



### School Closure Learning Planner

<b>Class:</b>	Year 5 (Indigo, Turquoise and Emerald)
<b>Week beginning:</b>	2 <sup>nd</sup> July 2020
<b>A message from my teacher:</b>	
<p>Hello Year 5, we hope you are still enthusiastic about your home learning and enjoying the theme. Tell us about any activities that you have found interesting or facts and activities you have completed as well as the home learning. I would love to hear about any books you have been reading and if you enjoyed them.</p> <p>My Tudor fact for this week:</p> <p>In Tudor England, the teeth of the rich often went black from sugar - it was fashionable among the lower classes to blacken their teeth to 'show' they were rich.</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: <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	Discuss their understanding of the meaning of words in context, finding other	<p style="text-align: center;"><u>Elizabeth I and Mary Queen of Scots</u></p> <p>Read the information about Elizabeth I and Mary Queen of Scots and underline/highlight any words that are unfamiliar.</p>	<p>Use the table to write the unfamiliar word and then write the meaning and any other words that are similar.</p> <p>On Microsoft Word you can right click on the word and use the Smart Look Up tool.</p>	Words in Context Table

	words which are similar.	What do the words mean? Use a dictionary (online or book) to find words which are similar.	Add more rows to include more words if needed.	
Reading 2	Make comparisons within texts	<p style="text-align: center;"><u>Compare and contrast</u></p> <p>Re-read the information about Elizabeth I and Mary Queen of Scots. Using the Venn Diagram, compare the two queens and their lives. What was similar and different?</p>	<p>For example:</p> <p>Something similar would be that they were both Queens.</p> <p>A difference would be that Mary had children and Elizabeth did not.</p>	Elizabeth I and Mary Queen of Scots Venn Diagram
Reading 3	Readily ask questions to enhance understanding	<p style="text-align: center;"><u>Questioning</u></p> <p>From what you have learnt about Elizabeth I and Mary Queen of Scots, what would you ask the two Queens?</p> <p>If you could travel in time and ask them questions about their lives, what would you ask?</p> <p>Pick two of your questions and find the answers to them.</p>	<p>Watch this video for more information:</p> <p><a href="https://www.youtube.com/watch?v=JmT2FtinRVU">https://www.youtube.com/watch?v=JmT2FtinRVU</a></p> <p>Remember to use the internet safely when researching the answers to your questions.</p>	Questioning the queens

SPaG 1	Express time, place and cause (when, where and how) using: Adverbs e.g. then, next, soon, too, therefore	<p style="text-align: center;"><u>Adverbs</u></p> <p>Introduction to Adverbs:  <a href="https://www.youtube.com/watch?v=18sXFjb0TFc">https://www.youtube.com/watch?v=18sXFjb0TFc</a></p> <p>Adverb Song:  <a href="https://www.youtube.com/watch?v=FQPDk_fMcs0">https://www.youtube.com/watch?v=FQPDk_fMcs0</a></p>	<p>Using the Adverb song, fill in the adverb table to identify different types of adverbs.</p> <p>Create three sentences using the different types of sentences and highlight/underline the adverb or adverbs used.</p>	Adverb Table
SPaG 2	Express time, place and cause (when, where and how) using: Adverbs e.g. then, next, soon, too, therefore	<p style="text-align: center;"><u>Adverb Questions</u></p> <p>Have a go at the test questions on adverbs. Remember to read the questions carefully.</p>	Watch the videos on adverbs again and look at the work your completed in SPaG Lesson 1. This will help refresh your memory.	<p>Adverb Questions</p> <p>Adverb 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 balanced argument on whether Henry VIII was a good king. This week you are going to be writing a character description of Elizabeth I.</p> <p>To begin the writing process, you are going to be writing down your initial thoughts on Elizabeth I.</p>	<p>Using the planning document provided to help organise your ideas.</p> <p>Also, use what you have learnt from the reading sessions about Elizabeth I.</p> <p>When watching the videos, what can you infer?</p>	<p>Planning</p> <p>Elizabeth I Portraits</p> <p>Elizabeth I Videos:  <a href="https://www.youtube.com/watch?v=3KAsUADqACU&amp;t=57s">https://www.youtube.com/watch?v=3KAsUADqACU&amp;t=57s</a>  <a href="https://www.youtube.com/watch?v=QOaxOTLmIJA">https://www.youtube.com/watch?v=QOaxOTLmIJA</a></p>

		To do this, you are going to be watching video clips about her and looking closely at portraits of her.		
Literacy 2	Use vocabulary which is becoming more precise.	<p style="text-align: center;"><u>Vocabulary</u></p> <p>So, you should have a completed planning document with your ideas on Elizabeth I.</p> <p>But how do you take those ideas and create effective sentences to describe her?</p> <p>Look at the vocabulary you have used to describe her in your planning document.</p> <p>Start to create sentences using precise language to describe Elizabeth.</p>	<p>Precise means to be accurate about details which is especially important when describing a character.</p> <p>For example:</p> <p>I have used the word <u>long nose</u>. That is not very precise.</p> <p>Her hooked, long nose sits upon her pale face.</p>	<p>Precise Vocabulary</p> <p>Vocabulary Resource</p>
Literacy 3	Describe characters , settings and plot, with growing precision.	<p style="text-align: center;"><u>Elizabeth I Character Description</u></p> <p>These next two literacy sessions will be writing your character description.</p> <p>First, go back over your plans to refresh your memory of your ideas. You will be using these to write your description.</p> <p>You will be writing the first paragraph on the characters appearance.</p>	<p>Have a look at the modelled piece and use the structure to support your own writing.</p> <p>The modelled piece has started from the top of the character to the bottom, describing the appearance in an order.</p> <p>Do not forget to use your work from the previous two literacy lessons!</p>	<p>Elizabeth I Modelled Piece</p>

Literacy 4	Describe characters, settings and plot, with growing precision.	<p style="text-align: center;"><u>Elizabeth I Character Description</u></p> <p>Today, you will be finishing your character description of Elizabeth I.</p> <p>This paragraph will about her personality and skills.</p>	<p>Have a look at the modelled piece and use the structure to support your own writing.</p> <p>The modelled piece has used two or three personality traits and linked this to a skill.</p> <p>Do not forget to use your work from the previous two literacy lessons!</p>	Elizabeth I Modelled Piece
Maths 1	To understand percentages.	<p>Title: <u>Percentages</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 8- W/C 15<sup>th</sup> June</b></p> <p><b>Lesson 1</b></p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>Q4: Remember percent means out of 100. If each part is split into ten, what is the value of each part?</p> <p>Q6: How many pence in a pound? This knowledge will help.</p> <p>Q7: Read the question carefully and take it step by step.</p>	<a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a>

<p>Maths 2</p>	<p>To be able to identify fractions, percentages and decimals.</p>	<p>Title: <u>Fractions, percentages and decimals</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 8- W/C 15<sup>th</sup> June</b></p> <p><b>Lesson 2</b></p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>Q4: Remember what the signs mean, greater than, less than and equal to.</p> <p>Q5: Convert the values into either percentages, decimals or fractions to help you order them. Then, write them in order using the original numbers.</p>	<p><b>Use link from L1</b></p>
<p>Maths 3</p>	<p>To be able to add decimals with the same number of decimal places.</p>	<p>Title: <u>Adding Decimals</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 8- W/C 15<sup>th</sup> June</b></p> <p><b>Lesson 3</b></p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>Q3: Remember what the signs mean, greater than, less than and equal to</p>	<p><b>Use link from L1</b></p>

<p>Maths 4</p>	<p>To be able to add decimals with different number of decimal places.</p>	<p>Title: <u>Adding Decimals</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 8- W/C 15<sup>th</sup> June</b></p> <p><b>Lesson 4</b></p> <p>Watch the video then complete the worksheet attached on our website. This should be completed in your squared book.</p>	<p>What number can you use to hold the place value in the hundredths if there is not already a number?</p> <p>Line up your columns accurately. The decimal place should be in the same place.</p> <p>Use trial and error for the last question.</p>	<p><b>Use link from L1</b></p>
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<p>History</p>	<p>To be able to understand a non-European society that provides contrasts with British history.</p>	<p>When Europeans began to discover America, there were people already living there. Across America there were Native American tribes that encountered the explorers from Europe.</p> <p>One of the first meetings of Native Americans and a European was with Juan Ponce de Leon (Spanish explorer) and the Calusa people.</p> <p>You will be researching the Calusa tribe to find out about a society that was different to England.</p>	<p>When using the internet to research, please use it safely and securely.</p> <p>Use the Calusa Tribe sheet to record the information you find.</p>	<p>Calusa Tribe</p>
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<p>Science</p>	<p>Big Question: Are square sails or triangular sails best on a ship?</p>	<p>Tudor ships were only powered by the wind and journeys could take years. Ships had square and triangular sails. If the wind dropped the ships would often float motionless on the ocean.  Are square sails or triangular sails best on a ship? How can we find out? Are some boat shapes better than others? How can we find out?  Your task is to identify whether square or triangular sails are better. It is up to you to find a way to discover the answer.</p>	<p>Think about the resources you will need for this investigation. How many boats will you make? Where will you test the boats?  If you can, video the different types of sails on the water. Which one is more efficient?  Use the investigation sheet to record your process and findings.</p>	<p>Information on Tudor sailing: <a href="http://www.primaryhomeworkhelp.co.uk/tudors/exploration.htm">http://www.primaryhomeworkhelp.co.uk/tudors/exploration.htm</a>  <a href="https://sites.google.com/site/primaryschoolhistory/tudors/tudor-ships">https://sites.google.com/site/primaryschoolhistory/tudors/tudor-ships</a>  Investigation Sheet</p>
<p>Geography</p>	<p>Human geography, including: types of settlement and land use, economic activity including trade links.</p>	<p>You are going to be following Sir Walter Raleigh on his exploration of the seas!  You will be identifying the seas he travelled on and the countries he explored.</p>	<p>Look at the Tudor Explorer powerpoint for some background information on Tudor explorers and explorations.  Use Google Maps to help you find the journey Walter Raleigh took.</p>	<p>World Map  Tudor Explorer Powerpoint</p>

### Spellings to learn this week:

This week's spellings are:

1. Innocent
2. Innocence
3. Decent
4. Decency
5. Frequent
6. Frequency
7. Confident
8. Confidence
9. Obedient
10. Obedience

The spelling rule are words ending with ent, ence and ency.

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/zhgppq8/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.