Year 5 and 6 – Week beginning 23/11/20 Isolation timetable

	Day 1	Day 2	Day 3	Day 4	Day 5
Literacy	Spelling and Grammar As a starter, name and explain the tenses that you know. Look at the power point 'Different Tenses Warm Up'. Stop and take notes as you go through the slides. Write definitions in book. Please complete the activities on the slides. As an extra challenge - complete the worksheet on verb tenses thinking about individual verbs and how they conjugate. Choose other verbs e.g. stop, play, draw, run.	Writing – Prepare In class, we are reading Pig Heart Boy by Malorie Blackman. We will be reading up to Chapter 11 this week. If you can get a copy of the book, please do the same. Watch the short animation and think about the present, memories of the past and what might happen in the future. Watch 'The Piano' https://www.literacyshed.com/piano.html Note on the worksheet the present, memories of the past and what might happen in the future. We can covey shifts of time through our writing using Flash backs and Flash Forwards.	Writing – Prepare In class we will be planning a letter to Cam's unborn brother where we will include flash backs and flash forwards. Please plan this if you have the book. Please imagine you are writing a letter to you future self about an event that had taken place this year e.g. lockdown. Today please plan this letter. Include flash backs and flash forwards in the planning. E.g. a flash back to watching the news. A flash forward where life has returned to normal. A planning grid can be found in the resources to help you.	Writing – Writing and editing Today write up your letter. Remember to set it out correctly and include a flash back and a flash forward. Think about how the tense will change. Edit and polish.	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.

		Write a short descriptive piece about the man and his memories/ future thoughts to include shifts of time – flash backs/ flash forward.			
Maths Year 5	LO: Add and subtract fractions with the same denominator. 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: Add fractions within 1. 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: Add two or more fractions. 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: Add three or more fractions. 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: Add fractions with the lowest common denominator. 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: Adding Mixed Numbers https://vimeo.com/471345176 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: Add fractions https://vimeo.com/471389642 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: Subtract mixed numbers https://vimeo.com/471345369 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: Subtract fractions https://vimeo.com/475425649 Watch the video and complete the sheet. Use the answer sheet to mark your work and address any misconceptions. Post on Seesaw	LO: Mixed addition and subtraction of fractions https://vimeo.com/475425864 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	PSHE	Music	Art
	Recap what Jewish people hoped for in a Messiah or Saviour, and what Jesus' followers were starting to believe about him. Read the Transfiguration text either Matthew or Luke. List the things you see which seem to offer clues that Jesus is the Messiah in the text. **What indications are there that Jesus is more than that — the Son of God?** Explore links to the Trinity, Father, Son and Holy Spirit, in the passage. Look at some artworks expressing this scene, for example, comparing Raphael www.artbible.info/art/large/613.html and Bellini. www.artbible.info/art/large/21.html Can you see: shining white, Moses and Elijah, the mountain? **What do they think each of these might mean?** **Task** You are going to write the description to be put under the art when it is displayed in a gallery. You	**LO:** Explain that the circulatory system in animals transports oxygen, water and nutrients around the body. -What are nutrients? -Where are they found? -What do they do? What does the word nutrient mean? What is the difference between nutrients and food? Can you name any? Nutrients are what our bodies need to live every day and grow; they are digested by our body to help it function: carbohydrates, protein, fats, vitamins and minerals. Where do we find these nutrients? Use Transporting Water and Nutrients powerpoint. Think about why we need nutrients. Fill in the nutrient table on the	Open the Basic Life Support Powerpoint found in the resources. Read through the slides. Take notes, watch the videos and carry out the activities as you work through.	L.O. perform and create an arrangement of a rap Read through the rap/song about the heart and learn it. Sing the chorus as suggested, to the tune of Gangsta's Paradise by Coolio, as suggested on the sheet. Think of different ways of how it could be performed. Think about how the effect of one person or a group of people saying a line or word changing the emphasis e.g. in the It's my heart, it's my soul, the words heart and soul could be said by everyone but the 'it's my' could only be said by one person. Explain this is called texture. Or a different person could say heart and soul. Also discuss what body percussion could be used to add to the	Recently in art, we have sketched the heart and also drawn a scientific diagram. Today create a 3D heart from clay, modelling materials, junk modelling or blue and red plasticine. If you would like to challenge yourself, you can make a 3D model of the heart showing the interior valves. Or you can do a flat model on card or sugar paper, labelling the different parts of the heart.

	must include the connections to the text, the meaning of this story for Christians, and the clues this text gives that Jesus is more than the expected Messiah, and actually the Son of God. Think about all the clues to identity Jesus that they have heard. **Which would be the most persuasive for people at the time? Why? Why were some people not convinced, or even hostile?**	proforma with the headings: The Nutrient, What food it is found in, Job. Use the powerpoint to fill in the table with information.		performance e.g. the pulse could have a stamp for the first beat and clicks on beats 2, 3 & 4. Record your ideas about how it could be performed around the song/rap words. If possible perform the song with other members of your household including the body percussion.	