# Year 5
# Week
# Week beginning 1.3.21

# Monday 1st March 2021

# Maths Weekly overview

| | | |
|---|---|---|
| 8<br><br>01/03/2021 | Monday | Subtraction - breaking the whole |
| | Tuesday | Subtract 2 mixed numbers |
| | Wednesday | Multiply unit fractions by an integer |
| | Thursday | Multiply non-unit fractions by an integer |
| | Friday | Multiply mixed numbers by integers |

Please follow link for videos:
https://whiterosemaths.com/homelearning/year-5/

# Subtract Fractions

## Notes and Guidance

Children subtract fractions with different denominators for the first time, where one denominator is a multiple of the other.

It is important that subtraction is explored as both take away and finding the difference.

## Mathematical Talk

What could the common denominator be?

Can you draw a model to help you solve the problem?

Is it easier to use a take away bar model (single bar model) or a bar model to find the difference (comparison model)?

## Varied Fluency

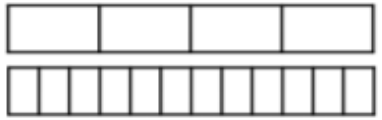



Explain each step of the calculation.

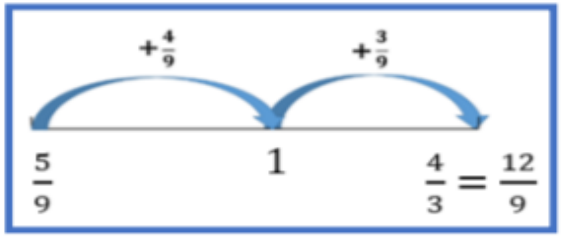
Use this method to help you solve $\frac{5}{6} - \frac{1}{3}$ and $\frac{7}{8} - \frac{5}{16}$

Tommy and Teddy both have the same sized chocolate bar. Tommy has $\frac{3}{4}$ left, Teddy has $\frac{5}{12}$ left.

How much more does Tommy have?



Amir uses a number line to find the difference between $\frac{5}{9}$ and $\frac{4}{3}$




Use this method to find the difference between:

$\frac{3}{4}$ and $\frac{5}{12}$ $\frac{19}{15}$ and $\frac{3}{5}$ $\frac{20}{9}$ and $\frac{4}{3}$

# Subtract Fractions

## Reasoning and Problem Solving

Which subtraction is the odd one out?

A $\frac{13}{4} - \frac{3}{8}$

B $\frac{10}{3} - \frac{2}{9}$

C $\frac{23}{7} - \frac{1}{3}$

Explain why.

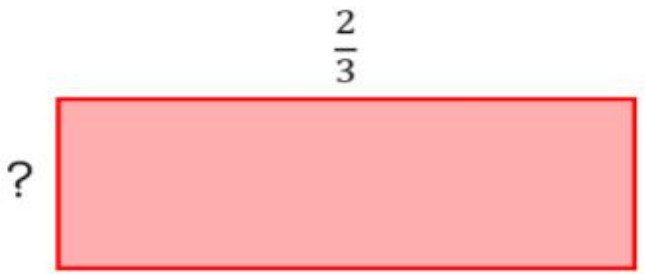
Possible answers:

C is the odd one out because the denominators aren't multiples of each other.

A is the odd one out because the denominators are even.

B is the odd one out because it is the only answer above 3

The perimeter of the rectangle is $\frac{16}{9}$




Work out the missing length.

The missing length is $\frac{2}{9}$

# English

LO: use relative clauses

a. use commas to clarify meaning
Use/understand grammatical terminology

# English

http://www.michaelrosen.co.uk/ - This is his official site with a biography and several radio interview links.

http://www.writewords.org.uk/interviews/michael_rosen.asp - An interview with Michael Rosen.

http://childrenspoetryarchive.org/poet/michael-rosen - Michael Rosen.

http://web.archive.org/web/20070205051636/http://www.bbc.co.uk/schools/communities/onionstreet/liveguests/interviews/michaelrosen.shtml - Children interviewing Michael Rosen.

https://web.archive.org/web/20150304103040/http://www.channel4learning.net/sites/bookbox/authors/home.htm - This is a great resource (check plugins before using with your class). Scroll down to the poetry section and click on either Michael Rosen or Roger McGough and there is a biography and also audio clips on the side.

http://www.rogermcgough.org.uk/ - Roger McGough's official website.

http://www.bbc.co.uk/poetryseason/poets/roger_mcgough.shtml - Roger McGough interview.

https://www.poetryfoundation.org/poems-and-poets/poets/detail/roger-mcgough - Roger McGough

Read Me and My Brother and Who Started It? (Page 1-3 in the poetry resources).

Look at how they are written about family, friends, childhood & use quite informal language, etc.

They include lots of detail about themselves and their own family.

What have we learnt about them from their poetry?

Is it all true? Has it been exaggerated or invented?

You will be able to find out more in the tasks this week (see Comprehension 4).

# Me and My Brother

Me and my brother,
we sit up in bed
doing my dad's sayings.
I go to bed first
and I'm just dozing off
and I hear a funny voice going:
'Never let me see you doing that again,'
and it's my brother
poking his finger out just like my dad going:
'Never let me see you doing that again.'

And so I join in
and we're both going:
'Never let me see you doing that again.'
So what happens next time I get into trouble
and my dad's telling me off?
He's going:
'Never let me see you doing that again.'
So I'm looking up at my dad going
'Sorry, Dad, sorry,'
and I suddenly catch sight of my brother's
big red face
poking out from behind my dad.

And while my dad is poking at me with his finger in time with the words:
'Never let me see you doing that again,'
there's my brother doing just the same
behind my dad's back
just where I can see him
and he's saying the words as well
with his mouth without making a sound.
So I start laughing
and so my dad says,
'AND IT'S NO LAUGHING MATTER.'
Of course my brother knows that one as well
and he's going with his mouth:
'And it's no laughing matter.'
But my dad's not stupid.
He knows something's going on.
So he looks round
and there's my brother
with his finger poking out
just like my dad
and I'm standing there laughing.
Oh no
then we get into
REALLY BIG TROUBLE.

# Who Started It?

When me and my brother have a fight
my mum says:
‘Stoppit – someone’ll get hurt.’

And we say:
‘He started it.’
‘I didn’t. He started it.’

I say:
‘Mum, who started the very first fight
between me and Brian?’

And she says:
‘You.’

‘Me? But I’m four years younger than him.
How could it have been me?’

And she says:
‘Well, it was like this . . .

You were about two years old
and Brian was six.
You were sitting in your high chair
eating your breakfast
and Brian walked past.
You leaned forward
and banged him over the head
with your spoon.’

‘There you are,’ says my brother,
‘you started it,
you started it.
I always knew you started it.’

Michael Rosen

Open the file - PPT English
Relative clauses




Relative clauses are useful for adding extra information about a noun or pronoun. They are a type of subordinate cl clause in a sentence.

Can you identify independent/main clauses? Understand that an independent clause makes sense on its own.

Great Day

Can't find the bathroom
Can't find my socks
Can't find the cornflakes
Can't find the lunch-box
Can't find the book-folder
Can't find the front door
Can't find school
Can't find the class-room
Can't find the pen
Can't find the paper
Can't find the lunch-box
Can't find the pen
Can't find the paper
Can't find the way home
Can't find the front door
Can't find my plate
Can't find the television
Ah – find bed.

Michael

Rosen

# Task

## Using Relative Clauses

Michael can't find the bathroom.

Michael can't find his socks.

Michael can't find the cornflakes.

Michael can't find the lunchbox.

Michael can't find the door.

Michael can't find the school.

Michael can't find the classroom.

Michael can't find the pen.

Michael can't find the paper.

Michael can't find the way home.

Michael can't find his plate.

Michael can find his bed.

**Relative Pronouns/ Adverbs**
who, which, where, when, whose, that

Change the name if you like!

Instructions
Extend each sentence using a **relative clause**?

Try adding the **relative clause** in different places.

**Use commas** for **embedded** clauses.

Examples Michael, who is feeling hungry, can't find the cornflakes.
Michael can't find the pen which rolled onto the floor.

**Task**

Look at pages 4- 8 of the resources

Create mini biographies of the two poets.  You can present this in any way that you choose if you don't want to or can't print.

You could also use the internet to do your research – See last week's resource links.

What do both poets have in common?

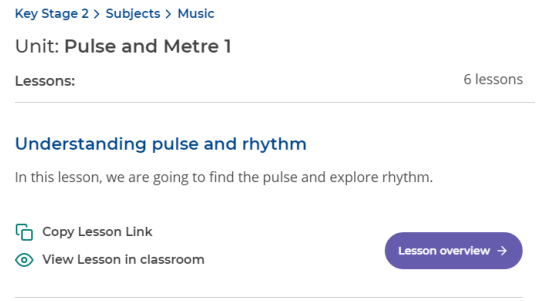
What makes them different/unique?

# Music

If you have collected a flute from school then follow:
Rhythm week 2 minims – download the MOV file (quite large)

**LO explore pulse and rhythm**

If you do not have a flute then open and follow the Oak Academy lesson below.
https://classroom.thenational.academy/lessons/understanding-pulse-and-rhythm-chj3cr



# RE

# LO: To think of how I can be closer to God during Lent



Conduct research into:

- Fasting

- Preparation

- Forgiveness

And any other main areas of Lent, then complete your Lenten promise.

# Complete your Lenten Promise

## My Lenten Promise

Dear Lord,
During this time of prepartion, help me to

_____.

Give me the strength to _____

_____

throughout Lent.
Amen

# Tuesday 2nd February 2021

# Subtract 2 Mixed Numbers

## Notes and Guidance

Children use different strategies to subtract two mixed numbers.

Building on learning in previous steps, they look at partitioning the mixed numbers into wholes and parts and build on their understanding of flexible partitioning as well as converting to improper fractions when an exchange is involved.

## Mathematical Talk

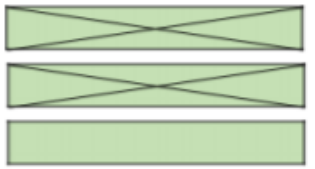
Why is subtracting the wholes and parts separately easier with some fractions than others?

Can you show the subtraction as a difference on a number line? Bar model? How are these different to taking away?

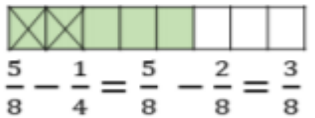
Does making the whole numbers larger make the subtraction any more difficult? Explain why.

## Varied Fluency

Here is a bar model to calculate $3\frac{5}{8} - 2\frac{1}{4}$



$3 - 2 = 1$



$\frac{5}{8} - \frac{1}{4} = \frac{5}{8} - \frac{2}{8} = \frac{3}{8}$

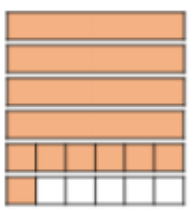
$3\frac{5}{8} - 2\frac{1}{4} = 1\frac{3}{8}$

Use this method to calculate:

$3\frac{7}{8} - 2\frac{3}{4}$ $\quad 5\frac{5}{6} - 2\frac{1}{3}$ $\quad 3\frac{8}{9} - 2\frac{5}{27}$

Why does this method not work effectively for $5\frac{1}{6} - 2\frac{1}{3}$?

Here is a method to calculate $5\frac{1}{6} - 2\frac{1}{3}$



$5\frac{1}{6} - 2\frac{1}{3} = 4\frac{7}{6} - 2\frac{1}{3} = 4\frac{7}{6} - 2\frac{2}{6} = 2\frac{5}{6}$

Use this method to calculate:

$3\frac{1}{4} - 2\frac{5}{8}$ $\quad 5\frac{1}{3} - 2\frac{7}{12}$ $\quad 27\frac{1}{3} - 14\frac{7}{15}$

# Subtract 2 Mixed Numbers

## Reasoning and Problem Solving

There are three colours of dog biscuits in a bag of dog food: red, brown and orange.

The total mass of the dog food is 7 kg.

The mass of red biscuits is $3\frac{3}{4}$ kg and the mass of the brown biscuits is $1\frac{7}{16}$ kg.

What is the mass of orange biscuits?

$3\frac{3}{4} + 1\frac{7}{16} = 5\frac{3}{16}$

$7 - 5\frac{3}{16} = 1\frac{13}{16}$

The mass of orange biscuits is $1\frac{13}{16}$ kg.

Rosie has $20\ \frac{3}{4}$ cm of ribbon.

Annie has $6\ \frac{7}{8}$ cm less ribbon than Rosie.

How much ribbon does Annie have?

How much ribbon do they have altogether?

Annie has $13\frac{7}{8}$ cm of ribbon.

Altogether they have $34\frac{5}{8}$ cm of ribbon.

# English

LO: plan to write by:

a. identifying the audience for and purpose of the writing
b. noting and developing initial ideas

Do you enjoy the  poetry of McGough and Rosen?

Which are you favourite poems so far

How can a poem may have funny/humorous parts and also serious meaning?

Task

Look at Children's Writer (see resources p11). Although the poem might be funny on the surface, do you think McGough is trying to get across a message?

Read Haiku (see resources p11). How does he portray sadness in only 3 lines?

Look at the dialogue in Eddie and the Supermarket (see resources p12-14).

Michael Rosen wrote a lot about Eddie – Why?  What did you find out about this in your research?

How does dialogue gives us an insight into the character of people and relationships between them. We use informal language for family and friends. Accents/slang/dialect can tell us about the place we are from or sometimes our age!

What is free verse? – Look back at last week's work.

Look at how it gives poets the freedom to portray realistic dialogue – we don't speak in rhyme!

You will be writing their own poem about someone that is close/dear to them.

You will include dialogue for impact.

What words & phrases used for effect by Rosen and McGough?  Discuss with another person/adult.

Sometimes you have to infer what the poet is trying to say, rather than just reading the words superficially.

The use of dialogue can also give us an insight into that speaker's character.

You are going to plan poem about someone special to them, either a family member or a friend.

It should start with a funny anecdote or humorous conversation/dialogue, then move on to more serious emotions and feelings – it may be someone who has died, or someone who is covering up their feelings, or who has moved away or changed in some way so your relationship with them has changed too.

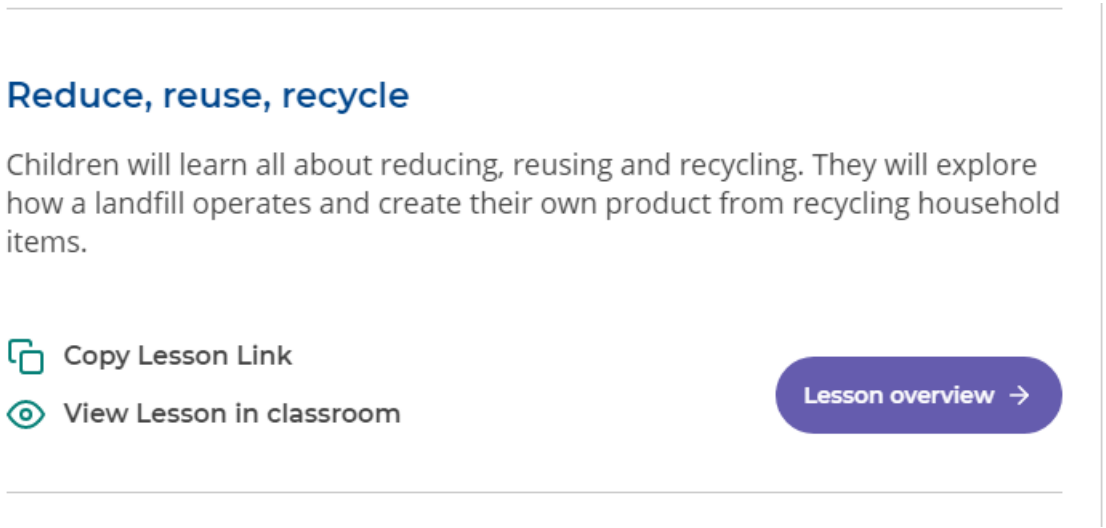
Today you are going to mindmap idea. Discuss them with someone if you can/wish.
You may identify the person they are going to write about, think about humorous incidents and dialogue to include in their poems.
Record your ideas in note-form and keep safe.

Easier option: Discuss with an adult have an idea to discuss; you may find it easier to stick to one emotion for their poem (probably happy/funny).
Plenary: Discuss how you could use sad as well as happy things in their poems. Has you already included any 'sad' ideas?

# PSHE

# Reduce, reuse, recycle

Please open and follow the following lesson from the Oak National Academy site https://classroom.thenational.academy/lessons/reduce-reuse-recycle-crt38c



# Tasks

Either:
Make a recycling poster to encourage your family/others in the local area to reuse and recycle more

and/or

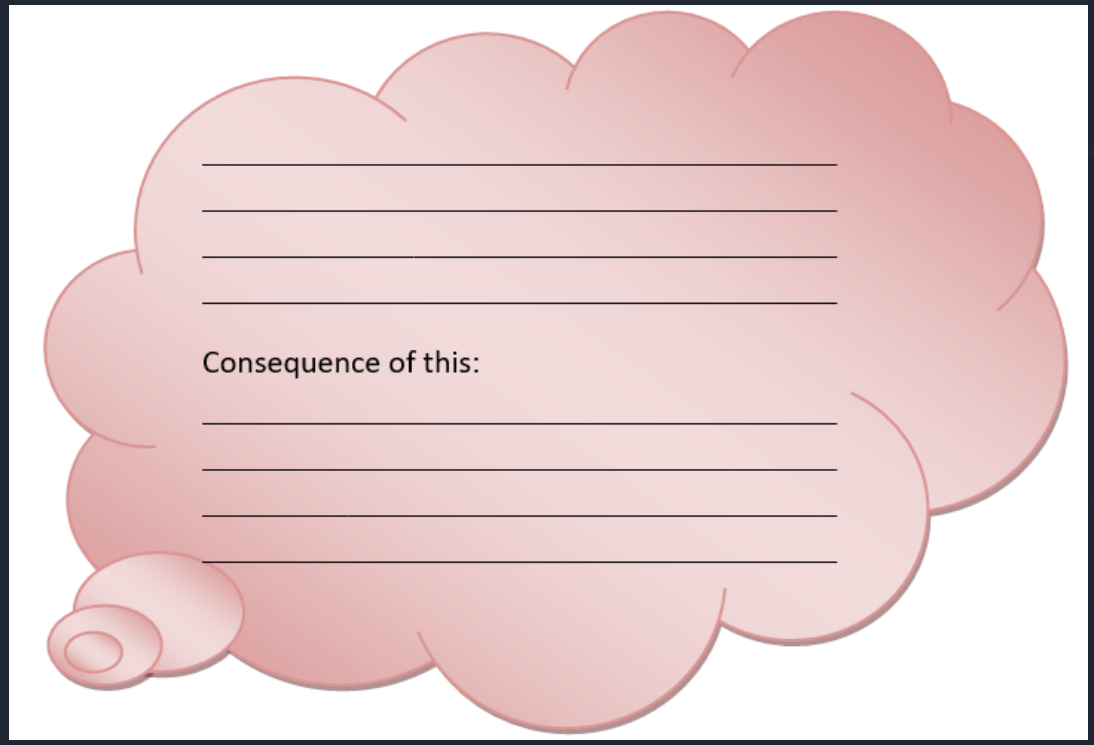
Review how well you family are recycling – separating the rubbish, using clothes banks, giving useable items to charity/family/friends etc
How could your family improve?
Create a recycling policy/set of rules for your home. (Maybe you could take more responsibility for this.)

# RE

## LO: To understand some of the things that nourish and damage human relationships.

- Task
- Chn to think of 3 things that nourish and 3 things that damage relationships and think of the benefits or consequences that these actions have and record this.
- Ext.
- Why is it important to say sorry?



# Wednesday 3rd February 2021

# Multiply by an Integer (1)

## Notes and Guidance

Children are introduced to multiplying fractions by a whole number for the first time. They link this to repeated addition and see that the denominator remains the same, whilst the numerator is multiplied by the integer.
This is shown clearly through the range of models to build the children's conceptual understanding of multiplying fractions.
Children should be encouraged to simplify fractions where possible.

## Mathematical Talk

How is multiplying fractions similar to adding fractions?

What is the same/different between: $\frac{3}{4} \times 2$ and $2 \times \frac{3}{4}$?

Which bar model do you find the most useful?

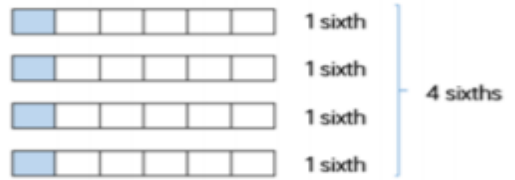
Which bar model helps us to convert from an improper fraction to a mixed number most effectively?

What has happened to the numerator/denominator?

## Varied Fluency

Work out $\frac{1}{6} \times 4$ by counting in sixths.

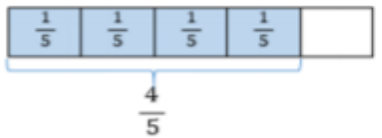
$\frac{1}{6} \times 4 = \frac{1}{6} + \frac{1}{6} + \frac{1}{6} + \frac{1}{6} = \frac{4}{6} = \frac{2}{3}$




Use this method to work out:

$2 \times \frac{1}{3}$ $\frac{1}{5} \times 3$ $6 \times \frac{1}{10}$

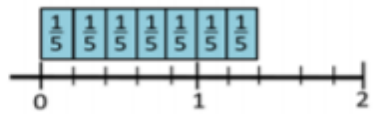
Mo uses a single bar model to work out: $\frac{1}{5} \times 4 = \frac{4}{5}$




Use this method to work out:

$\frac{1}{4} \times 3$ $6 \times \frac{1}{8}$ $\frac{1}{10} \times 8$

Eva uses a number line and repeated addition to work out $\frac{1}{5} \times 7 = \frac{7}{5} = 1\frac{2}{5}$




Use this method to work out:

$5 \times \frac{1}{8}$ $\frac{1}{3} \times 3$ $\frac{1}{4} \times 7$

# Multiply by an Integer (1)

## Reasoning and Problem Solving

Amir is multiplying fractions by a whole number.



$$\frac{1}{5} \times 5 = \frac{5}{25}$$

Can you explain his mistake?

Amir has multiplied both the numerator and the denominator so he has found an equivalent fraction. Encourage children to draw models to represent this correctly.

### Always, sometimes, never?

When you multiply a unit fraction by the same number as it's denominator the answer will be one whole.

Always - because the numerator was 1 it will always be the same as your denominator when multiplied which means that it is a whole.

e.g. $\frac{1}{3} \times 3 = \frac{3}{3} = 1$

I am thinking of a unit fraction.

When I multiply it by 4 it will be equivalent to $\frac{1}{2}$

When I multiply it by 2 it will be equivalent to $\frac{1}{4}$

What is my fraction?

What do I need to multiply my fraction by so that my answer is equivalent to $\frac{3}{4}$?

Can you create your own version of this problem?

$\frac{1}{8}$ because

$4 \times \frac{1}{8} = \frac{4}{8} = \frac{1}{2}$

and

$2 \times \frac{1}{8} = \frac{2}{8} = \frac{1}{4}$

6 because

$6 \times \frac{1}{8} = \frac{6}{8} = \frac{3}{4}$

# English

LO: Draft and write by:

a. selecting appropriate grammar and vocabulary
b. integrating dialogue to convey character and advance the action

Return to examples of dialogue in The Deal.  (See next slides or last week's resources p4)
Look at how the speech of a character gives us an insight into what the person is like, in this case Rosen's parents.
Which are the words that tell us most about her/his character? (The little fool! …You've pushed your mother to the edge this time!...).

Think about a person from your class/cubs/neighbourhood.

Write dialogue about the character and safe the ideas to use in free verse, thinking about the layout & punctuation.
How can we make that character leap out from the text?
Do we need to change spelling to account for different accents or phrases that character might use all the time?
What punctuation could we use to show how the character is speaking?

# The Deal

My brother once told me that
Mum and Dad have got a deal about
telling off.

He said that
if one of them
is telling one of us off
then the other parent
won't join in.
He said that they'd said
it isn't fair on a kid
if both parents have a go
at the same time.

It works like that most of the time.

My Dad gets angry about something,
like the time I stuck toothpaste in his shaving soap:
'What did you think?
I wouldn't notice?
The little fool!
He spends hours and hours in that bathroom
and we think he's washing himself!
But this is the sort of monkey business
he's getting up to.
This is my shaving soap.
Not yours.
If you want to play about with shaving soap
buy your own.'

And Mum doesn't say a word.
Not a word.

But somehow when it's Mum's turn
it doesn't work out the same way.

She's telling me off
for not cleaning my shoes:
'How can you go out like that?
You look like a tramp.
I don't want to be seen in the street with you.
All I'm asking is that you give them a wipe.
A little wipe.
That wouldn't harm you, would it?'

And out of the corner of my eye
I can see my Dad
twitching about
itching to join in.
He's nodding and tutting
and coming in with:
'Quite!'
and
'You're right there, Connie.'

Then when Mum goes out the room
he bursts out with:
'You've pushed your mother to the edge this time.'

Never mind her,
he's well over the edge.

Michael Rosen

Using your notes from yesterday plus ideas from the slides above, start writing your poem.

You will need include a humorous part but also some serious/deeper feelings.

If possible, talk to someone to discuss what this feeling might be and how they will be written into the poem.

What dialogue will you need? Try saying it first out loud and then writing it down. How can you get their voice (the person you are writing about) to leap out of the text?

Easier: Check that you are secure on punctuating dialogue.
Harder: Really focus on using dialogue to convey character.

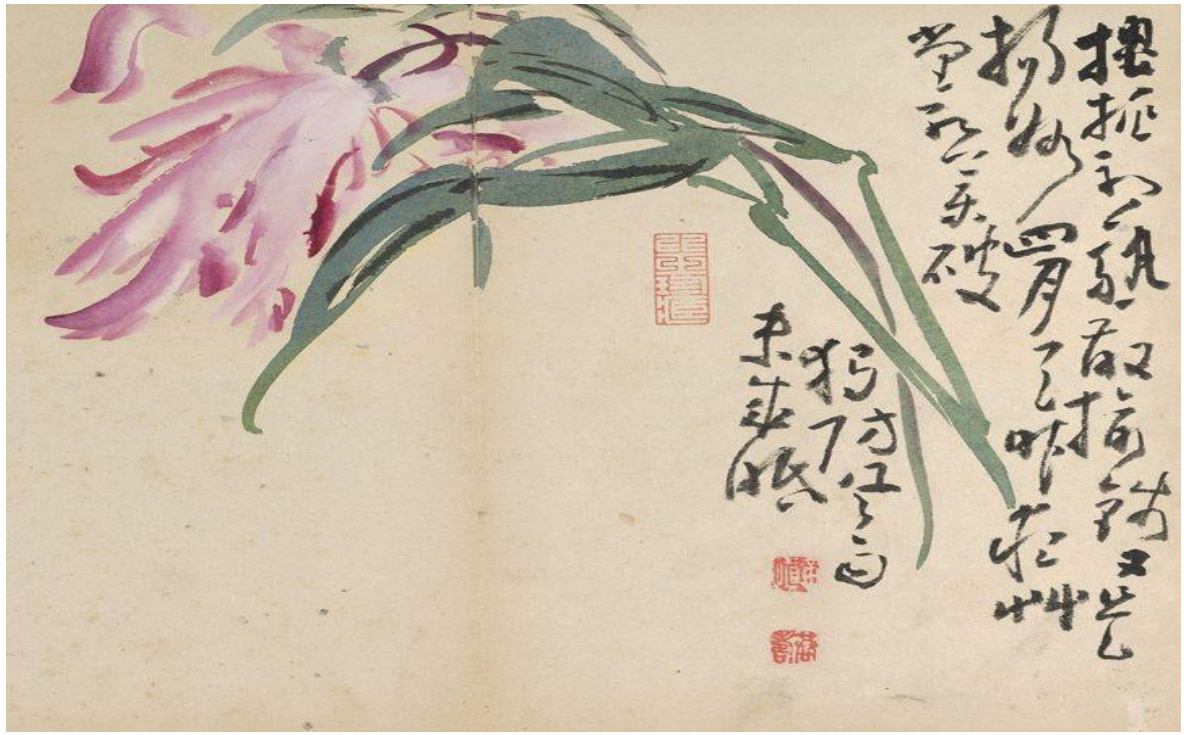
Read your poem aloud to someone (or record it and play it back); check punctuation. You will be developing and editing your poems tomorrow.

Year 5 spring 2…
Lesson 2

# Chinese Art

LO to understand the importance of calligraphy in Chinese art
To paint Chinese characters

Find and load this presentation



PE

Unit 5

# Cool core (Pilates)

Lesson 1 | Year 4 • Champions

| | |
|---|---|
| **Learning objective:** | • To improve balance and co-ordination. |
| **Learning outcome:** | • Perform basic Pilates moves with good technique and understanding. |
| **Prior learning:** | • Years 1 – 3 cool core basic core exercises. |
| **Vocabulary:** | • Mountain pose, rock, Siamese pose, giraffe, Pilates. |
| **Equipment:** | • Mats, music. |
| **Champions resources:** | • Champions movie: *breathing exercises*, Champions movie: *cool core*, pose cards. |

Fitness

## Warm-up:

Perform the following moves in beats of eight to music. Link the moves together as you change from one to the next: marching on the spot, side lunges, marching, lunges, grapevine, stretch arms, circle hips, stretch legs.

## Skills learning and development:

Sitting crossed-legged, (straight back, relaxed shoulders) ask the children to breathe in through their nose and out through their mouth.

Repeat the above, and the children breathe in, they raise their arms up above their head in a circular move, and then lower them as they breathe out.

Introduce the Mountain pose. First, ask the children to stand with feet together, and tighten all of their tummy muscles and tuck their stomach in. Next, the children tighten their tummy muscles as above, and hold their arms down by their side, with palms facing in – breathe in for four and then out for four. Repeat this 8 times.

As the children repeat, check that they all have the correct posture: hips shoulder-width apart, they are pushing their feet into the floor and looking forward. Instruct them to breathe slowly and softly, raising their rib cage. *All of the muscles in their body should be tense. This is calm and focused move.*

In pairs, ask the children to practise their Pilates move, and help each other to hold the correct posture.

The next pose is the Siamese pose – the children stand with legs further than hip wide, then working the waist, they turn to one side, put their hand on their head and look towards the elbow. Slide the other arm down the back of their leg and breathe out as they slide their arm down, then breath in as they slide their arm up again. Switch sides – from the waist the children turn to the other side, and repeat.

Again in pairs, ask the children to practise this Pilates move, and help each other to hold the correct posture.

## Application and practice:

Put the two moves together with some easy linking moves, e.g. rock pose: rest on knees with back straight and hands on knees. Hold this for a count of eight breaths. Then up to standing and move into mountain pose for eight (breathe in for four and out for four); repeat eight times. Then move into Siamese pose, and again repeat eight times.

Move down to rock position and repeat this four times. The children can then move into giraffe pose – this is just like rock, but they also lift their bottom up off their knees and reach for the sky. Repeat this new move four times, and then finish with mountain pose.

To wind down, play relaxing music as the children lie down. Encourage them to concentrate on their breathing.

## Reflect and review:

Ask:

- *How do you feel after taking part in this exercise?*
- *Which move did you like best and why?*

**Support**

Allow the children to decide how hard they push themselves.

**Extend**

Challenge the children to tense all of their muscles throughout these moves.

# Thursday 14th January 2021

# Multiply by an Integer (2)

## Notes and Guidance

Children apply prior knowledge of multiplying a unit fraction by a whole number to multiplying a non-unit fraction by a whole number.
They use similar models and discuss which method will be the most efficient depending on the questions asked.
Reinforce the concept of commutativity by showing examples of the fraction first and the integer first in the multiplication.

## Mathematical Talk

Can you show me 3 lots of $\frac{3}{10}$ on a bar model?

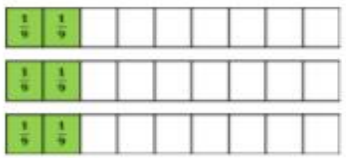
How many tenths do we have altogether?

How does repeated addition help us with this multiplication?

How does a number line help us see the multiplication?

## Varied Fluency

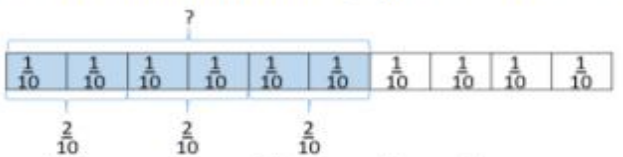
Count the number of ninths to work $3 \times \frac{2}{9}$



Use this method to work out:

$\frac{3}{8} \times 2$ $\frac{5}{16} \times 3$ $4 \times \frac{2}{11}$

Use the model to help you solve $3 \times \frac{2}{10}$




Use this method to work out:

$\frac{2}{7} \times 3$ $\frac{3}{16} \times 4$ $4 \times \frac{5}{12}$

Use the number line to help you solve $2 \times \frac{3}{7}$




Use this method to work out:

$\frac{3}{10} \times 3$ $\frac{2}{7} \times 2$ $4 \times \frac{3}{20}$

# Multiply by an Integer (2)

## Reasoning and Problem Solving

Use the digit cards only once to complete these multiplications.

9 2 4 6 3

$\square \times \frac{\square}{\square} = \frac{\square}{\square}$

1 2 3 4 5 6

$\square \times \frac{\square}{\square} = \frac{\square}{\square}$

$2 \times \frac{3}{4} = \frac{9}{6}$

Possible answers:

$2 \times \frac{1}{3} = \frac{4}{6}$

$2 \times \frac{1}{4} = \frac{3}{6}$

Whitney has calculated $4 \times \frac{3}{14}$




From the picture I can see that $4 \times \frac{3}{14} = \frac{12}{56}$



Do you agree?

Explain why.

Possible answer:

I disagree. Whitney has shaded 12 fourteenths. She has counted all of the boxes to give her the denominator when it is not needed. The answer should be $\frac{12}{14}$ or $\frac{6}{7}$

# English

LO  evaluate and edit by:
a. assessing the effectiveness of their own writing
b. proposing changes to vocab, grammar, punctuation
c. distinguishing between the language of speech/writing and choosing appropriate register

Look at Quentin Blake's illustrations in Michael Rosen's Sad Book. (See next slides)

What do his pictures add to the poetry?
What do the pictures show?
What is the significance of leaving a blank square on page 5?

How can a free verse poem can sometimes be presented alongside illustrations which enhance the meaning.

Look at the images and think about how the text is laid out.
What is the length of the lines? Why are some long and some short?
Does this give the words more impact?
Is the poem broken into stanzas?

How could you lay out and illustrate your poem with line-drawn cartoons possibly in Quentin Blake's (or your own favourite) style?

Then I look like this.
And there's nothing I can do about it.



What makes me most sad is when I think about my son Eddie. He died. I loved him very, very much but he died anyway.



Sometimes sad is very big.
It's everywhere. All over me.

I've been trying to figure out ways of being sad that don't hurt so much. Here are some of them:



I tell myself that everyone has sad stuff. I'm not the only one. Maybe you have some too.



Every day I try to do one thing I can be proud of. Then, when I go to bed, I think very, very, very hard about this one thing.



I tell myself that being sad isn't the same as being horrible. I'm sad, not bad.



Every day I try to do one thing that means I have a good time. It can be anything so long as it doesn't make anyone else unhappy.



Sometimes I'm sad and I don't know why.
It's just a cloud that comes along and covers me up.
It's not because Eddie's gone.
It's not because my mum's gone. It's just because.



This is me being sad.
Maybe you think I'm being happy in this picture.
Really I'm being sad but pretending I'm being happy.
I'm doing that because I think people won't
like me if I look sad.







He doesn't say anything,
because he's not there any more.



We all have sad stuff –
maybe you have some
right now, as you read this.
What makes Michael Rosen
most sad is thinking about
his son Eddie, who died.
In this book he writes about
his sadness, how it affects him
and some of the things he does
to try to cope with it. This is
a very personal story that speaks
to everyone; whether or not you
have known what it's like to
feel really, deeply sad, its truth
will surely touch you.

Sometimes Rosen refers to the pictures in his poems; the pictures almost say more than the words.

They might be photos of special events or memories.  The colour of a picture is very powerful; maybe you could start illustrating in colour then go to black and white?

Or the same picture could change over time.  You could think about this by looking back over your poems and making notes of illustrations you could use so far.

Continue writing the rest of your poem, editing and improving as you go. Can you use relative clauses to add detail to your poem?

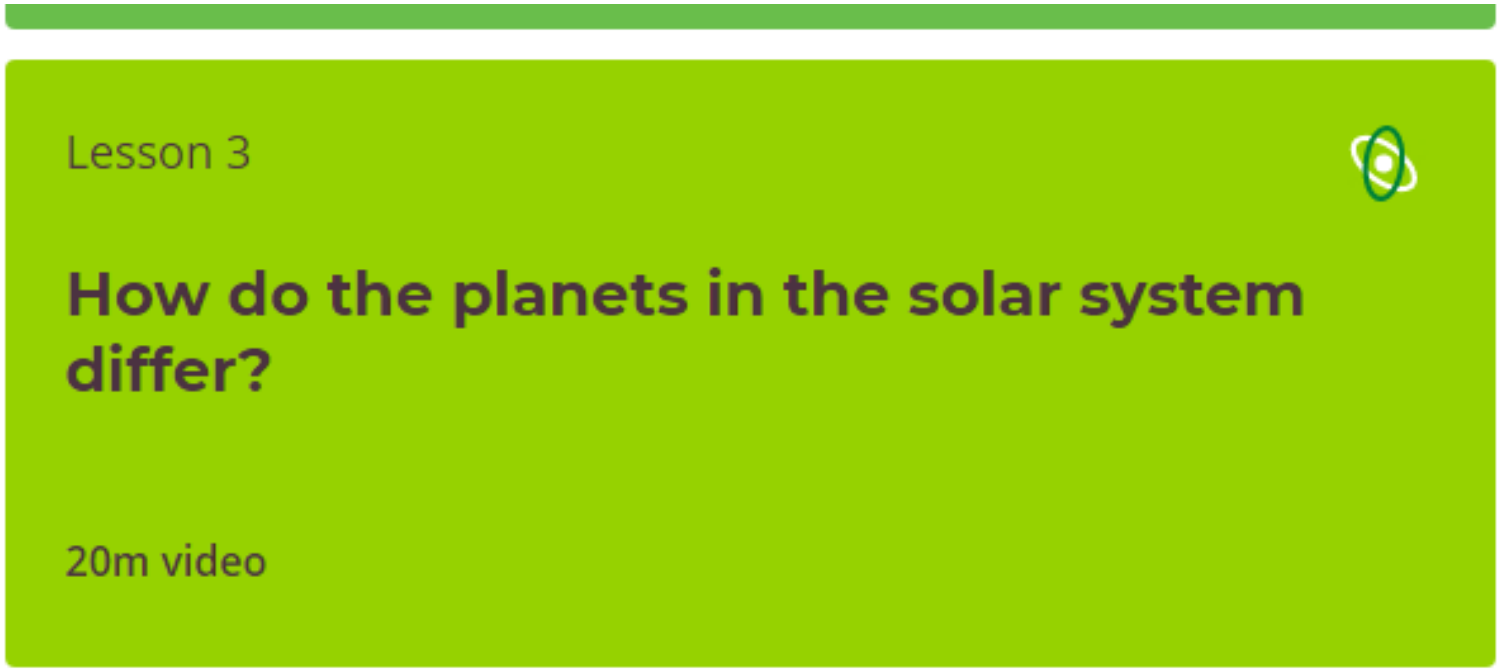
Reread poem as a whole and consider impact and any improvements needed.

Plenary: Are you pleased with your finished poems? What worked well?

# Science

LO  identify the eight planets within the solar system and their positions relative to the Sun
Compare planets in terms of atmosphere, time to orbit the Earth, period of rotation, number of moons etc.

Follow the following link to the Oak National Academy site and carry out any tasks.
https://classroom.thenational.academy/lessons/how-do-the-planets-in-the-solar-system-differ-69k6ar



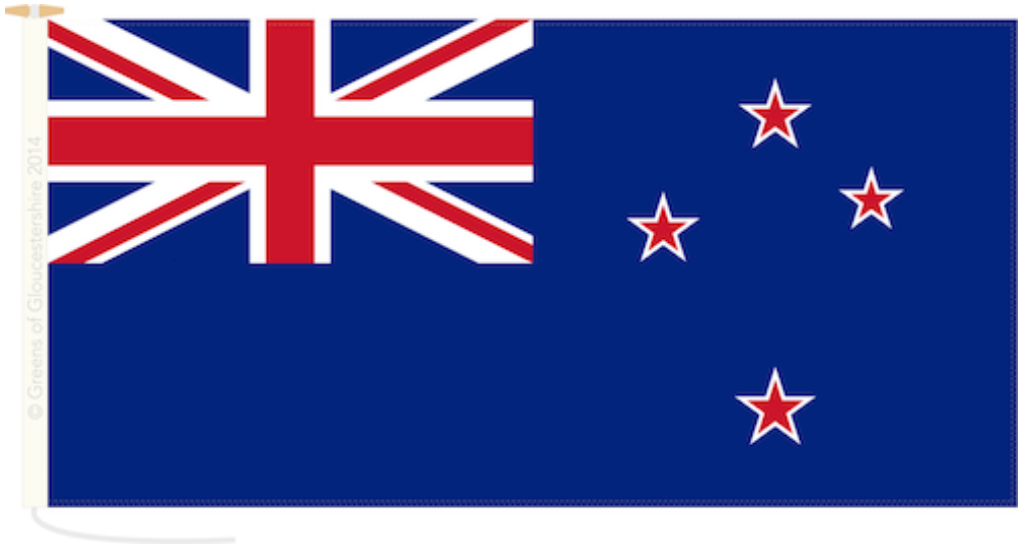

You can download the tasks from the website or find and open the file labelled **science space week 3 resources** from the school folder.

Carry out the tasks. You do not need to print them. Make up your own versions or complete on-screen if that is easier/better.

# Geography wk 2

LO  to identify the physical geography of New Zealand

Find and load the following presentation.  Geography week 2 HL





# Friday 15th January 2021

# Multiply by an Integer (3)

## Notes and Guidance

Children use their knowledge of fractions to multiply a mixed number by a whole number.

They use the method of repeated addition, multiplying the whole and part separately and the method of converting to an improper fraction then multiplying.

Continue to explore visual representations such as the bar model.

## Mathematical Talk

How could you represent this mixed number?

What is the denominator? How do you know?

How many wholes are there? How many parts are there?

What is multiplying fractions similar to? (repeated addition)

What representation could you use to convert a mixed number to an improper fraction?

## Varied Fluency

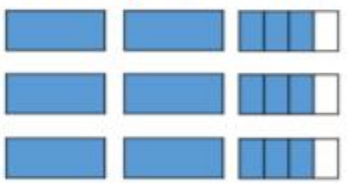
Use repeated addition to work out $2\frac{2}{3} \times 4$

$$2\frac{2}{3} \times 4 = 2\frac{2}{3} + 2\frac{2}{3} + 2\frac{2}{3} + 2\frac{2}{3} = 8\frac{8}{3} = 10\frac{2}{3}$$

Use this method to solve:

$2\frac{1}{6} \times 3$ $1\frac{3}{7} \times 2$ $3\frac{1}{3} \times 4$

Partition your fraction to help you solve $2\frac{3}{4} \times 3$



$2 \times 3 = 6$

$\frac{3}{4} \times 3 = \frac{9}{4} = 2\frac{1}{4}$

$6 + 2\frac{1}{4} = 8\frac{1}{4}$

Use this method to answer:

$2\frac{5}{6} \times 3$ $3\frac{4}{7} \times 2$ $2\frac{1}{3} \times 5$

$$1\frac{5}{6} \times 3 = \frac{11}{6} \times 3 = \frac{33}{6} = 5\frac{3}{6} = 5\frac{1}{2}$$

Convert to an improper fraction to calculate:

$3\frac{2}{7} \times 4$ $2\frac{4}{9} \times 2$ $4 \times 3\frac{3}{5}$

# Multiply by an Integer (3)

## Reasoning and Problem Solving

Jack runs $2\frac{2}{3}$ miles three times per week.

Dexter runs $3\frac{3}{4}$ miles twice a week.

Who runs the furthest during the week?

Explain your answer.

Jack runs $2\frac{2}{3} \times 3 = 8$ miles.

Dexter runs $3\frac{3}{4} \times 2 = 7\frac{1}{2}$ miles.

Jack runs further by half a mile.

Work out the missing numbers.

$$2\frac{\square}{8} \times \square = 7\frac{7}{8}$$

Explain how you worked it out.

Possible answer:

$2\frac{5}{8} \times 3 = 7\frac{7}{8}$

I knew that the multiplier could not be 4 because that would give an answer of at least 8. So the multiplier had to be 3. That meant that the missing numerator had to give a product of 15. I knew that 5 multiplied by 3 would give 15

# English

LO plan writing by:
a. identifying the purpose and selecting the appropriate form
Draft and write by:
e. using further presentational devices to structure text…

Today you will look back at some poems you have read by Rosen or McGough.

Reread those you liked, then select your very favourite poem to review.

Their review will be presented in the form of a poster, on which poem is printed in middle & your comments are posted as captions, speech bubbles and labels around text of poem.

What features of a poem will you want to mention.

Extension. Perform the poem aloud – add actions, move around, change tone and volume of your voices.

5b – you have seen and heard Mr Burke read a few of Michael Rosen's poems so you may have an advantage

By all means record this on video or as an audio file to share with us.

# History

LO to know how the French Revolution began





Find, load and follow the lesson History French Revolution week 2

The following weblinks may be of help

https://thelittleden.com/french-revolution-learning-kids-resources-versailles-french-history/

https://www.youtube.com/watch?v=Q44vG1W295E

http://en.chateauversailles.fr/node/5920/louis-xvi#life-at-the-court

https://happylearning.tv/en/the-french-revolution/

You may find other good resources.  Please email any new/interesting resources to us so that we can add them or adapt our planning accordingly.

We have yet to teach this topic to completion so there is still room for development

# PSHE

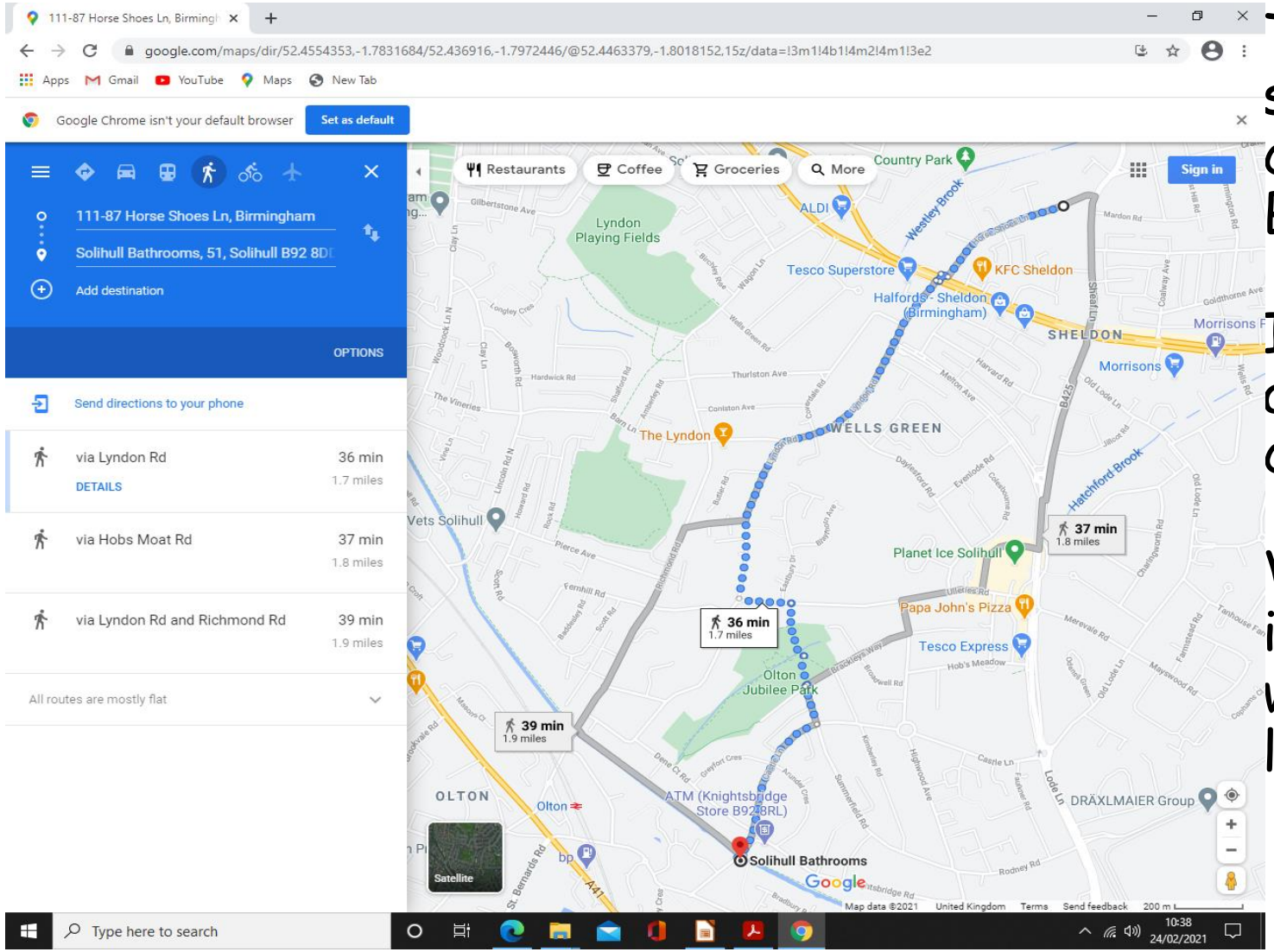
LO understand why well being is important
identify positive activities to support well being

Wellbeing

Some of the activities for PSHE over the coming weeks may come from the Canal and River Trust.
Weblinks and extra activities are listed on a later slide.



# Green spaces




The nearest canal to the school is the Grand Union canal that connects Birmingham to London.

It is about 30 mins walk away from you (less if you cycle)

Why not go and explore it? Or visit the city centre when you are allowed or the locks at Knowle.

# Tasks

Watch the following video and discuss it with your family
https://youtu.be/a2sjVKPZyJc

Carry out some of the activities shown on the following page – take phots/email them to school

PECT
CREATING SUSTAINABLE PLACES

# Nature's School

Simple mini activities you can do at home to enjoy, appreciate and protect our natural environment.

| | | | | |
|---|---|---|---|---|
| 1 - Start a scrap book or time capsule of your time at Home School. (You could use an old shoe box) | 2 - Make a game using things from nature. (You could make noughts and crosses using stones or leaves) | 3 - Create a kite out of things you might otherwise throw away and fly it in your garden or local green space. | 4 - Go on a Mini Beast safari, you can do this in a garden, green space or even a window box. Can you identify what you have found? | 5 - Spring has started to arrive and with it so have the butterflies - can you make a butterfly feeder for your garden or windowsill? |
| 6 - Create a sculpture using natural objects - how long does it last? (You could use stones, twigs, mud, sand....) | 7 - Listen to nature's music - what can you hear? Make your own with a blade of grass or create a wind chime. | 8 - Build a den and sleep in it! This doesn't have to be outside - use your imagination on what you use and how. | 9 - The daisies are out for spring - can you use them to create a daisy chain? | 10 - Nature is full of colour! Even a green leaf will have different shades and colours - how many colours can you find? |
| 11 - Make your own mini boat or raft using twigs and leaves - could you find a mini beast passenger to take a ride? | 12 - Build your own obstacle course out of things you find around your house and challenge your family. | 13 - Why not take a break from all your work and have a picnic in your garden. | 14 - Stay up late and see if you can name the stars from a window or your garden. | 15 - Play Tree I Spy to name all the trees you can see from your window or around your house. |
| 16 - Take some time to sit still and quietly - can you spot any birds? Can you name them? | 17 - Go on a nature scavenger hunt - What could you make or do with the things you have found? | 18 - Create a self portrait or your name in wild art. | 19 - Learn a new skill - you could learn about weeding in your garden, how to cook or even how to sew! | 20 - Watch a sunset or sunrise - how may different colours did you see? |
| 21 - Use your recycling to create your very own golf course. All you have to do is find a ball and practice your aim! | 22 - Fairies like gardens too, can you create a miniature garden for mini beasts or fairies? | 23 - Do a good deed for someone else or for your natural environment. | 24 - Create a bug hotel using what you can find. Think about the bugs that might visit it, what they need and where you will place it. | 25 - Read a book under a tree and take some time to relax! |

**Go to our website for additional information and how to guides www.pect.org.uk/services/education**

Weblinks

https://youngminds.org.uk/media/3750/wellbeing-activity-calendar.pdf

https://northstarpaths.com/wp-content/uploads/2020/03/AmySaltzmansMindfulnessforkidsMarch2020.jpg