**This week please send me:**

**- a photo or copy of the work on negative numbers (lesson 2) and a brief summary of their other maths tasks.**

**- a photo of the completed, edited and published poem. I would love to share these with the school so please put extra effort into your publishing.**

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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 5 – Maths  Please 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 44-46 and 50-52**  -Rounding Numbers to 1,000,000  -Counting in 10s, 100s, 1,000s, 10,000s |
| Lesson 2 | **Negative Numbers –** this is new learning so will require the children to go through the attached power-point to guide their understanding.  **Year 5 Practice Book A: Pages 47 – 49**  -Negative Numbers |
| Lesson 3 | **Year 5 Practice Book A: Pages 53-55**  -Number Sequences  **Button Up Number Sequence challenge** |
| Lesson 4 | **Year 5 Practice Book A: Pages 56-57**  This Power Puzzle should be completed in their exercise books. |

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

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| Week 5 – 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. | |
| Comprehension | **Skellig** |
| SPaG | **Word Classes**  Complete the word classes worksheet.  If you can’t remember the meaning of any of the word class names, you can look them up online or use a dictionary. Heres a link to a website that has the definitions:  <https://dictionary.cambridge.org/grammar/british-grammar/word-classes-and-phrase-classes> |
| Session 1 | LO: to plan a poem.  You are going to write a poem about spring! First you need to generate some ideas so **today you are going to create a word bank**. If you are struggling for ideas, look at the pictures and read the WAGOLLs to help you. You could also take your word bank and a pen with you out on a spring hunt. Think about your senses. What can you see, hear, feel and smell? I don’t recommend tasting things but maybe think about the taste of the air or a rain drop or similar.  Read the example poems carefully and think about language choice. |
| Session 2 | LO: to write a poem.  Write in the line stems (I can see, I can hear etc) use the template as an example but write your own. I suggest 2-3 lines per stem. Try and group those stems to make stanzas/verses.  Challenge yourself – can you include alliteration, personification, similes, metaphors? Think carefully about word choice. Poems are short so every word counts! |
| Session 3 | LO: to edit and write a poem.  Finish your writing.  Use your Genre Checklist to help you make sure you have included all the relevant features.  Edit with a coloured pen for spelling and punctuation.  Delete the stems: I can see, I can hear etc (Do you now need to edit in capital letters?), and any unnecessary words. Read each line out loud to help you  **THEN**  Take a plain piece of paper and draw in a border. In your neatest handwriting, write up your poem and decorate the border. You might like to use a line guide underneath your paper or draw in feint lines to help you keep things straight.  Remember not to join capital letters and focus on the size and consistency of your lower case letters. |

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| Week 5 – Enrichment subjects | |
| **ART**  Decorating your poetry using spring images, pressed flowers or similar.  Sketching wild flowers.  <https://www.youtube.com/watch?v=MwLWbWRsFig>  Feel free to carry on your Disney designs from last week. | **DT**  **Make a bug hotel.**  As it is spring and the creatures are starting to come out and look for places to make their home, it would be a nice time to help them out.  I want you to choose the materials and create your own design. There are plenty of ideas on line, or watching Kirstie: Keep Crafting and carry on (available of 4 on demand – Mon 20th April)  Alongside your bug hotel make sure you write out a design brief, what you chose to use and why, where it’s going to be placed, what you found out will be good to use, and so on. This could be collected in your exercise book to share when we’re back at school. |
| **COMPUTING**  **Purple Mash 2Dos**  2Code  **Touch-typing**  BBC dance mat typing - <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> | **GEOGRAPHY**  **Regions of North America**  Go through the powerpoint to understand the regions of North America and the physical Geography.  Complete the worksheet. |
| **Science**  **Air Resistance**  Read through the 2 PowerPoints and then answer the questions on the worksheet.  **Optional Challenge:**  Design a parachute for a small toy (one that will not break from being dropped).  If you want to try your own air resistance please do.  **Please share photos via email or the shared Blog.** | **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 Lava  Create 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**  I am an odd number, but take away one letter and I am even. What number am I?  ANSWERS:  What weighs more? A kilogram of stone or 1 kilogram of feathers. **A kilogram is the measurement of weight, so they both weigh the same…** | **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. |