



# Northbourne CEP School



## Remote Learning for OAK Class 23<sup>rd</sup> – 27<sup>th</sup> November 2020

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Word of the Day: <b>ablaze</b>	Word of the Day: <b>brazen</b>	Word of the Day: <b>sublime</b>	Word of the Day: <b>absurd</b>	Word of the Day: <b>squander</b>
<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>	<b>Maths</b>
<p><b>Year 5:</b> WALT: Order fractions less than 1</p> <p><a href="https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r">https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r</a></p>	<p><b>Year 5:</b> WALT: Compare and order fractions greater than 1</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zbdj7nb">https://www.bbc.co.uk/bitesize/articles/zbdj7nb</a></p>	<p><b>Year 5:</b> WALT: Add fractions with the same denominator</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zhfs2v4">https://www.bbc.co.uk/bitesize/articles/zhfs2v4</a></p>	<p><b>Year 5:</b> WALT: Add and subtract fractions with a common denominator</p> <p><a href="https://classroom.thenational.academy/lessons/add-and-subtract-fractions-with-a-common-denominator-68vpae">https://classroom.thenational.academy/lessons/add-and-subtract-fractions-with-a-common-denominator-68vpae</a></p>	<p><b>Year 5:</b> WALT: Add 3 or more fractions</p> <p><a href="\\Server01\tuttonr\$\Documents\Maths\Fractions\Year-5-Spring-Block-2-Step-9-HW-EXT-Add-3-or-More-Fractions.pdf">\\Server01\tuttonr\$\Documents\Maths\Fractions\Year-5-Spring-Block-2-Step-9-HW-EXT-Add-3-or-More-Fractions.pdf</a></p> <p>Using what you know about adding fractions, choose activities from here to complete.</p>
<p><b>Year 6:</b> WALT: Compare and order fractions using the numerator</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/</a> (Compare and order (numerator))</p>	<p><b>Year 6:</b> WALT: Compare and order fractions greater than 1</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zbdj7nb">https://www.bbc.co.uk/bitesize/articles/zbdj7nb</a></p>	<p><b>Year 6:</b> WALT: Add and subtract fractions</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-9-number-fractions/</a> (Add and subtract fractions 1)</p>	<p><b>Year 6:</b> WALT: Add and subtract fractions</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/week-10-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-10-number-fractions/</a> (Add and subtract fractions activity)</p>	<p><b>Year 6:</b> WALT: Add and subtract fractions</p> <p><a href="https://whiterosemaths.com/homelearning/year-6/week-10-number-fractions/">https://whiterosemaths.com/homelearning/year-6/week-10-number-fractions/</a> (Add and subtract fractions 2)</p>

Literacy and SPaG	Literacy and SPaG	Topic and SPaG	Literacy and SPaG	Literacy and SPaG																						
<p>WALT: Cold write a balanced argument.</p> <p>Write a balanced argument on the following statement: "Children should wear a uniform to go to school."</p> <p><b>Spellings this week:</b></p> <table border="0"> <tr> <td>Year 5:</td> <td>Year 6:</td> </tr> <tr> <td>aloud</td> <td>conscious</td> </tr> <tr> <td>allowed</td> <td>delicious</td> </tr> <tr> <td>affect</td> <td>ambitious</td> </tr> <tr> <td>effect</td> <td>infectious</td> </tr> <tr> <td>herd</td> <td>precious</td> </tr> <tr> <td>heard</td> <td>gracious</td> </tr> <tr> <td>past</td> <td>cautious</td> </tr> <tr> <td>passed</td> <td>superstitious</td> </tr> <tr> <td>reign</td> <td>fictitious</td> </tr> <tr> <td>rain</td> <td>spacious</td> </tr> </table>	Year 5:	Year 6:	aloud	conscious	allowed	delicious	affect	ambitious	effect	infectious	herd	precious	heard	gracious	past	cautious	passed	superstitious	reign	fictitious	rain	spacious	<p>WALT: Understand what a balanced argument is.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zm3nvcw">https://www.bbc.co.uk/bitesize/clips/zm3nvcw</a></p> <p>Watch the video and following the instructions given - make your columns and record the arguments for and against people climbing Mount Snowdon. Then note all the adverbials that can be used to link the ideas together.</p> <p><b>Spelling Practice:</b></p> <p><b>Year 5:</b> Use a dictionary to find out what each of the spelling words mean. Is there a clue as to when to use which spelling? E.g. noun or a verb?</p> <p><b>Year 6:</b> Write the 'root' word next to each word. What do you notice about words that have the suffix '-cious'?</p>	<p>WALT: Use modal verbs</p> <p><a href="https://www.bbc.co.uk/bitesize/articles/znd26v4">https://www.bbc.co.uk/bitesize/articles/znd26v4</a></p> <p><b>Spelling Practice:</b></p> <p><b>Year 5 and 6</b> Write sentences using the spelling words - or challenge yourself to write a paragraph including all of them. Make sure your sentences show that you understand the meaning of the work - this is especially important for the Year 5 homophones.</p>	<p>WALT: Research the fall of the Kingdom of Benin</p> <p>Find out how the Benin Kingdom ended and what happened. These websites might be helpful for you. Make notes - or create a bubble map.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zpvckqt/articles/z3n7mp3">https://www.bbc.co.uk/bitesize/topics/zpvckqt/articles/z3n7mp3</a></p> <p><a href="https://www.ks2history.com/benin-guide">https://www.ks2history.com/benin-guide</a></p> <p><b>Spelling Practice!</b> Use the different techniques for practising spelling words - e.g. pyramid words, rainbow writing, graffiti writing.</p>	<p>WALT: Investigate what happened to the Benin Bronzes</p> <p>Now find out what happened to the Benin Bronzes. These websites may help you. Make sure you watch the videos as well! You will need to make clear notes as this is going to be the topic of the balanced argument you will write next week.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-story-of-the-benin-bronzes/zb79wtv">https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-story-of-the-benin-bronzes/zb79wtv</a></p> <p><a href="https://tonypickford.wixsite.com/primaryhistory/benin">https://tonypickford.wixsite.com/primaryhistory/benin</a></p> <p><a href="http://www.richardlander.org.uk/benin_bronzes.html">http://www.richardlander.org.uk/benin_bronzes.html</a></p> <p><b>Spellings</b> - Find someone who can give you a spelling test!</p>
Year 5:	Year 6:																									
aloud	conscious																									
allowed	delicious																									
affect	ambitious																									
effect	infectious																									
herd	precious																									
heard	gracious																									
past	cautious																									
passed	superstitious																									
reign	fictitious																									
rain	spacious																									

PSHE	PE	Science	Outdoor Learning	RE
<p>WALT: Understand some of the reasons people use bullying behaviours</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z8pxpv4">https://www.bbc.co.uk/bitesize/clips/z8pxpv4</a></p> <p>Watch the video and see if you can identify the different types of bullying experienced by the girl. How do you know it is bullying? Think about the bully - was anything happening to her that could make her be a bully? How did the bully change? Write or draw about what happened, either from the perspective of the girl or the bully.</p>	<p>Movement and balance</p> <p><a href="https://classroom.thenational.academy/specialist/subjects/physical-development/access-points/applying-learning/lessons/movement-and-balance-part-1-chjkat">https://classroom.thenational.academy/specialist/subjects/physical-development/access-points/applying-learning/lessons/movement-and-balance-part-1-chjkat</a></p>	<p>WALT: Investigate what factors affect an object's ability to float.</p> <p><a href="https://classroom.thenational.academy/lessons/which-factors-affect-an-objects-ability-to-float-ccv3ac">https://classroom.thenational.academy/lessons/which-factors-affect-an-objects-ability-to-float-ccv3ac</a></p>	<p>WALT: Create a micro journey</p> <p><a href="https://www.ltl.org.uk/resources/micro-journey/">https://www.ltl.org.uk/resources/micro-journey/</a></p> <p>Create a route with a piece of string. Try to place it outside, on varied terrain if you can. Get down low to the ground and consider the route from the perspective of an ant. Add any 'landmarks' or interesting points and label them - use twigs and/or masking tape to label them. If you can, take photos to show what it would be like for an ant going on the journey you have created.</p>	<p>What would Jesus do about ill health?</p> <p>Look at an example of a Christian mission for healing - e.g. <a href="http://www.leprosymission.org.uk">www.leprosymission.org.uk</a></p> <p>Look for and write down 5 things that this mission does to connect with Jesus' teaching and how he lived his life. How does this show 'Gospel'? Is the Leprosy Mission good news? If so, who for? Write a postcard to them saying what inspires you about their work, linking it to the teaching of Jesus we have already looked at this term (in the Sermon in the Mount, Matthew 5 -7)</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/>