



### School Closure Learning Planner

<b>Class:</b>	Year 5 (Indigo, Turquoise and Emerald)
<b>Week beginning:</b>	4 <sup>th</sup> May 2020
<b>A message from my teacher:</b>	
<p>Hello again Year 5, we hope you enjoyed the start of "Off With Her Head!"</p> <p>We hope you are all keeping safe still and are well. Hopefully you are still engaging with the learning and it is still nice to be doing this at home. We can't believe it has been so long since we saw you all. It was lovely to receive your great work efforts last week and we hope we continue to see this.</p> <p>Please remember, you do not have to be restricted to the tasks set out below. If you have any creative ideas or other activities which you have done, we would love to see these too! This is a great opportunity for you to take control of your own learning.</p> <p>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: <a href="mailto:indigo@queenborough.kent.sch.uk">indigo@queenborough.kent.sch.uk</a> <a href="mailto:turquoise@queenborough.kent.sch.uk">turquoise@queenborough.kent.sch.uk</a> and <a href="mailto:emerald@queenborough.kent.sch.uk">emerald@queenborough.kent.sch.uk</a></p> <p>Mr Hyett, Mrs Limb &amp; Miss Steward</p>	

Subject:	Learning Objective:	Activity:	Guidance:	Key resources:
Reading 1	To be able to answer a range of questions (vocabulary, inference, prediction, explanation, retrieval and summary) using understanding from the text.	Title- <u>Catherine Of Aragon</u>  Read the comprehension text titled Catherine Of Aragon. Answer the questions which follow. Remember to go back, re-read and highlight key information in the text.	Catherine Of Aragon is on the school website. Use this and then use the answer sheet to check through and mark your work.	

Reading 2	To read and understand a range of age appropriate texts	<p>Title- <u>Book Review</u></p> <p>Choose a book which you have recently read and completed- Try and pick an age appropriate one. Complete the book review about this book.</p>	<p>Try not to use one word answers- Imagine you are really going to hand his review in to the author. Be descriptive! Be honest!</p>	
Reading 3	To explain what has been read through the use of formal presentation	<p>Title- <u>Tudor Times</u></p> <p>Read the factual information about Tudor times and what life was like. As you are reading, highlight and analyse the text, picking out important information.</p> <p>Answer the questions which follow.</p> <p><u>Challenge:</u> Can you match the short description with the picture which it matches from the text?</p> <p>If you are successful, can you create your own short summary to go with some of the pictures?</p>	<p>Remember- Don't highlight everything. Only the important parts.</p> <p>If you cannot print off the pictures, perhaps just label them in numbers and write out the description next to each.</p>	Glue and scissors (If you are printing)
SPaG 1	To understand how to appropriately use homophones in a sentence	<p>Title- <u>Homophones</u></p> <p>Match the pictures up to the correct homophone.</p> <p>Can you recognise the homophones which are in the box?</p> <p>Correct the passage by re-writing it with the homophones changed to their correct spellings.</p> <p><u>Challenge:</u> Write your own paragraph with at least 5 homophones in it. Can you select the correct ones?</p>	<p>Remember- Homophones are two words which sound the same but are spelt differently.</p>	

<p>SPaG 2</p>	<p>To understand what a coordinating conjunction is and when these can be used within sentences</p>	<p>Title- <u>Coordinating Conjunctions</u></p> <p>Come up with four pairs of independent clauses, but do not join them together. E.g. He ran. He said he was a lot slower than he was.</p> <div data-bbox="562 336 875 1046" style="background-color: orange; border-radius: 15px; padding: 10px; text-align: center; margin: 10px 0;"> <p>F – for A – and N – nor B – but O – or Y – yet S – so</p> </div> <p>FANBOYS is a way for you to remember what the coordinating conjunctions are.</p> <p>Can you now use one of these words to connect each of your independent clauses together!</p>	<p>Remember- A coordinating junction is what is used in the middle of a sentence to connect two <b>independent clauses</b> together.</p> <p><b>Independent clauses include a verb and a subject. It can sit alone and make sense.</b> E.g. He ran.</p>	
<p>Literacy 1</p>	<p>To understand the features of a riddle and show an enjoyment in</p>	<p>Title- <u>Riddle</u></p> <p>Read the riddles on the website and see how many of them you are able to solve. What makes each riddle successful?</p>	<p>The answers to the riddles are also available on the school website- Be sure to check how many you got correct.</p> <p>Some ideas you could use of Tudor</p>	<p><a href="https://www.museumoflondon.org.uk/Resources/learning/targettudors/family/object.html">https://www.museumoflondon.org.uk/Resources/learning/targettudors/family/object.html</a></p>

	reading a range of different text types	<p>Imagine you are in Tudor times and King Henry VIII has invited you to one of his banquets. To gain entry, you must impress him with a riddle about any Tudor object.</p> <p>Write your riddle- When you send it to your teacher, leave the answer off. Can your teacher solve it?          Maybe you could perform your riddle to somebody at home too!          Could they guess your answer?</p>	<p>objects:          Coin, Silver plate, Jug, Hair comb, Pizzle pot, Neck ruffle.          The website given contains some more ideas, or research one of your own.</p>	
Literacy 2	To be able to plan and develop your ideas	<p>Title- <u>Newspaper Plan</u></p> <p>Using the links given, and some of your own research if you wish, find out about Anne Boleyn's last days and her execution.</p> <p>Imagine you are a Tudor reporter who is going to report on the last days of Anne Boleyn- Leading up to and including her execution.          Use these features to plan your report:</p> <ul style="list-style-type: none"> <li>• Who, What, Where, When, Why</li> <li>• Key factual information</li> <li>• Quotes</li> <li>• Eye-witness accounts</li> <li>• Language and vocabulary fitting to Tudor times</li> <li>• Descriptive details to hook in your reader</li> </ul>	<p>The top link given has lots of original letter transcripts. If you do not understand the vocabulary, you could try to research it.          The other links are all child friendly sites about the life of Anne Boleyn.</p> <p>Reminder- This is your plan only. Just complete this in little bullet points which will support you when you begin to write.</p>	<p><a href="https://www.theanneboleynfiles.com/resources/anne-boleyn-words/anne-boleyn-letters/">https://www.theanneboleynfiles.com/resources/anne-boleyn-words/anne-boleyn-letters/</a></p> <p><a href="https://kidskonnnect.com/people/anne-boleyn/">https://kidskonnnect.com/people/anne-boleyn/</a></p> <p><a href="https://kids.kiddle.co/Anne_Boleyn">https://kids.kiddle.co/Anne_Boleyn</a></p>
Literacy 3	To be able to organise ideas on a page	<p>Title- <u>Newspaper Layout</u></p> <p>Using your facts from yesterday's lesson, transform your bullet points into full sentences.</p> <p>Try to use relative clauses to start your sentences.</p>	<p>Reminder: Relative clauses are who, which, where, when, whose that and with.</p>	
Literacy 4	To be able to	Title- <u>Newspaper Report</u>	Remember- Detail! The more detail, the	

	present your ideas confidently	<p>Go back and check over your sentences from yesterday's lesson. Have a go at editing and improving your work.</p> <p>Now, lay out your full article in the correct format of a newspaper report. Can you try some calligraphy writing for the name of your newspaper and heading? Remember- Roman Numerals were used instead of numbers at this time. Can you include the date for your article in Roman Numerals?</p> <p>Try to include some pictures with a caption.</p>	better as this is what will hook your readers in.	
Literacy 5	To be able to write a piece of poetry	<p>Title- <u>Poem Of A Queen</u></p> <p>Read the example poem from the website.</p> <ul style="list-style-type: none"> <li>• Choose one of Henry VIII wives- You may find it easiest to do Anne Boleyn as you have just learned a lot about her in this week's Literacy.</li> <li>• Where was she chronologically?</li> <li>• Include information about her life. Choose interesting and detailed facts to put in.</li> <li>• Include Henry's feelings for her. Was it love, lust, or just pure disgust?</li> <li>• How did she die?</li> <li>• Make sure the couplets rhyme.</li> </ul>	As a challenge you could record yourself performing your poem to send to your teacher!	
Maths 1	To understand how to work out the area of a simple shape	<p>Title: <u>Area of Rectangles</u></p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></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>	<a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a>

		<p><b>Complete: Summer Term - Week 4- W/C 11<sup>th</sup> May</b></p> <p><b>Lesson 1 - Area of Rectangles</b></p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>How did you do?</p> <p>Don't forget: For Q1, 2, 3 and 4: You just times the length by the width.</p> <p>For Q5: Do the same as previous questions (length times width) but notice the change in measurement.</p> <p>For Q6: How many different factors are there of 24.</p> <p>For Q7: Work out the area of the square, then this will enable you to find the missing sides of the other shapes.</p> <p>For Q8: Trial and error. Choose a number, times this by 4. See if your original number multiplied by your answer makes 96.</p>	
Maths 2	To be understand how to work out equivalent fractions	<p>Title: <u>Equivalent Fractions</u></p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p><b>Complete: Summer Term - Week 4- WC 11<sup>TH</sup> May</b></p> <p><b>Lesson 2 - Equivalent Fractions</b></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>Don't forget:</p> <p>For Q1: Whatever you do to the denominator, you do the same to the numerator.</p> <p>For Q2: Split the rectangle into the amount given on the denominator, then shade in the amount on the numerator.</p>	<p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p>

			<p>For Q3: You need to figure out which are multiples of 4 and which are multiples of 3.</p> <p>For Q4, 5, 6 and 7: Whatever you do to the denominator, you need to do the same to the numerator.</p> <p>For Q8: <math>3/? = ?/14</math>. What number is a factor of 14? This will allow you to work out the numerator too.</p> <p>For Q9: Whatever has been done to the numerator, you now need to do the same to the denominator. Don't be confused by the addition!</p>	
Maths 3	To be able to convert between improper and mixed number fractions	<p>Title: <u>Converting Between Improper and Mixed Number Fractions</u></p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p><b>Complete: Summer Term - Week 4- WC 11<sup>th</sup> May</b></p> <p><b>Lesson 3 - Converting Improper Fractions to Mixed Number and Vice Versa</b></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. How did you do?</p> <p>Don't forget: For Q1 and 2: Count the bars. The total bars make up your denominator, and the shaded areas make up the numerator. This will become your improper fraction, to change it to mixed number you should divide your numerator by your denominator. The remainder stays as the fraction, the total times it is divisible is your whole number.</p> <p>For Q3: Divide your numerator by your</p>	<a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a>

			<p>denominator. The total divisible times are your whole numbers and any remainders are left in the fraction.</p> <p>For Q4: You need to add the fractions together, or multiply <math>\frac{1}{2}</math> by 7.</p> <p>For Q5: Use your knowledge to explain your reasoning.</p> <p>For Q6 and 7: How many times does the numerator go into the other? Trial and error.</p> <p><b>Worksheet Two!</b></p> <p>For Q1, 2 and 3: Multiply your denominator by the whole number, then add on your numerator.</p> <p>For Q4: Draw on the diagrams to help you. How many <math>\frac{1}{5}</math> are there in total?</p> <p>For Q5 and 6: Use the knowledge already gained from this lesson.</p>	
Maths 4	To be able to compare and order fractions	<p>Title: <u>Comparing and Ordering Fractions</u></p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p><b>Complete: Summer Term - Week 4- WC 11<sup>th</sup> May</b></p> <p><b>Lesson 4 - Compare and Order Fractions Less Than One</b></p> <p>Watch the video then complete the worksheet</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. How did you do?</p> <p>Don't forget: For Q1 and 2: Use bars if you get stuck. &lt; Means less than &gt; Means greater than = Means equal to.</p> <p>For Q3: Draw the bars if you get stuck.</p>	<a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a>

		attached on our website. This should be completed in your squared book.	<p>Or you could try converting.</p> <p>For Q4: You can choose any number which works.</p> <p>For Q5: Think about if it is easier to convert the numerator or denominator of a fractions first.</p> <p>For Q6: Ascending means from smallest to biggest.</p> <p>For Q7: You are looking to make a fraction which is greater than <math>\frac{3}{5}</math> but less than <math>\frac{9}{10}</math>.</p>	
Maths 5	To have a quick recall of multiplication facts	<p>Can you complete this week's Times Table Challenge?          Make note of how long it takes you.          Can you check your answers using a calculator?</p> <p><u>TT Rockstars:</u>          Have a go at Times Table Rock Stars! If you haven't got your username or password, your teachers can access a copy for you.          Can you send a challenge to your teacher?</p>	<p>Did you improve on your score from last week's times table challenge?          Were you quicker? Did you get more correct answers?</p> <p>Let's see if you can get even better next week!</p>	
Science	To be able to explain that some changes result in a formation of new materials	<p>Title- <u>Wax Melting Seal</u></p> <p>When Tudor people would write a letter, they would seal it using a wax seal.          This involved melting wax, creating an image on it and then using this to stick the envelope down.</p> <p>Write a letter explaining how a wax seal is created, including scientific vocabulary such as melting, solidifying.</p> <p>Place these instructions into an envelope and</p>	<p>Adult supervision will be required when the seal is being made.          If you don't feel comfortable completing this task, you could still write down the instructions and then use a circular sticker decorated to look like a Tudor seal.          Instructions for how to make a seal are on the school website.</p> <p>Feel free to post your instructions to the school. We would love to receive some</p>	<p>A crayon          A source of heat          Button, Coin, or any circular shaped material with a raised pattern on it          An envelope          A stamp (If you are going to post)</p>

		let's see if you can seal this with your own Tudor seal.	successful Tudor seals through our door.	
History	To explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way.	<p>Title- <u>Henry VIII Six Wives</u></p> <p>Create a timeline of Henry's marriages. Include dates to show how long each lasted. Explain on this how each individual one ended.</p> <p>Come up with your own questions to research about these marriages. Think about the timeline of them and how they ended, etc. when coming up with your questions. See if you can find any answers to any of your questions.</p>	<p>There is a sheet of information, including dates, about Henry's wives on the school website.</p> <p>Examples of questions you may wish to research:</p> <ul style="list-style-type: none"> <li>• Why did Henry marry so many times?</li> <li>• Why would he have stayed with Jane Seymour?</li> <li>• Which was his longest marriage?</li> </ul> <p>Also, a variety of your own questions!</p> <p>Websites provided here may help to answer your questions, feel free to use other methods of research too.</p>	<p><a href="https://www.bbc.co.uk/teach/what-did-king-henry-vii-really-want-from-a-wife/zh9s2sg">https://www.bbc.co.uk/teach/what-did-king-henry-vii-really-want-from-a-wife/zh9s2sg</a></p> <p><a href="http://www.primaryhomeworkhelp.co.uk/tudors/kings/wives.html#:~:text=Henry%20had%20six%20wives%20because,wife%20because%20of%20diplomatic%20reasons.">http://www.primaryhomeworkhelp.co.uk/tudors/kings/wives.html#:~:text=Henry%20had%20six%20wives%20because,wife%20because%20of%20diplomatic%20reasons.</a></p> <p><a href="https://www.historyextra.com/period/tudor/history-extra-explains-why-did-henry-viii-have-six-wives/">https://www.historyextra.com/period/tudor/history-extra-explains-why-did-henry-viii-have-six-wives/</a></p>
PE	To improvise and move with precision, control and fluency	<p><a href="https://www.bbc.co.uk/bitesize/clips/zt4kjsx">https://www.bbc.co.uk/bitesize/clips/zt4kjsx</a></p> <p>Watch this video and learn about how Tudor people danced.</p> <p>Can you either:</p> <ol style="list-style-type: none"> <li>1. Find your own piece of music online from Tudor times and create your own Tudor dance to perform to this.</li> </ol> <p>OR</p> <ol style="list-style-type: none"> <li>2. Use the second link provided to try and follow the dance given.</li> </ol>	<p>You could record your dance and send it to your teachers, we would love to see it!</p> <p>Feel free to ask other people within your household to join in if they wish, the more the merrier.</p>	<p><a href="https://www.bbc.co.uk/bitesize/clips/zt4kjsx">https://www.bbc.co.uk/bitesize/clips/zt4kjsx</a></p> <p><a href="https://www.heritagelincs.org/wp-content/uploads/repair-of-hussey-tower-strictly-come-tudor-dancing.pdf">https://www.heritagelincs.org/wp-content/uploads/repair-of-hussey-tower-strictly-come-tudor-dancing.pdf</a></p>
Art	To create a piece of work on a theme, developing ideas through a range of preliminary	<p>Title- <u>Tudor Fashion</u></p> <p>Using the websites provided, or some of your own, have a look at what type of clothing and jewellery was worn in Tudor times.</p>	<p>I would suggest just using sketching and not colouring this in so as to show full detail, but it is up to you how you do it!</p>	<p><a href="http://www.primaryhomeworkhelp.co.uk/tudors/clothes.htm">http://www.primaryhomeworkhelp.co.uk/tudors/clothes.htm</a></p> <p><a href="https://www.rmg.co.uk/discover/explore/tudor-fashion">https://www.rmg.co.uk/discover/explore/tudor-fashion</a></p>

	sketches or models	<p>Split a page into four, and sketch four chosen items of Tudor fashion. Make sure you include as much intricate detail as you can.</p> <p>Use tone, smudging, light, etc.</p> <p>Think about the material and objects used in each and how these would look on the page.</p>	<p><a href="https://www.theanneboleynfiles.com/resources/tudor-life/tudor-clothes/">https://www.theanneboleynfiles.com/resources/tudor-life/tudor-clothes/</a></p> <p><a href="http://www.thetudorswiki.com/page/JEWELLERY+of+the+Tudors">http://www.thetudorswiki.com/page/JEWELLERY+of+the+Tudors</a></p> <p><a href="https://www.google.co.uk/search?q=Tudor+jewellery&amp;safe=strict&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ved=2ahUKewiendy62-XpAhUEQhUIHat3A7o4ChD8BSgBeggQIDBAD&amp;biw=1366&amp;bih=576">https://www.google.co.uk/search?q=Tudor+jewellery&amp;safe=strict&amp;source=lnms&amp;tbm=isch&amp;sa=X&amp;ved=2ahUKewiendy62-XpAhUEQhUIHat3A7o4ChD8BSgBeggQIDBAD&amp;biw=1366&amp;bih=576</a></p>
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#### Spellings to learn this week:

This week's spellings are 'Adding the prefixes 'De' and 'Re'.' Attached to the class page for this week are 3 tasks that you may find useful; a look say cover sheet, a word search and 'Mr Whoops Jungling Muddle' activity sheet. As well as this, there is an A4 poster of this week's spellings you may find useful.

- Deflate
- Deform
- Decode
- Decompose
- Defuse
- Recycle
- Rebuild
- Rewrite
- Replace

- Revisit

**Reminder of other long-term possible activities:**

- Some extra 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. Have you created any of your own recipes to share?
- 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.