

Home Learning Pack

20th April – 24th April

Where should I do my work?

























If you do not have access to Microsoft Teams, you can complete all learning in your home learning book.

We will ask you to complete **some** lessons in your home learning book – it is important you practice your handwriting.

Other lessons we will ask you to complete as an assignment directly on Microsoft Teams.

If possible, upload a picture of any of the learning you have completed in your book and post this on Microsoft Teams.

Timetable for Home Learning Week Beginning 20.04.20

	8:30	9.00	9: 30 - 10:30	10.30	10.45-11.15	11:15 - 12:15		1: 20 -2.00	2 :00-3:00	3.00 - 3.15
Mon 20.04.20	BREAKFAST	Joe Wicks PE lesson!	Maths Complete DAY 1 from S1Week 1 of learning set online 	B 11AM Assembly	Spend 30 mins Reading Get your record signed! 	ENGLISH TASK 1 from S1Week 1 of learning set online 	L	Complete SPAG activity 1 Then log onto classroom secrets	 Complete Science Lesson posted on Microsoft Teams Watch video/ Read information and then complete activity	Spend time completing your READING SATS booklet MARK WITH AN ADULT
Tues 21.04.20	BREAKFAST	Joe Wicks PE lesson!	Maths Complete DAY 2 from S1Week 1 of learning set online 	R	Log onto READ THEORY 	 ENGLISH TASK 2 from S1Week 1 of learning set online	U	Complete SPAG activity 2 Then log onto classroom secrets	 Watch Newsround and write about a news story that interested you	Design your own board game  Log onto TIMES TABLE ROCKSTARS Also Check Microsoft Teams
Wed 22.04.20	BREAKFAST	Joe Wicks PE lesson!	Maths Complete DAY 3 from S1Week 1 of learning set online 	E	Spend 30 mins Reading Get your record signed! 	 ENGLISH TASK 3 from S1Week 1 of learning set online	N	Complete SPAG activity 3 Then log onto classroom secrets	Complete History Task on Microsoft Teams 	Spend time completing your MATHS SATS booklet MARK WITH AN ADULT
Thurs 23.04.20	BREAKFAST	Joe Wicks PE lesson!	Maths Complete DAY 4 from S1Week 1 of learning set online 	A	Log onto READ THEORY 	 ENGLISH TASK 4 from S1Week 1 of learning set online	C	Complete SPAG activity 4 Then log onto classroom secrets	French Complete work set on Microsoft Teams 	Complete P.E lesson set  Log onto TIMES TABLE ROCKSTARS Also Check Microsoft Teams
Fri 24.04.20	BREAKFAST	Joe Wicks PE lesson!	Maths Complete ASSESSMENT TASK from S1Week 1 of learning set online and HAND IN 	K	Spend 30 mins Reading Get your record signed! 	 ENGLISH TASK 5 from S1Week 1 of learning set online	H	LOG ONTO SPAG.com and complete test set 	PSHE - complete activity posted on Microsoft Teams 	Complete Art activity set on Microsoft Teams  Spend time completing your SPAG SATS booklet MARK WITH AN ADULT

Afternoon Tasks

You may complete these tasks on different days if you wish to – but here is a timetable of tasks to complete in the afternoons.

DAY	TASK
MONDAY	SCIENCE – Complete seasons task (posted in Microsoft Teams)
TUESDAY	ICT and DT – Newsround and Design a board game (other activities may be posted in Teams)
WEDNESDAY	HISTORY – Complete comparison between Athens and Sparta (posted in Teams)
THURSDAY	FRENCH and PE – Complete French workbook and PE lesson (posted in Teams)
FRIDAY	PSHE and ART – Complete mindset lesson (30 mins minimum) and ART lesson on shadow drawing (posted in Teams)

Remember – Spend 10 minutes at the end of each day on your 10 minute tests, TTRS or Checking Microsoft Teams!

MATHS DAY 1 – CANADA/ENGLAND Maths Group

LO: To calculate perimeter of simple 2D shapes

STARTER (complete in workbooks)

$68 \times 7 =$

$\square = 4792 + 836$

$6.012 + 0.7 =$

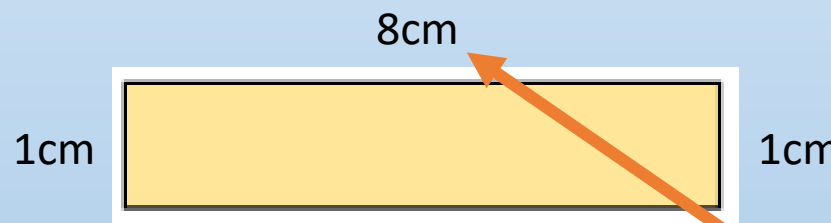
$6 \times 3 \times 6 =$

$\frac{5}{6} - \frac{1}{6} =$

What does 'perimeter' mean?

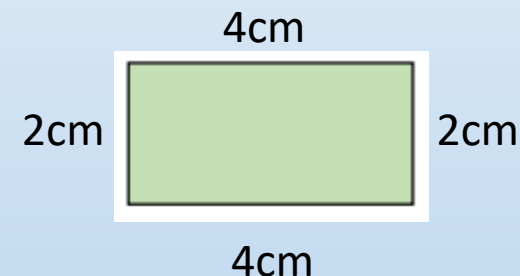
Perimeter = The distance around a shape

Sometimes you will need to work out what the lengths are BEFORE you work out the perimeter.



Perimeter of this rectangle:
 $8 + 8 + 1 + 1 = \underline{18\text{cm}}$

This length must be 8cm because the opposite length is also 8cm.

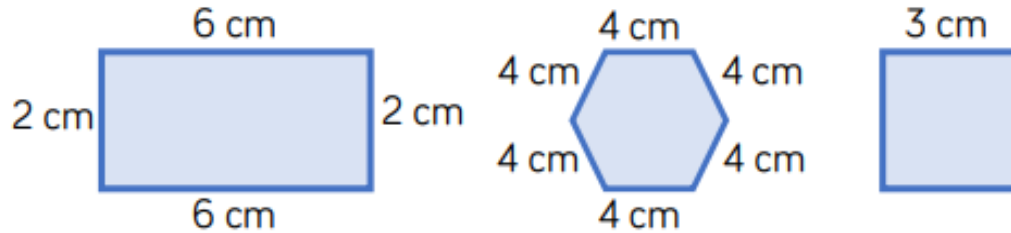


Perimeter of this rectangle:
 $4 + 4 + 2 + 2 = \underline{12\text{cm}}$

TASK: Go to 'assignments' on Microsoft teams and complete 'Canada/England Maths Day 1'. Write on the word document to answer the questions and then 'hand in'.

MATHS DAY 1 – CANADA/ENGLAND Maths Group

Calculate the perimeter of the shapes.



Can you find more than one way to calculate the perimeter?

Use two different methods to calculate the perimeter of the squares.



What is the length of the missing side?



Teddy says,



You only need to know the length of one side of these 2-D shapes to work out the perimeter.



Do you agree with Teddy?
Explain your answer.

Reading Day 1 Monday 20th

[Activity also posted on Microsoft Team](#)

LO: To write a summary

20 mins – Read your reading book or a book of your choice.

10 mins - 1) Write the date and LO.

2) Write a summary of the story so far.

3) Post summary on Microsoft Team.

You might inspire others to read the book.

Ask an adult to sign your reading record

ENGLISH TASK 1

L.O. To use paragraphs to organise my writing

What are paragraphs?

Watch this video for help! <https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z9n73k7>

When do you start a new paragraph?

Remember:

TIME
TOPIC
TALK

- Start a new paragraph when you move to a new period of **time**.
- Start a new paragraph when you move on to a new **topic** or subject.
- **Talk**-start a new paragraph when you bring a new person into your writing, or when you change from one person to another (especially when writing conversation.)

TASK:

In your workbooks work through the next slide

Remember – New paragraph for a change in **TIME**, change in **TOPIC** or change of person **TALKing**

Extension activity: <https://www.educationquizzes.com/ks2/english/paragraphing/>

Task One - Sort the sentences. Look at these sentences about a house. You are going to put them into three paragraphs.

Work out whether the sentences are about:

- (a) The garden.
 - (b) The outside of the house.
 - (c) The inside of the house.
1. There was ivy growing up the walls.
 2. The grass stretched out for miles.
 3. There was a tall hedge all around the outside.
 4. A dusty red carpet ran up the stairs.
 5. The roof was cracked and broken.
 6. The garden looked like it hadn't been touched for years.
 7. The rooms were empty.
 8. The walls were a dusty grey colour.
 9. A cobbled path led up to the door of the old house.
 10. In one corner, there was a small pond.
 11. Cobwebs hung down from the ceiling in the hallway.
 12. The old wooden door lay open.
 13. The carpet was worn away in places.
 14. There was almost no furniture.
 15. The house towered up towards the sky.
 16. Leaves lay scattered across the path.
 17. The windows were dirty.
 18. A bird's nest lay on top of the chimney.
 19. Birds flew from tree to tree.
 20. Upstairs were many doors leading to many different rooms.
 21. A rusty gate opened the way into the garden.
 22. Many windows were broken.
 23. The wallpaper was old and faded.
 24. There was an old rocking chair in the corner of one room.

You should now have worked out which paragraph each sentence should go in.

Task Two – Put the sentences into paragraphs.

Copy out the sentences into your workbook in the form of **three** paragraphs. Remember to leave a line in between each paragraph!

Task Three – Redraft the paragraphs.

Now think about which sentences you can combine. Can you use a conjunction to join two sentences together? Can you put the sentences in a different order to make more sense? Can you put similar sentences together? Do you need to add or delete any sections?

SPAG ACTIVITY 1

L.O. To use expanded noun phrases

What is an expanded noun phrase?

extended (**more description!**)

A thing, person or place!

Example: The **choppy, crystal clear** sea

TASK:

In your workbooks create some expanded noun phrases for these nouns

Remember – Use a comma (,) to separate your list of descriptions.

The people
The shore
The sun
The rocks
The waves

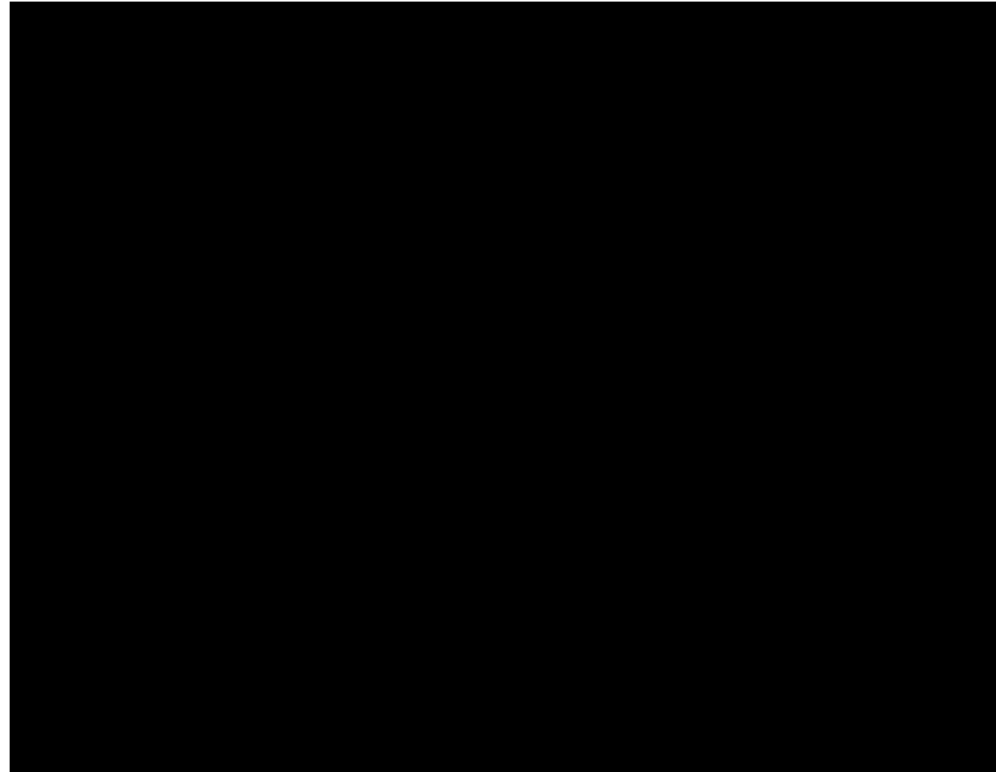
The sea
The clouds
The island
The boat
The trees



Next log on to classroom secrets to complete a SPELLING GAME – your username and password is in your pack

<https://kids.classroomsecrets.co.uk/resource/year-5-6-common-exception-words-1/>

LO: Understand how seasonal change is caused by the position of the Earth



Watch the clip about why we have the seasons.

OR

Read the information on the next page if you cannot access the video

<https://www.bbc.co.uk/programmes/p04wf449>

The Reason for the Seasons

Many people think that some parts of the year are hotter because we're nearer to the Sun, but the real reason is that **the Earth is wonky (tilted)**.

Why do we have seasons?

We have seasons because the earth is tilted (wonky) as it makes its yearly journey around the sun.

The Earth's tilt

The Earth's axis is tilted at an angle of **23.5 degrees**. This means that the Earth is always "pointing" to one side as it goes around the Sun. So, sometimes the Sun is in the direction that the Earth is pointing, but not at other times. The varying amounts of sunlight around the Earth during the year, creates the seasons.

The tilt of the Earth's AXIS is the most important reason why seasons occur.

We have hot summers and cold winters because of the tilt of the Earth's axis.

The tilt of the Earth means the Earth will lean towards the Sun (Summer) or lean away from the Sun (Winter) 6 months later. In between these, Spring and Autumn will occur.

Important Facts

- The Earth revolves around the Sun.
- The North pole always points the same way as the Earth revolves around the Sun.
- The Earth's movement around the sun causes the seasons.

During a Year

The Earth takes 365.24 days to orbit the sun. As we move around the Sun during the year, the amount of light each area of the planet receives varies in length.

When the Earth's axis points towards the Sun, it is summer for that hemisphere. When the Earth's axis points away, winter can be expected.



The north pole tilts towards the sun



☀️ It is **Summer** time in countries in the **Northern Hemisphere**.

❄️ It is **Winter** time in countries in the **Southern Hemisphere**.

The north pole tilts away from the sun



Summer



During the summer, the sun's rays hit the Earth at a steep angle because the sun is higher in the sky. The light does not spread out very much, thus increasing the amount of energy hitting any given spot. The long daylight hours during the summer months allow the Earth plenty of time to reach warm temperatures. This is why the days are hotter in the summer months.

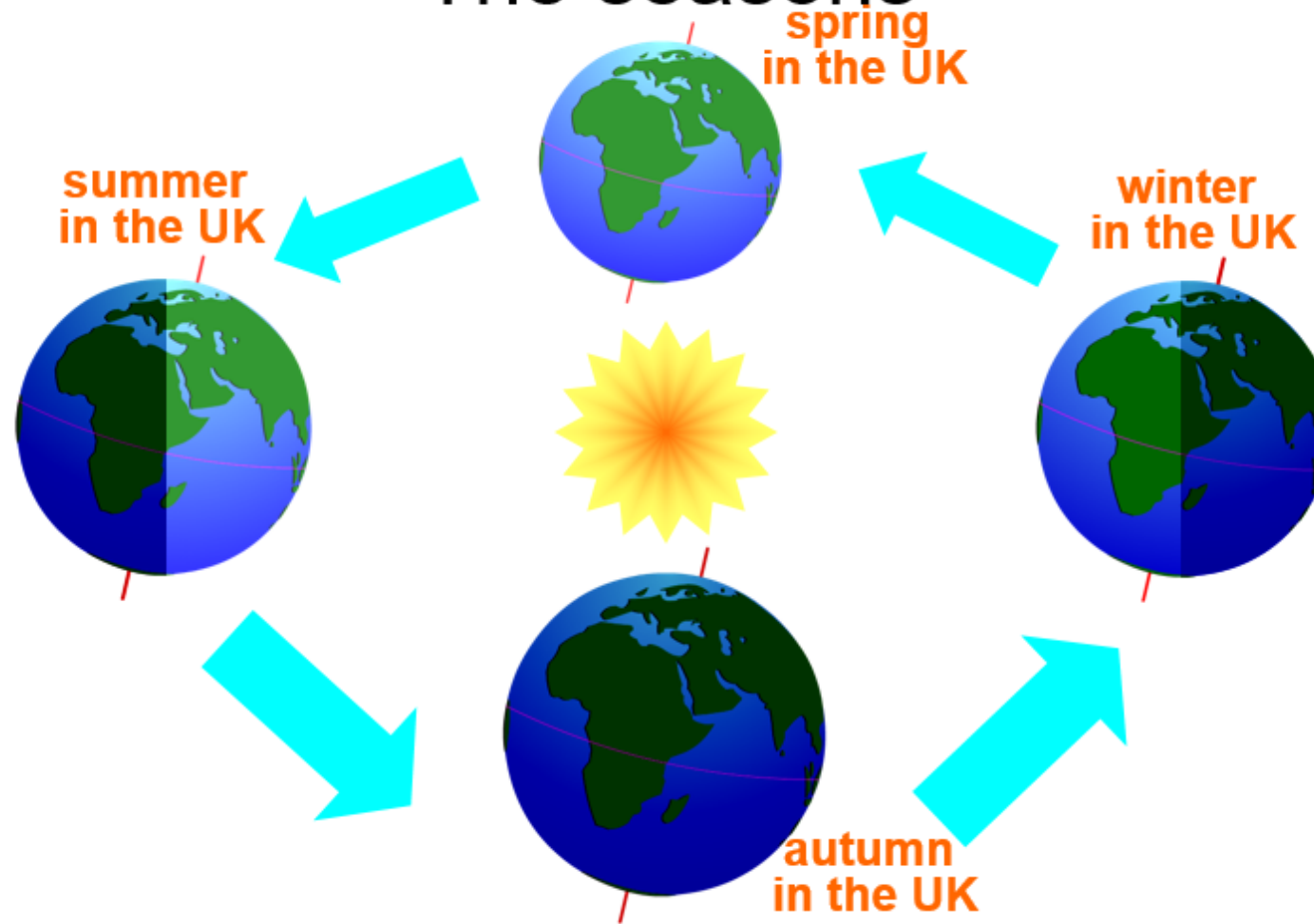
Because the sun is higher in the sky our shadows are shorter than they are in the the other three seasons.

Winter



During the winter, the sun's rays hit the Earth at a shallow angle because the sun is lower in the sky. These rays are more spread out, which minimizes the amount of energy that hits any given spot. The long nights and short days prevent the Earth from warming up. This is why we have cold winters.

The seasons



So we know that the Earth orbits the sun while it spins on its axis that is tilted. The tilt is always in the same basic direction.

Therefore as the earth orbits the sun on its tilted axis, different hemispheres face the sun at different times. This causes the seasons.

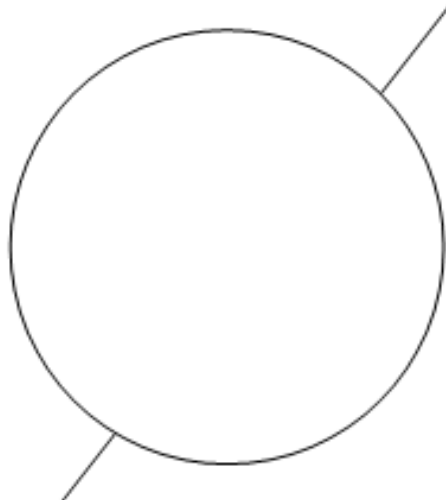
Complete the diagram and paragraph about the hemispheres and seasons. Either write on the sheet or in your home learning book if you have no internet access OR complete on Microsoft Teams and submit.

It's a world of two halves....

The Earth is a sphere and is split into two halves by an imaginary line called the _____.

The top half is called the _____ and the bottom half is called the _____.

Draw the North Pole and the South Pole on this picture of the Earth. Finally, label the Northern and Southern hemispheres.



Why do we have seasons?

We have seasons because the _____ orbits the _____ . It takes the Earth _____ days (or one year) to orbit the Sun. Because the Earth is _____ on its axis, at all times of the year one _____ is always tilted either _____ or _____ from the Sun. In the hemisphere that is tilted towards the Sun, it is _____ because the Sun's rays hit that hemisphere more strongly. In the hemisphere that is tilted away from the Sun it is _____ because the Sun's rays take longer to reach it and so they lose some of their strength. That's why it's _____ in Winter!

<u>away</u>	Earth	colder	tilted
<u>hemisphere</u>	356%	Winter	Sun

EXT - Why are the days in summer longer than the days in winter? Explain.

MATHS DAY 2 – CANADA/ENGLAND Maths Group

LO: To calculate the perimeter of more complicated shapes.

STARTER (complete in workbooks)

$$70 \times 7 =$$

$$6^2 + 7 =$$

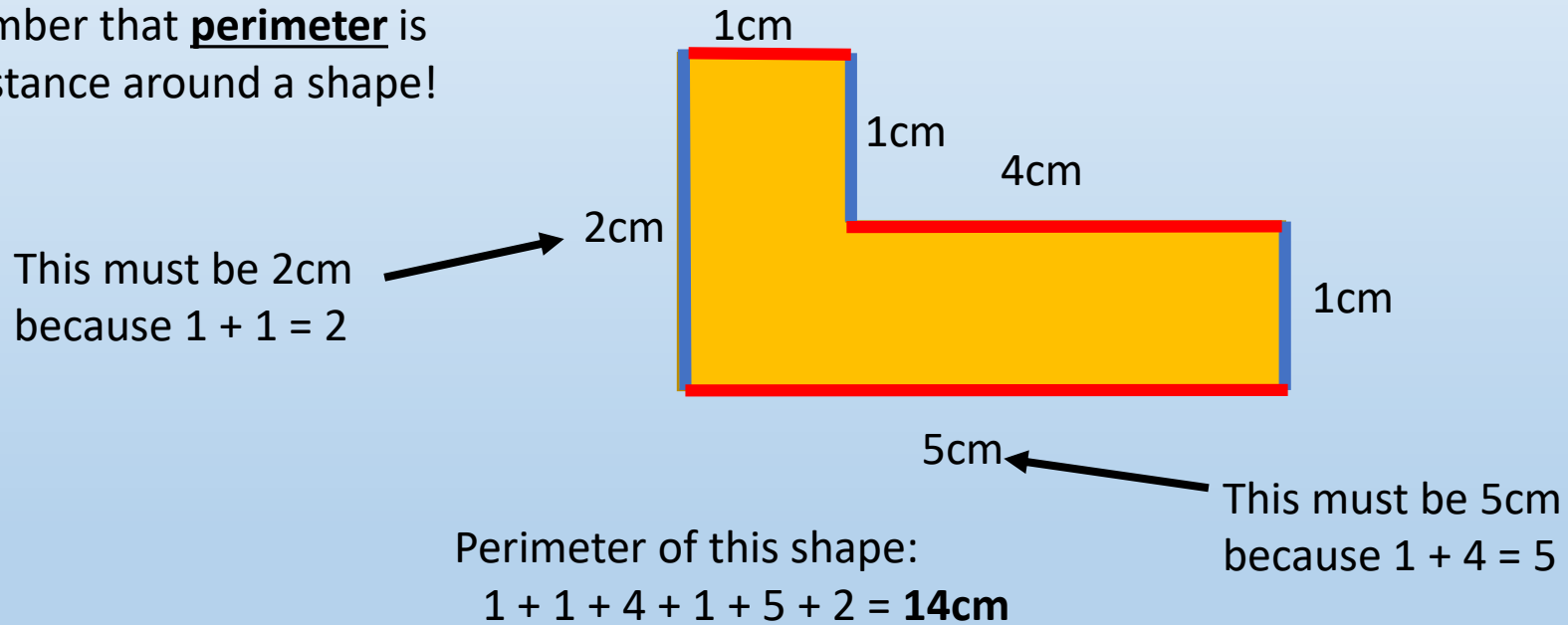
$$7.56 \times 100 =$$

$$3980 - 827 =$$

$$1.3 \times 1000 =$$

Remember that **perimeter** is the distance around a shape!

You need to find the missing lengths first

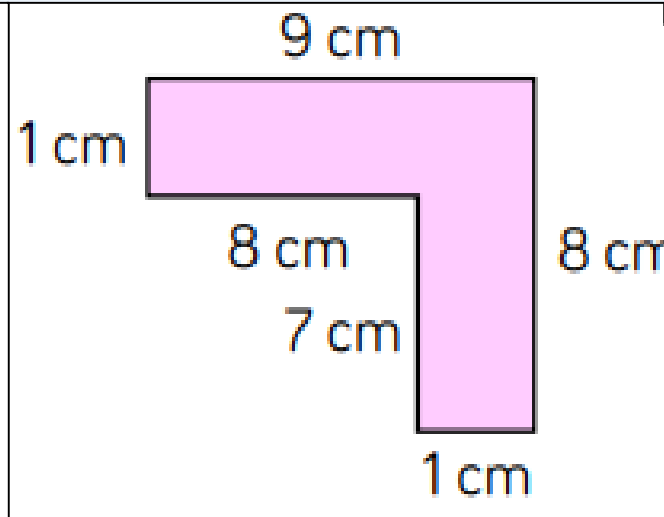
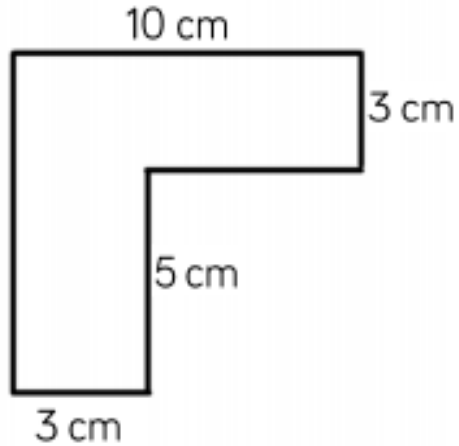
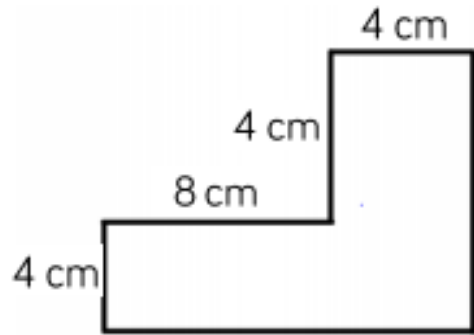


TASK: Go to 'assignments' on Microsoft teams and complete 'Canada/England Maths Day 2'. Write on the word document to answer the questions and then 'hand in'.

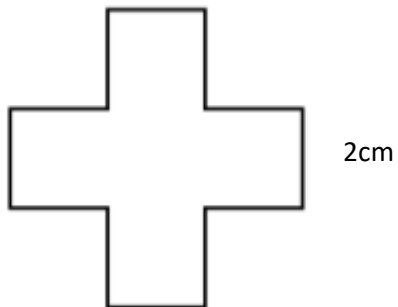
MATHS DAY 2 – CANADA/ENGLAND Maths Group

LO: To calculate the perimeter of more complicated shapes.

Find the perimeter of the shapes.



Here is a rectilinear shape. All the sides are the same length and are a whole number of centimetres.



What is the perimeter of this shape?

Reading Day 2 Tuesday 21st

Log on to READTHEORY and complete your reading.

<https://readtheory.org/>

ENGLISH TASK 2

L.O. To use cohesive devices to link ideas within a paragraph

What is a cohesive device?

Watch this video for help!

https://www.youtube.com/watch?time_continue=101&v=CQBcWXO_oVQ&feature=emb_logo

Conjunctions and Adverbials

When?

afterwards
as
at that moment
finally
first
just then
last
later
meanwhile
soon
subsequently
then
until
when
while

Why?

as a result
because
consequently
for this reason
so
therefore

Opinion

fortunately
happily
luckily
sadly
unfortunately

But...

alternatively
although
anyway
aside from
besides
but
despite
however
in spite of
nevertheless
on the other hand
since
whereas
yet

And...

also
and
as well as
in addition
moreover
with

These are our
**CONTRASTING
CONJUNCTIONS**

These are our
**ADDING
CONJUNCTIONS**

TASK:

In your workbooks work through the next slide

Please complete BOTH tasks.

Use the conjunction and adverbial mat for help!

Write these into your workbooks for reference.

Task 1

When the ideas within paragraphs link well together, we say the paragraph has **cohesion**. You can think of cohesion like glue holding the text together. You can connect ideas in separate sentences by using conjunctions and adverbials.

Read the information and highlight the conjunctions and adverbials. /6

Wearing Uniform

Many schools have a rule that children wear school uniform. Some children and parents are quite happy to follow these rules, but others disagree. On one side, wearing school uniform means that nobody looks smarter or more fashionable than anybody else does. In addition, having to wear a school uniform prevents children from asking for expensive fashionable clothes. Children, however, cannot show that they are individuals if they are all dressed alike. Furthermore, children grow quickly, so wearing a uniform means that they do not get the wear out of their ordinary clothes. In conclusion, there are many reasons both for and against wearing school uniform. It is important, whatever is decided, that every child feels comfortable with what they wear.

Task 2

Now sort the words you have highlighted into Contrasting Conjunctions and Adding Conjunctions

Are there any other words that might go under a different heading? Use the Conjunctions and Adverbial map for help if you need it. /4

Bonus 2 points for extra heading.

Contrasting Conjunctions**Adding Conjunction**

Extension Activity:

Pick one of the following ideas to write a paragraph about. Remember to use BOTH contrasting conjunctions and adding conjunctions to write a **balanced argument**.

1. Should children have more than an hour for lunch?
2. Should Christmas be cancelled?
3. Should doctors be paid more than football players?
4. Should there be an age limit on video games?

SPAG ACTIVITY 2

L.O. To use an apostrophe for omission and possession

What is an apostrophe?



Like a comma in the air!

Look out for Plural Possession!

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs> and the tricky its! it's = it is!

TASK: Choose whether the sentence needs an apostrophe for omission, possession or **not at all**

Please rewrite them into your workbooks:

1. My cats breath smells.
2. There are a lot of different dogs here.
3. The boys cloakroom was full after break.
4. My mums hair is very red.
5. Your dogs fur needs a brush.
6. Miss Fishers class is the best.
7. Youre my best friend.
8. The dog needs its claws cutting.

What is an apostrophe used for?

Omission/Contraction

OR

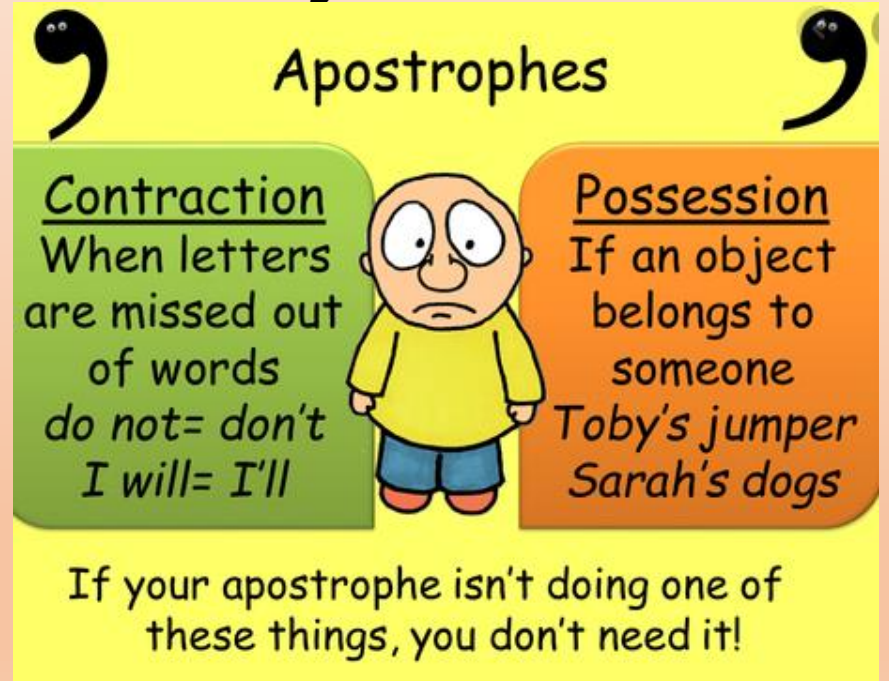
Possession

To show:

A letter missing

To show:

Belonging



Apostrophes

Contraction
When letters are missed out of words
do not= don't
I will= I'll

Possession
If an object belongs to someone
Toby's jumper
Sarah's dogs

If your apostrophe isn't doing one of these things, you don't need it!

Next log on to classroom secrets to complete a SPELLING GAME – your username and password is in your pack

<https://kids.classroomsecrets.co.uk/resource/year-5-6-common-exception-words-2/>

MATHS DAY 3 – CANADA/ENGLAND Maths Group

LO: To calculate the area of rectangles and squares.

STARTER (complete in workbooks)

$$\frac{3}{10} + \frac{4}{10} =$$

$$25\% \text{ of } 1400 =$$

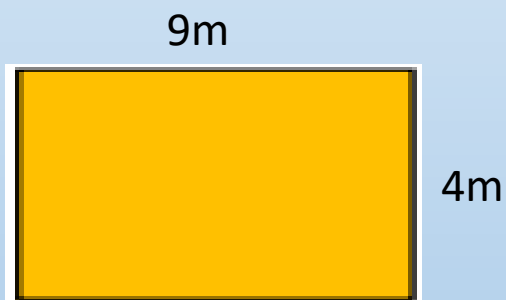
$$1210 \div 11 =$$

$$140 - 68.2 =$$

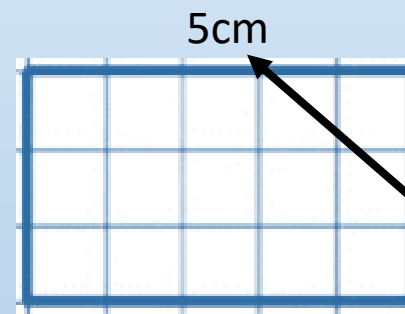
$$30\,000 + 4562 =$$

What is the **area** of a shape?

Area = The space inside a 2D shape



There are 15 squares inside this rectangle, so the **area = 15cm²**



This can also be worked out by:

3cm

Length x width

$$5 \times 3 = 15\text{cm}^2$$

$$\text{Area} = 9 \times 4 = 36\text{m}^2$$

TASK: Go to 'assignments' on Microsoft teams and complete 'Canada/England Maths Day 3'. Write on the word document to answer the questions and then 'hand in'.

TOP TIP:
Always give your answer as ²
(squared)

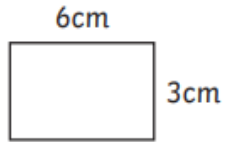
MATHS DAY 3 – CANADA/ENGLAND Maths Group

LO: To calculate the area of rectangles and squares.

Calculate the area of the following rectangles.

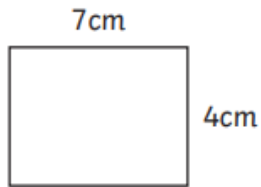
The shapes are not to scale.

1.



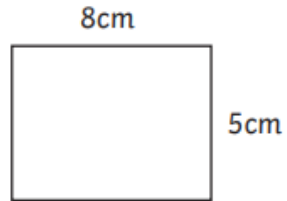
Area =

2.



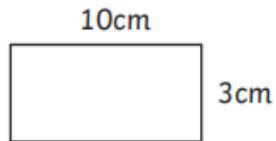
Area =

3.



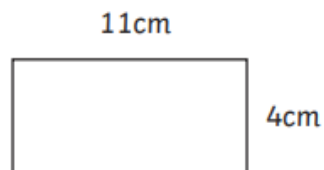
Area =

4.



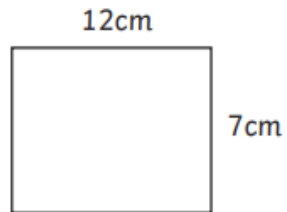
Area =

5.



Area =

6.



Area =

Four rectangles are shown, each with its length and width labeled. Below them are four horizontal lines for ranking, with 'smallest' and 'largest' labels.

- Rectangle **a**: length 8cm, width 8cm
- Rectangle **b**: length 10cm, width 6cm
- Rectangle **c**: length 7cm, width 9cm
- Rectangle **d**: length 13cm, width 5cm

_____ smallest _____ largest

Reading Day 3 Wednesday 22nd

[Activity also posted on Microsoft Team](#)

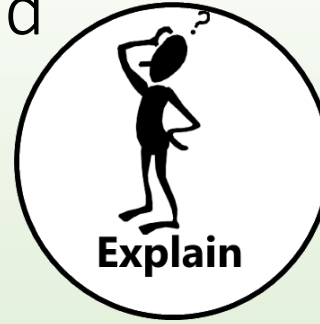
LO: To infer meaning, explain and retrieve information

Watch the clip below and then answer the questions in your home learning books.

https://www.youtube.com/watch?v=sr6lr_VRsEo



Get your Reading Record signed by an adult.



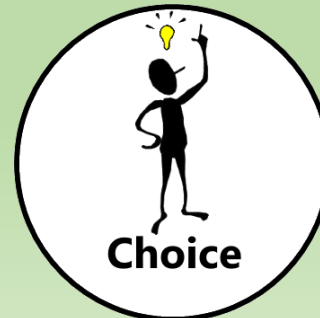
What does the word envious mean?



How many animals jumped on the trampoline?



What emotions does the father experience at different points of the advert?



Why do you think the director chose this piece of music for the advert?

ENGLISH TASK 3

L.O. To edit and correct mistakes made in a piece of writing

What should we look out for when we edit?

Watch this video for help! <https://www.youtube.com/watch?v=XP5yWz-MNpM>

Checklist:



- Does it make sense?
- Have verbs and nouns been used correctly? (Likes or like)
- Have commas and full stops been used correctly?
- Have capitals been used correctly? (Only names and places need a capital!)
- Have you checked the apostrophes?
- Have you checked spellings of words?
- Has the correct punctuation been used at the end of a sentence? (? . !)

TASK:

In your workbooks work through the next slide

Optional Extension activity:

https://www.youtube.com/watch?time_continue=616&v=CUScPnDwzPU&feature=emb_title

**Rewrite the author's paragraph and see if you can make any more changes to improve the writing!
What might happen next??**

L.O. To edit and correct mistakes made in a piece of writing

Task 1 - Find all the corrections that need to be made in the piece of writing. Underline them and annotate what the correction should be.

Look for:

Incorrect spellings (12 points)

Capital letters (8 points)

Missing punctuation (13 points)

The door slammed behind Me. I was alone in the room. Or was i. The room was quite dark and there was a lot of dust in the air. It was cold too, like there was a gohst in the room I walked towards the window hoping to find that i could let some light in. I found them borded up meaning I would have to stay in the darkness. Oh no," I muttered to Myself.

I heard sumthing move behind me. It didnt sound human although it may have just been that my nerves were on edge. I panicked desperately looking around the room for somewhere to hide I guest the sound came from near the door so i ran to the oppasite side of the room. I hidd behind the larjest object I could find, a piano. as I hid, I could feel the cold wall behind my back. I was shivering loads. the sound moved towards me, really slowly and it sounded like slithering. I was really scared.

The sound moved closur but then it stoppt. I heard a creak as the lid of the piano was opened followed by the sound of the keys being stroked. Then watever it was started playing a slow sad song before suddenly stoping. Then I heard it move again. I was so scared I almost stopt breathing. Then i looked up and a pair of yellow eyes was watching me. I knew then it wasnt human.

Task 2 - Rewrite the piece into your workbooks to improve it. Remember your writing skills e.g. varying sentence length and complexity, interesting adjectives/adverbs, a variety of punctuation and beautiful handwriting!

SPAG ACTIVITY 3

L.O. To use a comma to avoid ambiguity

What does ambiguity mean?

Ambiguity: When something doesn't have a clear meaning.

The following sentence is missing a punctuation mark which has created ambiguity.

What punctuation mark is missing?

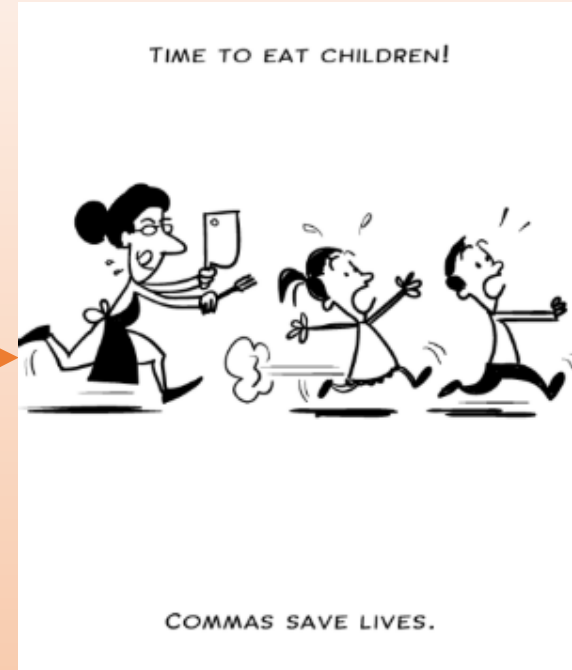
"It's time to eat children," Mum called out.

What was ACTUALLY meant by this?

Mum is calling out to her children "It's time to eat!"
So the sentence should be:

"It's time to eat, children," Mum called out.

Remember the comma!



TASK: Rewrite these sentences so that they do not have any ambiguity.

1. "Let's eat Grandpa," shouted Bailey from across the room.
2. "During the film, please watch Zoe," urged Mrs Coulstock.
3. Let's drink Lisa.
4. I like cooking my family and my pets.
5. Why do you like baking Michael?

Next log on to classroom secrets to complete a **SPELLING GAME** – your username and password is in your pack - <https://kids.classroomsecrets.co.uk/resource/year-5-6-common-exception-words-3/>

Summer 1 Week 1 – History Lesson

LO: To compare the Ancient Greek Cities of Athens and Sparta

Success Criteria:

I know the similarities and differences between Athens and Sparta

I can research historical information

Task:

Use the internet or the powerpoint provided on Microsoft Team to research the similarities between the Ancient Greek cities of Athens and Sparta (also available on next page).

Either complete the sheet or create your own version to upload. Please compare at least five different aspects of the cities and explain which you would prefer to live in and why.

Athens vs Sparta

Fill out the table below with facts from the powerpoint. Are they all different?

	Athens	Sparta
Government		
Geography		
Life for boys		
Life for girls		
Education		

Which city would you prefer to live in and why?

Summer 1 Week 1 – History Lesson

Athens

VS

Sparta

Athens' Government ruled as a democracy. They were first ever to rule in this way.

The city was built below the acropolis which stood on a high hill above Athens.



Sparta was a city strictly ruled by the king. He made all the decisions in Sparta.

Sparta is surrounded by mountains which made it very difficult for it to be invaded.

Boys in Athens

VS

Boys in Sparta

Athens was a creative state.

They believed in good education for boys.

Boys could join the army or navy if they wanted to.



Sparta was a city focused on obedience and war. The people did not have any luxuries.

Boys did not have to work or be educated as they trained to be warriors from an early age.

Boys had to join the Spartan army.

Girls in Athens

VS

Girls in Sparta

Girls were not seen as important in Athens.

Girls could be taught at home only if they had rich parents.

Girls were not allowed to take part in war, business or education.



Girls grew up to be mothers of warriors.

Although they were not allowed to fight, girls took part in the training because fit women produced healthy babies.

Education in Athens

VS

Education in Sparta

Boys were in education from 6-20 years.

Books were very expensive so boys had to memorise everything.

They learnt how to play the lyre and about the poet Homer.



Boys and girls went to school at 6 years.

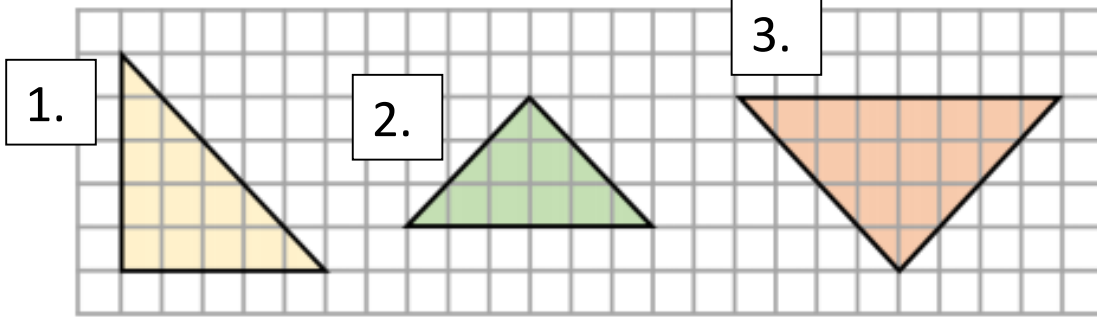
The boys were trained to be warriors with brutal training and harsh conditions.

Girls were taught wrestling, gymnastics and combat skills.

MATHS DAY 4 – CANADA/ENGLAND Maths Group

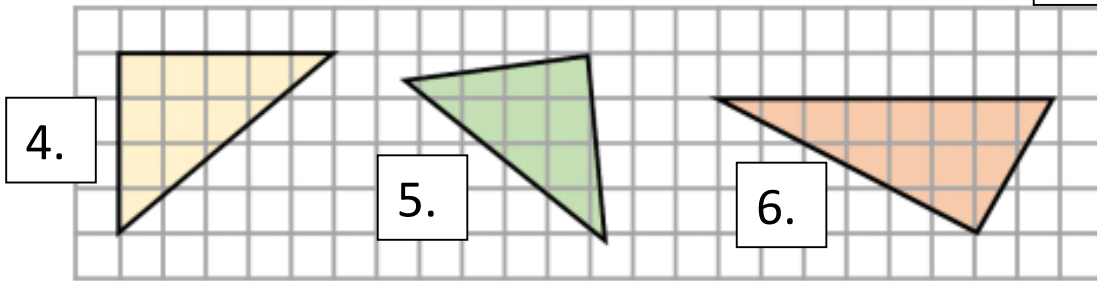
LO: To calculate the area of triangles.

Count squares to calculate the area of each triangle.

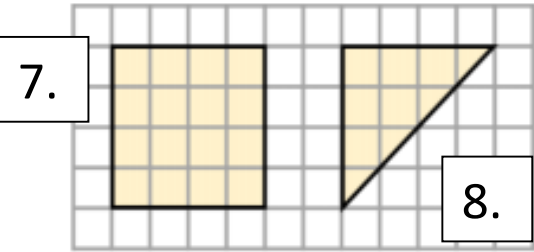


Estimate the area of each triangle by counting squares.

Estimate = a sensible guess



Calculate the area of each shape by counting squares.



What do you notice about the area of the triangle compared to the area of the square?
Does this always happen?

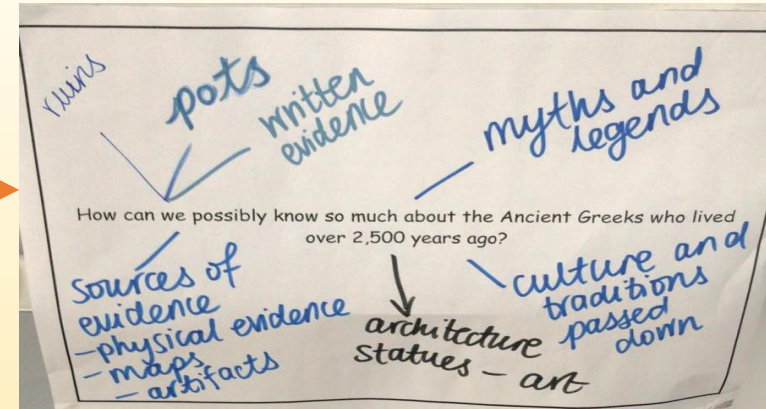
Reading Day 4 Thursday 23rd

Log on to READTHEORY and complete your reading.

<https://readtheory.org/>

ENGLISH TASK 4 L.O. To create a mind map and plan a discussion about the Ancient Greeks

What have we learnt about the Ancient Greeks?



Remind yourself with these pictures and links!
We have learnt:

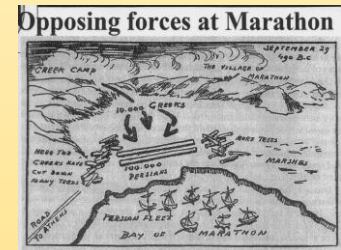
Lesson 1 - Greek Myths → <http://myths.e2bn.org/mythsandlegends/playstory563-theseus-and-the-minotaur.html>

Lesson 2 - The Agora (Greek Pots) →



This was a cobbler shop!

Lesson 3 - Athens and The Battle of Marathon → Athenians vs Persians!



Lesson 4 - The Olympics and where The Marathon got its name →



Lesson 5 - The Parthenon →  For and Against building the Parthenon

Lesson 6 - What the Greeks gave us! → <https://www.bbc.co.uk/bitesize/clips/z9kmhv4>

There are also PowerPoints and a video on Microsoft Teams to help you recap your learning.

TASK: Use your workbook to create a mind map of all the things you have learnt about the Ancient Greeks

Title	<u>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</u>
Introduction	Why are you writing this discussion? What will you discuss?
Cohesive sentence starters There are many reasons why... Some people may think....	
First paragraph Myths and Legends	
Cohesive devices between and across paragraphs One of the first ways... In addition... Furthermore... For example...	

Second Paragraph
Greek Pots/Artefacts/Buildings/Art

Cohesive devices between and across paragraphs

Another reason that ...
One of the other ways in which we can know ...
As a result

Third Paragraph
What the Greeks have given us.
Culture/inventions/knowledge

Cohesive devices between and across paragraphs

Conclusion

The reason we know so much is because – concluding statement

In conclusion...
Having looked at all the facts....

SPAG ACTIVITY 4

L.O. I can use cohesive devices to join sentences

What is a cohesive device?

→ Linking words or phrases

The best cohesive devices are **CONJUNCTIONS!**

There are two types:

TASK: Use a conjunction to join the two sentences as they are **linked** to each other.

Example: The student was stuck inside. He was very bored.

→ The student was very bored **because** he was stuck inside.

The student was stuck inside **so** he was very bored.

SUBORDINATING



And

CO-ORDINATING



Rewrite these sentences into your workbook using a **CONJUNCTION**

1. A girl is now in hospital. She was injured in the accident.
2. A man told me you were away. He answered the phone.
3. The waitress was very impolite and rude. She served us.
4. I saw the man. He closed the door.
5. The girl was happy. She won the race.
6. The man had a good voice. He sang at the concert.

Spelling Thursday 23rd

Log on to classroom secrets to complete a SPELLING GAME – your username and password is in your pack

- <https://kids.classroomsecrets.co.uk/resource/year-5-6-common-exception-words-4/>

Y5/6 Spellings Word Search

u	u	e	x	i	s	t	e	n	c	e	t
f	i	z	d	e	f	i	n	i	t	e	b
l	r	a	t	t	a	c	h	e	d	x	g
l	h	m	r	x	p	l	m	w	d	c	c
t	y	t	q	e	j	j	l	u	l	e	l
u	t	r	m	m	c	v	g	h	o	l	a
m	h	p	o	n	a	o	v	z	n	l	n
t	m	o	z	f	l	d	g	h	e	e	g
o	c	c	u	p	y	x	x	n	n	n	u
g	j	i	r	d	z	e	q	v	i	t	a
i	n	d	i	v	i	d	u	a	l	s	g
k	y	f	o	r	e	i	g	n	k	x	e

rhythm

language

excellent

recognise

definite

occupy

foreign

existence

individual

attached

Next complete the wordsearch.

This is also posted on Microsoft Teams

Summer 1 Week 1 French

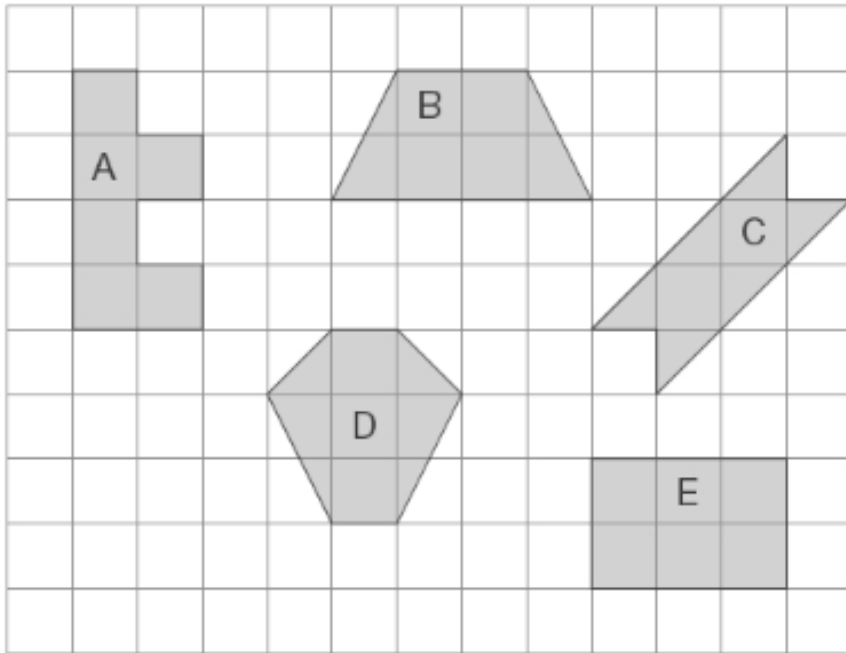
- Your task is to start creating a mini booklet called, 'moi et toi'. This is a booklet about yourself in French! You have 2 weeks to complete this (do half today, and the other half next week!)
- Instructions to make the booklet on the next slide...
- Your booklet will need to be decorated and coloured.
- For more help with what to write in the booklet, use the online French dictionary → <https://www.collinsdictionary.com/dictionary/english-french>
 - Page 1: Say what you are called
 - Page 2: Say how old you are- a video to help is: https://www.youtube.com/watch?v=loShCY3B-1I&feature=emb_logo
 - Page 3: Say how many brothers and sisters you have and what they are called
 - Page 4: Say how many pets you have and what they are called

Instructions for folding A4 paper for a French mini-book

- Step 1: Fold mini-book template paper in half – short end to short end
- Step 2: Fold in half again in the same direction.
- Step 3: Fold in half again short end to short end (different direction).
- Step 4: Open up paper back to Step 2 fold and cut along dotted line.
- Step 5: Open up paper completely and fold in half long end to long end. There will be a hole in the middle.
- Step 6: Hold front page in one hand and page 5 in the other hand and push inwards, making the hold open outwards.
- Step 7: Flatten the pages into a mini-book.

MATHS ASSESSMENT TASK

Here are some shapes on a 1cm square grid.



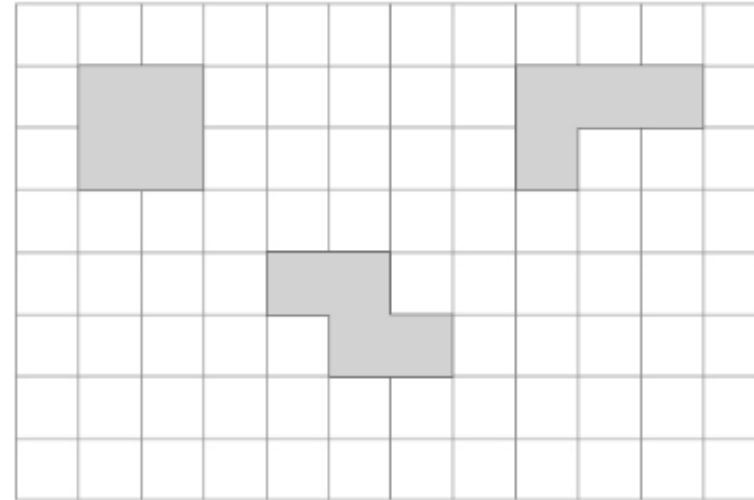
What is the perimeter of shape A?

cm

Write the letter of the shape that has the smallest area.

Rose made shapes using four squares.

She calculated the perimeter of each shape.



What is the length of the shortest perimeter?

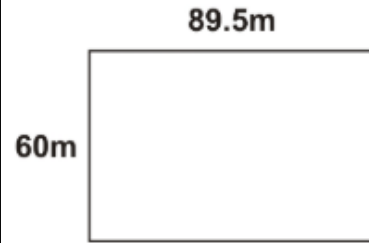
units

What is the length of the longest perimeter?

units

MATHS ASSESSMENT TASK

A field measures 89.5 m by 60 m.

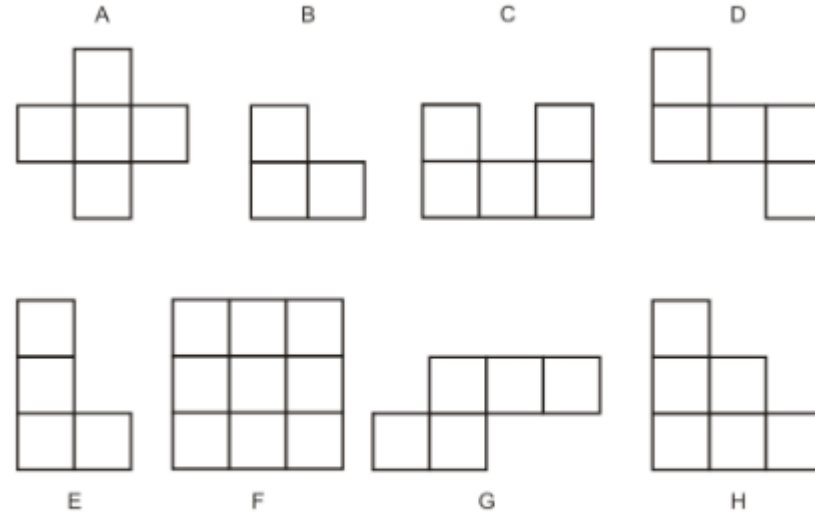


What is the perimeter of the field?



Calculate the perimeter of this square.

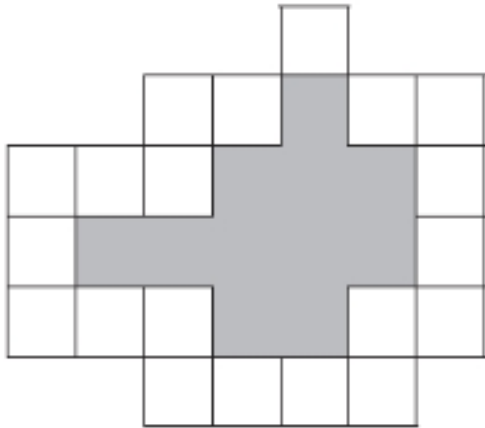
Here are more shapes made with centimetre squares.



Which shape has a perimeter of 10 cm?

MATHS ASSESSMENT TASK

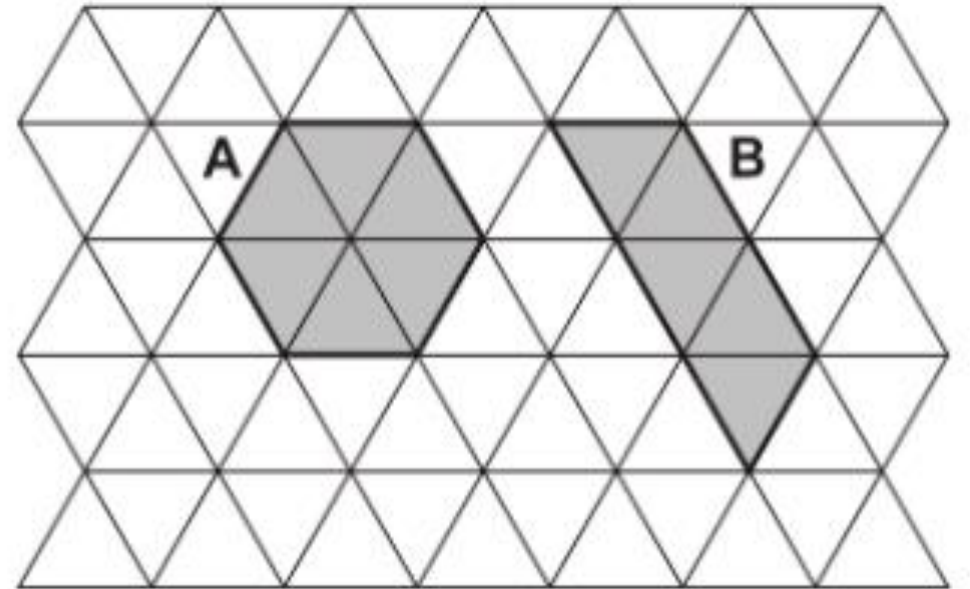
Here is a set of 20 squares around a shaded space.



What is the area of the shaded space?

squares

Leon's grid has two shaded shapes.



Leon says,

"Shape A has a larger area than shape B."

Explain how he could have worked this out.

Reading Day 5

Friday 24th

Read a book of your choice today.

Or

Read a story to a younger sibling/older sibling

Or

Listen to a David Walliams story on this link

<https://www.worldofdavidwalliams.com/?s=elevenses>

ENGLISH TASK 5 – Assessment

TASK: Write **a discussion** to answer the overall Key history question:

“How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?”

This task is a writing task that will need to be completed in your workbook.

Use all that you have learnt in the week to complete this task.

Summer 1 Week 1 – Art Lesson

L.O. To use shadows and the environment around us to create art

Using the photo below for inspiration, design your own piece of art using **shadows** and **objects**.

You could create:

- A landscape with animals
- A cityscape using LEGO bricks
- A self-portrait with the outline of your own face
- A dreamland using all different objects

Be as creative as you want!

Post a picture of your art creation on Microsoft Teams to show your finished product!



Summer 1 Week 1 – PSHE Lesson

L.O. To understand our emotions, resilience and a growth mindset

Watch the lesson from BBC teach

<https://www.bbc.co.uk/teach/growth-mindset-and-wellbeing-lesson/z4g4382>

The activities you need are below.

Please print these off or you can copy the activity into your workbooks.

ACTIVITY ONE: RECOGNISING AND EXPRESSING YOUR EMOTIONS

Circle how you're feeling right now.

 CURIOS	 CONTENT	 INTERESTED
 FRUSTRATED	 WORRIED	I'm feeling something different: DRAW HERE

Create (draw or write) something to express an emotion you have felt in the past:



ACTIVITY TWO: DEVELOPING RESILIENCE

Pick ONE scenario and think about the advice you would give that person:

They're all so good at swimming and I'm still learning. I can't join in with any of their games! If I try, they'll only make fun of me. I might as well give up swimming altogether.



DAX



HENRY

I'm terrible at riding a bike. It hurt so much when I fell off last time. I'm never going to be able to do it properly.

I don't know any of the answers! Mum and Dad are going to be so disappointed. What's the point of trying? I'm always going to be terrible at science.



ARIANA

What advice would you give to _____ ?
