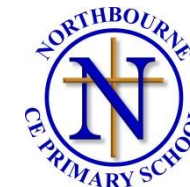




Northbourne CEP School



Remote Learning for OAK Class 16th – 20th November 2020

Monday	Tuesday	Wednesday	Thursday	Friday
Word of the Day: Vile	Word of the Day: Betray	Word of the Day: Haul	Word of the Day: Wreckage	Word of the Day: Limp
Maths	Maths	Maths	Maths	Maths
Year 5: WALT: Understand square numbers https://whiterosemaths.com/homelearning/year-5/week-9-number-multiplication-division/ (Square Numbers)	Year 5: WALT: Understand cube numbers https://whiterosemaths.com/homelearning/year-5/week-9-number-multiplication-division/ (Cube Numbers)	Year 5: WALT: Solve problems using all four operations https://classroom.thenational.academy/lessons/problem-solving-using-all-four-operations-69k32d	Year 5: WALT: Complete an assessment https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/Year-5-Multiplication-and-Division.pdf	Year 5 and 6 WALT: Explore equivalent fractions https://whiterosemaths.com/homelearning/year-6/week-8-number-fractions/ (Equivalent Fractions)
Year 6: WALT: Work with square and cube numbers https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/ (Square and Cube Numbers)	Year 6: WALT: Explore the order of operations in a calculation https://whiterosemaths.com/homelearning/year-6/week-7-number-addition-subtraction-multiplication-division/ (Order of Operations)	Year 6: WALT: Complete an assessment (1) https://wrm-13b48.kxcdn.com/wp-content/uploads/2018/10/Year-6-Four-Operations-A_v2.pdf	Year 6: WALT: Complete an assessment (2) https://wrm-13b48.kxcdn.com/wp-content/uploads/2018/10/Mini-Assessment-Block-3_Year-6-Four-Operations-B_v2.pdf	Make sure you pause the video and complete the activities - including working with the strips of paper.

Literacy and SPaG	Literacy and SPaG	French	Literacy and SPaG	Literacy and SPaG																						
<p>WALT: Write a flashback</p> <p>You might want to watch the film again, just to refresh your memory! Using your plans, start to write your flashback story. You need to make it clear you are writing a flashback, so start in the present tense, the flashback will be in the past tense, then finish in the present tense again. Show you are reliving the experience and use time adverbials where you can. Use lots of description!</p> <p>https://www.literacyshed.com/the-piano.html</p> <p>Spellings this week:</p> <table border="0"> <tr> <td>Year 5:</td> <td>Year 6:</td> </tr> <tr> <td>answer</td> <td>refer</td> </tr> <tr> <td>knowledge</td> <td>referred</td> </tr> <tr> <td>yacht</td> <td>reference</td> </tr> <tr> <td>guard</td> <td>referral</td> </tr> <tr> <td>island</td> <td>transfer</td> </tr> <tr> <td>foreign</td> <td>transferred</td> </tr> <tr> <td>environment</td> <td>transferring</td> </tr> <tr> <td>government</td> <td>prefer</td> </tr> <tr> <td>whistle</td> <td>preferred</td> </tr> <tr> <td>autumn</td> <td>preference</td> </tr> </table>	Year 5:	Year 6:	answer	refer	knowledge	referred	yacht	reference	guard	referral	island	transfer	foreign	transferred	environment	transferring	government	prefer	whistle	preferred	autumn	preference	<p>WALT: Write a flashback</p> <p>Continue with your flashback story today, reading through what you have done already - add to it/edit it as you go along.</p> <p>Spellings:</p> <p>Year 5: Look at your spelling words, write them out and circle the silent letter. Can you think of other words with silent letters?</p> <p>Year 6: Look at the spelling words - adding suffixes to words ending in -fer. Can you think of a rule to explain what happens when you add a suffix to a -fer word? E.g. refer - referral, prefer - preferring. What about reference and preference?</p>	<p>WALT: Say what fruit we do and don't like.</p> <p>https://www.youtube.com/watch?v=7P4mVks4PdA</p> <p>Use the sentence builder to practise saying what you do and don't like: https://www.lightbulblanguage.co.uk/resources/PrimaryFrench/fr-food-opinions-flowchart.pdf</p> <p>Spelling Practice! Write sentences using the spelling words - or challenge yourself to write a paragraph including all of them.</p>	<p>WALT: Edit and evaluate my flashback</p> <p>Read through the first draft of your flashback and evaluate it against the following:</p> <ol style="list-style-type: none"> 1. Have you written the start in the present tense? 2. Is the flashback consistently in the past tense? 3. Have you finished in the present tense, linking the flashback to the present? 4. Have you included time adverbials? 5. Have you used descriptive words and phrases (e.g. similes, metaphors, adjectives, adverbs)? <p>How can you improve your work? Could your description be even better?</p> <p>Spelling Practice! Use the different techniques for practising spelling words - e.g. pyramid words, rainbow writing, graffiti writing.</p>	<p>WALT: Write a final draft of my flashback</p> <p>Now you have edited and improved your work, write out a final draft, as neatly as possible, including all the improvements and changes you made.</p> <p>Spellings - Find someone who can give you a spelling test!</p>
Year 5:	Year 6:																									
answer	refer																									
knowledge	referred																									
yacht	reference																									
guard	referral																									
island	transfer																									
foreign	transferred																									
environment	transferring																									
government	prefer																									
whistle	preferred																									
autumn	preference																									

PSHE	PE	Science	Outdoor Learning	RE
<p>WALT: Explain how one person or group can have power over another.</p> <p>"A boy knows something secret about another child." How might this give the boy power? What about this? "A girl is popular, with lots of friends. She tells another child that she can't join in as she's 'not one of the group'." What gives the girl power? Can you think of other situations of people showing power over others? How do people gain power over others? How does power affect acceptance and equality? How can we prevent someone gaining power over us?</p>	<p>WALT: Keep fit</p> <p>https://classroom.thenationalacademy/specialist/subjects/physical-development/access-points/applying-learning/lessons/fitness-circuit-part-2-strength-and-power-cmvpad</p>	<p>WALT: Understand contact forces</p> <p>https://classroom.thenationalacademy/lessons/what-are-contact-forces-74t3qc</p>	<p>WALT: Create a map</p> <p>Create a map of your area - or an area of your choice! Add symbols to show where different places/buildings are - don't forget to include a key for the symbols.</p> <p>Remember, a map is a bird's eye view. You can do a sketch map or make a more detail map - you could use Googlemaps or OpenStreetMap to help and inspire you.</p> <p>https://www.openstreetmap.org/#map=5/54.910/-3.432</p> <p>https://www.google.co.uk/maps/@51.2229376,1.376256,14z</p>	<p>How do Christians respond to healing miracles?</p> <p>Read the story about Jesus healing the centurion's servant - Luke 7:1-10</p> <p>https://www.biblegateway.com/passage/?search=Luke+7%3A1+-+10&version=ICB</p> <p>What can we learn about Jesus from this story? How might Christians respond to this story? Can you think of different ways (maybe they believe the story - maybe they do not). Imagine two Christians are talking about it. They want to try and make it relevant to today. How could they do that?</p>

Instructions for **Word of the Day**:

1. How many syllables are in the word?
2. What word class is it?
3. What does it mean? Use a dictionary to help you.
4. Think of a sentence using the word - say it out loud.
5. How can you improve your sentence? Can you add further description or information? Can you alter the word order to make it sound more interesting?
6. Write your best sentence down.
7. What prefixes and/or suffixes can you use with the word (if any)? How do they change the meaning?
8. Can you think of any synonyms or antonyms?
9. On Friday, write a paragraph using all the words of the day for this week.

For further information and guidance you can go to <https://vocabularyninja.co.uk/word-of-the-day/>