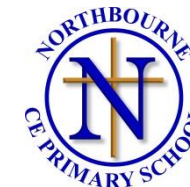




# Northbourne CEP School



## Remote Learning for OAK Class 29<sup>th</sup> March to 1<sup>st</sup> April

Monday	Tuesday	Wednesday	Thursday	Friday
Word of the Day: <b>dawdle</b>	Word of the Day: <b>devious</b>	Word of the Day: <b>famished</b>	Word of the Day: <b>relinquish</b>	<b>GOOD FRIDAY!</b>
Maths <b>Year 5 and 6:</b> WALT: Introduce line graphs  <a href="https://whiterosemaths.com/homelearning/year-5/week-6-statistics/">https://whiterosemaths.com/homelearning/year-5/week-6-statistics/</a> (introducing line graphs)  Now complete these worksheets:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y4-Summer-Block-4-WO3-Introducing-line-graphs-2020.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y4-Summer-Block-4-WO3-Introducing-line-graphs-2020.pdf</a>  Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y4-Summer-Block-4-ANS3-Introducing-line-graphs.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y4-Summer-Block-4-ANS3-Introducing-line-graphs.pdf</a>	Maths <b>Year 5 and 6:</b> WALT: Read and interpret line graphs  <a href="https://whiterosemaths.com/homelearning/year-5/week-6-statistics/">https://whiterosemaths.com/homelearning/year-5/week-6-statistics/</a> (Read and interpret line graphs)  Now complete these worksheets:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO1-Read-and-interpret-line-graphs-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO1-Read-and-interpret-line-graphs-2019.pdf</a>  Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS1-Read-and-interpret-line-graphs.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS1-Read-and-interpret-line-graphs.pdf</a>	Maths <b>Year 5 and 6:</b> WALT: Draw line graphs  <a href="https://whiterosemaths.com/homelearning/year-5/week-6-statistics/">https://whiterosemaths.com/homelearning/year-5/week-6-statistics/</a> (Draw line graphs)  Now complete these worksheets:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO2-Draw-line-graphs-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO2-Draw-line-graphs-2019.pdf</a>  Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS2-Draw-line-graphs.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS2-Draw-line-graphs.pdf</a>	Maths <b>Year 5 and 6:</b> WALT: Use line graphs to solve problems  <a href="https://whiterosemaths.com/homelearning/year-5/week-7-statistics/">https://whiterosemaths.com/homelearning/year-5/week-7-statistics/</a> (Use line graphs to solve problems)  Now complete these worksheets:  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO3-Use-line-graphs-to-solve-problems-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO3-Use-line-graphs-to-solve-problems-2019.pdf</a>  Answers: <a href="https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS3-Use-line-graphs-to-solve-problems.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2020/10/Y5-Autumn-Block-3-ANS3-Use-line-graphs-to-solve-problems.pdf</a>	

<p><b>Literacy and SPaG</b> WALT: Plan a formal letter</p> <p>You are going to write a letter to Clement Attlee, the Prime Minister of Great Britain from 1945 to 1951. You need to decide whether think the British Empire should come to an end or keep going. Your letter will attempt to persuade him to your way of thinking. Make a bubble map of your thoughts, with reasons why you think that. You will need to consider the evidence of the British Empire you have seen over the last few weeks - especially the lesson last week on who benefited most from it.</p> <p>When you are ready, start planning your letter, using the template below.</p> <p><b>Spellings</b> There are no new spelling words this week. Use the 5/6 Spelling word list to help you to practise any spellings this week that you are not sure about! Work with these words every day for the rest of this week.</p>	<p><b>Literacy and SPaG</b> WALT: Write the first draft of a formal letter</p> <p>Using your plan from yesterday, today you will write the first draft of your letter. Remind yourself of what a formal letter should look like by watching and reading this:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zkq8hb">https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zkq8hb</a> <a href="#">k</a></p> <p>Below, you will find a checklist for features of a persuasive letter. Use this to help you write your letter. Write the first draft of your letter, STREAMing your work as you write to ensure you have included everything you need to.</p> <p><b>Spellings (see Monday)</b></p>	<p><b>French</b> WALT: Discuss the weather in France</p> <p>Log on to Language Angels and then go to Intermediate Level, Unit 10: Quel Temps Fait-il? (The Weather).</p> <p><a href="https://www.languageangels.com/homeschool/">https://www.languageangels.com/homeschool/</a></p> <p>Go to lesson 3 and follow the slides - if you would like to print the questions, click on questions.</p> <p><b>Spellings (See Monday)</b></p>	<p><b>Literacy and SPaG</b> WALT: Write the final draft of a formal letter</p> <p>Spend the first part of today's lesson reading through your first draft of your letter. Use the checklist to help you ensure you have made it persuasive - and check your spellings, grammar and punctuation. If you can, ask an adult to read through it with you and help you to edit it.</p> <p>When you are ready, write your final draft of your letter, paying special attention to the layout and format and make sure you include all your edits and improvements. Please load your finished letter onto Purple Mash or bring it to school with you when you are back so I can mark it. Thank you!</p> <p><b>Spellings (See Monday)</b></p>	
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PSHE	PE and Outdoor Learning	Computing	RE
<p><b>WALT: Understand what it means to be emotionally healthy</b></p> <p>Please complete this lesson with a trusted adult.</p> <p>What do you think 'mental health' or 'emotional health' means? Mental health illnesses are just as common as physical illnesses - do you know any mental illnesses?</p> <p>Look at the picture of the well below.</p> <p>Imagine your mental health as if it is a well. If we fill our wells with positive feelings, then our emotional health is good, we feel emotionally fit and healthy. Common negative feelings like sadness, anger, stress, pressure, fear and worry can start to empty our wells and we can imagine them making holes in our well so all the positive feelings start to drain away. Feeling low might cause someone to develop a mental illness.</p> <p>There are lots of things we can do to keep filling our wells with all the positive feelings and repair the 'leaks' when they happen.</p> <p>What do you think you could do to put positive feelings into your well?</p> <p>Complete the well below with your own feelings, ideas and activities</p>	<p><b>PE - Introduction to throwing with a pushing action</b></p> <p><a href="https://classroom.thenational.academy/lessons/an-introduction-to-throwing-with-a-pushing-action-c8t34r">https://classroom.thenational.academy/lessons/an-introduction-to-throwing-with-a-pushing-action-c8t34r</a></p> <p>Find a tree which is starting to show signs of spring. Study it carefully and then see if you can draw it - make it an observational drawing - so draw what you see, not what you think a tree should look like! You might want to draw the whole tree - or just concentrate on a small part of it (e.g. a branch or a twig).</p>	<p>Today you are going to work on de-bugging!</p> <p>Go to Purple Mash: <a href="https://www.purplemash.com/#tab/pm-home/computing/2code_lessons">https://www.purplemash.com/#tab/pm-home/computing/2code_lessons</a></p> <p>Scroll down to <b>More Debug Challenges</b> and launch the app '<b>Debug challenges gorilla</b>'</p> <p>You are going to help the code monkey fix broken programmes. Save your work so I can see it too!</p>	<p><b>How does a belief in the resurrection of Jesus comfort and inspire Christians?</b></p> <p>Listen to the following songs which are often sung in church on Good Friday and Easter Sunday. The words are on the screen so you can follow them.</p> <p><a href="https://www.youtube.com/watch?v=LZjBJuHgXPE">https://www.youtube.com/watch?v=LZjBJuHgXPE</a></p> <p><a href="https://www.youtube.com/watch?v=ENtLli4GbE">https://www.youtube.com/watch?v=ENtLli4GbE</a></p> <p><a href="https://www.youtube.com/watch?v=CorLvVhcW4">https://www.youtube.com/watch?v=CorLvVhcW4</a></p> <p>Try to identify the emotions associated with the songs and how these might affect Christians: for example, fear, anxiety, hope, relief, reassurance. How do you think having faith in a resurrected, living Lord Jesus might comfort and inspire Christians? Express this in a couple of sentences.</p> <p>Spend the rest of the afternoon making an <b>EASTER CARD</b> - think about what you have learnt about Easter and Salvation over the last few weeks and try to include that in your card.</p>

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/>

Use this to help you plan your letter

**Exposition** (Persuasive from one perspective)

Introduction:

Why are you writing to Clement Attlee?

Are you for or against the end of the British Empire? Make this clear but only give general facts - leave the specifics for the main part of your letter.

Argument One

Argument Two

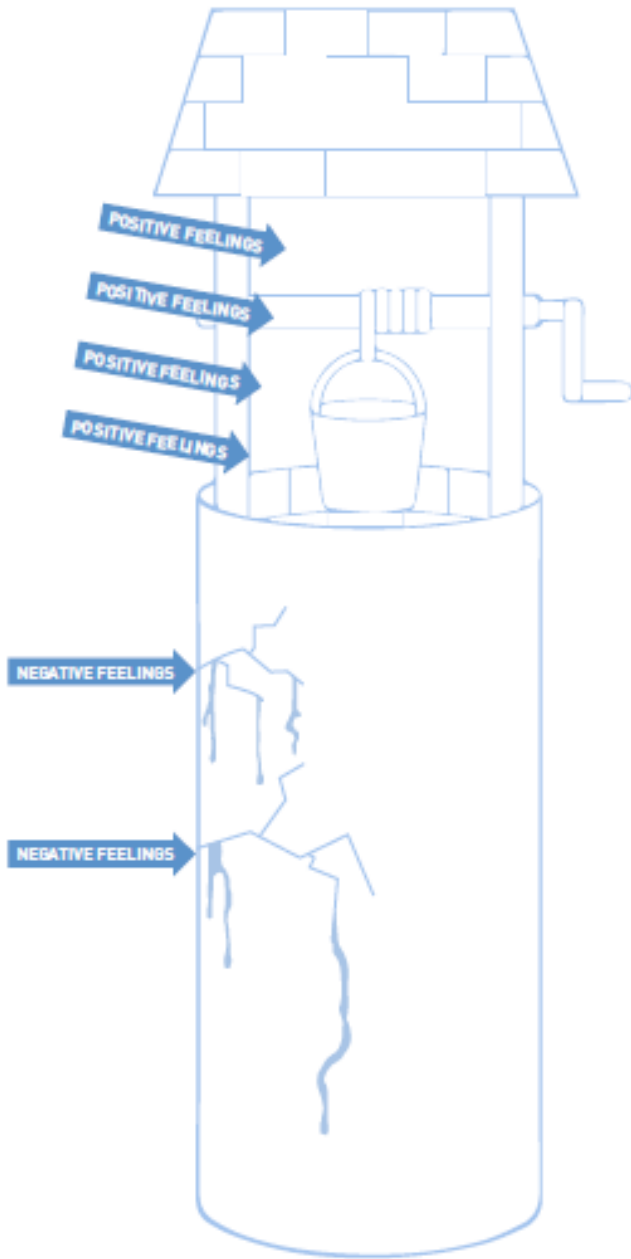
Argument Three

Adding conjunctions (use formal conjunctions if you can):

Conclusion

Why should Clement Attlee agree with you?

**Healthy Me**  
My Emotional Well Powerpoint Slide 1 - Ages 10-11 - Piece 5



Hand-drawn horizontal lines for writing, consisting of a solid top line and a dashed bottom line, repeated 20 times.

## Features of a Persuasive Letter

Includes sender's address on right, recipient's address on left and date underneath	
Includes an opening sentence that hooks the reader and explains why you are writing	
Includes an introduction, paragraphs explaining a point each and a conclusion	
Each point has an explanation and evidence to support it	
Includes emotive language, such as 'Everyone would be ecstatic if...'	
Includes rhetorical questions, such as 'Are we supposed to just sit back...?'	
Includes exaggeration, such as 'It would be a tragedy if...'	
Includes flattery, such as 'I'm sure that you have noticed...'	
Includes a conclusion that summarises the main point and reiterates the opinion	
Finishes with 'Yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient	

