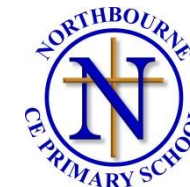




Northbourne CEP School



Remote Learning for OAK Class 10th – 14th May

Monday	Tuesday	Wednesday	Thursday	Friday
Word of the Day: appetite	Word of the Day: unfamiliar	Word of the Day: divert	Word of the Day: mimic	Word of the Day: convenient
Maths Year 5 and 6: WALT: Investigate rounding	Maths Year 5 and 6: WALT: Work with number lines	Maths Year 5 and 6: WALT: Investigate place value	Maths Year 5 and 6: WALT: Read scales with 2, 4, 5 and 10 equal parts	Maths Year 5 and 6: WALT: Complete a place value assessment
<p>Following on from the work we have been doing on rounding, you are going to investigate forming different numbers and rounding them to the nearest 1000.</p> <p>You can read about the investigation here: https://nrich.maths.org/10426</p> <p>Below is an example of a table you could use to record what you find. Use a dice to create different combinations of numbers (other than 1,2,3,4) and make 4 digit numbers with them. Choose 4 of them to record in your table. What do you notice? Do any of them round to the same multiple of 1000? Why? When does this happen? When will it not happen? What happens if you round to the nearest multiple of 100 instead? Now what do you notice?</p>	<p>https://nrich.maths.org/content/id/13452/number%20line%201.png</p> <p>Have a look at the image above. What do you notice? Can you determine the value of the other points on the number line? How do you know?</p> <p>Using the following link, explore some other examples. https://www.geogebra.org/m/D CQxmjx4</p> <p>Can you find a strategy which will work for any level? You need to consider: Where is 0 on the line? How do you know? Did you always use the same strategy? What made particular questions easier or harder? Now have a go at creating your own challenges, starting with a blank number line.</p>	<p>Below, there is a box containing 6 numbers written in 5 different scripts. Your task today is to try and identify which is which!</p> <p>Have a look at them first and see what you notice. Which numbers do you know? Can you see any similarities with any of the numbers? Which numbers are the 'longest' and the 'shortest'? You then need to see if you can write the number '51' in each of the 5 scripts.</p> <p>When you have finished, have a look at what other pupils worked out when they were doing this problem: https://nrich.maths.org/774/solution</p>	<p>For today's lesson, there is a 2Do set on Purple Mash for you. Please follow the instructions and then follow the activities on reading different scales in different circumstances. You will see you are using a variety of scales - e.g. vertical number lines, jugs, dials and graphs.</p>	<p>Use the following link to access your assessment:</p> <p>Year 5: https://resources.whiterosemaths.com/resources/year-5/autumn-block-1-place-value/</p> <p>Year 6: https://resources.whiterosemaths.com/resources/year-6/autumn-block-1-place-value/</p> <p>Click on the link on the right - 'End of block assessment' and download the test and the answers. Please bring this with you when you return to school!</p>

<p>Literacy and SPaG WALT: Finish and edit the first draft of a story</p> <p>Continue working on your story from last week, editing it against the success criteria which the class agreed - I have put it on Purple Mash for you.</p> <p>Spellings Year 5: This week you are concentrating on 'proofreading' so you have not got a set spelling list. You should however continue to look at the Year 5/6 spelling list and practise any words you are not confident with. Have a look at the text below. Which words do you think are spelt incorrectly? Have a go at correcting them. Year 6: observant, observance, assistant, assistance, hesitant, hesitance, hesitancy, abundant, abundance, abundancy</p>	<p>Literacy and SPaG WALT: Write the final draft of a story</p> <p>On Purple Mash, there is a template for writing your final draft as neatly as possible. It has a David Hockney style border. When you return to school, please bring your work with you.</p> <p>Spellings Year 5: Continue with the text from yesterday. Use your 5/6 spelling list to help you, if you need to and correct the spellings. If you are not sure of any of these words, add them to your list of ones to practise this week. Year 6: Look at the words ending in -ance in the table below. Using a dictionary to help you, complete the table below with root words and see if you can see a spelling pattern.</p>	<p>French WALT: Write a weather forecast for France</p> <p>Revise the weather and vocabulary for forecasting the weather by looking at Language Angels.</p> <p>https://www.languageangels.com/homeschool/</p> <p>Go to Intermediate Level, Unit 10 and then go to Lesson 4 and complete the powerpoint activities. Below, you will find a map of France. Place Paris on the map and then add 4 other cities (ensuring you have one in the North, South, East and West). Draw weather symbols near each city and then write a weather forecast to match those symbols.</p>	<p>Literacy and SPaG WALT: Complete a reading comprehension</p> <p>On Purple Mash, there is a 2Do set for you to complete a reading comprehension. It is called Art and Nature and it's all about art and artists who have been inspired by nature. The answers are included so you can mark your own work.</p> <p>Spellings Year 5: Now that you have corrected all the words in the text, practise spelling them - write them out and then write sentences with them. Year 6: Continue with your work from Tuesday. What have you noticed?</p> <ul style="list-style-type: none"> • '-ance'/'-ancy' are used when the root word ends in '-ant'. • If the root word can add '-ation', then usually these words are spelt '-ance'/'-ancy'. • If the stem of the word ends in a hard /c/ or /g/ sound, then it takes '-ance'. 	<p>Literacy and SPaG WALT: Complete a SPaG assessment</p> <p>On Purple Mash, there is a SPaG test for you to complete today. You have been allocated either the Year 5 or 6 test, depending on which year group you are in. Good luck!</p> <p>Spellings Year 5: Ask an adult to give you the incorrect spelling of the words you have looked at this week and try to remember how to spell them correctly. Year 6: Ask an adult to help you and give you a spelling test on your words for this week.</p>
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PSHE	Science	Art	PE and Outdoor Learning	RE
<p style="text-align: center;">Relationships</p> <p>WALT: Understand there are different types and stages of grief</p> <p>As this lesson is about grief, sadness and loss, please complete it, when you can, with a trusted adult.</p> <p>On Purple Mash, there are a variety of activities for you to complete.</p> <p>First, there are some Loss and Change cards. Sort these cards into whether you think the situations are difficult to cope with or easier to cope with. Remember, there might be a range of feelings in each situation.</p> <p>All of these situations show loss which then leads to feelings of grief. When we experience grief, our feelings often go through a cycle. Look at the Stages of Grief on Purple Mash. Read and talk through each one. It takes time to move through the stages and everyone reacts differently, but it is normal to experience a range of emotions.</p> <p>Now look at the Scenario Cards on Purple Mash. Image how the person in that situation might have experienced the cycle of grief and talk it through.</p>	<p>WALT: Compare the life cycles of mammals</p> <p>https://classroom.thenational.academy/lessons/are-the-life-cycles-of-mammals-all-the-same-c4u3gr</p> <p>If possible, please complete this lesson with a trusted adult, you will be looking at life cycles of mammals and how mammals reproduce - including humans.</p>	<p>WALT: Experiment with algorithms</p> <p>This week, you are looking at what an algorithm is and looking at how you can use these in art, creating algorithm art.</p> <p>https://classroom.thenational.academy/lessons/experiment-with-algorithms-to-adapt-in-your-next-lesson-75j32d</p>	<p>PE -Cricket</p> <p>Practising bowling, batting and fielding</p> <p>https://classroom.thenational.academy/specialist/subjects/physical-development/access-points/applying-learning/lessons/cricket-part-3-6mup2r</p> <p>Outdoor Learning</p> <p>Investigate how to make a kite - you could use bin bags, straws and/or twigs. Once you have an idea, make your own kite and see if it will fly in your garden.</p>	<p>Is it better to express your religion in arts and architecture or in charity and generosity?</p> <p>How and why do Muslim charities try to change the world?</p> <p>Why do you think Muslims might try to make the world better by trying to lessen or stop poverty and injustice. How does this link to the 5 Pillars?</p> <p><i>Whoever saved a life, it would be as if he saved all humanity'</i> Qur'an 5.32</p> <p><i>'It is our duty to help others - that is why helping the poor and destitute is emphasised again and again in the Qur'an. The rewards for being charitable are enormous: charity purifies our wealth and Allah, Most High, has promised us a great reward for being charitable towards our fellow human beings' (Muslim Aid website)</i></p> <p>What does it mean to be charitable? What really matters to people today? What matters more than money?</p> <p>Find out about Islamic Relief and Muslim Aid - the two biggest UK Muslim charities. Follow the instructions and questions below.</p>

You will see there are some assessments for you to complete this week. At school we are doing some assessments this week, the home learning assessments are slightly different, but they will be good practice for you to complete further assessments the next time we do them in school.

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/>

An example table for Maths on Monday.

Numbers rolled	1st four-digit number	Rounds to	2nd four-digit number	Rounds to	3rd four-digit number	Rounds to	4th four-digit number	Rounds to
1, 2, 3 and 4	1324	1000	2314	2000	4312	4000	4123	4000

Spelling work for Year 5 on Monday:

Last night we visited a restorant, which was eggcelant! The waiter reccomended some dishes, which were marvelous. Unfortunately, I woke up in the night with agresive stomach ache. My mother felt is would be neccesary to get some profesionul advise, so we contacted the doctor. By now, I had a serious tempreture.

Luckily the doctor prescribed some espshally strong medicine and I recovered quickly. What a dissastrus meal that turned out to be!

Year 6 Spellings - Tuesday and Wednesday

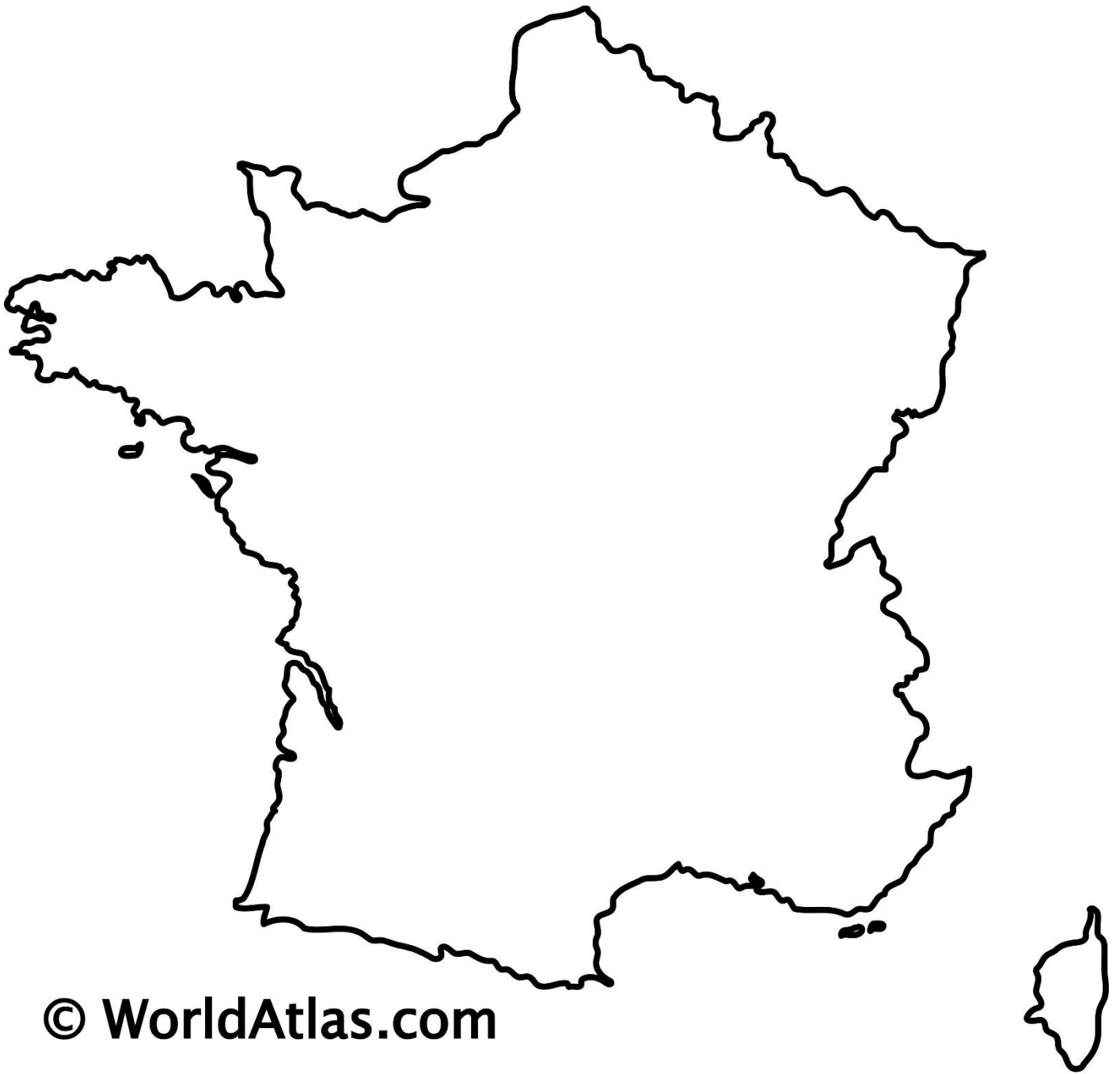
Root word ends in '-ant'	Root verb ends in '-y'	Root verb ends in '-ure'	Root verb ends in '-ear'	Root verb ends in '-ate'	Stem of '-ance' word ends in hard 'c' (cat)	Stem of '-ance' word ends in hard 'g' (goat)	Exceptions

acquaintance	appliance	inheritance
abundance	deviate	deviance
acceptance	dominate	dominance
allowance	hesitate	hesitance
assistance	tolerate	tolerance
attendance	significance	endurance
balance	elegance	insurance
circumstance	abundance	resistance
countenance	performance	appearance
distance	guidance	clearance
perseverance	allowance	forbearance
assistance	circumstance	instance

Wednesday Maths lesson:

900	13	66	13	=+5
33	2	24	83	500
=	5+8	2	56	-5
25	86	2	8+3	100
58	+3	100	47	26

Map for your weather forecast in France.



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RE

Investigate Islamic Relief (<https://www.islamic-relief.org/>) and Muslim Aid (<https://www.muslimaid.org/>) by looking at their websites.

Answer the following questions:

- A. List some of the ways the charity helps people in need
- B. Who supports this charity?
- C. Why do you think they give their money?
- D. What does the charity do to make a difference for people who are very poor? Does it work?
- E. Where in the world does the charity give help? Make a list.
- F. Does the charity follow the teachings of Islam? In what ways?
- G. What do you think is good about the charity? Make a list.

If you were devising an internet campaign from Islamic Relief to get more donations to respond to a particular disaster, what web pages, emails, and other resources would you use? How would you make the fundraising successful?

Now, make a document by cutting and pasting words and images that are relevant to the questions. What do you think makes the two charities similar? What do you admire about their work?

