**Week beginning 1st March 2021 Join ‘live’ on Teams**

**You should still be reading for at least 10-15 minutes every day. You could also practise your times tables each day by writing them out, playing Hit The Button online, asking some to test you.**

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| **9.30 – Live register** | **9.35 – 10.20am****Word of the Day** **Shared Reading****Literacy/Road to Writing – LIVE LESSON FOR INPUT then follow up work** | **11.30 – 12pm****Maths – LIVE LESSON FOR INPUT then follow up work** | **1.30pm – check in****1.40 – 2pm****Reading/ Spellings** | **2 – 2.45pm - Foundation Subject****WATCH RECORDED LESSON and follow up work****2.45 – 3pm (and after check-in) - Extra activities****3pm – Reflection Time check-in** |
| **Monday** | 1. **Enamoured -** Verb

have a liking or admiration for**Shared Reading**The Diary Of a Young GirlSATURDAY, NOVEMBER 2, 1942 Read through diary entry and identify rubric features. Could any features be added?**WALT: Use coordinating and subordinating conjunctions (RECAP)**1. Co-ordinating conjunctions – watch the video and complete the worksheet

<https://www.naturalcurriculum.co.uk/year5/coordinating-conjunctions/bowerbird/screen-1/>1. Subordinating conjunctions – watch the video and complete the worksheet

<https://www.naturalcurriculum.co.uk/year5/subordinating-clauses/sunstar-starfish/screen-1/>1. Write x 2 sentences in role as Anne Frank using co-ordinating conjunctions and x 2 using subordinating conjunctions
 | **WALT: Find the area of a parallelogram**Parallelogram = a quadrilateral with two pairs of parallel sidesYou will use your knowledge of finding the area of a rectangle to find the area of a parallelogram.You will investigate the link between the area of a rectangle and parallelogram by cutting a parallelogram so that it can be rearranged into a rectangle. Key Questions:*Describe a parallelogram.**What do you notice about the area of a rectangle and a parallelogram?**What formula can you use to work out the area of a parallelogram?*Watch the recorded lesson again if you need to and **choose the challenge – Uni OR Multi/Rel THEN EA as an extra challenge** | **MR BILLINGS’ ASSEMBLY****Spellings Powerpoint**(words ending in –able)**Spelling sheet** – choose 5 spellings to learn and look up the definitions | **Art Lesson 3 – RECORDED****WALT: Understand how to create tints and shades by mixing colours****POWERPOINT***What do you already know about the colour wheel? Primary colours? How do we make secondary colours? What happens when we mix these colours?* Work through the slides to show/explain shades and tints and includes a video <https://www.bbc.co.uk/bitesize/guides/z3bqycw/video>Look at the ‘Over the Top’ painting again.*What are the main colours used in the painting?**Are they primary, secondary or tertiary?* **Your Task**Create shades and tints of the colours given on the chart.These are the main colours used in the painting.If using paint, you will need to record how many ‘paintbrush scoops’ of the colour and white/black you have used (ratio!)**Storytime with Ms Smalley** |
| **Tuesday** | 1. **Blithely -** Adverb

in a way that shows a casual and cheerful indifference considered to be callous or improper.**Shared Reading**The Diary Of a Young Girl - SUNDAY, DECEMBER 13, 1942 Read through diary entry and identify rubric features. Could any features be added?**10.30am – World Book Day assembly with David Walliams**<https://www.worldofdavidwalliams.com/join-david-walliams-for-his-amaaaaazing-assembly-for-world-book-day/>**WALT: Use a range of rubric features** **SHARED WRITING** **WRITE ON PAPER IF YOU CAN PLEASE***Who is our audience?**What is our purpose?**What Rubric features can you recall?***Write down x 4 features you will include today.**Success Criteria* I can use a range of conjunctions
* I can up-level vocabulary choices using a thesaurus
* I can use a range of fronted adverbials
* I can use relevant Y5/6 spelling words throughout
* I can proof read my work and check it makes sense
* I can check I have maintained a consistent tense throughout my writing
* I can act on any ‘green’ comments or verbal feedback made
* I can check my work against the rubric

**You can magpie words/phrases from the Shared Writing but remember to change parts to make it your own.****WRITE DAY ONE TODAY.** | **WALT: Understand the concept of volume** You will understand that volume is the amount of solid space something takes up. You will look at how volume is different to capacity, as capacity is related to the amount a container can hold. Key Questions:*Does your shape always have 4 centimetre cubes? Do they take up the same amount of space?**How can this help us understand what volume is?**If the solid shapes are made up of 1 cm cubes, can you complete the table?* *Look at shape A, B and C. What’s the same and what’s different?* *How is capacity different to volume?*Watch the recorded lesson again if you need to and **choose the challenge – Uni OR Multi/Rel THEN EA as an extra challenge** | **True or False questions** Read the text about pheasants. Write down the statements (or print off the sheet) and tick true or false. | **INDEPENDENT LEARNING – NO CHECK INs****P.E**Go for a brisk walk around your garden if you have one.Yoga<https://www.youtube.com/watch?v=LloIRO5R3ys>Agility BoxSee sheet for instructions.P.E with Joe Wicks Choose a workout from this week on Youtube**Oaks Academy – Design Technology****Cooking and Nutrition: Healthy and varied diets – LESSON 2**<https://classroom.thenational.academy/units/cooking-and-nutrition-healthy-and-varied-diets-ec15>Complete the quiz and watch the video.Use the PDF or Powerpoint to complete the activity.**Storytime with Ms Smalley** |
| **Wednesday** | 1. **Sombre -** Adjective

having or conveying a feeling of deep seriousness and sadness.**Shared Reading**The Diary Of a Young GirlSUNDAY, FEBRUARY 20, 1944 Read through diary entry and identify rubric features. Could any features be added?**Up-levelling vocabulary task - Thesaurus** What words do you tend to overuse? Create word lists for the words below (see sheet):*Bad Cold**Saw Nice* *Got Scared* *Quiet Sat***WALT: Use a range of rubric features** **SHARED WRITING** **WRITE ON PAPER IF YOU CAN PLEASE***Who is our audience?**What is our purpose?**What Rubric features can you recall?***Write down x 4 features you will include today.****You can magpie words/phrases from the Shared Writing but remember to change parts to make it your own.****WRITE DAY TWO TODAY.** | **WALT: Find volume by counting cubes**You should understand that volume is the space occupied by a 3-D object.You will start by counting cubic units (1 cm³) to find the volume of 3D shapes. Key Questions:*What’s the same and what’s different between area and volume?**Can you explain how you worked out the volume?* *What did you visualise?**What units of measure could we use for volume? (Explore cm³, m³, mm³ etc.)*Watch the recorded lesson again if you need to and **choose the challenge – Uni OR Multi/Rel THEN EA as an extra challenge** | **Spelling Practise**Practise writing each of your spellings out x 5. Write each one in a sentence.***Challenge – can you include a relative clause?*** | **Art Lesson 4 – RECORDED****WALT: Follow a procedure to sketch on paper****POWERPOINT****Quick Quiz!**Answer questions on a sheet – how much can you remember?1. Recall what the painting is called
2. Identify when it was created
3. Name the artist
4. Tell me where the painting is set
5. Describe why it was made
6. List 4 vocabulary words we are focusing on during this unit

We will be using a square the same size as the viewfinder we used last week (12cm x 12cm). Print off the paper and draw in the square OR measure a square 12cm x 12cm.**YOUR TASKS**1. Use a HB pencil to recreate a section onto the correctly sized paper.
2. Paint/colour your work.
3. Complete your self evaluation sheet.

**Storytime with Ms Smalley** |
| **Thursday****WORLD BOOK DAY!** | **Spelling Test** – words ending in –able**WALT: Find the volume of a cuboid**You will make the link between counting cubes and the formula (𝑙 × 𝑤 × ℎ) for calculating the volume of cuboids.You should realise that the formula is the same as calculating the area of the base and multiplying this by the height.Key Questions:*Can you identify the length, width and height of the cuboid?**If the length of a cuboid is 5 cm and the volume is 100 cm³, what could the width and height of the cuboid be?**What knowledge can I use to help me calculate the missing lengths?*Watch the recorded lesson again if you need to and **choose the challenge – Uni OR Multi/Rel THEN EA as an extra challenge**Image result for reading a book in a den**Image result for child in denBuild a ‘Reading Den’** and spend time in it during the day, reading your favourite book. ***Photos to be sent into school – these will be added to the website and a display created at both AF and T sites.*** | **10.30 – 10.45 - LIVE***Who is Elizabeth Laird?* *Where have you heard the name before?* *What is she known for?* Read the biography.ActivityUsing the biography information, write an acrostic poem for Elizabeth Laird.**11.30 – 11.45 – LIVE**Just A Minute (well, 2 minutes!) *How much can you recall from Oranges in No Man’s Land?* List!Quick Quiz! (10 questions)ActivityDesign a new front cover for this story. Include: title, author, pictures to give clues about the story, eye-catching**12.00 – 12.15 - LIVE** | **INDEPENDENT LEARNING – NO CHECK INs****Reading Comprehension** - WORLD BOOK DAY!**READ A BOOK IN A SERIES – Mr Men and Little Miss**WHICH BOOK DID YOU ENJOY THAT MR BILLINGS SHARED? WHY? WHAT WAS THE BOOK ABOUT? WHO WAS YOUR FAVOURITE CHARACTER? WHY?HAVE YOU/WILL YOU READ ANY OTHER BOOKS IN THE SERIES?Here is Mrs Wall’s favourite <https://www.youtube.com/watch?v=dNE1032Hm_E> **WORLD BOOK DAY ACTIVITY:****Due to Mr Billings’ love of all things Mr Men and Little Miss, we are going to get creative!**1. **Visit** [**https://mrmen.com/pages/characters**](https://mrmen.com/pages/characters) **to see which characters there already are.**
2. **Design a NEW Mr Men or Little Miss character! Look at the example to see how to set it out.**
3. **Create a comic strip/ write a story about an adventure featuring your character.**

Book in a box' competition – Wickersley St Alban's CE Primary**Book in a Box -** This will be a competition that runs across the week and photos will be the newsletter on Friday 26th. You need to pick one of the books from the list and design a box for this book.Oranges in No Man's LandThe Black DeathFlying High/Nobody Owns the Sky - Bessie ColemanThe Boy Who Made the World DisappearWar Horse OR Private Peaceful**Storytime with Ms Smalley** |
| **Friday** | **NO LIVE TEACHING ALL DAY – YOU WILL NEED TO WATCH THE RECORDED LESSONS AND COMPLETE THE ACTIVITIES INDEPENDENTLY. REMEMBER TO UPLOAD YOUR WORK!****Incriminated -** Verbmake (someone) appear guilty of a crime or wrongdoing**Shared Reading**The Diary Of a Young Girl - MONDAY, APRIL 3, 1944 Read through diary entry and identify rubric features. Could any features be added?**WALT: Use a range of rubric features and edit/improve our work****SHARED WRITING** **WRITE ON PAPER IF YOU CAN PLEASE***Who is our audience? What is our purpose?**What Rubric features can you recall?***Write down x 4 features you will include today.****You can magpie words/phrases from the Shared Writing but remember to change parts to make it your own.****WRITE DAY THREE TODAY.**-Look back at all writing from this unit - **submit your completed text.**-Check your work against the rubric as you read.-Make sure you have taken on board feedback to avoid making the same mistakes.**If you want to, you could read your work out to someone at home for verbal feedback.** | **WALT: Assess our learning** **Complete the White Rose Maths ‘End of Unit Assessment’ sheet**Watch the recorded lesson again if you need to and **choose the challenge – Uni OR Multi/Rel THEN EA as an extra challenge** | **Private Peaceful**Listen to the rest of Chapter 4/Ten to Midnight (page 59 – top of 66 in new book cover). Make a note of the 5W’S:WhoWhatWhereWhenWhyOR write a short paragraph to summarise the chapter. | **INDEPENDENT LEARNING – NO CHECK INs****French lesson with Mrs Chapman –Lesson 2****WALT: Learn in French some of the countries and languages involved in World War II****Vocabulary**L’Angleterre = EnglandLa France = FranceL’Italie = ItalyLa Pologne = PolandLa Tchécoslovaquie = CzechoslovakiaL’Allemagne = GermanyUse the ‘WWII (2)’ **PowerPoint**:Worksheet to complete during following slides (4-28)**Storytime with Ms Smalley****Over the weekend…****RELAX AND PREPARE YOURSELF FOR COMING BACK TO SCHOOL NEXT WEEK ☺ (have a bath, brush your hair, pack your bag, find clean socks, locate your uniform…)****See you on Monday ☺** |