



## Year 5 Distance Learning – w.b.13.07.20

For more detailed information on activities, please see plans below the timetable!

Please read either your school or a home reading book for 30 minutes every day.

### Century tech

<b>Monday</b>	Reading <i>Motorbikes comprehension</i>	<b>Maths</b> Lesson 1- Metric units <i>See guidance for Maths this week. See EXTRA Maths tasks if you finish.</i>	Handwriting Practise 'as'	<b>Playtime!</b>	Writing See below.	Spelling See tasks below.	<b>Lunchtime!</b>	RE See "The Storm in the Lake" activity.	French Food word search	PE Joe Wicks
<b>Tuesday</b>	Reading <i>Football comprehension</i>	<b>Maths</b> Lesson 2 Imperial units. <i>See guidance for Maths this week. See EXTRA Maths tasks if you finish.</i>	Handwriting Practise 'ea'		Writing	Spelling		Music See below. <a href="https://www.youtube.com/watch?v=IwxbrikcwUE">https://www.youtube.com/watch?v=IwxbrikcwUE</a>	PE Challenge one- see <a href="https://getberkshireactive.org/week-nine-rounders">https://getberkshireactive.org/week-nine-rounders</a>	
<b>Wednesday</b>	Reading <i>Century tech- inferring from description</i>	<b>Maths</b> Lesson 3- Converting Units of Time. <i>See guidance for Maths this week. See EXTRA Maths tasks if you finish.</i>	Handwriting Practise 'ed'		Writing	Spelling		Science <b>See Century tech assignment diagnostic on Materials</b>	Circle time/PSHCE See task below	PE Joe Wicks
<b>Thursday</b>	Reading <i>Century tech- Finding answers and explaining them</i>	<b>Maths</b> Lesson 4- Timetables. <i>See guidance for Maths this week. See EXTRA Maths tasks if you finish.</i>	Handwriting Practise 'ss'		Writing	Spelling		D.T/Art Draw the sea storm from the beginning of The Tempest. You could use Sibelius's music to inspire you.	PE Challenge two- <a href="https://getberkshireactive.org/week-nine-rounders">https://getberkshireactive.org/week-nine-rounders</a>	
<b>Friday</b>	Reading <i>Century tech- catch up on any missed diagnostic reading</i>	<b>Maths</b> <b>Oak National Academy-</b> <a href="https://classroom.the-national-academy/lessons/to-apply-length-conversions-to-problems">https://classroom.the-national-academy/lessons/to-apply-length-conversions-to-problems</a>	Handwriting Practise 'igh'		Writing	Spelling		Computing <a href="https://www.code-decode.net/en/parcours/variables?src=hoc">https://www.code-decode.net/en/parcours/variables?src=hoc</a> Create your very own video game- Copy the hyperlink, go onto the internet and paste it into the web address bar 😊	TT rockstars	PE Challenge three- <a href="https://getberkshireactive.org/week-nine-rounders">https://getberkshireactive.org/week-nine-rounders</a>

## Writing

We are going to be looking at *The Tempest* by William Shakespeare.

**Monday** – See PPT. Watch the videos and read the text. Get to know the story, then have a go at ordering the events (see Monday task).

**Tuesday** – See PPT. Retell/ rewrite the story in your own words.

**Wednesday** – See PPT. Describe the characters.

**Thursday** – See PPT. Choose/ plan a scene that you'll write as a play script.

**Friday** – See PPT. Finish planning and start writing your play script.

## Spelling

seize	either	bought	answer	arrive	bicycle
neither	ought	thought	appear	believe	breath

The words highlighted light blue are for the groups of children who work in Mrs Everett's group for spellings.

Have a look at the KS2 spelling menu and see if there are any tasks that you haven't completed 😊

## Maths- EXTRA tasks

<https://classroom.thenational.academy/subjects-by-year/year-5/subjects/maths>

Select a lesson that you feel you need MORE practise in and follow the steps in the lesson.

## Circle time/PSHCE

<https://www.literacyshed.com/blackhole.html>

Watch the video and think about these questions:

*Can it only be used for 'bad' things? Give examples. Could it be used for good? Give examples. If this was produced in the school photocopier room would it be best to keep it or destroy it? Can we justify our answers?*

## Music

The Overture from Sibelius's piece of music for *The Tempest* has been called "The single most onomatopoeic stretch of music ever composed" and "One of the most effective and terrifying storms in all of music". The piece is a musical description of the storm and shipwreck at the beginning of *The Tempest*. Listen to it and think about how Sibelius has captured the stormy scene through the music's tempo and dynamics and how the oscillating string section captures the violence of the wind and waves. Use the music to inspire your artwork. You might like to try sketching or colouring while listening to the music. Sibelius wrote music for the entire play, which is also on YouTube. If you want, you can listen to that too and see how Sibelius's music fits in with the action in the play.