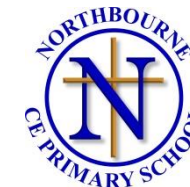




Northbourne CEP School



Remote Learning for OAK Class 26th – 30th April.

Monday	Tuesday	Wednesday	Thursday	Friday
Word of the Day: flood	Word of the Day: sarcastic	Word of the Day: debate	Word of the Day: perfection	Word of the Day: propel
Maths Year 5 and 6: WALT: Understanding tenths and hundredths https://vimeo.com/517200721 Now complete these worksheets: https://resources.whiterosemat hs.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-WO1-Recognise-tenths-and-hundredths-2019.pdf Answers: https://resources.whiterosemat hs.com/wp-content/uploads/2020/01/Y4-Spring-Block-4-ANS1-Recognise-tenths-and-hundredths-2019.pdf	Maths Year 5 and 6: WALT: Use decimals up to two decimal places https://vimeo.com/519169538 Now complete these worksheets: https://resources.whiterosemat hs.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-WO1-Decimals-up-to-2-dp-2019.pdf Answers: https://resources.whiterosemat hs.com/wp-content/uploads/2020/01/Y5-Spring-Block-3-ANS1-Decimals-up-to-2-dp-2019.pdf	Maths Year 5 and 6: WALT: Understand thousandths https://vimeo.com/519979817 Now complete these worksheets: https://resources.whiterosemat hs.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-WO4-Understand-thousandths-2019.pdf Answers: https://resources.whiterosemat hs.com/wp-content/uploads/2020/03/Y5-Spring-Block-3-ANS4-Understand-thousandths-2019.pdf	Maths Year 5: WALT: Round numbers within 100,000 https://vimeo.com/454736332 Now complete these worksheets: https://resources.whiterosemat hs.com/wp-content/uploads/2020/09/Y5-Autumn-Block-1-WO6-Round-numbers-within-100000-2019.pdf Answers: https://resources.whiterosemat hs.com/wp-content/uploads/2020/09/Y5-Autumn-Block-1-ANS6-Rounding-numbers-within-100000.pdf Year 6: WALT: Round numbers https://vimeo.com/454667122	Maths Year 5: WALT: Understand place value in numbers up to 1,000,000 https://vimeo.com/454736610 Now complete these worksheets: https://resources.whiterosemat hs.com/wp-content/uploads/2019/07/Y5-Autumn-Block-1-WO7-Numbers-to-a-million-2019.pdf Answers: https://resources.whiterosemat hs.com/wp-content/uploads/2019/07/Y5-Autumn-Block-1-ANS7-Numbers-to-a-million.pdf Year 6: Understand place value in numbers up to 10,000,000 https://vimeo.com/452565177 Now complete this worksheet:

			<p>Now complete this worksheet:</p> <p>https://resources.whiterosemat hs.com/wp-content/uploads/2020/09/Y6-Autumn-Block-1-WO3-Round-any-number-2019.pdf</p> <p>Answers:</p> <p>https://resources.whiterosemat hs.com/wp-content/uploads/2020/09/Y6-Autumn-Block-1-ANS3-Round-any-number.pdf</p>	<p>https://resources.whiterosemat hs.com/wp-content/uploads/2020/09/Y6-Autumn-Block-1-WO1-Numbers-to-10-million-2019.pdf</p> <p>Answers:</p> <p>https://resources.whiterosemat hs.com/wp-content/uploads/2020/09/Y6-Autumn-Block-1-ANS1-Numbers-to-10-million.pdf</p>
<p>Literacy and SPaG WALT: Complete a Cold Write</p> <p>I would like you to write an introduction to a story - you can use the picture below as inspiration to help you. Remember, you are writing a fictional story - the style is up to you. Your introduction needs to be approximately two paragraphs long.</p> <p>Read the next chapter in Tom's Midnight Garden</p> <p>You can download the book from here: http://www.mrmichaelmccloskey.com/uploads/3/1/5/4/31540507/toms_midnight_garden.pdf</p> <p>Spellings Year 5: uncovering, enjoyable, imagination, befriender,</p>	<p>Literacy and SPaG WALT: Recognise features of narrative writing</p> <p>Think back to any narrative writing you have done (fiction, story writing). What do you think are the features of narrative writing? Create a bubble map of all the features you can think of. What can you remember about the story mountain?</p> <p>Watch this video about story structure and then complete the quiz: https://www.bbc.co.uk/bitesize/topics/zpccwmn/articles/zwmt4qt</p> <p>Now read the story below and highlight all the features of story writing that you can find.</p> <p>Spellings</p>	<p>French WALT: Discuss the weather in France.</p> <p>Log in to Language Angels and go to Intermediate Level, Unit 10. We are doing Lesson 4 today. Follow the PowerPoint for this lesson - 'La météo en France' and then complete the worksheet (standard challenge). If you want to challenge yourself further, you can also complete the more challenge worksheet!</p> <p>Bonne chance!</p> <p>Spellings Year 5: Continuing from yesterday, today, concentrate on the words uncovering, enjoyable, imagination and befriender. Break the words up into prefix/root word/suffix and check the meanings of them.</p>	<p>Literacy and SPaG WALT: Understand that characters develop in stories</p> <p>Think back to your thoughts on the character of Tom after reading chapters 1 and 2. Now re-read chapters 3 and 4. Make a Circle Map with what you know about Tom (for an example, see the Science map below). Think again about whether Tom is a likeable character or not. Look carefully at pg 1, pg 6 and pg 13. What can you find about Tom's character here? What are his thoughts and feelings? What do you think are the reasons for those feelings and his behaviour? On Purple Mash, there is a 'Character development record' for you to complete. Today, please complete the first column - you need to back up your ideas with evidence from the book. Keep this safe - you will refer</p>	<p>Literacy and SPaG WALT: Start planning an overview of a story</p> <p>You are going to use one of David Hockney's pictures as inspiration to write a fantasy story. The picture is saved on Purple Mash for you. Before you start, watch the following lesson and complete Activity 1 - 3, using the picture (on Purple Mash) as the basis for your story.</p> <p>https://www.bbc.co.uk/bitesize/articles/zrsxhbk</p> <p>Start to think about what your story could be about and how you are going to use the story mountain to help you. Write some brief notes on the plan below to help you to create an overview of your story. You will be planning it in more detail next week.</p>

<p>occasionally, opportunity, accommodate, bicycle, knowledge, existence</p> <p>Year 6: guarantee, restaurant, yacht, secretary, explanation, foreign, conscience, amateur, lightning, muscle</p>	<p>Year 5: Understanding the root word, prefixes and suffixes of a word, along with the etymology (where a word comes from), helps us to spell unknown words. Using the grid below, see if you can see the word 'phydorturglope'. This is a made up word! Consider how you would spell it however and the meaning of the prefix, root word and suffix. Then have a go at making up your own words and see if you can work out a meaning as well.</p> <p>Year 6: Look at your spelling words for this week. Choose five of the words and for each one, look at how it is spelt. Consider:</p> <ul style="list-style-type: none"> -breaking the word into syllables -make links between the word and other words that you know -identify parts of the word that are really tricky to spell -think of ideas for remembering that part -Find the meaning and origin of the word -write a short sentence or phrase to help you remember the word. 	<p>Consider how this helps you to spell the words.</p> <p>Year 6: Continue with your work from yesterday, working with the other five words on your spelling list.</p>	<p>back to it when we have finished the book!</p> <p>You can download the book from here: http://www.mrmichaelmccloskey.com/uploads/3/1/5/4/31540507/toms_midnight_garden.pdf</p> <p>Spellings Year 5 and 6: Practise your spellings words for this week using the strategies you find most helpful - rainbow words, pyramid words, graffiti writing, mnemonics.</p>	<p>Spellings Ask an adult to help you and give you a spelling test on your words for this week.</p>
<p>PSHE</p> <p>Relationships</p> <p>WALT: Know how to take care of my mental health</p> <p>Please complete this lesson with a trusted adult. Remember that challenges are a normal part of</p>	<p>Science</p> <p>WALT: Understand why plants have flowers</p> <p>Follow the lesson below on flowering plants and find out the life cycle of a flowering plant. Make sure you complete the activities on labelling the</p>	<p>Art</p> <p>WALT: Explore Sound Art and create experiments using sound.</p> <p>https://classroom.thenational.academy/lessons/explore-sound-art-and-create-experiments-using-sound-cmu32c</p>	<p>PE and Outdoor Learning</p> <p>PE -Cricket</p> <p>Watch this Masterclass on Cricket and then complete the following lesson.</p> <p>https://classroom.thenational.academy/specialist/subjects/physi</p>	<p>RE</p> <p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>How do mosque buildings express Islamic beliefs and values?</p>

<p>life and having anger, stress, anxiety and sadness is not unusual at different times in our lives.</p> <p>Look at the diagram below, showing a cycle of thoughts, feelings and actions. Talk through this scenario:</p> <p>Thoughts: Someone posts a picture of themselves in a new outfit on social media. They get some mean posts and replies with people making fun of them. They think, 'I hate who I am'.</p> <p>Feelings: This gives them sad and angry feelings about themselves. They feel stupid and embarrassed.</p> <p>Actions: They stop socialising with others at school. This leads them to think, 'Nobody likes me' and the cycle continues....</p> <p>How can we try to stop this cycle from happening? What clues or signs could you spot to show that you or someone might need help? What could 'break the cycle'?</p> <p>Look at the scenarios below. Discuss what the thoughts, feelings and actions are for each one - what signs are there that show the problem is getting bigger? What advice would you give to the person in each one?</p>	<p>different parts of a flower, pollination and fertilisation.</p> <p>https://classroom.thenational.academy/lessons/why-do-plants-have-flowers-70v3gc</p>	<p>This gives you the chance to investigate different sounds and be creative!</p>	<p>cal-development/access-points/applying-learning/lessons/cricket-masterclass-ctjkgd</p> <p>Learning how to bowl and bat:</p> <p>https://classroom.thenational.academy/specialist/subjects/physical-development/access-points/applying-learning/lessons/cricket-part-1-cnjp2e</p> <p>Outdoor Learning</p> <p>Go on a mini-beast hunt in your garden! Keep a record of what you find - and/or draw them. Link this to Science - what stage of their life cycle is the mini-beast you have found at?</p>	<p>This is one of the first mosques built in the UK in 1889:</p> <p>https://wokingmosque.org.uk/</p> <p>There are now over 1750 mosques in the UK, serving the Muslim community. Consider the 9 statements below about why Britain might have so many mosques. If you can, cut them out and rank them - which one gives the best explanation of the reasons for the number of Mosques and then order them down from there.</p> <p>Do some research and find some pictures of mosques around the world. Choose 6 that you think are the most beautiful. Then write 5 words that best describe the beauty of each one. Why might Muslims find them a helpful place to worship and pray?</p> <p>Finally, consider the four statements below. Which idea do you think is best? Why?</p>
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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/>):

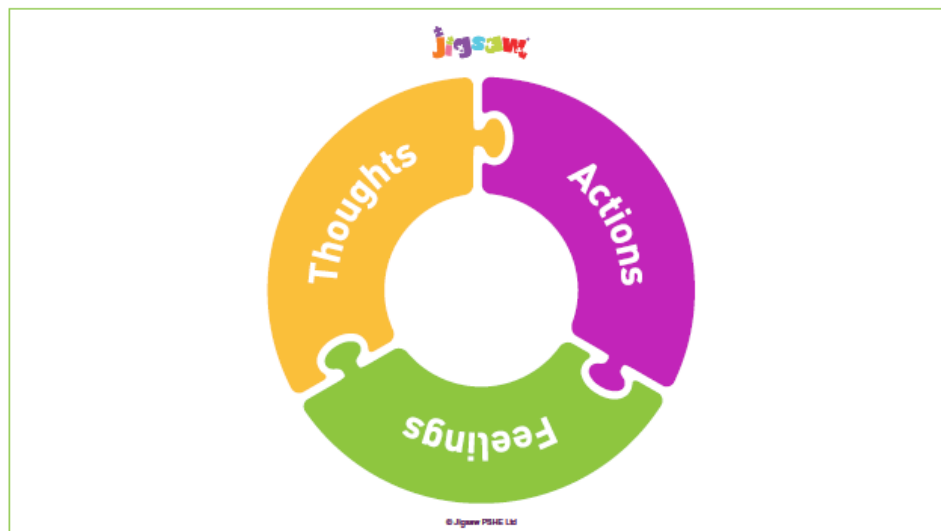
1. How many syllables are in the word?
2. What word class is it?
3. What does it mean? Use a dictionary to help you.
4. Think of a sentence using the word – say it out loud.
5. How can you improve your sentence? Can you add further description or information? Can you alter the word order to make it sound 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/>

Monday - Cold Write

Use this picture to help you write the introduction to your story.





Just lately Allesia's friends have noticed she is quieter than usual in school and hasn't been chatting as much on social media. They know that Allesia's parents split up about 3 months ago but she doesn't like talking about it. When she was getting changed for PE (Physical Education), one of her friends noticed that Allesia had lots of fine cuts on her arms. Allesia saw and quickly tried to cover them up. When they asked her about it, she said it was nothing to worry about.

Noah has stopped going to football practice after school. He really used to enjoy it. When his best friend Harry asked why he wasn't going any more, Noah said it was boring. Noah's been finding it difficult to concentrate on his work, and Harry has noticed that he tries to stay indoors at break times, and now gets his Dad to collect him after school. When Harry asks him why, Noah gets really angry. Last week Harry saw Noah break one of his toys on purpose by throwing it against a wall. Harry knows that Noah used to get bullied by someone and he is starting to wonder if it is happening again.

Trent is always looking at pictures of celebrities online and on social media because he wants to look like them. He has a really fashionable and popular group of friends and they are always chatting about the latest clothes or cool things to do. Just lately Trent has put on a little bit of weight. He hasn't changed what he eats and he still exercises every day. His Mum said not to worry and that it was just his body going through a phase of growing up. He is worried and it's starting to keep him awake at night. He has started to miss eating lunch on purpose. Some of his friends joke by saying that he needs to go to a gym and that he will never get a girlfriend.

Shari has had a growth spurt and she is now the tallest girl in the class. She feels awkward and hates getting changed in front of anyone else. Some of the other girls have started to tease her about her height. She has started to hang around with a group in school who have a tough reputation so that people leave her alone. They are always getting into trouble but she goes along with it to keep in with them. Inside she feels she doesn't know who she is any more. She doesn't see or speak to any of her old friends.

Highlight the features of narrative writing you can find in this WAGOLL:

As the sun rose in the now azure sky, a misty haze began to form under the canopy of swaying, rugged trees. Curling around thick spiralling branches were constricting vines, which braced and creaked. Two brave explorers strode through the seemingly endless jungle, sweat running into their eyes. Dangling down from the layer of moss, vast, bold leaves flickered like flames in the growing bluster of wind.

Simon, the leader of the expedition, was a tall, muscular dark skinned man famous for finding hidden or lost artefacts. His dark, brown hair was tied back and his piercing green eyes constantly searched the jungle for danger. Originally from England, he had been raised in America by his parents Sam and Ella when they had moved there to find new employment. Simon's love of combat trousers and loose, cotton shirts was inspired by his father, a famous archaeologist who had worked in Egypt. As he grew older, Simon knew he would follow in his father's footsteps.

This place they were walking through was truly special but for the wrong reasons. Because, in the chaos of the natural surroundings, (where vines choked vines and branches beat down branches) he could feel the eyes of the forest fixed upon him! On top of this, there was a sense that something, good or bad, was going to happen very soon. Through a small gap in the flickering leaves, two dull, piercing eyes emerged followed by a gaping mouth full of teeth that jutted out like yellow pegs of evil! Before Simon had time to spin and flee, the jungle floor gave way underneath his feet!

As he landed onto the damp, saturated ground, he took a forward roll. Slowly he stood up and looked around him in the gloomy light. In the distance, through endless cobwebs, a soft glow caught his eye. Could it be gold? Slowly and carefully he set off, brushing aside the cobwebs sending spiders scuttling away. Soon he saw the object causing the gleam - a golden skull! He carefully picked up the artefact and placed it in his leather bag. Back in the jungle Bert, Simon's friend wandered around calling his friend's name loudly. Where could he be?

Simon carefully walked back along the dark tunnel excited with his find. As he walked closer to the pool of light caused by the hole on the jungle floor, he could hear his friend's calling. 'Down here!' he shouted up at his friend. Suddenly the light dimmed as his friend's head blocked out the light.

'Hold onto the rope and I will pull you up,' Bert called down.

As Simon grabbed hold of the rope he heard the click, click of sharp claws and the deep rumble of a growl from behind him. Quickly Bert pulled strongly on the rope. With a frustrated growl and a swish of its black tail, the beast retreated back into the depths of the tunnel in which it belonged.

Year 5 - Spellings:

phy	daughter		glope
phi	dort	a/u/er/ir/ur	gloap
fi			

RE - How do Mosque buildings express Islamic beliefs and values?

9 statements to order:

Every religion has a holy building of its own, and Muslims like to build their own buildings to worship Allah.	Muslim people have moved to Britain from all over the world in the last 50 years. They have opened mosques to keep their communities strong.	The Prophet Muhammad built mosques wherever he went, so Muslim followers today do the same. It is about following the Prophet's example.
There are thousands of British Muslims born and bred in this country. They give generously to help the poor, and also to build local mosques.	If you are a small or minority community, religion is a way of 'sticking together' and a mosque matters as a focus for this.	The Prophet said "Whoever builds a mosque for Allah – though it be the size of the ground nest of a sandgrouse – Allah will build for him a house in Paradise."
Praying together is easier than praying on your own.	Any community likes to have a place to meet and share their life. A mosque is for the whole Ummah to share.	The mosque is a symbol of Muslim identity and belonging.

Four statements - which idea do you agree with the most? Why?

1. "A mosque should be beautiful because it is for a beautiful activity: praying to the Creator of beauty is easier in the beautiful surroundings."
2. "Mosques are not an alternative to giving money for the poor: Muslims do both because worshipping Allah and helping the needy are both really important."
3. "God hears your prayer anywhere. No special place is needed to pray. A clean heart, a clean body and a clean prayer mat are all you need. So Muslims today should spend less on mosques and more on feeding the poor."
4. Prophet Muhammad [PBUH] said that whoever builds a mosque on earth, God will build them a house in Paradise, so it is a good way to prepare for life after death."

WALT: Plan an overview of a story

Story: _____ Name: _____

Settings

Problem

Characters

Build Up

Resolution

Introduction

Ending

Story Mountain