

## Weekly Distance Learning plan

Year group: 5

Date: w/c 6th July 2020

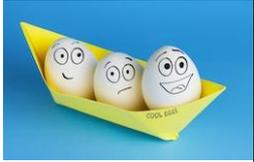
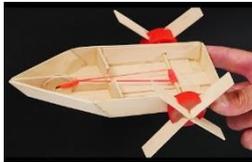


Please access as much of this learning as you feel is suitable for your child – we understand that families are in very different situations with access to different devices and varying amounts of time available to them. Stay safe.

Have a go at some basic sign language after watching this teacher video.

[https://drive.google.com/file/d/1seFCa-hDAs\\_kKXJcmPI2WKJVUcb\\_HjFm/view?usp=sharing](https://drive.google.com/file/d/1seFCa-hDAs_kKXJcmPI2WKJVUcb_HjFm/view?usp=sharing)

Subject	Task/Activity	Easier/Harder	Notes
Maths 1 (Recap)	Complete the countdown questions	E: Answer as many as you can. Move onto the next if you're not sure. Then, at the end look at the answers and work out if you can now solve it.	When calculating time, use a number line.
Maths 2 (new learning)	Look at the example 'How to Read, interpret and answer a timetable question'. The questions have been answered using a <b>number line</b> . This is what we're looking for in your working out.  Answer the timetable questions using a number line when needed.	E: Choose 2 timetables to answer questions on.  H: Can you create your own questions based on one of the timetables.	Remember time = 60 60 seconds = 1 min 60 minutes = 1 hour
Reading	Complete the books set for you on <b>Bug Club</b> . Explore the site and do some additional SPAG activities and games.		
Spelling	Try these games on Topmarks site: Coconut Vowels	E: Select Year 3-4 words in Spellingframe game.	

	<p>Spellingframe – Y5and6 words/Spelling Rules 37, 47 and 48-52.</p> <p>Spooky Spellings</p> <p><a href="https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar">https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar</a></p>	<p>If your child still needs to use phonics try some of the games you can find here: <a href="https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling">https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling</a></p>	
<p>Writing</p> 	<p>Sentence Builder Activity.</p> <p>Take the initial simple sentence and start creating new ones by adding in a new feature each time.</p> <p>How many variations of the same idea can you make?</p> <p>What's your best sentence? Remember style over length!</p> <p>Complete the SPAG mat.</p>	<p>E: Look at the following clips from BBC Bitesize to refresh your memory.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn">https://www.bbc.co.uk/bitesize/topics/zwwp8mn</a></p> <p>H: Write a paragraph to describe the whole scene and add in the bits that have already happened or what we don't yet see happen. Try not to make it a list of sentences but ensure it feels stylish and cohesive.</p>	<p>Eg: The children are playing.</p> <p>The <b>happy</b> children are playing. (adjective)</p> <p>The happy children <b>had been</b> playing. (past perfect).</p> <p>The children, <b>aged between 4 and 9</b>, were playing <b>beside</b> the river. (Relative clause and preposition).</p>
<p>Topic 1 Egglympics – Boat Race</p> 	<p>Read the Boat Race presentation,</p> <p>Think about the forces you need to understand.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zc89k7h/articles/zytqj6f">https://www.bbc.co.uk/bitesize/topics/zc89k7h/articles/zytqj6f</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxw6gdm">https://www.bbc.co.uk/bitesize/topics/zsxxsbk/articles/zxw6gdm</a></p>	<p>Possible designs ...</p> <p><a href="https://www.youtube.com/watch?v=H_scnWnN1Fg">https://www.youtube.com/watch?v=H_scnWnN1Fg</a></p> <p><a href="https://www.youtube.com/watch?v=USB-dHeWmiY">https://www.youtube.com/watch?v=USB-dHeWmiY</a></p> <p><a href="https://www.youtube.com/watch?v=BX-Joey9Aa8">https://www.youtube.com/watch?v=BX-Joey9Aa8</a></p>	

	<p>Think about properties of materials you might use to build a boat and complete the Materials Assessment Sheet.</p> <p>Research how to create a powered boat on the internet. Then design your boat on the Boat Design sheet.</p> <p>Build your powered boat to transport your egg and try to send us a video or picture on the link below.</p>		
Topic 2	<p>Music – composition.</p> <p>Read the section on composition on BBC Bitesize:</p> <p><a href="https://www.bbc.co.uk/bitesize/subjects/zwxfhg8">https://www.bbc.co.uk/bitesize/subjects/zwxfhg8</a></p> <p>Watch this video of children creating music with just their hands and voices.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/music-ks3-composing-a-piece-of-music-using-unpitched-percussion/zfdmpg8">https://www.bbc.co.uk/teach/class-clips-video/music-ks3-composing-a-piece-of-music-using-unpitched-percussion/zfdmpg8</a></p> <p>Have a go at creating your own music, can you persuade your family to be part of the vocal orchestra. Build up claps, stamps and sounds.</p> <p>To help you may like to write your</p>		We would love to see short videos of your music.

	<p>composition down. Use the Compose your own music sheet.</p> <p>You could even make your own percussion instruments. Use the sheet or look on the internet for ideas.</p>		
Extra	<p>Yoga</p> <p>Take a large towel or mat and place it somewhere with some space around you, outside is the best so you can listen to the nature around you!</p> <p>Take each of the yoga cards in turn and read carefully. Try the yoga position and hold it for one or two minutes while you breathe slowly. You may just like to learn one yoga position each day.</p> <p>How does it make you feel? Do you feel more relaxed? Do you feel more flexible? The more you do them do you feel stronger?</p> <p>Can you find out about the history of Yoga?</p>	<p>E: Stick to one position at a time.</p> <p>H: Build up your skills and do each of the positions for 2 minutes one after another – you will start to design your own yoga routine.</p>	

Email: [Y5@ecclesall.sheffield.sch.uk](mailto:Y5@ecclesall.sheffield.sch.uk)

Remember – please only send one email each week to your teacher and make sure that it comes from an adults' email address. Please put your child's class into the subject line.