Year 5 and 6 – Week beginning 30/11/20 Isolation timetable

	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy	Spelling and Grammar Please watch the videos on the active and passive: https://www.bbc.co.uk/bitesize/articles/zbngrj6 When the subject of a sentence does the action of the verb, the verb is called an active verb. Eg The man bought a ticket. When the subject of a sentence has the action done to it, the verb is called a passive voice. Eg The ticket was bought by the man. Follow the active/passive voice power point in the resources. Complete the sheet found in the resources.	Writing – Prepare In class, we are reading Pig Heart Boy by Malorie Blackman. We will be reading up to Chapter 10 this week. If you can get a copy of the book, please do the same. If you have access to one, please look at a copy of a newspaper. What do you notice about the layout of the news articles? Did any articles grab their attention/ want you to find out more? Why? Read the photocopy of the newspaper article – back to earth. Discuss. Annotate the features you have found e.g. main title, factual information, quotes, opinions.	Writing – Writing and editing Imagine a pig has escaped from a farm and run onto the school field. What is the audience and purpose of the newspaper? Write an introduction to a newspaper report based on this story. Use the powerpoint in the resources to help you understand the features. Remember to write a headline and include the 5W's.	Writing – Writing and editing Imagine a pig has escaped from a farm and run onto the school field. Write the main section of the newspaper. Include: • how the pig got on to the playground, • reaction of chn/teachers, • rescue efforts, • what the school have done to stop the event happening in the future Remember to use paragraphs. Include quotes from teachers, children and parents.	Reading Please select a reading comprehension activity from the resources. Spend time each day reading a book and discuss it. Use the questions in your reading record to help prompt discussion. 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.

Maths Year 5	LO: To add mixed numbers. Monday Video Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: To subtract fractions. Tuesday Video Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: To subtract mixed numbers. Wednesday Video Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: To subtract fractions (breaking a whole). Thursday Video Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: To subtract 2 or more mixed numbers. Friday Video Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw
Maths Year 6	LO: To multiply fractions by integers https://vimeo.com/475426110 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: To multiply fractions by fractions https://vimeo.com/476253821 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: To divide fractions by integers (1) https://vimeo.com/476254074 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: To divide fractions be integers (2) https://vimeo.com/480707655 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: Four rules with fractions https://vimeo.com/480708159 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw

Foundation Subjects	RE	Science	Music	Science	Art
	Jesus was a surprising person who turned expectations on their head. Christians believe he was, and is: • A saviour who rescues through making peace with enemies • A humble, ordinary man yet the Son of God • Part of an older story yet the first chapter of a new story. **The entry into Jerusalem** The story of Jesus entering into Jerusalem is celebrated every year in Christian churches, just a few days before the end of Lent. It is an important way for Christians to mark the start of Holy Week, when they consider who Jesus is, what happened to him, and what that means to Christians (i.e. Jesus as Saviour and Messiah). Although Jesus is treated like a king as he enters Jerusalem, he behaves in a humble and peaceful	LO: Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend our own and others' experiences and knowledge. Use a selection of scientific and historical source materials to research the development of the ABO blood group system and the dangers of early blood transfusions. Identify the four ABO blood groups and describe what happens to a blood sample if mixed with blood of a different group. Task - Write a short report on the role of the Austrian physician, Karl Landsteiner (1868–1943) in distinguishing the main blood groups. Note: Within the ABO blood group system there are four main blood groups: O, A, B and AB. The	L.O. compose a rap about the heart Think back to the rap we performed last week. This week you should create a rap of your own about the heart and add some body percussion as an accompaniment. For a challenge, you could try and get it to rhyme, but if that is too difficult just ensure it fits to a steady pulse.	LO: Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding. Investigate how a liquid flows through straws of different diameters. Consider what this might tell them about how blood flows through blood vessels and the impact of blockages on blood flow. Find out which straw causes the liquid to drain quickest and slowest, and consider why. Discuss the effect of a blockage on the speed at which the blood drains. What would happen if a blockage occurred in a real blood vessel?	Look at the 'What is Abstract Art' PPT. Create a piece of abstract art. Use ready mixed paint, colours, Brusho and ink in different shades of red to create abstract paintings. Employ a range of tools to blow, smudge, paint, mark and print the liquids.

	manner by entering into Jerusalem on a donkey, not like the idea of a regal king or someone who is going to fight off the Romans. Christians need to learn that their Messiah was humble and a peacemaker. **How Christians should demonstrate that they too are peacemakers like their Messiah?** **Task** Share information about some contemporary Christians. Research into them and present a one minute contribution to an imaginary TV or radio programme called **'Followers of Jesus… how do they show peace?'** Some examples of people you can look into are: • the Amos Trust home-rebuilding programme in Palestine,	differences are determined by sugars on the surface of red blood cells. When mixed together, certain blood group combinations result in blood cells clumping together. Transfusion with the wrong blood group can be fatal, so getting it right is very important. Karl Landsteiner – Famous Scientists https://www.famousscientists.org/karl-landsteiner/ Highlights of transfusion medicine history – AABB http://www.aabb.org/tm/Pages/highlights.aspx Demand for different blood types – Give Blood https://www.blood.co.uk/why-give-blood/demand-for-different-blood-types/		Note: Collect two or three straws, each with a different bore hole size, and cut a 5cm section from each. Punch a straw sized hole in the side of a Styrofoam cup, close to the base. Insert the first 5cm straw through the hole and seal around it with modelling clay or sticky tack. Pour a known volume of red coloured water (to simulate blood) into the cup, timing and recording how long it takes for the blood to fully drain from the cup. Repeat for all straws. Introduce blockages (such as lard or margarine) in the straws and investigate the effect. See the instruction sheet to help you.	

	• Archbishop Desmond Tutu, • the life of Owen Thomas. These three are outlined on Resource Sheet 5, or you might find some examples of your own. You can record your presentation as a video, or make a powerpoint to upload on Seesaw. We look forward to seeing what you choose to do.				