



School Closure Learning Planner

Class:	Year 5 (Indigo, Turquoise and Emerald)
Week beginning:	18 th June 2020
A message from my teacher:	
<p>Hello Year 5, we hope you are enjoying learning about our theme 'Off with her head!' I love this theme so much as I am quite enthusiastic about the Tudors! What can you find out about them? Is there a fact you think we do not know about the Tudors? If you find an interesting fact, email it to your class email! Maybe you can teach me something about them, see if you can catch me out with an amazing fact.</p> <p>While learning from home, take some time to go outside and enjoy your surroundings. I try and walk every day to start my day off and to get my body and brain ready for my own learning. Remember if you find an activity linked to the learning you would like to try, then you can do that as well.</p> <p>I hope you enjoy the home learning planned for you and have as much enthusiasm for this theme as I do! Keep safe everyone, Miss G.</p> <p>We love seeing all of your completed work, please do send us some in. Just a reminder that you can continue to send us examples of your work on twitter: @MrHyett @MrsJLimb @MissStewardQSN or don't forget that you can email us at our class email pages which will be checked regularly at: indigo@queenborough.kent.sch.uk turquoise@queenborough.kent.sch.uk and emerald@queenborough.kent.sch.uk</p> <p>Mr Hyett, Mrs Limb & Miss Steward</p>	

Subject:	Learning Objective:	Activity:	Guidance:	Key resources:
Reading 1	Retrieve, record and present information from non-fiction texts.	<u>Jane Seymour Fact-File</u> Read the information about Jane Seymour, the third wife of Henry VIII. What can you learn about her? Highlight/underline the important information about her. Using this, create a fact-file about her and her life.	Why not draw a picture of Jane Seymour and put your facts about her around this? Or if you can, print a picture of Jane Seymour, use this to write your information around.	Jane Seymour Information

			Think carefully about what the reader will want to learn from your fact-file.	
Reading 2	Summarise main ideas from more than one paragraph, identifying key details which support these.	<p style="text-align: center;"><u>Summarising Information</u></p> <p>Read the information about Anna of Kleves, the fourth wife of Henry VIII. Summarise the main point from at least two of the paragraphs. What is each paragraph telling you about her?</p>	<p>Here is an example for you:</p> <p>'In this paragraph, the reader can learn about Anna's journey to England because it tells us that she travelled across Europe, landed at Dover and stayed at Sittingbourne along the way.'</p> <p>Use the sentence opener to help you summarise.</p>	Anna of Kleves Information
Reading 3	Explain what they know or have read, including through formal presentation and debate, using notes where necessary.	<p style="text-align: center;"><u>Henry VIII Debate</u></p> <p>So, Henry VIII is without a wife once again! Using what you know about him and the four wives that he has already had, can you debate this question:</p> <p>'Does Henry VIII need a new wife?'</p> <p>Once you have listed your arguments for and against, explain your opinion on the matter.</p>	<p>Use the template to present your for and against arguments. Or draw your own table.</p> <p>For your opinion use this sentence structure to help: 'I believe Henry VIII does/does not need a new wife because...'</p>	Debate Template

SPaG 1	<p>Express time, place and cause (when, where and how) using:</p> <p>Conjunctions e.g. when, before, after, while, so, because</p> <p>Adverbs e.g. then, next, soon, too, therefore</p> <p>Prepositions e.g. before, after, during, in, because of</p>	<p style="text-align: center;"><u>Identifying Prepositions</u></p> <p>What is a preposition? Watch the video below: https://www.youtube.com/watch?v=byszemY8PI8</p> <p>There are many examples of prepositions in the video. Pick five of them and take photos of you or someone else doing them (safely)!</p>	<p>If you can, print the photo out and stick that in your lined book with a sentence identifying the preposition. If you cannot print the photo out, just write the sentences in your lined book identifying the preposition.</p> <p>For example, 'My aunt walked in front of me while we were out in the scorching wilderness trying to find our way home.' Try and make your sentences creative!</p> <p>If you think you have created an interesting preposition photo, share it with your class email along with your sentence.</p>	
SPaG 2	<p>Express time, place and cause (Prepositions e.g. before, after, during, in, because of</p>	<p style="text-align: center;"><u>Preposition Test Questions</u></p> <p>Have a go at the test questions on prepositions. Remember to read the questions carefully.</p>	<p>Listen to the song from the previous day to help you remember what a preposition is before you begin.</p>	<p>Preposition Test Questions</p> <p>Preposition Answers</p>

Literacy 1	Discuss and develop initial ideas in order to plan and draft before writing.	<p style="text-align: center;"><u>Planning</u></p> <p>Last week you wrote a letter from Anne's perspective. This week you will be writing a diary entry from Henry VIII's perspective about ordering Anne Boleyn's execution</p> <p>Let us recap the features of a diary entry: https://www.youtube.com/watch?v=BGL1EX4nXXI</p> <p>Using the mind-map provided, write down any emotions you think Henry would be feeling after he ordered his wife's execution.</p>	<p>To help generate some ideas I have started putting some words onto the mind map.</p> <p>Include similes and metaphors as well.</p> <p>Also, there is a synonym word bank to change any vocabulary if you want to.</p> <p>Remember you are Henry VIII so first person.</p>	<p>Mind Map Example</p> <p>Blank Mind Map</p> <p>Synonyms for feelings</p>
Literacy 2	Discuss and develop initial ideas in order to plan and draft before writing.	<p style="text-align: center;"><u>Planning</u></p> <p>Using the emotions, you identified yesterday, put these into sentences explaining why Henry VIII would have felt that way. Underline/highlight the emotion in that sentence.</p> <p>Remember you are Henry VIII, so you must write in first person (I). These do not have to be in any order yet, we are still at the planning stage.</p> <p>So far, you should have your mind map and your emotive sentences.</p>	<p>For example:</p> <p>I am full of <u>sadness</u> because I had to order the execution of a woman I once loved.</p> <p><u>Regretfully</u>, my heart still yearns for Anne even though it has been proven she flirted with other men.</p> <p>(One of my emotions I used as an adverb, can you do the same?)</p> <p>To help with vocabulary, use the resources provided.</p>	<p>Synonyms for feelings</p> <p>Adverbs</p>

Literacy 3	Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs.	<p style="text-align: center;"><u>Diary Entry</u></p> <p>The next part to creating your diary is to organise your sentences and start writing your diary entry.</p> <p>You cannot just use the sentences from yesterday and hope they come together to make a diary. You must use your knowledge of what a diary entry is to organise your writing.</p> <p>To refresh your memory on the features of a diary entry, watch this video: https://www.youtube.com/watch?v=BGL1EX4nXXI</p>	<p>Use the modelled piece to support your writing process. I have used vocabulary and sentences from my plans and then put them into paragraphs.</p> <p>To do this, I have used connectives and created other sentences too. I used all the resources from across the week as well to help with my own writing.</p> <p>Use the connectives resource to help you organise your writing.</p> <p>I have also highlighted in purple what MUST be in your writing.</p>	<p>Diary Entry Modelled Piece</p> <p>Connectives</p>
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Literacy 4	Evaluate own and others' writing; with direction, proof- read, edit and revise.	<p>For the last part of your writing journey this week, you will be proof reading and then presenting your diary entry out of the options provided.</p> <p>Once the editing process has been done, you have these presentation options:</p> <ul style="list-style-type: none"> • Type it up. • Read the diary out as Henry VIII and record it. • Write the diary out onto tea-stained paper to make the paper look older. 	<p>Use the checklist to tick off what you have and have not included in your writing. Just be honest, it is not about being right or wrong.</p> <p>Once you have done that, get someone to read your writing and edit any spellings or sentences that might not make sense.</p>	<p>Tea Stain Tutorial: https://www.youtube.com/watch?v=QgYiqunpT94</p> <p>Diary Entry Checklist</p>
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<p>Maths 1</p>	<p>To be able to multiply unit and non-unit fractions by an integer.</p>	<p>Title: <u>Multiplying Fractions</u></p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Complete: Summer Term - Week 6- W/C 1st June</p> <p>Lesson 1</p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>You must use the link to complete this Maths lesson</p> <p>You can find the worksheet and answers on the website to mark your own work.</p> <p>How did you do?</p> <p>Q1: The bar model shows a pictorial representation of the multiplication. Use this to help when multiplying.</p> <p>Q1&2: Which number is changing in the fraction?</p> <p>Q3: Work the calculations out before matching them</p> <p>Make sure to read the problems carefully and try the questions more than once if you find it challenging.</p>	<p>https://whiterosemaths.com/homelearning/year-5/</p>
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<p>Maths 2</p>	<p>To be able to multiply mixed numbers by integers.</p>	<p>Title: <u>Multiply mixed numbers by integers.</u></p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Complete: Summer Term - Week 6- W/C 1st June</p> <p>Lesson 2</p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>Q1: Follow the steps the worksheet gives you.</p> <p>Q2: Do the same to help calculate the answers for Q2.</p> <p>Q4: Take it step by step when completing your calculations.</p> <p>Make sure to read the problems carefully and try the questions more than once if you find it challenging.</p>	<p>Use link from L1</p>
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Maths 3	To be able to find fractions of amounts.	<p>Title: <u>Fractions of amounts</u></p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Complete: Summer Term - Week 6- W/C 1st June</p> <p>Lesson 3</p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>Q1: Each section of the bar model is equal to 5 as the denominator is 5. 45 divided by 5?</p> <p>Q2: Divide by the denominator and multiply by the numerator.</p> <p>Q3: Work out the calculations before matching them.</p> <p>Q4: Make sure you know what the signs mean.</p> <p>Q5: Make sure to read the problems carefully and try the questions more than once if you find it challenging.</p> <p>Q6: Work out the calculations before deciding.</p> <p>Q7: Add up the amount of ice creams there are in the table. Divide 320 by that number. Then multiply by the amount mint choc has.</p>	Use link from L1
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<p>Maths 4</p>	<p>To be able to use fractions as operators.</p>	<p>Title: <u>Fractions as operators.</u></p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Complete: Summer Term - Week 6- W/C 1st June</p> <p>Lesson 4</p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>Lesson 4 combines your learning from the previous 3 days. Use the knowledge you have learnt to help you answer the questions. Take it step by step, look back at the learning from this week and it does not matter how many times you work a question out.</p>	<p>Use link from L1</p>
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<p>R.E</p>	<p>To be able to understand the beginnings of the Reformation.</p>	<p style="text-align: center;"><u>Reformation</u></p> <p>Henry VIII created quite a sensation when he decided to break with the Catholic Church so he could marry Anne Boleyn. This began the Reformation which saw England turned upside down. Think of it as the Tudor Brexit.</p> <p>It all began with Martin Luther: https://www.youtube.com/watch?v=FhGGjRjvq7w&t=71s</p>	<p>After watching this video, pick out the 6 main points from the video. Watch the video a few times if you would like to help. Create a comic strip explaining the beginnings of the Reformation.</p> <p>Meaning: Reform: </p>	<p>Comic Strip Outline</p>
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History	To know and understand significant aspects of the history of the wider world.	<p style="text-align: center;"><u>Henry VIII's Great Matter</u></p> <p>Henry VIII was introduced to the beliefs of Martin Luther and it resulted in this: https://www.youtube.com/watch?v=xdZcqAss92w</p> <p>But there were many reasons Henry VIII decided to create the Church of England. His <i>Great Matter</i> was the main one.</p> <p>Your task is to research Henry VIII's <i>Great Matter</i> and find why and how it happened.</p>	To support your research, there is a research sheet to fill in with the information you have found. If you can, use non-fiction books as well to help your research. The internet is a great tool but please remember to use it safely when researching.	The video is a good starting point and to continue your research here are some websites to use: Natgeokids.com Bbc.co.uk/bitesize Also, these resources will help from the school website: Henry VIII's <i>Great Matter</i> Break from Rome
Music	Play and perform in solo and ensemble contexts, using their voices.	<p style="text-align: center;"><u>Greensleeves Verse</u></p> <p>Music was a big part of Henry VIII's life. He was an exceptionally good musician himself as he sang and played instruments.</p> <p>Your role is to write a verse to the tune of <i>Greensleeves</i> praising Henry and everything good about him.</p> <p>Practice and perform it to someone, maybe get them to record it! Think of it as Tudor Choir...</p>	The tune is very repetitive, and it is just one verse, not the whole song. 4 or 5 lines should be enough to praise Henry VIII, it needs to be in tune and time with the music. So, the lyrics you write need to fit to the song. Listen to some versions of the song and write down some ideas while you are listening to the music. It will take a bit of practice.	

Spellings to learn this week:

This week's spellings are:

1. Vicious
2. Precious
3. Conscious
4. Delicious
5. Malicious
6. Suspicious
7. Ambitious
8. Cautious
9. Infectious
10. Nutritious

The spelling rule are words ending with cious or tious.

Throughout the week, find the meanings of these words and challenge yourself to use them in a sentence.
Choose a couple of activities from the Spellings Activity Pack on the website to learn these spellings.

Reminder of other long-term possible activities:

- Some PE learning with Carl Tracey AKA Mr Move It: <https://www.youtube.com/watch?v=nLpdHNSQVb8&feature=youtu.be>
□ Try some computing with Hour Of Code - lots of age sorted activities available at <https://hourofcode.com/uk> □
Cooking/ baking. We would love to see what yummy treats you come up with.
- There are lots of high quality resources available on the BBC website (<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>) and the Oak National Academy (<https://www.thenational.academy/online-classroom/year-5/#schedule>).
These both provide one English, one Maths and one other lesson each day for the week. This will obviously not be based on our chosen theme, however, any learning you can complete at home is great and we are here to help.