Year 5 and 6 – Week beginning 22/2/21 Isolation timetable

	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy	Spelling/Grammar Today we will be revising how to use commas in our writing. Read through the powerpoint and the rules for using commas. 1. To separate items or adjectives in a list. 2. Before these conjunctions: *for, and, nor, but, or, yet, so* to separate two independent clauses. 3. To separate a fronted adverbial from the rest of the sentence 4. To indicate parenthesis 5. To separate direct speech from the rest of a sentence	Preparing Read/listen to the preface 'Tell me your story, Jim'. You will find the recording on the class page on the website. Think about the following questions: Who do we think Jim is? When and where do you think this story is taking place? Read/listen to Ch1 'The Shilling Pie'. You will find the recording on the class page on the website. Please think about and discuss the comprehension questions about Chapter 1 (questions found in the resources on the website). Write 10 questions to Jim about his experience in this first chapter.	Planning Please have a look at the powerpoint, pictures and information documents (found in the resources) which explain what life was like for poor Victorian Children (like Jim in Street Child). You may also research what life was like for poor Victorian Children on the internet – here are some useful sites: • http://www.primaryhomeworkhelp.co.uk/victorians/children/index.htm • https://victorianchildren.org/victorian-children-in-victorian-times/ • https://www.hiddenlives.org.uk/articles/poverty.html Today, please precis (make detailed notes about) the information you have read.	Writing Yesterday, you précised (took notes about) children living in the Victorian era. Today we will be writing this information up into a factual report (non-chronological report) on the lives of Victorian Children. There is a proforma on the website if you would like to use it. Remind yourself of the features of a non-chronological report by looking through the powerpoint (found in the resources) and watching this video - https://www.bbc.co.uk/bitesize/clips/zdmw2hv Your non-chronological report will need: 1. A main title	Reading Please select a reading comprehension activity from the resources. Use the questions in your reading record to help prompt discussion. Spend time each day reading a book and discuss it. Please also feel free to and tell us about the book you are reading using seesaw. Spend time looking at the Year 5 and 6 Statutory spelling list. Use https://spellingframe.co.uk/ to help you.

	6. To separate main and subordinate clauses 7. To separate elements in a sentence that express contrast 8. To separate dates, years, towns etc. Remember - **Comma splices** occur when two independent clauses are joined by a comma. **Comma splicing is inaccurate** and should be avoided. Task – Create a poster which explains the 8 rules and include example sentences for each rule which shows the use of the comma.	Then imagine you are Jim and answer your 10 questions. If you can ask someone to 'hot-seat' you. A member of your house ask you the questions you have written and you answer them pretending you are Jim.	Your notes do not need to be in sentences but it will be clearer for you if your notes are bullet pointed and put under headings.	2. subheadings, 3. some information given with bullet points, 4. diagrams to support the information 5. Provide a glossary A non-chronological report is a formal piece to inform so the writing should reflect this. Contractions (it's) or slang are not appropriate. Remember to vary how you construct and punctuate your sentences. Try to include colons, semi-colons and parenthesis.	

Maths Year 5	LO: To count squares on a grid to find area. Monday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Have a look at the last slide on the lesson presentation! **Once you have completed the questions, please check your work using the answer sheet and then upload it to Seesaw.**	LO: To find the area of a rectangle. Tuesday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Have a look at the last slide on the lesson presentation! **Once you have completed the questions, please check your work using the answer sheet and then upload it to Seesaw.**	LO: To find the area of a compound shape. Wednesday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Have a look at the last slide on the lesson presentation! **Once you have completed the questions, please check your work using the answer sheet and then upload it to Seesaw.**	LO: To find the area of irregular shapes. Thursday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Have a look at the last slide on the lesson presentation! **Once you have completed the questions, please check your work using the answer sheet and then upload it to Seesaw.**	LO: To consolidate learning on finding area and perimeter. Start by watching the teacher video on Seesaw. Then watch any of the videos for the lessons you found tricky during this unit. Practise any of the questions you found difficult before completing the mini assessment. The questions cover all of the objectives we covered this week and the week before half term. **Once you have completed the questions, please check your work using the answer sheet and then upload it to Seesaw.** Good luck! ☺

Maths Year 6	LO: To understand how to form equations in algebra Monday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Why not have a go at the questions on the challenge sheet? Want more? Try the Extension discussion questions **Once you have completed the questions, please check your work using the**	LO: To understand how to solve simple one-step equations Tuesday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Why not have a go at the questions on the challenge sheet? Want more? Try the Extension discussion questions **Once you have completed the questions, please check your work using the**	LO: To understand how to solve two-step equations Wednesday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Why not have a go at the questions on the challenge sheet? Want more? Try the Extension discussion questions **Once you have completed the questions, please**	LO: To begin to understand how to find pairs of values Thursday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Why not have a go at the questions on the challenge sheet? Want more? Try the Extension discussion questions **Once you have completed the questions,**	LO: To consolidate understanding of how to find pairs of values Friday video Start by watching the teacher video on Seesaw. Then watch the White Rose video and complete the lesson powerpoint. (There are some example questions with strategies to help you and it tells you which are the VF and which are the PSR questions) Work through the questions on the sheet as you go through the lesson powerpoint. Fancy a challenge? Why not have a go at the questions on the challenge sheet? Want more? Try the Extension discussion questions **Once you have completed the questions, please check your work**

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TTR time	Don't forget to log onto TTR and play. Spend time practicing in the 'Garage' levels on the tables that you need to work on.	Don't forget to log onto TTR and play. Do a few 'Sound Checks' can you achieve 25 out of 25 when you only have 6 seconds to answer a question?	Don't forget to log onto TTR and play. Complete some 'Studio' Time. When you have been on the Studio 10 times TTR will generate an average response time for you. The aim is to improve your response time. Take care the response time can go both ways quicker and slower! We report the quickest and the most improved response times in the school newsletter each term.	Don't forget to log onto TTR and play. Want to play against others? Go to the 'Area' and race your classmates or go to the 'Festival' to race the world.	Don't forget to log onto TTR and play. Want to set a challenge for a friend or a member of school staff to beat? Go to 'Rockslam' to set the score for them to beat.

Foundation Subjects	Topic LO: To know where the Victorian era falls within other time periods L.O. to be able to order key events in the Victorian order in chronological order L.O. to be able to ask questions about the past The Victorians! Find out where the Victorian era falls by looking at the KS2 History Key Events Timeline Poster Then look at the home Learning timeline activity wb 01.03.2021. *This timeline is deliberately not in the correct order.* First read through the key events on each slide. Then rearrange the slides in the correct chronological order. You will notice that the last slide is for you to write down some questions that you have thought of based	Music L.O. to compose a short piece of music using music software https://musiclab.chromeexperiments.com/Song-Maker/ Use this website on the songmaker tab to have a go at creating the start to your own song. Please try and include some ostinatos (repeated rhythms or melodies). If you have more than one mote playing at a time, think about the sound it creates. Often leaving a gap of a third (one rectangle) in between can sound very nice and create either a happy major sound or a sad minor sound.	RE LO: To find evidence for the resurrection. Recap the 'big story'. Watch the video The Big Story video to recap the 'big story. (different from last time) ***Why do Christians think Jesus was resurrected (brought back to life)?*** *We are going to work as detectives to find out why. Christians believes that Jesus came to Earth as God in the flesh (incarnation) and his death and resurrection are fundamental to Christian belief.* Read the witness statements as evidence from Luke's Gospel. These describe the events three days after the death of Jesus by crucifixion. **Resources is RE lesson 1 Witness statements (taken from Luke)** Task 1 - create a set of questions you could ask one of the characters in one of the texts. What	Science LO: I can explain the importance of major discoveries in electricity. Watch this introduction to electricity: https://www.bbc.com/bitesize/clips/zxksb9q Task 1 – use the powerpoint –**Thursday Science Lesson 1 presentation It's Electrifying** to complete the electricity quiz. Record your answers on the **Thursday Science Lesson 1 Task 1 Are you an Electricity Expert Activity Sheet.** Complete the 10 questions from the quiz then to mark your answers go back through the quiz and click on the answer you think is correct on the ppt. If you are correct the answer will turn green. If you are incorrect the	Art Find out what a Victorian Town/Slum looked like – what were their features? Use the powerpoint (found in the resources) to help. Task 1 Using the sources found on the powerpoint - identify as many features that show us why living conditions in towns were terrible for the working class during the Industrial Revolution and explain why. Questions- 1. Why were back to back houses unhealthy? 2. Were cellar dwellings the worst type of housing? Explain why. Task 2 Next week, you will be making your own Victorian house/slum. Today you will plan your design. Please think

	on the pictures and events on the slides e.g. What are the Houses of Parliament? To finish, please look at the Victorians lesson 1 PPT and write down 5 facts that interested you the most. You can either add this to the timeline PowerPoint or write them o n paper.		information do you want to find out from them? Or Create a hot-seating activity where one of the characters interviews another character: for example, one of the disciples interviews the couples on the road to Emmaus. (ask a family member to help you) <u>Task 2</u> - create a list of the evidence you have discovered to suggest Jesus was resurrected. *Does this raise any other questions?* *What else would you like to know?*	answer will turn red. Please take a photograph of your MARKED sheet and send to us on Seesaw. <u>Task 2</u> – Think about how electricity has impacted our daily lives. Complete the **'Thursday Science Lesson 1 Task 2 Impact of Electricity Activity sheet** sorting the pictures into electrical and non-electrical appliances. When you have completed this add 5 more appliances to the electrical appliances side of the table (you will need to draw or print another table.) Can you think what was used before the 5 appliances that you have added? (electric kettle – kettle on a stove) <u>Challenge</u> – can you write a paragraph to explain the impact that electricity has had on	about what junk modelling/recycling materials you will need and begin collecting them. Using the images of different Victorian houses/slums, design one of your own. Pick out and draw key features, labelling how you will make them. Make a bullet point plan of what steps they will take to design their model. There is a planning sheet in the resources if you would like to use it.

				each of these different areas of our lives? There is a house point for each paragraph you complete: -Leisure activities -home life/chores -work	
	Keep Active ATHLETICS - WEEK 1 This week we will focus on the three main skills in athletics, which are running, throwing and jumping. Running- Shuttle Runs- Place two markers 10 large steps away. Run there and back. Do this 5 times. Throwing- Long distance throw- Practice overarm throw technique with a tennis ball. How far can you throw it? Set target and try to throw past target. Jumping- Speed Bounce-	Computing This term we will be looking at web page creation in Computing. Today, we will be looking at 'What makes a good website?' Please follow this link: https://classroom.thenational.academy/lessons/what-makes-a-good-website-c9gkcc Follow the lesson.	PSHE This term, we are going to be looking at 'Money Matters' in PSHE. This week we are looking at 'Where does money come from?' Please follow the slides on the powerpoint (found in the resources) and complete the activity which is explained on the slides and below. You can now write an advert for one of the jobs. Think carefully about why someone would want to do this job, what skills they might need and what interests they might have too.	Keep Active VIRTUAL SCHOOL GAMES (VSG) Access the resources for the VSG challenges on the keep active page on the website. These challenges can also be found on your class pages. Give the challenges a go and then email Mr Deverall at sports@holyportprimaryschool.co.uk	Spanish This week we are understanding that nouns in Spanish are either masculine or feminine. We are also going to identify the gender of nouns in Spanish. To begin, can you work through the powerpoint named Spanish Lesson 1. You will see that we will be learning about 'Food and Drinks' this half-term. Think about your favourite food and drink, then can you match the words to the pictures? You will see from the powerpoint that these words are gendered-

	Use something to jump over, jump sideways over your object. Take off from 2 feet and land on 2 feet, performing a bouncing movement over the object.				masculine or feminine. Your activity today will be to correctly identify if the words with the pictures are masculine or feminine. Remember- Masculine nouns are preceded by el or los; feminine nouns by la or las. Feminine nouns usually end in the letter a. Extension: You could use a Spanish-English dictionary / PCs, laptops or tablets to look up the Spanish for other foods and drinks and sort these according to whether they are masculine or feminine.