**English** – Learning Overview – Week 1

Please read a fiction book for at least 20 minutes a day. In week 2 you will need to complete work using the book

In the Autumn term, you had 10 lists of spellings to learn. Please recap these this week to make sure you remember them all. Study 2 lists each day. Make a note of the words you had trouble remembering

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Learning Outcome  | To Identify **Fronted adverbials**Rearrange sentences with fronted adverbialsUse a comma after fronted adverbials | **Creative writing ‘The Ascent’** To Write for a range of purposes – to engage the reader by using varied sentence structures and interesting vocabulary  | To Identify **parenthesis** within sentences and the associated punctuation | **Summer Sunset** To Explain ideas clearly giving reasons for their choices | **Comprehension: Favela Street Kid** -To read and respond to fiction texts, retrieving and inferring answers, giving evidence from the text |
| Online tutorial / web video link  | <https://www.youtube.com/watch?v=Lk-_LIc3dWA>  |  | <https://www.youtube.com/watch?v=YZJbRaA3LUI> |  |  |
| Parental Guidance  | Discuss whether sentences make sense without fronted adverbials.  | Discuss what where the Ascent could be, what could happen, what descriptions could be included | You can take out the information inside the parentheses and the sentence will still make sense | Children should be able to explain why they think something | Children may prefer to read the text to an adult before answering questions |
| Specific Tasks  | 3 differentiated double sided sheets on Fronted adverbials | Creative writing ‘The Ascent’ plan on the first page, then continue writing. Aim to include a variety of fronted adverbials. Lower ability: All will have simple sentences punctuated correctly. Mid ability: As above and will have used some fronted adverbials. More able: As above and will have used a variety of fronted adverbials and punctuated them correctly. | 3 differentiated double sided sheets on Fronted adverbials | Summer Sunset – Look at the picture and answer the questions giving your opinions and justifying your answers | Read Favela Street Kid and answer the questions fully |
| Resources  | WorksheetsRed – DevelopingBlue – ExpectedGold – Greater Depth | Fronted adverbial mat | WorksheetsRed – DevelopingBlue – ExpectedGold – Greater DepthExtension – rewrite or add 2 sentences to yesterday’s ‘The Ascent’ writing, including parentheses | Summer Sunset – picture and questions | Favela Street Kid – text and questions |
| Outcomes  | Children can identify fronted adverbials and investigate rearranging sentences | Children will have written a creative piece | Children can identify correct use of parentheses in sentences |  | Children answer questions basing their answers on the text |

**English** – Learning Overview – Week 2

Please read a fiction book for at least 20 minutes a day. At the end of the week you will need to complete work using the book

In the Spring term, you had 10 lists of spellings to learn. Please recap these this week to make sure you remember them all. Study 2 lists each day. Make a note of the words you had trouble remembering

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Learning Outcome  | **Sorting Advertisement Vocabulary**- to identify persuasive language | To Write for a range of purposes – To advertise where you live | **Comprehension: Who’s the best Footballer on the Planet?** -To read and respond to non-fiction texts, retrieving answers, and justifying opinions by evidence from the text | **Your reading Book** - To retrieve information from textsTo interpret and infer information from texts | **Speaking and Listening: Create interview questions and Be Interviewed** - To talk for a range of purposes |
| Online tutorial / web video link  |  | <https://www.youtube.com/watch?v=z5yq_el23EA> |  |  |  |
| Parental Guidance  | Where might we see/ read advertising? What is its purpose? | Discuss what is good about where you live and why someone might want to come for a holiday | Children may prefer to read the text to an adult before answering questions | Discuss the book your child has been reading. Can they give detail from the text to support their answers  | Play the role of interviewer with questions your child devises.Discuss how formal the language would be – if it is going to be shown on TV it would be fairly formal but could be amusing |
| Specific Tasks  | Sorting Advertisement vocabulary – Worksheet. Which sentences are advertising and which are not? Write in the correct column | Persuade your reader to take their next holiday to the place where you live. Start by planning your ideas at the start of the sheet - your main points why it is a good place.Then write in good clear sentences, punctuated correctly.Techniques you could use might include: exaggerating, using rhetorical questions, using emotive language, using facts, being descriptive | Read ‘Who’s the best footballer in the world’ text and answer the questions fully | 1)Make up 3 questions you would use to check someone has read the book carefully2)In your reading book which character are you most like and why? If you are not like any of them, explain what they are like and how you are different | Imagine you are being interviewed by a TV reporter about what it is like with schools being shut and having to work at home for the last 2 weeks.Decide what questions the interviewer would ask (between 4-8 questions) and decide how you would respond.You can role play this with an adult asking you the questions, or you can video yourself answering |
| Resources  | Sorting Advertisement vocabulary worksheet | Advertising your town worksheetPersuasive writing mat | ‘Who’s the best Footballer in the World’ text and questions | Own reading book | N/A |
| Outcomes  | To know that some sentences have a persuasive effect | To have completed a piece of writing advertising where you live using some techniques of persuasion  | Children answer questions basing their answers on the text | Children have responded to their book justifying their answers by referencing the text | Children have responded appropriately  |

**Maths** – Learning Overview – Week 1

Each day please practice your times tables. You can use the website that we use in school to practice with timer off, or any online games <https://www.domwebber.com/txt/> Y5tables password7

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Learning Outcome  | To read Roman Numerals | To solve addition and subtraction multi step word problems | To solve Multiplication and division word problems | **Compare Code Breaker**To Compare decimalsExt: **Calculating Code breake**r To write equivalent percentages to decimals and fractions | **Colour By Calculation**To round decimals to the nearest tenth**Number Cross**To multiply and divide decimals by 10 and 100 |
| Online tutorial / web video link  | <https://www.youtube.com/watch?v=49oWYxExWKE> |  |  | <https://www.khanacademy.org/math/4th-engage-ny/engage-4th-module-6/4th-module-6-topic-c/v/comparing-decimals-with-hundredths><https://www.youtube.com/watch?v=-Xt4UDk7Kzw> | <https://www.khanacademy.org/math/arithmetic/arith-decimals/arith-review-rounding-decimals/v/rounding-decimals><https://www.khanacademy.org/math/arithmetic/arith-decimals/arith-review-dividing-decimals/v/multiplying-and-dividing-decimals-by-10-100-1000> |
| Parental Guidance  |  | Help your child read through the problems an identify which operations are needed and check that all steps have been completedChildren will need paper to write out formal calculations | For the easier sheet, these can be done mentally. For the harder sheet, children will need paper to write out formal calculations |  |  |
| Specific Tasks  | Differentiated Double sided WorksheetsRed – DevelopingBlue – ExpectedGold – Greater Depth | Differentiated Double sided WorksheetsRed – DevelopingBlue – ExpectedGold – Greater Depth | 2 differentiated sheets.Easier x / by 1,10,100 colouringHarder – x and / word problems | **Compare Code Breaker** - Use the code sheet to fill the numbers for the pictures – I suggest you write the numbers in pen over the picture. The fill in the middle box with < or >Extension: **Calculating Code breake**r write the percentage equivalent to decimals and fractions. Then write the corresponding letter to spell out a joke | **Colour By Calculation**Round decimals to the nearest tenth and colour the correct colourExtension**: Number Cross**Put the correct code number on the picture. Carry out the calculation and write the answer in the crossword |
| Resources  | Roman Numerals worksheets | Multistep word problems | X and / questions. 2 levels of sheet | **Comparing Code breake**r**Calculating Code breake**r | **Colour by Calculation****Number Cross** |
| Outcomes  | To be able to sequence and compare Roman Numerals | Children can complete multi step addition and subtraction questions | Children can complete multiplication questions | Children can compare decimalsChildren can write equivalent percentages fractions and decimals | Children can round decimalsChildren can multiply and divide decimals by 10,100,1000 |

**Maths** – Learning Overview – Week 2

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|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| Learning Outcome  | To calculate equivalent fractions | **Order Egg Fractions**To order fractions**Multiply Egg Fractions**To multiply fractions by whole numbers  | To solve problems involving fractions decimals and percentages | As Day 3 | As Day 3 |
| Online tutorial / web video link  | <https://www.youtube.com/watch?v=qcHHhd6HizI>on equivalent fractions | <https://www.youtube.com/watch?v=RbAaKAR5ErM> on multiplying fractions |  |  |  |
| Parental Guidance  | Remind children to count the number of squares in the flag. They have learned how to calculate the fraction of a number. They can calculate the how many they should colour | To order fractions the children will need to write them with the same denominator |  |  |  |
| Specific Tasks  | **Spring Flag** – colour the flag according to the fractionsExtension – **Converting Equivalent fraction** game. Play with a partner or adult | Each patterned egg represents a number. Put them in the fractions then put the fractions in orderExtension – multiply fractions | The Mystery of The Missing LanceSt George’s Day Mystery – Solve the maths calculations and complete the 7 puzzles to solve the mystery | As Day 3 | As Day 3 |
| Resources  | **Spring Flags Sheet****Converting Equivalent fractions game sheet** | **Order Egg Fractions****Multiply Egg Fractions** | Mystery Worksheets – 7 pages | As Day 3 | As Day 3 |
| Outcomes  | To be able to calculate fractions of numbers To be able to find equivalent fractions | To be able to order fractions To be able to multiply fractions | To solve maths problems to find the Lance | As Day 3 | As Day 3 |