**This week please send me a quick update on how you found the Maths tasks and a photo of a piece of work you are most proud of.**

For the maths tasks please try to spend no more than 40 minutes total on the lesson. All the work in these books should be revision for the majority of the class. Because of this, I have set 2 or 3 “lessons” (as they are called in the book) for each day, and I would not expect any child to spend more than 20 minutes on each “lesson”. Each “lesson” progresses in difficulty as they progress, for some children the challenge may become too difficult. If your child spends more than 10 minutes on any question, then please stop after that question and move onto the next “lesson”.

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| Week 4 – MathsPlease remember to only complete the pages listed within each lesson.If you need more work to extend your maths time then please try the **optional** challenge. |
| Lesson 1 | **Year 5 Practice Book A: Pages 18-23**-The number line to 100,000-Comparing and ordering to 100,000 |
| Lesson 2 | **Year 5 Practice Book A: Pages 24-29**- Rounding numbers within 100,000- Roman Numerals to 10,000-End of Unit Check (CHALLENGE)-Power Play (CHALLENGE) |
| Lesson 3 | **Year 5 Practice Book A: Pages 32-37**-100,000s, 10,000s, 1,000s, 100s, 10s and 1s (Part 1 and 2) |
| Lesson 4 | **Year 5 Practice Book A: Pages 38-43**-The number line to 1,000,000-Comparing and ordering to 1,000,000 |
| **OPTIONAL CHALLENGE** | **Please only use this as an extra and don’t feel it to be compulsory****The game “21”**To play 21, 2 players take turns to count up in consecutive numbers, starting on 1. Each player can say up to 3 numbers. So player 1 can say: “1”, “1,2” or “1,2,3”Player 2 then counts on, again choosing to count up with up to 3 numbers. This continues until one of the player says “21”. This player loses.So for example:Player 1: 1, 2Player 2: 3,4,5Player 1: 6Player 2: 7,8Player 1: 9,10,11Player 2: 12,13Player 1: 14, 15, 16Player 2: 17, 18, 19Player 1: 20Player 2: 21 🡨 Player 2 loses.**There is a technique to guarantee that player 2 can always win. Can you work out what that technique is?** |

**Answers should be on the pdf in the folder**

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| Week 4 – English Please complete the SPaG task before the Writing sessions as often the SPaG will be expected to be used in the week’s writing.The children can choose when they would like to do the comprehension but it should be on a different day to the other 4 sessions. (**THIS WEEK I SUGGEST DOING THE COMPREHENSION FIRST TO HELP WITH THE WRITING)** |
| Comprehension | **How the Raven stole the crow’s potlatch**  |
| SPaG | **Fronted adverbials –** Look through the powerpoint and complete the tasks and games that are included in the powerpoint.Any written work can be completed in your exercise books. |
| Session 1 | Use the Myth planning template to plan your story.We are trying to create a myth in the style of the Native Americans. Traditionally these stories tell of how something came into being. Just like how the crow ended up with a “caw” instead of a beautiful singing voice like in the comprehension.The story is traditionally very heavily based around animals.If you want some inspiration try looking at the stories on this website <https://nativeamericans.mrdonn.org/stories/>Once you have completed the planning template, plan out the sequence of your story. It needs a beginning (set the scene), a build up (set up the story) a climax, a resolution and the ending (including the new phenomena in nature). You could map it as a story map or a story mountain. |
| Session 2 | Using your plan from yesterday write your Native American Myth.Use the myth checklist to guide what features you include in your writing.Keep rereading your work as you go, checking it against the checklist and your plan. Remember you can edit as you go. |
| Session 3 | Finish your story from yesterday.Use the checklist and tick off what you have definitely used.Use this time to edit and improve your story.Use a dictionary and thesaurus to improve your vocabulary choices (there are both available online).Complete the box on the checklist to explain what you would do differently next time. |

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| Week 4 – Enrichment subjects |
| **ART****DISNEY ANIMATION**Follow the instructions in this video to draw Mickey Mouse.Make sure you practice a number of times and look at the details of what you are drawing.<https://www.youtube.com/watch?v=R-JFC6cyTmc>If you want, try some of the other videos:<https://www.youtube.com/watch?v=d7ngCQIIpsk><https://www.youtube.com/watch?v=CTMk-KzOw1c><https://www.youtube.com/watch?v=kja5BfKk9_M> | **DT****FLAGS**Look at the flag presentation powerpoint.Design a state flag. You can use the template or design and create it in your own way using different materials of your own choices. |
| **COMPUTING****Purple Mash 2Dos**2CodeFactoroids**Touchtyping**BBC dance mat typing - <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> | **GEOGRAPHY****United States of America**On the map, find and label the states of America.Then research the states and fill in the table.Challenge:Create a factfile about a state of your choice. If you created it on Purple Mash, you could add it to your blog. |
| **Science****All about Gravity**Look through the powerpoint and learn about how gravity was discovered and explained.Create a poster all about Gravity. You could try linking it to other scientific learning we have done this year (Think about space). | **P.E.****Cosmic Kids Yoga –** search YouTube**Joe Wicks –** daily PE lesson on YouTube**Ideas**Could you build an obstacle course in your garden?Play the floor is LavaCreate a game with rules that you can teach the class.Develop skills with in football, rugby, hockey or another sport. |
| **MR FREEMAN’S RIDDLE OF THE WEEK**What weighs more? A kilogram of stone or 1 kilogram of feathers.ANSWERS:You have to break **eggs** before you use them3/7 **CHi**cken 2/3 **CA**t 2/4 **Go**at**CHICAGO**Green **bungalow****Bungalows don’t have stairs…** | **Also please remember to:*** Read EVERY day. I suggest at least 35minutes and that should include reading aloud.
* Exercise regularly – dog-walks, trampolining, bike rides or creating your own dances are all vital!
* Practice spellings – still working from the whole term list I sent at the start of term (another copy is attached)
* Talk and be open with each other. This could be a very tricky time and I want you all to be happy and healthy when I next see you. Make sure you don’t bottle too much up and you talk if you have any concerns.

Watch the news (optional) Espresso or BBC Newsround are great ways of seeing what is going on. |