



## Northbourne CEP School



### Remote Learning for OAK Class 22<sup>nd</sup> – 26<sup>th</sup> March

Monday	Tuesday	Wednesday	Thursday	Friday
Word of the Day: <b>accumulate</b>	Word of the Day: <b>exaggerate</b>	Word of the Day: <b>repetition</b>	Word of the Day: <b>boycott</b>	Word of the Day: <b>condemn</b>
Maths	Maths	Maths	Maths	Maths
<b>Year 5:</b> WALT: Count squares to calculate area	<b>Year 5 and 6:</b> WALT: Calculate the area of rectangles	<b>Year 5 and 6:</b> WALT: Calculate the area of compound shapes	<b>Year 5 and 6:</b> WALT: Calculate the area of irregular shapes	<b>Year 5:</b> WALT: Complete a mini assessment
<a href="https://whiterosemaths.com/homelearning/year-5/week-12-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-12-measurement-perimeter-area/</a> (counting squares)	<a href="https://whiterosemaths.com/homelearning/year-5/week-12-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-12-measurement-perimeter-area/</a> (area of rectangles)	<a href="https://whiterosemaths.com/homelearning/year-5/week-12-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-12-measurement-perimeter-area/</a> (area of compound shapes)	<a href="https://whiterosemaths.com/homelearning/year-5/week-12-measurement-perimeter-area/">https://whiterosemaths.com/homelearning/year-5/week-12-measurement-perimeter-area/</a> (area of irregular shapes)	Follow this link: <a href="https://resources.whiterosemaths.com/resources/year-5/autumn-block-5-perimeter-area/">https://resources.whiterosemaths.com/resources/year-5/autumn-block-5-perimeter-area/</a>
Now complete these worksheets:	Now complete these worksheets:	Now complete these worksheets:	Now complete these worksheets:	Then click on 'End of block assessment' (on the right) and download the assessment sheet and the answers. Complete the assessment sheet- you can mark it with the answers (downloaded at the same time as the assessment) or bring it into school with you.
<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-WO2-Counting-squares-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-WO2-Counting-squares-2019.pdf</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO3-Area-of-rectangles-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO3-Area-of-rectangles-2019.pdf</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO4-Area-of-compound-shapes-2019-1.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO4-Area-of-compound-shapes-2019-1.pdf</a>	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO5-Area-of-irregular-shapes-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-WO5-Area-of-irregular-shapes-2019.pdf</a>	
Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-ANS2-Counting-squares-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/Y4-Spring-Block-2-ANS2-Counting-squares-2019.pdf</a>	Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-ANS3-Area-of-rectangles-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-ANS3-Area-of-rectangles-2019.pdf</a>	Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-ANS4-Area-of-compound-shapes-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-ANS4-Area-of-compound-shapes-2019.pdf</a>	Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-ANS5-Area-of-irregular-shapes-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-5-ANS5-Area-of-irregular-shapes-2019.pdf</a>	
<b>Year 6:</b> WALT: Calculate the area of a parallelogram				<b>Year 6:</b> WALT: Complete a mini assessment  Follow this link: <a href="https://resources.whiterosemaths.com/resources/year-5/autumn-block-5-perimeter-area/">https://resources.whiterosemaths.com/resources/year-5/autumn-block-5-perimeter-area/</a>

<a href="https://whiterosemaths.com/homelearning/year-6/spring-week-9-measurement-perimeter-area-and-volume/">https://whiterosemaths.com/homelearning/year-6/spring-week-9-measurement-perimeter-area-and-volume/</a>  Now complete these worksheets:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO6-Area-of-a-parallelogram-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO6-Area-of-a-parallelogram-2019.pdf</a>  Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS6-Area-of-a-parallelogram-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-ANS6-Area-of-a-parallelogram-2019.pdf</a>				<a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/01/Y6-Spring-Block-5-WO6-Area-of-a-parallelogram-2019.pdf">6/spring-block-5-area-perimeter-volume/</a>  Then click on 'End of block assessment' (on the right) and download the assessment sheet and the answers. Complete the assessment sheet (have a go at the last question, but don't worry if you're stuck, we'll be going over that again next term) You can mark it with the answers (downloaded at the same time as the assessment) or bring it into school with you.
<b>Literacy and SPaG</b> WALT: Use standard English  <a href="https://www.bbc.co.uk/bitesize/articles/zp9jkty">https://www.bbc.co.uk/bitesize/articles/zp9jkty</a>  Watch the lessons and complete the activities following the lesson - finish by re-writing Mr Smith's letter in standard English.  <b>Spellings</b> <b>Year 5:</b> achieve, ancient, science, conscience, foreign, leisure, neighbour, receive, weigh, mischief	<b>Literacy and SPaG</b> WALT: Complete a cold write.  You are going to write a letter a letter to Mr Reynolds, persuading him that <u>you</u> should decide what you are taught at school - not the teachers or even the Department for Education! Consider how you are going to word your letter and how you are going to make your points clear. You need to be persuasive! Please either upload your letter onto Purple Mash or bring it into school for me to read.	<b>Topic and SPaG</b> WALT: Investigate who benefited from the British Empire  On Purple Mash, there is a sorting activity for you to complete. There are statements referring to the British Empire; you need to decide if these statements show that the Britain benefited, the Colonies (Empire countries) benefited or did they both? Use the Venn diagram to help you sort the statements. Once you have finished, consider who benefited the most - and why. Why do you think some benefited more than others? Do you think that	<b>Literacy and SPaG</b> WALT: Understand the features of writing a formal letter  <a href="https://www.bbc.co.uk/bitesize/articles/z6hvgwx">https://www.bbc.co.uk/bitesize/articles/z6hvgwx</a>  Watch the lesson and complete the two activities following the lesson, including the super challenge. If you have time and want to challenge yourself, have a go at the third activity as well!  <b>Spellings:</b> <b>Year 5 and Year 6:</b> Practise your spelling words using the techniques we use at school e.g. pyramid words, rainbow words, graffiti writing,	<b>Literacy and SPaG</b> WALT: Explore persuasive writing  <a href="https://www.bbc.co.uk/bitesize/articles/zsgxqfr">https://www.bbc.co.uk/bitesize/articles/zsgxqfr</a>  Watch the lesson and complete the activities following it. Please ensure you complete Activity 2 - recognising the features of persuasive writing and recording them in a table.  <b>Spellings:</b> Ask an adult to help you and give you a spelling test!

<p><b>Year 6:</b>autobiography, binoculars, archaeology, telecommunication, hydroelectric, microscope, photograph, photographically, geography, geographically,</p>	<p><b>Spellings</b>  <b>Year 5:</b> Look at the words below - all of them are spelt either /ie/ or /ei/. Focus on the words with /ei/ and sort them into groups as to how you pronounce the /ei/ (what it sounds like). Which sound is the most common?  <b>Year 6:</b> Look at the word 'arachnophobia' - how can understanding the etymology (the origin of the word) help you to understand the meaning? Look at the prefix 'arachno' and the root 'phobia' in the dictionary and see how the word is made up. What other words can you generate from the root word 'phobia'? Try adding different prefixes.</p>	<p>overall the British Empire was good or not? Write you answers to these questions in a short paragraph.</p> <p><b>Spellings:</b>  <b>Year 5:</b> Continue looking at the /ie/ and /ei/ words below. Which spelling is more common - ie or ei? Are there any sounds which are only represented by one of these graphemes? Which words are tricky exceptions?  <b>Year 6:</b> Continuing from yesterday, now using your spelling words, identify the root word and the prefix - can you create other words from the same root word?</p>	<p>writing a mnemonic for the word.</p>	
<p><b>PSHE</b></p> <p><b>WALT: Know why some people join gangs and the risk this involves</b></p> <p>It would be good if you could complete this lesson with a trusted adult to help you discuss the different aspects of gangs we are going to cover.</p> <p>Look at the pictures below. Which picture best represents a gang? Why? Can you think of some examples of anti-social behaviour or illegal activities that a gang might be involved with?</p>	<p><b>Science</b></p> <p><b>WALT: Identify which circuits will have the brightest bulbs.</b></p> <p>Go to Purple Mash and complete the following activity:  <a href="https://www.purplemash.com/ab/pm-home/science/electricity">https://www.purplemash.com/ab/pm-home/science/electricity</a></p> <p>Launch the app 'Ordering brightness of bulbs'. Follow the instructions and order the circuits from the brightest to the dimmest bulbs. Write an explanation for each circuit explaining why you have chosen to order it that way and what affects the brightness of the</p>	<p><b>Art</b></p> <p><b>Design a card!</b></p> <p>Design a card that shows what you appreciate and love about our perfect world. Please try and complete this on card - but you can use any medium (materials - crayons, pencils, paint, collage, recycled materials etc.) you like. Your design can be inspired by any aspect of your world that you love - a sunrise or sunset, the weather, the sea, whales, plants, animals - anything at all! Please bring your card into school or photograph it and</p>	<p><b>PE and Outdoor Learning</b></p> <p><b>PE - Reactive jumping, and throwing with a slinging action</b></p> <p><a href="https://classroom.thenational.academy/lessons/reactive-jumping-and-throwing-with-a-slinging-action-cdhk2t">https://classroom.thenational.academy/lessons/reactive-jumping-and-throwing-with-a-slinging-action-cdhk2t</a></p> <p>Continue with throwing and jumping.</p> <p><b>Outdoor Learning:</b>  <b>Look for the signs of Spring!</b></p> <p>Make a list of things that Spring is:</p> <ol style="list-style-type: none"> <li>1. What things LOOK spring?</li> </ol>	<p><b>RE</b></p> <p><b>Salvation</b></p> <p><b>How do Christians worship on Good Friday and Easter Sunday?</b></p> <p>Look at the pictures below. For each picture, write any questions you may have about the picture. Now do some research - try to find out what is happening in each picture. Write a short paragraph for each one, explaining what is happening.</p> <p>How does this help you to understand Salvation - and in</p>

Look at the cards below and match the people on the cards to the reason why they might join a gang. Make sure you can explain why you have matched them that way. Which of the gangs that you have considered are unsafe or risky? Are there alternatives a person could do instead of joining a gang - that would still meet their needs? What are they? What advice would you give someone who wanted to join a dangerous gang?	bulb. When you have finished, save your work so I can mark it!	either email it to me or load it onto Purple Mash. We are hoping to enter a competition at Canterbury School of Visual Arts at Canterbury College!	<ol style="list-style-type: none"> <li>2. What things SOUND spring?</li> <li>3. What things SMELL spring?</li> <li>4. How does spring FEEL?</li> <li>5. What makes you FEEL spring?</li> <li>6. What things TASTE spring?</li> <li>7. What EXPERIENCES or IDEAS seem spring?</li> </ol>	particular what Christians believe about Good Friday and Easter Sunday? How does their belief in the resurrection link with how they worship on Good Friday and Easter Sunday?
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Instructions for **Word of the Day** (For further information and guidance you can go to <https://vocabularyninja.co.uk/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?

On Friday, why not challenge yourself to write a paragraph using all the words of the day for this week? You can now also play games with Vocabulary Ninja! Here is the link for you to have a go! <https://games.vocabularyninja.co.uk/>

big brother



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big brother



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big brother



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**Marlon is 18. He lives in a city where there are lots of rival gangs.**

**Gangs are cool and give me street-cred. No one disrespects me because I'm part of the gang. If they did, my gang would cause trouble for them. I used to get bullied but not now.**

**Reeta is 15. Her parents are both doctors and she goes to a private school.**

**Gangs are terrifying. I've joined a gang and I wish I hadn't. Some of them carry knives and take drugs. They have threatened me because I want to leave.**

**Rahul is 14 and he has come to live in this country with his family.**

**Gangs are fun. My friends just hang out and play videogames together. We can even be a gang online when we play as a team.**

**Suzi is 17. She is homeless and lives on the streets.**

**Gangs are exciting. My gang hangs out on the street and we are always on the look-out for trouble. We get drunk and like making trouble for other people.**

**Mario is 13. His dad is out of work.**

**Gangs are good for money. We earn it by doing illegal things like stealing and selling drugs. It's dangerous work but if I get more involved, I can earn more, and be a more powerful gang member.**

**Maisy is 15. Her parents have just separated and she is upset about it.**

**Gangs are a way of life. All my brothers and sisters are in the local gang. So are all their friends. I'll be expected to join the gang at some point to show my respect.**

**Jacen is 16. He doesn't enjoy school and finds all the subjects boring.**

**Gangs are a way of belonging. When I'm part of the gang it gives me an identity.**

## Year 5 Spellings

'ie'	'ie'	'ie'	'cei'	'ei' long /eɪ/	'ei' ' other
lie	chief	shield	ceiling	vein	weird
die	pierce	yield	receive	rein	protein
pie	field	science	receipt	reign	their
tie	priest	relief	deceit	veil	either
thief	fierce	pier	perceive	weigh	neither
belief	mischief	patient	conceit	freight	height
grief	quiet	view	neice	eight	heir
brief	friend	ancient		neighbour	
piece	medieval	glacier		sovereign	
review	obedient				
fiery					



