



School Closure Learning Planner

Class:	Year 5 (Indigo, Turquoise and Emerald)
Week beginning:	8 th June 2020
A message from my teacher:	
<p>Hello again Year 5. Week 3 already, where has the time gone?</p> <p>We hope you are all keeping safe still and are well. Hopefully you are still enjoying the time spent learning from home. It still seems very odd to not be teaching you in the classroom, but we hope you are enjoying the planning. It was lovely to receive your great work efforts last week and we hope we continue to see this.</p> <p>Reminder, the tasks below link to our theme, but feel free to get creative and come up with your own ideas too! We love seeing all of the learning and activities you are completing at home! 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: 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	To be able to answer a range of questions (vocabulary, inference, prediction, explanation, retrieval and summary) using understanding from the text.	Title- <u>Anne Boleyn</u> Read the comprehension text titled Anne Boleyn. Answer the questions which follow. Remember to go back, re-read and highlight key information in the text.	Anne Boleyn is on the school website. Use this and then use the answer sheet to check through and mark your work.	

Reading 2	To make credible predictions from what you have read	<p>Title- <u>Character Picture</u></p> <p>Read the character description about the same person, written by two different people at two different times in their life. Draw an image of how you think this person would look from both perspectives.</p> <p>Even though they are only 5 years apart, did you image of this person change from the two ways they were described? How? Why?</p>	<p>Include detailed images and really show the person you see in your head.</p> <p>Answer is on page 2- Don't check this until after.</p>	
Reading 3	To be able to summarise main points	<p>Title- <u>Anne Boleyn</u></p> <p>Reread the text from Lesson 1 about Anne Boleyn. Watch the video links to support your learning about her.</p> <p>Write a short paragraph to summarise the key things which have been learnt about her and how she was treated by Henry. Use last week's Newspaper report to also support.</p>	<p>You should be able to give plenty of detail in your summary as we have done lots of work around this subject already over the past couple of weeks.</p>	<p>https://www.bbc.co.uk/bitesize/clips/z3m6n39</p> <p>https://www.bbc.co.uk/bitesize/clips/zrtpyrd</p>
SPaG 1	To be able to vary sentence openers to make writing more interesting	<p>Title- <u>Sentence Openers</u></p> <p>Copy out these sentences and match them to the correct sentence opener method used.</p> <p>"Have you any last words before the execution begins?" Henry bellowed. <i>Glistening in the fresh, night air, her hair swayed and danced in the wind.</i> Excitedly, he picked up the axe ready to complete his job. <i>In the middle of the castle grounds, this was</i></p>	<p>Different ways to open a sentence:</p> <ul style="list-style-type: none"> • Description • A 'how' fronted adverbial • A 'ly' fronted adverbial • A 'where' fronted adverbial • A present tense verb • A 'time' fronted adverbial • An 'ed' adjective • Speech 	

		<p>about to make history. Shaking with excitement and trembling from the cold, he had the axe ready to go down. Watching anxiously, the crowd were eager to see her meet her fate. Shocked, the woman covered her eyes as it all happened so quickly. After what seemed like hours, it was over.</p> <p>Now write an example of each of these within a paragraph. This can be on a topic of your choice.</p>		
SPaG 2	To know when different types of punctuation are required	<p>Title- <u>Punctuation</u></p> <p>Write your own explanation for each of these pieces of punctuation. Give three different examples for each used within a sentence.</p> <p>Full stop Comma Inverted commas Question mark Brackets Exclamation mark</p>	<p>Full stop .</p> <p>Comma ,</p> <p>Inverted commas " "</p> <p>Question mark ?</p> <p>Brackets ()</p> <p>Exclamation mark !</p>	
Literacy 1	To understand the features of persuasive writing. To be able to analyse a piece of writing to understand new vocabulary	<p>Title- <u>Anne Boleyn's Letter From The Tower</u></p> <p>Read the section of Anne Boleyn's letter from the tower on the school website. Analyse the piece of writing.</p> <p>How is this persuasive? How could it be made better? Which words do you not understand?</p>	Try to really pull out the different features of this persuasive paragraph.	

		<p>Search for the vocabulary and see if you can translate the letter.</p> <p>What is Anne Boleyn trying to persuade Henry?</p>		
Literacy 2	To use research to plan a piece of writing	<p>Title- <u>Anne Boleyn's Life</u></p> <p>Using last week's lessons about Anne Boleyn, yesterday's letter and the extra information for today's lesson on the website, find out about Anne Boleyn's life with Henry VIII.</p> <p>Order her life using the timeline cards given.</p> <p>Write down different emotions and feelings which she could be having at different times in her life.</p>	<p>All of the necessary resources are on the school website.</p> <p>You do not have to print them off, you can just write them down.</p>	<p>https://www.theanneboleynfiles.com/resources/anne-boleyn-words/anne-boleyn-letters/</p> <p>https://kidskonnnect.com/people/anne-boleyn/</p> <p>https://kids.kiddle.co/Anne_Boleyn</p>
Literacy 3	To be able to organise ideas on a page	<p>Title- <u>Ideas For My Letter</u></p> <p>Imagine you are Anne Boleyn writing from the tower to Henry VIII.</p> <p>Using sub-headings, can you plan out some of the information you would include in your letter to Henry.</p> <p>Try to get a variety of sentences down which link to these sub headings.</p> <ul style="list-style-type: none"> • Present tense • Logical cause and effect conjunctions • Emotive language • Technical language • Rhetorical questions • Powerful verbs • Strong adjectives • Opinions which sound like facts 	<p>Remember:</p> <p>Present tense means happening now.</p> <p>Logical cause and effect conjunctions are conjunctions which explain the cause of an action or the effect which it has.</p> <p>Emotive language- Try to use words which will make Henry feel guilty.</p> <p>Technical language example- "do not" instead of "don't"</p> <p>FUN FACT! Anne Boleyn's letter was found in with Thomas Cromwell's belongings, so it may not have successfully made it to Henry.</p>	
Literacy 4	To be able to include correct	Title- <u>My Letter</u>	Try to start your letter with a statement which discusses the main issue.	

	features of a persuasive piece of writing	<p>Using everything you have gathered this week, you are now going to take on the role of Anne Boleyn and write your letter.</p> <p>Remember- You are trying to persuade Henry not to have you executed.</p>	<p>State your personal view on this, giving your opinions in a factual way.</p> <p>PEE on your paper- Give your point, give evidence to support this and explain.</p>	
Literacy 5	To be able to edit and rewrite a piece of writing	<p>Title- <u>Published Letter</u></p> <p>Look back at your letter from yesterday. See if you can independently edit and improve upon what you have written.</p> <p>Once you have completed this, have a go at publishing your final letter.</p>	<p>There is a page for your published letter on the school website, if you would rather design your own Tudor border to write your letter onto, then this would be fantastic!</p>	
Maths 1	To be able to add and subtract fractions	<p>Title: <u>Add and Subtract Fractions</u></p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Complete: Summer Term - Week 5- W/C 18th May</p> <p>Lesson 1 - Add and Subtract Fractions</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:</p> <p>For Q1 and 2: Use shading of the bars to help you if you need it. The numerator changes, the denominator stays the same.</p> <p>For Q3: Use the inverse- e.g. $\frac{7}{8} + \frac{?}{8} = \frac{13}{8}$ $13-5=8$ so 5 and 8 are an option</p> <p>For Q4: Convert both fractions to either mixed number or improper fractions first.</p> <p>For Q5: Simple adding skills.</p> <p>For Q6: You need a total of 2 wholes. E.g. if the question was $\frac{?}{13}$- The total</p>	<p>https://whiterosemaths.com/homelearning/year-5/</p>

			would need to be double 13 on top. For Q7: Convert the total of both ropes to a mixed number fraction first.	
Maths 2	To be able to add fractions with different denominators	<p>Title: <u>Adding Fractions</u></p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Complete: Summer Term - Week 5- WC 18TH May</p> <p>Lesson 2 - Add Fractions</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:</p> <p>For Q1 and 2: Use the bar method to help you add the total.</p> <p>For Q3: Find the lowest common multiple and convert to see which ones are the same.</p> <p>For Q4: Either convert using the lowest common multiple or use the bar model to help you.</p> <p>For Q5: Use the inverse to find the missing squares on the pyramid.</p> <p>For Q6: Three numbers which add up to the total. Find the lowest common multiple of all 3 to help you with this one.</p>	https://whiterosemaths.com/homelearning/year-5/
Maths 3	To be able to add mixed number fractions	<p>Title: <u>Adding Mixed Number Fractions</u></p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Complete: Summer Term - Week 5- WC 18th May</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>	https://whiterosemaths.com/homelearning/year-5/

		<p>Lesson 3 - Add Mixed Numbers</p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>Don't forget: For Q1: Both methods work, it is personal, which works for you?</p> <p>For Q2: Use either the bar method or converting to figure out the answer.</p> <p>For Q3: Remember- He has the correct answer- How could he change this answer to make it simpler?</p> <p>For Q4, 5 and 6: Use the bar method or converting to figure out the answers.</p> <p>For Q7: Convert to an improper fraction and this will support your working out.</p> <p>For Q8: The biggest and smallest total!</p>	
Maths 4	To be able to subtract mixed number fractions	<p>Title: <u>Subtracting Mixed Number Fraction</u></p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Complete: Summer Term - Week 5- WC 18th May</p> <p>Lesson 4 - Subtract Mixed Numbers</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 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: Use the bar method to help you.</p> <p>For Q2: The answers are both correct, what have they done which is similar or different? Use which method you prefer to support your answer.</p> <p>For Q3, 4 and 5: Use a number line or bar method to support you with your working out.</p> <p>For Q6: You are using subtraction skills.</p>	https://whiterosemaths.com/homelearning/year-5/

<p>Maths 5</p>	<p>To have a quick recall of multiplication facts</p>	<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>Which is your quickest score so far?</p>	
<p>Science</p>	<p>To understand the changes in materials</p>	<p>Title- <u>Dying Materials</u></p> <p>In Tudor times, people would use natural dyes to dye clothes and cloth, such as parts of plants and grown foods. They used walnut for a brown colour, madder (a Tudor plant) for a red colour and woad for blue.</p> <p>Have a go at dying different materials using natural resources. Write up your findings, including:</p> <ul style="list-style-type: none"> • A prediction before you start • Resources you will test • Diagrams • A write up of how you carried out your experiment • A conclusion 	<p>You may want to wear old clothes when completing this experiment and also make sure you have adult permission.</p> <p>Can you link your conclusion back to your initial prediction?</p> <p>Take some photographs as evidence of your experiment.</p>	<p>Different materials e.g. cotton wool pads, paper, wood, cloth, foil, plastic, cardboard, etc.</p> <p>Different natural dye items e.g. beetroot, plant stems, petals, berries, tomatoes</p> <p>Bowl of water</p> <p>Apron</p> <p>Gloves</p>
<p>History 1</p>	<p>To be able to articulate and organise important information and detailed historical accounts using topic related vocabulary</p>	<p>Title- <u>Tudor Punishments</u></p> <p>Research Tudor punishments, using the sheets provided, and other sources if you wish. Create a double page spread including details about the different examples of Tudor punishments.</p> <p>Include diagrams, facts and information about what you find.</p>	<p>There are factual sheets about Tudor punishment on the school website.</p> <p>There are some links attached if the children want to learn more, however, some children may find this sensitive as it goes into a bit more detail.</p> <p>What were the punishments? What were they used for?</p>	<p>https://tudorelp.weebly.com/crime-and-punishment.html#</p> <p>http://www.primaryhomeworkhelp.co.uk/tudors/other.htm</p> <p>https://www.bbc.co.uk/bitesize/clips/z9sfb9q</p>

Geography	To	<p>Title- <u>Tower Of London</u></p> <p>Look at the link provided and the map of The Tower of London from the school website.</p> <p>Create your own copy of the map, including specific features around it. Label the different parts of the tower and other local landmarks, e.g. River Thames and Tower Hill.</p> <p>Plot Anne Bolweyn's journey along the barge when she was heading to the tower.</p>	<p>Specific things Anne Boleyn would have seen-</p> <ul style="list-style-type: none"> • Traitors heads upon the spikes • Traitor's gate • Tower Green • Her tomb- The Chapel of St Peter and Vincula inside the tower itself 	<p>https://www.britainexpress.com/Where to go in Britain/London/tower-of-london-plan.htm</p>
History 2	To Create an in-depth study of an aspect of British history beyond 1066.	<p>Title- <u>Henry VIII Homes</u></p> <p>Research places where Henry VIII lived during his lifetime. Choose the one which you think was his best home to draw a detailed picture of.</p> <p>Include labels of the different areas in the home, colour scheme, sizes, etc. Explain why you think this was the best home he had in a short paragraph.</p>	<p>The website provided are some of his homes. See what else you can find online.</p>	<p>https://www.hrp.org.uk/tower-of-london/#gs.u0f3g0</p> <p>https://www.rct.uk/visit/windsor-castle</p> <p>https://www.royal.uk/royal-residences-st-jamess-palace</p> <p>https://www.english-heritage.org.uk/visit/places/eltham-palace-and-gardens/?utm_source=Google%20Business&utm_campaign=Local%20Listings&utm_medium=Google%20Business%20Profiles&utm_content=eltham%20palace</p> <p>https://www.hrp.org.uk/hampton-court-palace/#gs.u0ddvd</p>

Spellings to learn this week:

This week's spellings are 'Adding the verb prefixes 'over'.' 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 'Code Word Jumble Puzzle.' As well as this, there is an A4 poster of this week's spellings you may find useful.

- overthrow
- overturn
- overslept
- overcook
- overreact
- overestimate
- overuse
- overpaid
- overlook
- overbalance

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.