



Northbourne CEP School



Remote Learning for OAK Class 18th – 22nd January 2021

Monday	Tuesday	Wednesday	Thursday	Friday
Word of the Day: decrease	Word of the Day: automatic	Word of the Day: insert	Word of the Day: persuade	Word of the Day: signal
Maths	Maths	Maths	Maths	Maths
Year 5 & 6: WALT: Round Decimals https://www.bbc.co.uk/bitesize/articles/zwyrf82	Year 5: WALT: Order and compare decimals https://www.bbc.co.uk/bitesize/articles/z68rn9q	Year 5: WALT: Understand percentages https://www.bbc.co.uk/bitesize/articles/zdrrydm	Year 5 & 6: WALT: Write fractions as percentages https://whiterosemaths.com/homelearning/year-6/spring-week-3-number-percentages/	Year 5 & 6: WALT: Write percentages as fractions and decimals https://www.bbc.co.uk/bitesize/articles/zynhjsg
Don't forget that you can also complete the worksheets in your home learning packs which are linked to each of the WALTs for this week - watch the video first, then complete the sheets!	Year 6: WALT: Convert fractions to decimals https://whiterosemaths.com/homelearning/year-6/spring-week-2-number-decimals/ (Fractions to decimals 1)	Year 6: WALT: Convert fractions to decimals https://whiterosemaths.com/homelearning/year-6/spring-week-3-number-percentages/ (fractions to decimals 2)	(Fractions to percentages)	

<p>Literacy and SPaG WALT: Complete a reading comprehension</p> <p>Go to Purple Mash https://www.purplemash.com/#tab/pm-home</p> <p>You will see I have set a 2Do for a reading comprehension on Captain Cook's first voyage. You can complete it there or if you have your paper home learning pack, you will also find it in there.</p> <p>SPaG: WALT: Use parenthesis</p> <p>https://www.bbc.co.uk/bitesize/articles/zhpt7yc</p> <p>Spellings: Year 6: official, special, financial, social, commercial, confidential, essential, substantial, partial, torrential</p> <p>Year 5: possible, possibly, adorable, adorably, incredible, incredibly, agreeable, agreeably, reliable, reliably</p>	<p>Literacy and SPaG WALT: Plan a newspaper report</p> <p>Use your research from last week and information from the reading comprehensions and plan a newspaper report on Captain Cook's first voyage and what he found - particularly concentrating on Australia. Use the features of a newspaper report as success criteria (in your home learning pack or on Purple Mash). Don't worry about rhetorical questions! If you want to, you can use the planning sheet in your home learning pack.</p> <p>Spellings: Year 6: For the next two days, complete the table below (or in your home learning pack), Identify the root word (e.g. financial - finance). Explain what this means, then decide if it is spelt -tial or -cial. Are there any exceptions? Use a dictionary to help you if you can.</p> <p>Year 5: Look at your spelling words, can you think of any spelling</p>	<p>Literacy and SPaG WALT: Write the first draft of your newspaper report</p> <p>Using the newspaper report checklist as success criteria, follow your plan and write your first draft of your newspaper report. Challenge yourself to include the passive voice, direct and/or reported speech and use parenthesis to add more detail! Your headline needs to be catchy - but don't worry about it being a pun. Don't forget to STREAM your work!</p> <p>Spellings: Year 6: Continue with the table from yesterday.</p> <p>Year 5: Below you will find a word web for the word 'sign' - and it is in your home learning pack. You can see how many words are interrelated and linked. This can help your understanding of words and spellings. Create your own word web for the word 'press'. Use a dictionary to help you if you can.</p>	<p>Literacy and SPaG WALT: Edit and improve your newspaper report</p> <p>Take some time to edit your first draft of your report, correct any punctuation or spelling mistakes you may have made and ensure you have included everything you need to. Use the newspaper report checklist to and tick every feature that you have included - and take time to add any that you may have forgotten. Don't forget to try and include direct/reported speech, the passive form and parenthesis as well!</p> <p>Spellings: Year 6: Write sentences with your words, making sure you have spelt them correctly and the sentences make sense. You could challenge yourself to write a paragraph with all of them in it!</p> <p>Year 5: Use the different ways to practise your spellings you know from school - pyramid words, graffiti writing, rainbow words.</p>	<p>Literacy and SPaG WALT: Write the final draft of your newspaper report</p> <p>Today, write your final draft - on paper or using a Word document. Make sure you include all your corrections and improvements from yesterday. When you have finished writing your final draft, it would be great if you could load it onto Purple Mash for me to see and mark! Thank you!</p> <p>Spellings: Find an adult to help you and give you a spelling test!</p>
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	rules that might help you to spell them? Think about which ending is more common, how you pronounce the word or what you might have to do to the word when adding -ibly or -ably.			
<p>PSHE</p> <p>WALT: Identify and talk about problems in the world that concern me.</p> <p>Below you will find some photographs. For each one decide: What is the picture showing? Where might it have been taken (which country for example)? What might be the difficulty the child/person/people lives with in this situation? What might help their situation? How do you feel about the situation? Then, write or draw something that represents 'My dream for the World'.</p>	<p>Science</p> <p>WALT: Understand what reflection is and how we can use it</p> <p>https://classroom.thenational.academy/lessons/what-is-reflection-and-how-can-we-use-it-6mt3qd</p>	<p>PE</p> <p>Yoga:</p> <p>https://cosmickids.com/video/the-wizard-of-oz/</p>	<p>Outdoor Learning</p> <p>Can you dig it?</p> <p>See the instructions below for an idea of how to be an archaeologist!</p>	<p>RE</p> <p>How does Shahadah affect the lives of Muslims?</p> <p>Shahadah says "I witness that there is no other god but Allah, and Muhammad is the prophet of Allah."</p> <p>When is this used?</p> <p>Look at the story of Bilal http://mimiweb.org.uk/microsites/religiousstories/muslim/bilal.pdf</p> <p>What do you think mattered most to him? Was it, for example, his work, his own comfort, using the gifts God gave him? What else can you think of? Once you have some ideas, place them in order of importance to him. How might hearing the Shahadah everyday affect the life of a Muslim?</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/>



Can you Dig it?

Mark out an archaeological dig in your grounds and see what treasures you discover under the soil.

9 - 12

History



Background information:

This activity covers aspects of science, history, and geography. Children use their observational skills to identify, categorise and enquire into the geology and history of soils, rocks, organic matter, and everyday materials, considering living, dead and things that have never been alive.

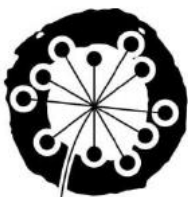
They can sort finds by their different appearances and physical properties and give written explanations for the possible geological and historical uses of these materials. Learning can link to Roman artefacts and the Roman Empire's impact on Britain or pottery from different civilisations.

Equipment

Budding archaeologists will need a patch of grass outside that you can dig in, an old spoon, an old toothbrush, and a container. You could use a trowel if you have one handy. Gloves will protect your hands.

Activity

- Mark out your site using string and wooden pegs to stop people disturbing your finds.
- Can you peel back the layers of grass and carefully work down the layers of soil?
- What might you find? Can you separate living things from manmade or dead things?
- How deep can you dig, can you find different layers of soil, sand, or stone maybe? Try not to cut through plant or tree roots you might uncover.
- You might uncover pieces of ceramic or metal buried underground – when might they have been buried there?
- How will you clean your finds? You could use an old toothbrush and some water to gently clean the soil and mud from objects you uncover.
- How could you display your archaeological finds? Perhaps you could make a museum cabinet from an old cereal box and write up your findings to explain them to visitors to your museum.
- What do your finds tell you about the past?



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