





## Remote Learning Year 5 and 6

It is really important that pupils continue to undertake as much of their normal school work as possible so they don't fall behind. We therefore recommend that children follow this timetable. If your child does not have access to a device for online learning school will arrange for work packs to be collected/delivered. All work completed should be uploaded to your child's portfolio on Class Dojo. Communication can be made via Class Dojo.

Week commencing: 22<sup>nd</sup> February 2021

| Day  | Morning 1 <sup>st</sup> lesson   | Morning 2 <sup>nd</sup> lesson   | Afternoon   |  |
|------|--|--|---|--|
| Mon  | <b>English: To edit a non-chronological report</b><br><br><a href="https://classroom.thenational.academy/lessons/to-edit-a-non-chronological-report-c9j3ac">https://classroom.thenational.academy/lessons/to-edit-a-non-chronological-report-c9j3ac</a>              | <b>Maths: Add mixed numbers</b><br><br><a href="https://vimeo.com/507550069">https://vimeo.com/507550069</a><br><br><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO11-Add-mixed-numbers-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO11-Add-mixed-numbers-2019.pdf</a>    | <b>Fairtrade Fortnight</b><br><br><br><p>Today marks the beginning of Fairtrade Fortnight. A PowerPoint will be posted to Class Dojo. Watch the video in the PowerPoint to learn about the climate of the UK and the climate of a cocoa growing region in West Africa.</p> <p><b>Task 1: Complete a Venn diagram comparing the climate of Cote d'Ivoire and the UK</b></p> <p><b>Task 2: Add into the Venn diagram, the impact that climate change is having on both areas.</b></p> <p>There are also some Fairtrade home learning challenges to have a go at. Can you complete any this week?</p> | Read for pleasure/Bug Club/Mathletics/TTRs |
| Tues | <b>English: To learn about tigers' diet and habitat</b><br><br><a href="https://classroom.thenational.academy/lessons/to-learn-about-tigers-diet-and-habitat-75j6ce">https://classroom.thenational.academy/lessons/to-learn-about-tigers-diet-and-habitat-75j6ce</a> | <b>Maths: Subtract fractions</b><br><br><a href="https://vimeo.com/507661410">https://vimeo.com/507661410</a><br><br><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO12-Subtract-fractions-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO12-Subtract-fractions-2019.pdf</a> | <b>History: Mayans</b><br><br><br><p>Begin by looking through this website and watching the clips to become familiar with who the Mayan's were and where their civilization was. Make notes as you watch the video clips:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg">https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zqv6msg</a></p>   |  |

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|      |  |  | <p>Read through the PowerPoint to learn how the conquistadors discovered abandoned cities with pyramids in the middle of the Mesoamerican rainforest.</p> <p><b>Task: Write a set of questions that you would like to find the answers to about the mysterious ruins discovered by the conquistadors.</b></p>   |  |
| Wed  | <p><b>English: To write the diet paragraph of a non-chronological report</b></p> <p><a href="https://classroom.thenational.academy/lessons/to-write-the-diet-paragraph-of-a-non-chronological-report-61k3ar">https://classroom.thenational.academy/lessons/to-write-the-diet-paragraph-of-a-non-chronological-report-61k3ar</a></p>          | <p><b>Maths: Subtract mixed numbers</b></p> <p><a href="https://vimeo.com/509806730">https://vimeo.com/509806730</a></p> <p><b>**Please complete questions 1 to 4 only.**</b></p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Spring-Block-2-WO13-Subtract-mixed-numbers-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Y5-Spring-Block-2-WO13-Subtract-mixed-numbers-2019.pdf</a></p>       | <p><b>Science: Humans and animals over time – What impact are humans likely to have on life in the future?</b></p>  <p><a href="https://classroom.thenational.academy/lessons/what-impact-are-humans-likely-to-have-on-life-in-the-future-cnj64t">https://classroom.thenational.academy/lessons/what-impact-are-humans-likely-to-have-on-life-in-the-future-cnj64t</a></p> |  |
| Thur | <p><b>English: To write the closing paragraph of a non-chronological report</b></p> <p><a href="https://classroom.thenational.academy/lessons/to-write-the-closing-paragraph-of-a-non-chronological-report-6gukec">https://classroom.thenational.academy/lessons/to-write-the-closing-paragraph-of-a-non-chronological-report-6gukec</a></p> | <p><b>Maths: Subtract 2 mixed numbers</b></p> <p><a href="https://vimeo.com/510610537">https://vimeo.com/510610537</a></p> <p><b>**Please complete questions 1 to 6 only.**</b></p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO15-Subtract-2-mixed-numbers-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y5-Spring-Block-2-WO15-Subtract-2-mixed-numbers-2019.pdf</a></p> | <p><b>Geography: What is Globalisation?</b></p>  <p><a href="https://classroom.thenational.academy/lessons/what-is-globalisation-c8tk2e">https://classroom.thenational.academy/lessons/what-is-globalisation-c8tk2e</a></p>   |  |
| Fri  | <p><b>English: To develop reading for pleasure through book recommendations</b></p>  | <p><b>Maths: Arithmetic</b></p> <p>These questions will be posted onto Class Dojo on Friday morning.</p>   | <p><b>French: Saying your nationality</b></p>   |  |

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|   | <a href="https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-c5jp6r">https://classroom.thenational.academy/lessons/to-develop-reading-for-pleasure-through-book-recommendations-c5jp6r</a>   |  | <br><a href="https://classroom.thenational.academy/lessons/saying-your-nationality-crup6d?activity=video&amp;step=2&amp;view=1">https://classroom.thenational.academy/lessons/saying-your-nationality-crup6d?activity=video&amp;step=2&amp;view=1</a> |  |
| <b>Years 5 and 6</b>  |   |  |  |  |
| Online Resources  | BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/subjects/z826n39">https://www.bbc.co.uk/bitesize/subjects/z826n39</a><br>Topmarks (Maths and English): <a href="https://www.topmarks.co.uk/">https://www.topmarks.co.uk/</a>  |  |  |  |
| Websites for which school has a subscription for and your child has a login | Mathletics: <a href="https://login.mathletics.com/">https://login.mathletics.com/</a><br>TT Rockstars: <a href="https://trockstars.com/">https://trockstars.com/</a><br>Bug Club: <a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a>   |  |  |  |
| Current Topic Key Questions   | <b><i>Current Topic: Maya Civilisation</i></b><br>Research the following:<br>Who were the Maya? When was their civilisation at its peak?<br>Describe a Maya settlement. List the things you would see in a Maya settlement.<br>When did the Maya people develop writing? How many symbols made up the Maya writing system?<br>What are the names of the ancient Maya codices that have survived to this day?<br><a href="https://www.bbc.co.uk/bitesize/topics/zq6svcw">https://www.bbc.co.uk/bitesize/topics/zq6svcw</a> |  |  |  |
| Reading   | Please ensure your child reads for at least 30 mins every day – see question prompts you can use below.   |  |  |  |
| Spelling  | Please check your child's learning of the attached spellings.   |  |  |  |

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| Computing | <p>In Computing it is really beneficial for children to have fast typing skills. Please encourage your child to spend time on the following website:</p> <p><a href="http://www.bbc.co.uk/guides/z3c6tfr#z34thyc">http://www.bbc.co.uk/guides/z3c6tfr#z34thyc</a></p> <p>If you 'Google' 'Dance Mat Typing' you will also find the link easily.</p> |
| PE        | <p>It is really important to do some physical exercise every day (an hour a day).</p> <p><a href="https://www.jumpstartjonny.co.uk/free-stuff">https://www.jumpstartjonny.co.uk/free-stuff</a></p> <p><a href="https://www.youtube.com/watch?v=UFKf4X0pyKs">https://www.youtube.com/watch?v=UFKf4X0pyKs</a></p>                                     |

## Questions to ask about Reading



What words tell you how the character is feeling?

How might you solve the problem of the character in your story?

Would you have done something different?

Can you explain what happened in each chapter using only one or two sentences?

Is this book one of your favourites?

Is this one of your favourite authors?

Can you explain your answers?

What do you think will happen next? Can you explain why you think that? (Encourage them to use clues in the text)

Can you talk about what you did and did not like about the story and explain why you feel that way?

## New Curriculum Spelling List Years 5 and 6



|             |             |             |             |               |             |
|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | communicate | equip       | immediately | physical      | sincerely   |
| accompany   | community   | equipped    | individual  | prejudice     | soldier     |
| according   | competition | equipment   | interfere   | privilege     | stomach     |
| achieve     | conscience  | especially  | interrupt   | profession    | sufficient  |
| aggressive  | conscious   | exaggerate  | language    | programme     | suggest     |
| amateur     | controversy | excellent   | leisure     | pronunciation | symbol      |
| ancient     | convenience | existence   | lightning   | queue         | system      |
| apparent    | correspond  | explanation | marvellous  | recognise     | temperature |
| appreciate  | criticise   | familiar    | mischievous | recommend     | thorough    |
| attached    | curiosity   | foreign     | muscle      | relevant      | twelfth     |
| available   | definite    | forty       | necessary   | restaurant    | variety     |
| average     | desperate   | frequently  | neighbour   | rhyme         | vegetable   |
| awkward     | determined  | government  | nuisance    | rhythm        | vehicle     |
| bargain     | develop     | guarantee   | occupy      | sacrifice     | yacht       |
| bruise      | dictionary  | harass      | occur       | secretary     |             |
| category    | disastrous  | hindrance   | opportunity | shoulder      |             |
| cemetery    | embarrass   | identity    | parliament  | signature     |             |
| committee   | environment | immediate   | persuade    | sincere       |             |