

Blended Remote Learning Pack 6 – YEAR 5 - 22/02/2021



Please note each pack will cover at least 7 days of learning – this does not mean that Waterfield will not re-open in those 7 days, this is done to give continuity and contingency in the event of extended closure.

This pack contains daily lessons for your child to complete.

Lessons are divided into morning and afternoon.

Mornings consist of an English and Maths based lesson.

In the afternoon's children may choose one of the activities that corresponds to a foundation subject (Science, Humanities, Music, Art etc.)

On occasion teachers may expand a foundation subject lesson asking everyone in class to complete that lesson in the afternoon.

Learning is 'blended' – this means children are provided both with ONLINE resources to teach them and paper copy resources – allowing fair access for all.

Waterfield already supports digital online learning through a wide variety of digital platforms. Children may be directed to use these platforms in various lessons but can also use them optionally to complete learning, practice core skills and help resource themselves at home.

DIGITAL PLATFORMS FOR YEAR 5

Times Table Rockstars <https://play.ttrockstars.com/login/41125>

MyMaths <https://login.mymaths.co.uk/login>

Oxford Reading Buddy <https://dev.oxfordreadingbuddy.com/uk>

Purple Mash <https://www.purplemash.com/login/>

Language Nut <https://www.languagenut.com/>

Waterfield will also be using GOOGLE CLASSROOM (technology dependent) we will be inviting all children to start each day with a GOOGLE MEET – this acts as a registration and allows the teacher to check in and talk through the assignments/lessons for the day. Sometimes the teacher may extend the GOOGLE MEET and use this time to teach the input to the first English or Maths Lesson.

All children have access to their Google Classroom through their username (although this looks like an email address please don't worry it is not).

Each Google Classroom will have a forum where children can check in with their teachers and ask for help/clarification. Please keep in mind our teachers are still teaching in school so will check the forum at set times. Each teacher will clearly outline how and when they will be on Google Classroom each day, but your child can expect contact at least once after the Google Meet.

If you cannot access Google Classroom please do not worry, the Blended Remote Packs are designed so everyone can access their learning regardless of the technology they have at home.

All children are expected to be engaged in learning **for at least 4 hours a day.**

Take time to use our guide timetable – remember reading, simple arithmetic and practicing handwriting can always be used to supplement extra learning. We will also be giving out the Take Home Tasks for the NEW Vehicle for Learning/Topic on our website on Friday – so children will have plenty to do.

An Example DAILY TIMETABLE

9:00 – 9:30	Guided Reading or SPAG
9:30-10:30	English (<i>starting with a Google Meet</i>)
10:30 – 10:45	Break for a snack
10:45 – 11:45	Maths (<i>starting with a Google Meet</i>)
11:45-12:00	Reading
12:00 – 13:00	Lunchtime
13:00 – 14:30	Afternoon choice of learning from options in blended pack (sometimes directed by teacher)

We would recommend finishing each day with some physical exercise in your garden, lounge or wherever grown-ups think it is safe. Combine this with reading a story at bedtime and you have had a very full school day.

Contents of the Blended Remote Learning Pack 5

Daily Lesson Overview

These lessons could be supported with uploaded PowerPoints to Google Classroom or attached print outs – worksheets, presentation slides etc. Please make sure you look at the resources required and cross reference the correct ones.

Afternoon Foundation Subject Lessons

This sheet contains ideas for learning in the afternoons – children will choose from this sheet when not directed

For Years 4 Upwards – A LOANED copy of your core text has been provided, this must be returned to school. If lost or damaged, you will be expected to pay for a replacement copy.

Finally, please note ALL objectives to the lessons mirror those that are occurring in school.

Therefore, children are expected to complete these lessons so as not to fall behind.

This Blended Pack is designed to ensure that ALL children are covering the same knowledge and skills as others in their year group.

Time	Subject	Objective	Task to complete	Resources Required
9:00-9:30	Guided Reading	LO: to analyse a front cover	Find the sheet with the corresponding date and LO. Look carefully at the front cover of our new core text for this half term. Answer the VIPERS questions, we will discuss these in our English lesson.	Sheet with corresponding LO and date
9:30-10:30	English	LO: to build knowledge of the historical context of the poem 'The Highwayman'	<p>This half term we will be reading a poem called "The Highwayman" – a narrative poem written by Alfred Noyes in 1906. How would you define a poem? Note down ideas in your book.</p> <p>A poem is a collection of words that expresses ideas or emotions in a vivid and imaginative style. It is usually written in verses and uses linguistic features such as rhythm and rhyme.</p> <p>A narrative poem is a story that is written as a poem. So, it tells a story through a poem. It has characters and a plot, where something surprising or unexpected happens in the climax.</p> <p>Complete the activities: annotating the picture and extract.</p> <p>Building on what they you have explored, write down your thoughts and ideas to 4 questions in full sentences For example, "why might he be wearing a mask?" – "I think he might be wearing a mask because he is trying to hide his identity to commit a crime."</p>	Sheet with corresponding LO and date
10:30 – 10:45 SNACK BREAK				
10:45-11:45	Maths	LO: compare and order fractions less than 1	<p>Complete the Flashback 4 questions and the worksheet, both titled 22/02/21</p> <p>LO: compare and order fractions less than 1</p> <p>Where can I get help?</p> <ul style="list-style-type: none"> Supporting video: https://vimeo.com/50036221 	Flashback 4 questions and worksheet titled: 22/02/21 LO: compare and order fractions less than 1
11:45-12:00	Reading	<p>Continue to explore getepic.com. Visit: www.getepic.com/students on your computer or download the app on your iPad.</p> <p>Enter the class login: cap3075. Then they click on your name. Find the AR tab and find a book that is in your AR ZPD.</p> <p>Log into Accelerated Reader on another tab and find the book – if it has a quiz, read the book, and complete the quiz.</p> <ul style="list-style-type: none"> Find: Banished, Beheaded and Boiled in Oil in 'GetEpic' and start reading those books. 		
12:00 – 13:00 LUNCH BREAK				
13:00 – 14:30	<p>FOUNDATION SUBJECT LESSONS</p> <p>Please find the resources for these lessons in on Google Classroom. Once completed please upload your pictures onto the 'Foundation Subjects' Topic.</p>			

Time	Subject	Objective	Task to complete	Resources Required
9:00-9:30	Guided Reading	LO: to retrieve key information from an information text	Find the sheet with the corresponding date and LO. Read the information text carefully. Answer the questions focusing on the R (retrieval) VIPER.	Sheet with corresponding LO and date
9:30-10:30	English	LO: to recap the prefixes 'il', 'im', 'in' and 'ir' meaning 'not'	<p>Let us investigate and generate rules about prefixes. Start with the words 'legible' and 'legal' – what do these words mean? What do they have in common? You will recognise both of these words begin with the letter 'l' and are adjectives.</p> <p>We're now going to add a prefix onto the beginning of these words. The prefix 'il' means not. Legible becomes illegible and legal becomes illegal. How has it changed their spelling? How has it changed their meaning? You will recognise that when you add a prefix, the spelling, and the meaning of the word changes. The word becomes the opposite of what it meant before. A prefix is a group of letters at the beginning of a word which change its meaning. 'il' means not and its added to words beginning with 'l'.</p> <p>Complete the worksheet. If there are any words which they are unsure of, use a dictionary (https://kids.britannica.com/kids/browse/dictionary)</p>	Sheet with corresponding LO and date
10:30 – 10:45 SNACK BREAK				
10:45-11:45	Maths	LO: to continue to compare and order fractions less than 1	<p>Complete the Flashback 4 questions and the worksheet, both titled 23/02/21</p> <p>LO: to continue to compare and order fractions less than 1</p> <p>Where can I get help?</p> <ul style="list-style-type: none"> Supporting video: https://vimeo.com/500381597 	Flashback 4 questions and worksheet titled: 23/02/21 LO: to continue to compare and order fractions less than 1
11:45-12:00	Reading	<p>Continue to explore getepic.com. Visit: www.getepic.com/students on your computer or download the app on your iPad. Enter the class login: cap3075. Then they click on your name. Find the AR tab and find a book that is in your AR ZPD. Log into Accelerated Reader on another tab and find the book – if it has a quiz, read the book, and complete the quiz.</p> <ul style="list-style-type: none"> Find: Banished, Beheaded and Boiled in Oil in 'GetEpic' and start reading those books. 		
12:00 – 13:00 LUNCH BREAK				
FOUNDATION SUBJECT LESSONS				
13:00 – 14:30	Please find the resources for these lessons in on Google Classroom. Once completed please upload your pictures onto the 'Foundation Subjects' Topic.			

Daily Overview of Learning – Wednesday 24th February

Time	Subject	Objective	Task to complete	Resources Required
9:00-9:30	Guided Reading	LO: to practice using PEE to develop my explanation	Find the sheet with the corresponding date and LO. Read the information text carefully. Answer the questions focusing on the E (explain) VIIPER.	Sheet with corresponding LO and date
9:30-10:30	English	LO: to understand the difference between apostrophes for possession and contraction	<p>We use apostrophes to show something belongs to someone or something. e.g., the highwayman's pistol = the gun that belongs to the highwayman, or the tree's branches = the branches that belong to the tree. Stick definition slip in their book</p> <p>Re-write each sentence from the pack using an apostrophe to show possession. For example, the horse that belongs to the highwayman = the highwayman's horse.</p> <p>Next, read the 4 sentences and put a tick/cross depending on whether the apostrophe for possession has been correctly used.</p> <p>Then, read 2 incorrect sentences and re-write them in their book using the apostrophe for possession correctly. Finally, write your own sentence with a word that uses an apostrophe for possession. Challenge – can you include any vocabulary that we learned in our first lesson?.</p> <p>Read the paragraph (from pack) aloud and write down all the words which you think should have apostrophes. Read the second paragraph (from pack) and ask children to complete the same task. Look at their list of words. Is the apostrophe used for the same purpose or a different purpose than to show possession?</p> <p>We can also use apostrophes for contraction (putting two words together). e.g., the highwayman couldn't believe his eyes = the highwayman could not believe his eyes, or the wind wouldn't stop howling = the wind would not stop howling.</p> <p>Copy and complete the table which asks them to write the contracted and un-contracted form of a word (and vice versa).</p>	Sheet with corresponding LO and date
10:30 – 10:45 SNACK BREAK				
10:45-11:45	Maths	LO: to compare and order fractions greater than 1	<p>Complete the Flashback 4 questions and the worksheet, both titled 24/02/21</p> <p>LO: to compare and order fractions greater than 1</p> <p>Where can I get help?</p> <p>Supporting video: https://vimeo.com/500382050</p>	Flashback 4 questions and worksheet titled: 24//02/21 LO: to compare and order fractions greater than 1
11:45-12:00	Reading	<p>Continue to explore getepic.com. Visit: www.getepic.com/students on your computer or download the app on your iPad.</p> <p>Enter the class login: cap3075. Then they click on your name. Find the AR tab and find a book that is in your AR ZPD.</p> <p>Log into Accelerated Reader on another tab and find the book – if it has a quiz, read the book, and complete the quiz.</p> <ul style="list-style-type: none"> Find: Banished, Beheaded and Boiled in Oil in 'GetEpic' and start reading those books. 		
12:00 – 13:00 LUNCH BREAK				
13:00 – 14:30	<p>FOUNDATION SUBJECT LESSONS</p> <p>Please find the resources for these lessons in on Google Classroom. Once completed please upload your pictures onto the 'Foundation Subjects' Topic.</p>			

Time	Subject	Objective	Task to complete	Resources Required
9:00-9:30	SPAG	LO: to practice using apostrophes for possession and contraction	Find the sheet with the corresponding date and LO. Answer the questions about using apostrophes for contraction and possession. You can refer to your work from yesterday's English lesson to help you.	Sheet with corresponding LO and date
9:30-10:30	English	LO: to analyse the opening of the poem 'The Highwayman'	<p>Read the first verse of The Highwayman - Jot down any words which they are unsure of. Possible unknown words (torrent, gusty, galleon, ribbon, moor, inn-door) practice saying them aloud. Analyse the first line of the poem 'the wind was a torrent of darkness among the gusty trees'. Look at the image what are the trees doing? torrent means fast flowing. It's a metaphor – the wind is a huge rush of darkness (not literally). Furthermore, gusty means blowing wildly. Analyse the second line of the poem 'the moon was a ghostly galleon tossed upon cloudy seas'. How can the moon be in the sea? Search for an image of a galleon. It was a large sailing ship used between the 16th-18th centuries. The second line also contains a metaphor – the moon is a big ship rocking up and down on the stormy sea (not literally). Therefore, the sky is being described as a stormy sea. Recap key vocabulary. A torrent (of wind or water) moves quickly or slowly? Analyse the third line of the poem 'the road was a ribbon over the purple moor'. Find an image of a road which has lots of twists and turns. The third line is also a metaphor – the road is a ribbon, lit up by moonlight. Find an image of a moor: a large area of grassland usually covered in purple heather. Analyse the final line of the first verse 'the highwayman came riding, up to the old inn-door'. Find an image of an inn. An inn is a place where travellers stayed overnight, like a hotel. They have been around for centuries and historically had stables. Recap key vocabulary. A road that is described as a ribbon is very straight or has quite a few bends in it? Children to discuss. What is a moor? Is it somewhere where there's a river, a very large grassy stretch of land, a place to go riding or a large building? Read the second verse. Carefully think about any words which might describe the setting of the poem. Children should identify the final line 'his rapier hilt a twinkle, under the jewelled sky'. Look at the 2 contrasting images of skies. What do you think a jewelled sky looks like? The stars are jewels in the sky. This is another metaphor which creates a vivid picture in our minds. Task: annotate a picture of the setting with interesting vocabulary. Aim to use the word bank to help them. Try to think of synonyms for simple words (like dark and big) as we want to excite the reader. For example: the silver moonlight glinted in the beast's beady eyes, a torrent of darkness engulfed the sky, the gusty wind tormented the trees, the horse galloped ferociously, the long, meandering road, the old inn stood, dark and foreboding</p>	Sheet with corresponding LO and date
10:30 – 10:45 SNACK BREAK				
10:45-11:45	Maths	LO: to continue to compare and order fractions greater than 1	Complete the Flashback 4 questions and the worksheet, both titled 24/02/21 LO: to continue to compare and order fractions greater than 1 Where can I get help? Supporting video: https://vimeo.com/503130281	Flashback 4 q and titled: 25//02/21 LO: to continue to compare and order fractions greater than 1
11:45-12:00	Reading	Continue to explore getepic.com. Visit: www.getepic.com/students on your computer or download the app on your iPad. Enter the class login: cap3075. Then they click on your name. Find the AR tab and find a book that is in your AR ZPD. Log into Accelerated Reader on another tab and find the book – if it has a quiz, read the book, and complete the quiz. Find: Banished, Beheaded and Boiled in Oil in 'GetEpic' and start reading those books.		
12:00 – 13:00 LUNCH BREAK				
FOUNDATION SUBJECT LESSONS				
13:00 – 14:30	Please find the resources for these lessons in on Google Classroom. Once completed please upload your pictures onto the 'Foundation Subjects' Topic.			

Time	Subject	Objective	Task to complete	Resources Required
9:00-9:30	SPAG	LO: to practice constructing complex sentences	Find the sheet with the corresponding date and LO. Read the information about complex sentences carefully, then have a go at answering the questions. Do not worry if you get stuck as we will be covering this in today's English lesson.	Sheet with corresponding LO and date
9:30-10:30	English	LO: to analyse the opening of the poem 'The Highwayman'	<p>Write 2 complex sentences which begin with 'as' to describe your picture. Example: As the horse ferociously galloped, the silver moonlight glinted in the beast's beady eyes.</p> <p>Independent tasks (shortened lesson for early closure):</p> <ol style="list-style-type: none"> 1. Look back at your SPAG worksheet on complex sentences from this morning. Check through your work, have you made any mistakes? 2. Once you have done this – make sure you have completed the 3 guided reading sessions from this week. 3. Well done for working so hard this week! Below is a game about sentence types on the BBC Bitesize website which you might like to try: https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zxfwty 	N/A
10:30 – 10:45 SNACK BREAK				
10:45-11:45	Maths	LO: to independently complete an arithmetic test	<ul style="list-style-type: none"> • On your own complete the arithmetic test. • You have not got a time limit, however, do not rush! • You may find the fraction questions hard but have a go. • Before you mark it star the questions that you have found hard. • Go through marking it – if you have got a question wrong. Stop. Write in the correct answer and then try and work out how to do the question. • Once you marked and had another go at every question then log onto MyMaths and complete any outstanding tasks. 	Arithmetic test 4
11:45-12:00	Reading	<p>Continue to explore getepic.com. Visit: www.getepic.com/students on your computer or download the app on your iPad. Enter the class login: cap3075. Then they click on your name. Find the AR tab and find a book that is in your AR ZPD. Log into Accelerated Reader on another tab and find the book – if it has a quiz, read the book, and complete the quiz.</p> <ul style="list-style-type: none"> • Find: Banished, Beheaded and Boiled in Oil in 'GetEpic' and start reading those books. 		
12:00 – 13:00 LUNCH BREAK				
13:00 – 14:30	FOUNDATION SUBJECT LESSONS			
Please find the resources for these lessons in on Google Classroom. Once completed please upload your pictures onto the 'Foundation Subjects' Topic.				

YEAR 5

FOUNDATION SUBJECT LESSONS

Complete the following learning. You will find the resources for these lessons on Google Classroom in the topic titled '22nd – 26th February Foundation Subjects'. Once completed please upload your pictures.

Your work Assigned

+ Add or create

Mark as Done

Don't forget to submit your work by pressing 'Mark as Done'.

It would be fantastic to see examples of your work. By pressing '+add or create' you can upload pictures and files

Your work Assigned

+ Add or create

- Google Drive
- Link
- File

Create new

- Docs
- Slides
- Sheets
- Drawings

Spelling, Punctuation and Grammar

Last half term explored how some verbs give more information about the main verb.

Modal Verbs often show how certain or possible something is...

- We **might** catch the Highwayman.
- We **will** catch the Highwayman.
- We **shall** catch the Highwayman.
- We **may** catch the Highwayman.

Complete page 6 & 7 to consolidate your understanding of modal verbs. How many times can you use modal verbs in your work this week?

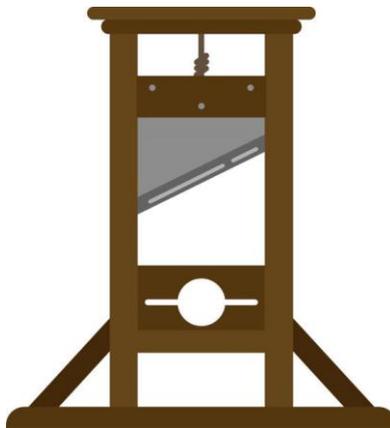
Music

Find the work set by Mrs Underwood.

THE WINTER GAMES

Log into Google Classroom and find the topic Sussex School Games - The Winter Games Week 3. Make sure you complete the challenges and submit your scores to:

<https://www.activesussex.org/virtual/>



Bike It Competition

Use the pack to explore Crawley by using online apps and websites. With these new skills, solve the puzzle and unlock the secret phrase.

Either complete it on Google Classroom or send it into school to get the chance to win some fantastic prizes! First Prize: £40 Decathlon voucher, Second Prize: £30 Decathlon voucher, Third Prize: £20 Decathlon voucher

Year 5 – Banished, Beheaded and Boiled in Oil

History

LO: To find out about different punishment methods that were popular during the Tudor period.

Explore how punishment in the Tudor era compares to the present day.

Discover all the gruesome torture devices that King Henry VIII used to quell any dissent!

Can you match the people to their crimes and their punishment?

Follow the activities in the learning pack.

RE

Whilst watching / listening to Vaisakhi - Birth of the Khalsa

www.sikhnet.com/stories/audio/vaisakhi-birth-khalsa

Think about how it shows that having the courage to stand up for yourself and for what you believe in is important.

Think: how are these themes relevant today to both Sikhs and non-Sikhs?

Can you think of any other stories that have the same theme?

Science

LO: to describe the life process of reproduction in some plants

All living things need to make more of themselves so that their species does not die out.

Reproduction is the process by which new living things are made.

There are two types of reproduction: sexual and asexual.

- Sexual reproduction requires two parents to make one offspring.
- Asexual reproduction needs only one parent, which creates offspring that are exact copies of the parent.

Follow the slides in the pack to discover how different plants reproduce either sexually or asexually.