairs can you find for the following numbers?

Can you predict any stingers before you start?

Which number has the largest number of factors?

100, 105, 121, 132, 144,



Level one:

Draw a factor bug for each of these numbers and find their factor pairs.

10, 15, 20, 24, 30

Level two:

Draw a factor bug for each of these numbers and find their factor pairs, some may have an odd number of factors!

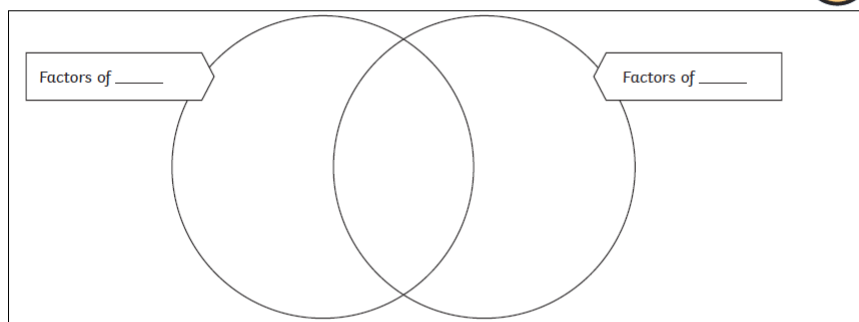
25, 34, 14, 56, 64

Level three: which factor pair is the odd one out and why?

120 & 2
8 & 30

10 & 24
40 & 60

- 1) Sort the number cards onto the Venn diagram. Decide the sorting criteria using your knowledge of factors. Find three possible solutions, using a different colour for each one.



1 2 3 4 5 6 7 8 9 10

- 2) There are five numbers between 0 and 100 that have 12 factors. Use these clues to identify each number. Then, in the table, list all 12 factors of each number that you have found.

I am a multiple of ten that is less than 75. One of my factors is 6.

I am a multiple of 8.

I have a digit sum of 12 but I am not 39 or 48.

I have nine tens and one of my factors is 12.

I am between 85 and 100.

Number	Factors

Tuesday 9th February 2021: Wider Curriculum: Music

Body Percussion, Beats & Notation!

From: Mr Mitchell



Task 1:

Warm up once again with the 'Sevens' piece, but with a twist: this time I want you to try playing it as a Canon – that doesn't mean blowing it up!

It means waiting until I finish Pattern 1, then you start Pattern 1 as I start Pattern 2, and you continue following one pattern behind.

Try not to get confused by watching me too closely!!

(Remember: each pattern has a repeat, so be sure to wait until I've done the first pattern twice before starting. Also, make sure you play each pattern twice).

Note: In my video, I play each pattern from 1-4 then back to one, and repeat this three times; so, the full sequence is: 1 / 2 / 3 / 4 / 3 / 2 / 1 (x3). Your task is to see if you can get all the way through this (starting one pattern behind – if it goes right, you'll finish by playing Pattern 1 on your own!!

[Click here to see Mr Mitchell play and play along with him!](#)

Task 2:

Now, for this week's task I'm going to show you Ollie's 'On-beats / off-beats' video:

[Click here to watch the video](#)

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.

This is a diagram of the pattern. You will use this diagram to compose your own pattern in a few weeks.

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

Click [here](#) to watch Ollie's friends from 'Stomp' show you how to create amazing music using just their feet and hands... WOW!

Here are two other videos from the show 'Stomp' using different objects to create music!

<https://www.youtube.com/watch?v=tZ7aYQtlldg>

<https://www.youtube.com/watch?v=93t6bCnAvk4>

Wednesday 10th February 2021 – English
LO: I can use brackets to add extra information



Now for some grammar

What are brackets good for?

Brackets (which always come in pairs) are used to separate off **additional** information that would interrupt the flow of a sentence or cause confusion if commas were used instead. The information in the brackets is not essential to the meaning of the original sentence.

Here are some examples:

1. The Rhiswanozebtah (a very strange creature) likes to live in rainforests.
2. The explorers (who have recently returned from Mongolia) are setting off on a new safari tomorrow.

Task 1: Complete the sentences below.

The skin of a Rhiswanozebtah is covered in feathers (which are.....) and fur.

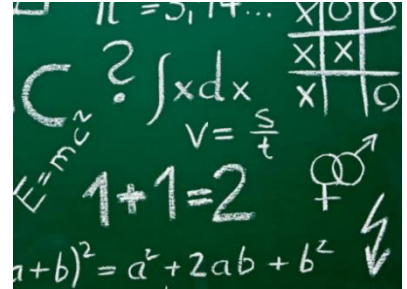
Rhiswanozebtah live in different places (like.....) and tend to live alone.

Many young Rhiswanozebtah (aged.....) can travel vast distances.

Task 2: Make up some of your own using brackets to add extra information.

Wednesday 10th February 2021 – Maths

LO: I can explain and demonstrate the process of multiplication and division by 10, 100 and 1000 using derived facts



Here is the link to today's learning.

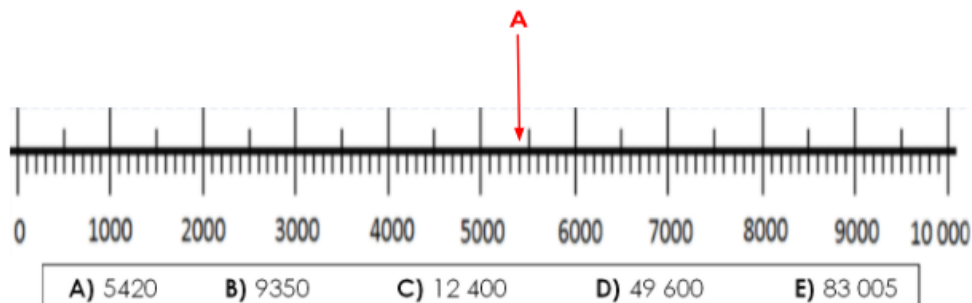
<https://classroom.thenational.academy/lessons/multiplying-and-dividing-by-10-100-1000-64t68e>

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

Warm up - Reasoning with large numbers



Can you approximate the position of the following numbers on the number line?



2

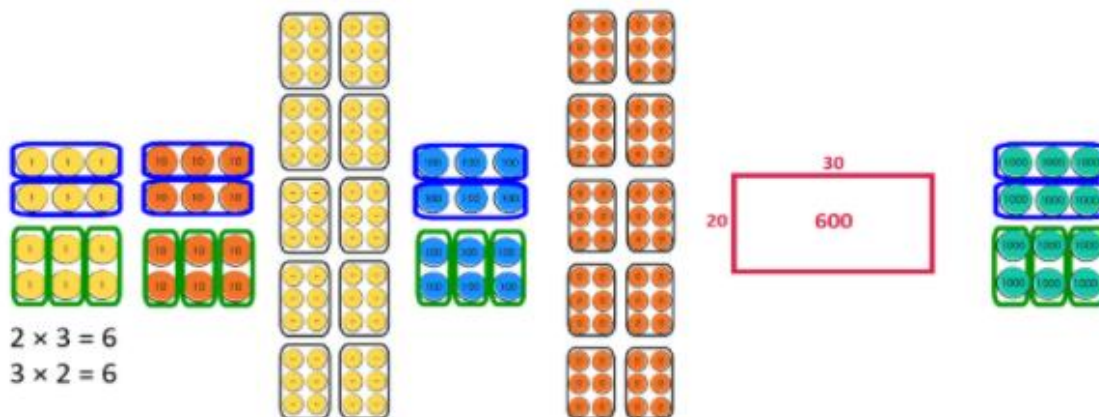


Hundred thousands	Ten thousands	Thousands	Hundreds	Tens	Ones

Independent task – 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!

Record and explain the facts derived from a the known fact.

Now it is your turn! Choose a simple known fact and start to record all of the multiplication and division facts derived from it!



Level one:

If $3 \times 6 = 18$, then $30 \times 60 = 1800$

Complete these using the example above:

Use your knowledge of place value and the place value chart above to help you.

1. $5 \times 5 = 25$
 $5 \times 50 = ?$
2. $4 \times 6 = 24$
 $4 \times 60 = ?$
3. $3 \times 5 = 15$
 $3 \times 50 = ?$

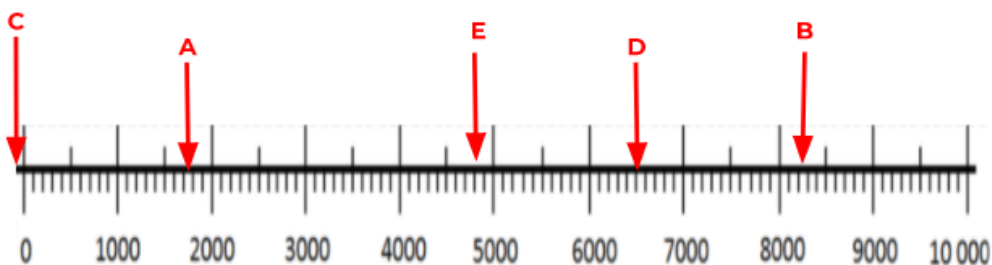
Level two: complete the multiplications using your known facts:

1. $5 \times 5 = 25$
 $5 \times 500 = ?$
2. $4 \times 6 = 24$
 $4 \times 600 = ?$
3. $3 \times 5 = 15$
 $3 \times 500 = ?$

Challenge Slide - Reasoning



Can you approximate the value of the arrows on the number line? Can you explain how you know?



CHALLENGE
ACCEPTED!!

Wednesday 10th February 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, tiles or videos of you singing!



Task 1: Grammar – Identifying definite and indefinite articles.
For example: **El** perro (**the** dog) **Un** perro (**a** dog)

Watch the video, read the learning and take the quiz at the end.
[bbc.co.uk/bitesize/topics/zvhxt39/articles/zrqnm39](https://www.bbc.co.uk/bitesize/topics/zvhxt39/articles/zrqnm39)

Task 2: Verb conjugations.
For example: Hablar (To speak) Hablo (I speak)

Watch the video, read the learning and take the quiz at the end.
<https://www.bbc.co.uk/bitesize/topics/zvhxt39/articles/zf428hv>

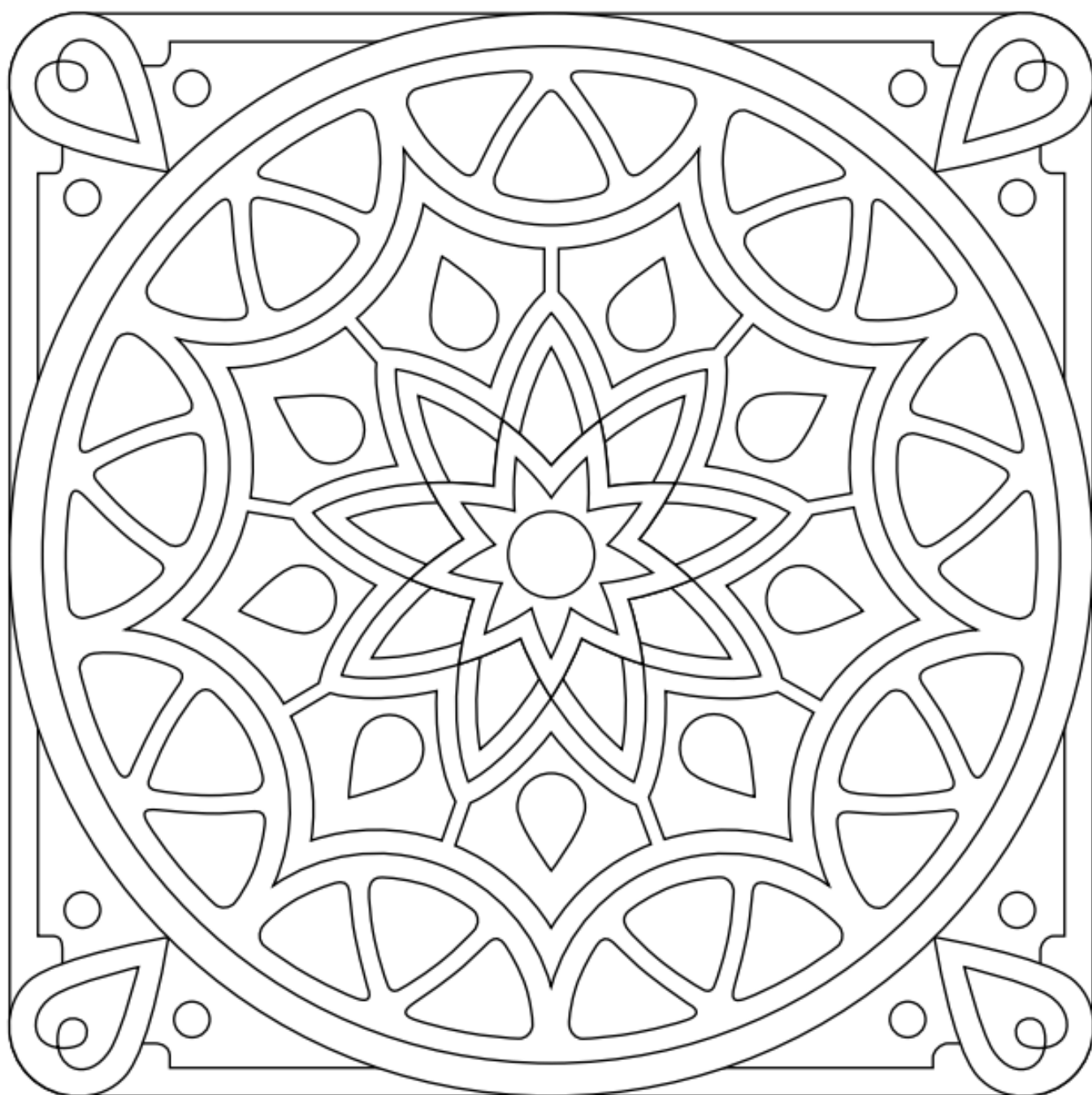
Task 3: Talavera tile decorating activity – Decorate your own tile. Create one of your own or use the template below.
[bbc.co.uk/bitesize/topics/zfg9whv/articles/z78hnrld](https://www.bbc.co.uk/bitesize/topics/zfg9whv/articles/z78hnrld)

Task 4: Dash & Blink computer game using Spanish knowledge. You can play this whenever you like, as many times as you like.
<https://www.bbc.co.uk/bitesize/topics/zn2j7nb/articles/zs88g7h>

Task 5: Songs! Can you teach your family these songs in Spanish?!

Head, shoulders, knees and toes song...
[bbc.co.uk/bitesize/topics/zbkjmyc/articles/zfbybdm](https://www.bbc.co.uk/bitesize/topics/zbkjmyc/articles/zfbybdm)

Cancion de los numeros - numbers song Basho & Friends numbers to 20
[youtube.com/watch?v=6FEyfy5N3Nc](https://www.youtube.com/watch?v=6FEyfy5N3Nc)



Thursday 11th February 2021 – English
LO: I can use fronted adverbials to engage the reader



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

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

Fronted adverbials can be used to engage the reader and make the sentence sound even better. In an information text, they can be used when a really 'juicy' fact is going to be given. For example:

Amazingly, Rhiswanozebtahs like to burrow and, therefore, make their homes underground.

You can also use these fronted adverbials to start your sentence:

« Interestingly,	« Intriguingly,
« Unusually,	« Surprisingly,
« Astoundingly	« Weirdly,

Task 1: Invent some more really juicy facts about the Rhiswanozebtah and start them with a fronted adverbial from the list above to engage the reader. Be as creative as you like with your inventions.

For example: *Weirdly, Rhiswanozebtahs will sleep with one eye open.*

You can also use fronted adverbials to add on facts by using them as sentence signposts that signal additional fact and point.

For example, *additionally, in addition to, also, furthermore and moreover.*

Rhiswanozebtahs are large. *Additionally*, their skin tends to be covered in feathers but, as they get older, the zebra stripes become more prominent.

This sentence has been created by giving one fact and then using the fronted adverbial *additionally* to another fact.

Task 2: Use the sentence starters below to help you create additional facts.

1. Rhiswanozebtahs like to eat fish. *Additionally,*
2. Some Rhiswanozebtahs sleep underground. *Furthermore.....*
3. Most Rhiswanozebtahs can run at a speed of 30 miles per hour. *In addition to this.....*

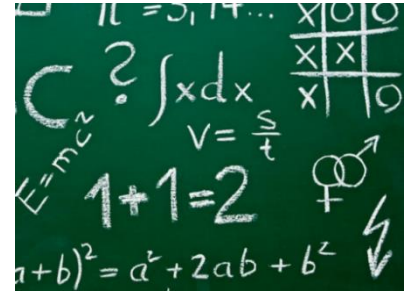
Thursday 11th February 2021 – Maths

LO: I can use a mental strategy to double and half numbers

Here is the link to today's learning.

<https://classroom.thenational.academy/lessons/doubling-and-halving-strategies-65hpac>

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



Warm up - Doubling and halving numbers

Would you be able to explain what strategies you are using?



Double these numbers:

9 25

260 18

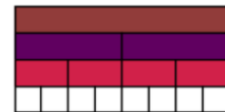
Halve these numbers:

24 32

250 4500

Talk Task

Use doubling and halving strategies to complete the calculations.



16×4	$10\,000 \div 4$	130×8	$480 \div 8$
625×8	45×4	$720 \div 8$	$9000 \div 4$

Independent task – 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!

Use mental strategies for doubling and halving to complete the calculations



$$145 \div 5 = \text{My strategy!}$$

$$120 \div 15 = \text{My strategy!}$$

$$435 \div 5 = \text{My strategy!}$$

$$210 \div 35 = \text{My strategy!}$$

$$2350 \div 50 = \text{My strategy!}$$

$$550 \div 25 = \text{My strategy!}$$

Challenge Slide - Reasoning

Strategy - Halve and then multiply by ten

Use the bar model to try to explain how this strategy works. Complete the bar model using the three examples



$$24 \times 10 = 48 \times 5$$

$$6 \times 10 = 12 \times 5$$

$$9 \times 10 = 18 \times 5$$



Level one: Use your new strategies to help you answer these questions.

1. 6×2
2. 10×3
3. 9×2
4. What is half of 34?
5. What is double of 42?

Level two: Use your new strategies to help you answer these questions.

1. What is half of 162?
2. What is double of 124?
3. 11×5
4. 26×10
5. $16 \div 4$

Thursday 11th February 2021: Wider Curriculum: PE



Watch this video to complete the task below:

<https://www.youtube.com/watch?v=78fZZSPIGpU> – Premier Education – A healthy plate

Independent task:

Create a fact file or poster about healthy eating. You can include extra information about sleep and healthy life style habits such as exercise.



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!

Dance:

<https://www.youtube.com/watch?v=Oa607xFZKZQ> – Premier Education dance – Greatest Showman

https://www.youtube.com/watch?v=bl_ictkTvPs – Premier Education dance – Hairspray

Fitness:

<https://www.youtube.com/watch?v=σ-LryulGQRy> – Premier Education – Fitness

<https://www.youtube.com/watch?v=yOvqLXv88L4> – Joe Wicks PE

<https://www.youtube.com/watch?v=f1DCBvypjNw> – Joe Wicks PE

Yoga:

<https://www.youtube.com/watch?v=02E1468SdHg> – Cosmic Kids yoga – Minecraft

<https://www.youtube.com/watch?v=23VdtT0vQUY> – Cosmin Kids yoga – Dance party

Friday 12th February 2021 – English

LO: I can use a model to help me create my own paragraph

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



Now it's your turn to be an author and write an information text. Let's take a look at the 'Appearance' section of the Rhiswanozebtah text. This shows us what it looks like.

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 bald and develop their fur, feathers and colourings when they mature.

Task 1: Rewrite this paragraph changing the information and facts to be about the Blue-headed Iguana in the picture below. Use the sentence ideas below and change the blue writing, taken from the model paragraph, to writing about the Blue-headed Iguana.



1. ★ Follow this pattern: Start by introducing the creature and why it's easy to identify

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals.

Blue-Headed Iguanas ...

2. Next, describe what they look like in detail using the model paragraph below to help you. Try to add on some extra information using a clause like this: ... which means ... (These are known as relative clauses because they help you relate the information.)

They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. Furthermore, their wingspan reaches 2.8 metres and they can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs.

They have ...

3. Now, add on some further information about how they look.

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.

Additionally,

4. Finally, give some contrasting information using 'however.'

Mature Rhiswanozebtahs are famous for their thick fur. However, juveniles are born completely bold and develop their fur, feathers and colourings when they mature.

Friday 12th February 2021 – Maths

LO: I can use mental strategies to multiply and divide

Here is the link to today's learning.

<https://classroom.thenational.academy/lessons/using-derived-facts-to-multiply-mentally-69j3ct>

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



Warm up - Speedy Tables

Challenge: how many can you do in 3 minutes?



x	5		7	2		10	6		8	12	1	4
3		9			27							
6		18						66				
4					36							
8								88				

Talk Task - Independent work

To calculate mentally using derived facts

Multiplication problems

Represent each problem with an area model.

Record the steps of the strategy on an empty number line.

- 1) There are six athletes in each race and 26 races. How many athletes in total?
- 2) There are six athletes living in each apartment. How many athletes in 320 apartments?
- 3) There are six athletes living in each apartment. How many athletes in 834 apartments?

Independent task – 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!

Representing mental strategies



1. Complete the calculations using different representations to show your strategies
2. Write a word problems based on a maths story for each calculation.

- Cuisenaire rods
- Array models
- Dienes
- Empty number line
- Marked number line
- Abstract number sentence



$$\begin{array}{r} 430 \times 8 \\ 280 \times 7 \\ 320 \times 9 \\ 63 \times 70 \end{array}$$

Challenge Slide

Multiplication Madness!

Complete the calculations and write a word problem for each one using maths vocabulary



$\begin{array}{r} 43 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times 9 \\ \hline \end{array}$	$\begin{array}{r} 340 \\ \times 8 \\ \hline \end{array}$	$\begin{array}{r} 280 \\ \times 7 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ \times 60 \\ \hline \end{array}$
_____	_____	_____	_____	_____

Level one: Use strategies from the video to help you answer the questions below. A number line or drawing arrays might be a good place to start!

1. 9×5
2. 8×9
3. 4×6
4. 11×4
5. 12×3

Level two: Use strategies from the video to help you answer the questions below. A number line or drawing arrays might be a good place to start!

1. 11×5
2. 15×6
3. 30×4
4. 52×3
5. 65×2

Friday 12th February 2021 – PSHE

LO: I can express myself in a variety of ways and understanding how to look after my mental health

Last week was **Children's Mental Health week**. It looked at helping children with their mental health, celebrating everyone expressing their own feelings and emotions, and offering support to cope in hard times.

Today we want to carry this on and look our expressing ourselves.



Task 1: Watch the assembly below and spot the famous presenters talking about mental health! There is even a competition to enter!

<https://classroom.thenational.academy/assemblies/childrens-mental-health-week-2021>

On the link below are videos about different ways people express themselves and their thoughts, feelings and emotions.

<https://www.childrensmentalhealthweek.org.uk/news/i-express-myself-through-virtual-sessions-on-creative-expression/>

Task 2: Speak with someone you trust and have an open conversation about how you are feeling. You could ask them how they are feeling, tell them a worry you have or something that is making you happy at the moment.

Sharing is caring... and talking to people we trust can really support our mental health.

Task 3: create a piece of artwork, writing, dance or drama that expresses yourself and your personality.





Write your full name:

1. What punctuation would you use to add in extra information to a sentence?

.....

2. Name the food groups

.....

3. Name three different foods that give you energy.....

.....

4. Use a strategy you have learnt about this week to help you answer this question.

$50 \times 3 =$ What strategy you used

5. What is the name of the Spanish tile you decorated?

6. How many factors does 24 have? Draw a factor spider if you need to

7. Write a paragraph talking about David Attenborough. *Who was he? What did he do? His*

life. Where he worked. Use the reading comprehension texts to help you.
