

Class 5 Home Learning - Week beginning 18th January 2021

If you or your adult want to get in touch with me, my email is r.bolton@leacofe.lancs.sch.uk

Hi again Class 5. I hope that you are all managing your Home Learning ok and are managing to do a few other nice things as well to compensate for us not being together in school as normal. Remember that some of the tasks I set are open ended and can stretch over more than one week. The aim is that you do AT LEAST 3 hours of learning a day but this can include extended reading, TTRS, extra research or exercise (which is really important for body and mind)

Please take care of yourself and your family and get in touch to show me your work and ask any questions. Shine brightly!

Focus - Non-Fiction - Pandora

To match our learning on Earth and Space in Science, this week we are going to explore the fictional planet of Pandora and write a non-fiction text, explaining all about this wondrous place! I know that you are all super imaginative and this will be a really good test of your vocabulary skills, using adventurous words and descriptive phrases. Please email me your final piece of work so that I can see it and give you feedback. With your permission, I could share some of your work with the rest of the class so that we can all see what we are up to during Home Learning.

Task 1 – Watch the Pandora featurette on <https://www.youtube.com/watch?v=vzzVsOdumqg>

****Parents:** This featurette is taken from the film Avatar which is rated 12 – this featurette however, contains no content which is unsuitable for our children**

- **Lesson 1** – Watch the featurette twice. The first time you watch for enjoyment but the second time you watch it, make notes on the features of Pandora. What is it? Where is it? How far away is it? What is it like there? Any extra general information. You are then going to create an **opening paragraph** to your non-fiction text just focusing on: **What is Pandora?** and **Where is Pandora?** You will need a **title** for your text and a **sub-heading** for your opening paragraph.
- **Lesson 2** – Today we are going to write **2 further paragraphs** of information about Pandora for your non-fiction piece. You need to decide what you are going to write your paragraphs about. Think again about the information you collected after watching the featurette. Maybe, watch the featurette again to refresh your mind – are you going to do a paragraph about the animals, the dream like landscape or the Na'vi tribe who live there? For these paragraphs, I would like you to **give each paragraph a suitable sub-heading, write in the present tense, use formal language and scientific/technical vocabulary.**
- **Lesson 3** – Today I want you to create some **Fact Boxes – Did you know?** to go with your non-fiction writing. Try and think of some amazing facts which would really interest people trying to find out any more about Pandora. These could be written inside a bubble or a flash or a box. Remember you need question marks here. After you have done this, can you **add diagrams** or **print some pictures of Pandora** to put into your non-fiction piece? You will need to do labels or write captions for the pictures. Your non-fiction piece should now be complete!
- **Lesson 4** – Watch 'Mars One' introduction video. What is your initial reaction to it? Think about the facts and whether you think it's a good or bad idea. <https://www.youtube.com/watch?v=n4tgkyUBkbY> Split your page in half and write down a **list of pros and cons**. Then write down a **short paragraph giving your opinion** of the Mars One project
- **Lesson 5** – Research features of a discussion text/balanced argument and write these features in your books ready to start writing a balanced argument text next week! Now try and do either **Reading Journal** activity or your **mini SPAG practice sheet** (see below)



English



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	<p style="text-align: center;"><i>Reading</i></p> <ul style="list-style-type: none"> Daily reading is a must. At least 10 minutes is needed to maintain and continue the progress you have made. I have created an account on www.oxfordowl.co.uk. It is a free resource that gives a range of reading books that follow the school reading bands. Username: class5lea Password: shine When you have finished a book, complete a book review. I have included an example of how you might do this at the end of your home learning. You may also complete some of the activity pages in your Home Reading Diary EMC –Complete another of the <u>Reading Journal activity sheets</u> (Attachment 01) Mix the activities up so that you are not always choosing the 'drawing' ones! 	<p style="text-align: center;"><i>Writing</i></p> <p>Complete the mini SPAG (Spelling, Punctuation and Grammar) PAPER for your Writing Practice this week This is on Attachment 02</p>
<p style="text-align: center;">Maths</p>	<p style="text-align: center;"><i>Maths</i></p> <p>I am including video links to the White Rose Maths teaching videos. These should helpfully guide the children through the learning process for each unit covered. The corresponding worksheets are available on the school website on our Home Learning class page.</p> <p style="text-align: center;">This week we are covering Numbers – Decimals</p> <p style="text-align: center;">https://whiterosemaths.com/homelearning/year-6/week-1-number-decimals/</p> <p>If you wish to extend your learning further in this area of Maths, Attachment 11, has some additional questions for you to work through.</p> <p style="text-align: center;"><u>Additional Maths Activities</u></p> <p>TTRS - https://play.ttrockstars.com/auth/school/pupils</p> <p>Arithmetic - https://myminimaths.co.uk/year-6-arithmetic-practice-papers/</p> <p>This site has lots of arithmetic style questions to keep your brain switched on – scroll down and click on WEEK 4 practice paper – have a go at the questions and then check them in the answer section.</p> <p>**See below for a few extra short Maths activities you can try (Ski Run and varied Arithmetic Questions)**</p> <ul style="list-style-type: none"> Ski – Run - http://www.mathsbox.org.uk/re/sandc/srns/sr2%20(Web)/html5.html 	



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 Menu

Week 1 Day 3

Fluency

Complete these questions.

1. $407 \times 1 =$

[Reveal answer](#)

2. $= 48 \times 36$

[Reveal answer](#)

3. $486 \div 3 =$

[Reveal answer](#)

4. $100 \times 638 =$

[Reveal answer](#)

5. $5 - 1.15 =$

[Reveal answer](#)

6. $1320 \div 12 =$

[Reveal answer](#)

Problem Solving

Write the two missing value to make these equivalent fractions correct.

[Reveal answer](#)

$$\frac{4}{\boxed{}} = \frac{12}{24} = \frac{\boxed{}}{36}$$

Reasoning

Nikita says, "Adding two odd numbers always makes an even number."

Is she correct? Explain your reasoning.






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<p>RE</p>	<p style="text-align: center;">Jesus, Son of God</p> <p>This week, we are thinking about events in Jesus' life that prove he is the Son of God with authority and power.</p> <p>This week, the event is known in the Bible as 'Jairus' daughter'.</p> <p>You can read the story online here: https://www.biblegateway.com/passage/?search=Mark+5%3A21-43&version=ICB</p> <p style="text-align: center;">Complete <u>two</u> of the following tasks.</p> <ol style="list-style-type: none"> 1) Create a comic strip complete with speech bubbles telling this story. 2) Retell the story using Lego / your toys / puppets. Film yourself doing it. 3) Create a piece of artwork retelling this event. <p>Extra Mile Challenge: Can you create a piece of artwork that is black and white in one half and colour in the other, to depict how the story changes.</p> <ol style="list-style-type: none"> 4) Write a 'thank-you' letter from Jairus to Jesus. <p>5) Write a diary entry from the perspective of Jairus, the disciples with Jesus or those mourning for Jairus' daughter</p> 
<p>Science</p>	<p style="text-align: center;">Our unit is Earth and Space</p>  <p>Find out the position of each planet from the sun. Draw a simple sketch showing a picture of the Sun and the order of the planets in terms of distance from the sun.</p> <p>This week, have fun with home learning about the Sun, Moon and Earth as well as meteors!</p> <p>file:///06038-2k12mis01/Staff\$/boltonr/Downloads/Science Fun at Home - World Space Week.pdf</p> <p>If you are unable to follow the link, I have included the page as Attachment 12</p> <p>EMC: The further a planet is from the Sun, the longer its orbit (how long it takes to go round the Sun once). Earth's orbit is just over 365 days. Mercury's orbit is only 88 days, while Neptune's orbit is 165 years! Find out how long it takes the remaining planets to orbit the sun</p> 

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Art	<p>Miss Watson has set your Art for this week. She would really like to see what you achieve so please send any photographs of your artwork to: b.watson@leacofe.lancs.sch.uk</p> <p>Research Abstract artists such as Wassily Kandinsky. Write about what you notice about the technique and style? How does it make you feel when you look at the artwork? Do you like it? Write down any fascinating facts you may discover from your research.</p> <p>Create your own Abstract artwork using the same techniques such as shape, colour and lines – you can use paint, pen or pencil for this. This is an example of artwork by Wassily Kandinsky – he uses circles as his shape and uses lots of bright colours!</p>
Geography - Extreme Weather	<p>Last week, you should have created a glossary of Extreme Weather – I wonder which ones you have identified?</p> <p>How many types of natural disaster can you think of that are caused by the weather? Think back to what you learnt about extreme weather. It is not only weather that can cause devastation on Earth. Do you know what an earthquake is? Do you know what causes earthquakes? Watch the PPT ON Earthquakes – Attachment 13 Watch the following video and try answering the questions below https://www.3dgeography.co.uk/earthquakes</p> <p>Where do most Earthquakes occur? What effect do you think earthquakes have on landscapes and people? What is the Richter scale - remember not all earthquakes are deadly!</p> <p>Research an Earthquake - Produce a poster showing what you have found out. Earthquakes you might choose to research are: Sumatra Earthquake 2004, the Kamchatka Earthquake in 1952 or the Valdivia Earthquake in 1960 (or find your own)</p>



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<p>PE</p>	<p><u>Burpee & Mountain Climbers Challenge</u></p> <div data-bbox="280 239 851 574"> </div> <p>Burpees</p> <p>Two challenges – how many of each of these can you do in:</p> <p>a) 20 seconds b) 30 seconds</p> <p>How many points can you get –</p> <p>3 points for 15 or more 2 points for 9-14 1 point for 1-8</p> <p>Keep a record each day and see if you improve over the week.</p> <div data-bbox="1792 255 2060 574"> </div> <p>Mountain Climbers</p>
<p>PHSE</p>	<p>Behave Yourself</p> <ul style="list-style-type: none"> Have you been asked by a friend to do something you didn't really want to do, like lend a game you didn't want to lend out or go somewhere you didn't really want to go? Was it easy or hard to tell your friend that you didn't want to do what they were asking? If it was hard, what made it hard? [eg: you didn't want to hurt their feelings, you didn't want them to get annoyed or break up with you, you felt uncomfortable or guilty saying no to them etc] How did you react to them asking you? Were you embarrassed and gave in or did you get into an argument? <div data-bbox="1321 670 1948 1101"> <p>Behave yourself</p> <p>Which character fits each description?</p> <p>Jack Ben Scott</p> <p>Tyler Chris Ashley</p> <p>© copyright Coram Life Education SCARF resources</p> <p>SCARF Positive Relationships Learning to be a good friend and a good person</p> </div> <p>For this lesson you are going to look at a situation where somebody in a group of friends is being asked to do something he doesn't want to do. You're going to think about how all the people in the group are affecting the situation.</p> <p>Read the Behave Yourself script – Attachment 14</p> <p>From the script, which character matches each description?</p> <p>1. Being picked on:</p>



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2. Controlling and sometimes picks on people – possibly a bully if he repeatedly treats Jack like this:
3. Reinforcer – reinforces (i.e. repeats and backs up) everything that Ben says or does. Probably wouldn't be like that if Ben wasn't there:
4. Defender – sticks up for Jack when Ben is picking on him:
5. Bystanders – when they are just watching and not doing anything they are *passive bystanders* but when they get involved they become *active bystanders* and become more assertive:

In the **Behave Yourself** script Ben and Tyler storm off after Scott and Chris backed Jack up.

Can you think up a resolution where the boys all remain friends but nobody is made to climb the fence and they all stay in the park together?

****EMC - Using your ideas, can you re-write part 3 of the script?****

Picture News



How can we show our thanks to those who help us?

- Look at this week's poster and talk about what you can see. Have you taken part in the new 'Clap for Heroes' initiative yet? Do you plan to? Did you take part in 'Clap for Carers' during the first lockdown? What impact do you think taking part has? Who do you think it might help?
- Can you think of some of the people who help us - particularly in current times? Do you think it is important to show thanks? Can you think of different ways that you can show your support and thanks? The new 'Clap for Heroes' initiative encourages us to thank everyone who is helping at the moment. In addition to NHS staff and key workers, who would you add to your list of heroes?
- Do you think more or less people will take part in 'Clap for Heroes' than did in 'Clap for Carers'. Why do you think this?
- Dasia mentions she will show her appreciation by following the rules and staying at home rather than clapping. Can you think of any other ways you might celebrate and show your appreciation for our heroes?
- If your next door neighbour had a different opinion from you about clapping, how would you feel? Do you think you should respect their opinion? Should you tolerate it? What is the difference between respect and tolerance?



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How to write a book review

Getting started

Below is a list of questions about your book. If you answer them carefully and in detail you can use your answers to form a detailed book review which gives your opinion of the book.

Answer in sentences to form paragraphs under the following headings rather than numbering your answers or using bullet points.



Comments on style

Was the story written in the first or third person?('I' or 'he / she')
How important was this to the story?
Was the setting described in detail?
Were feelings and attitudes described in depth?
Was it a good story? Why?
What was your favourite moment in the story? Why?
Were there any moments (or characters) that might have been improved? If so, what changes would you make?

General

Do you think the writer had a particular reason for telling this story?
How did you feel during and after reading it?
Do you think you learned anything from the book about people? Ways of life?
How would you compare it to other books you've read?
What else do you think is important to say about it?
Would you recommend this book / read another by the same author?

Plot

What happened in the story?
What was the story about?
What length of time did it cover? (this is the amount of time that passes during the course of the story, not how long it took you to read it)
Was what happened unusual? Ordinary?
What was the opening of the story like? Exciting? Slow? Dramatic? Dull?
How did the events of the story follow on from each other?

Characters

Who were the main characters?
What were they like?
Were they described in much detail?
Which did you find most interesting? Most sympathetic? (if you find a character sympathetic, you like them as you can understand their feelings. Perhaps you have had a similar experience to them)
What kind of relationships and / or conflicts were there?
Did these characters change throughout the story?



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