







Year 5 Remote Learning Schedule

W/C 8 th February	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths (approx. 45 mins per lesson) This week our focus is: Fractions	Lesson 1: <i>Compare and order fractions less than 1 (part 1)</i> Click on the link here .	Lesson 2: <i>Compare and order fractions less than 1 (part 2)</i> Click on the link here .	Lesson 3: <i>Compare and order fractions greater than 1 (part 1)</i> Click on the link here .	Lesson 4: <i>Compare and order fractions greater than 1 (part 2)</i> Click on the link here .	Lesson 5: Arithmetic Skills Challenge yourself with our weekly number skills check.		
	You will find links to videos produced by White Rose Maths above. The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!						
<div><div></div><div>Remember to log in to TT Rockstars each week to practise your times tables! Message your teacher on <i>ClassDojo</i> if you've forgotten your login details.</div><div></div></div>							
<div><div></div><div>Remember to share your learning on ClassDojo! Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</div><div></div></div>							
English (approx. 45 mins per lesson) This week our focus is: Informal Letter Writing	Lesson 1: <i>Poem</i> Rocca San Giovanni	Lesson 2: <i>LO: To create an informal letter.</i>	Lesson 3: <i>Grammar</i> Uplevelling Sentences	Lesson 4: <i>LO: To create a plan for an informal letter from a different perspective.</i>	Lesson 5: <i>LO: To create an informal letter from a different perspective.</i>		
	The questions and resources can be found below; if you didn't get a particular question correct (and you're not quite sure why) then drop your teacher a message on ClassDojo!						
This week's spellings are: steal/steel, alter/altar, led/lead(Remember to test yourself on Friday!)							
Reading for Pleasure is such an important part of our curriculum and you should be reading every day. On Wednesday afternoon this week, your class teacher will upload a video onto ClassDojo of them reading a poem or an extract from a book.							
Reading for Productivity is a fantastic way for us to expand our knowledge and understanding of our wider curriculum lessons. Read the texts and answer the attached questions.			Mon:	Tues:	Wed:	Thurs:	Fri:
			PSHE	Computing	Geography	Science	PSHE
Extended Curricular Learning provides a great opportunity to exercise skills in foundation subjects and science. Within this pack, you will find 5 activities that link to our topic: one for each day. Please continue to upload your work to ClassDojo for your teacher to see!							



Maths lesson 1: To compare and order fractions less than 1 (part 1) - Main Task - Blue

Compare and order fractions less than 1

White
Rose
Maths

- 1 Write $<$, $>$ or $=$ to compare the fractions.

Use the bar models to help you.



$$\frac{7}{8} \bigcirc \frac{3}{4}$$



$$\frac{9}{12} \bigcirc \frac{3}{4}$$



$$\frac{7}{12} \bigcirc \frac{2}{3}$$

- 2 Write $<$, $>$ or $=$ to compare the fractions.

$$\text{a) } \frac{1}{5} \bigcirc \frac{4}{15}$$

$$\text{c) } \frac{2}{5} \bigcirc \frac{6}{15}$$

$$\text{b) } \frac{2}{5} \bigcirc \frac{4}{15}$$

$$\text{d) } \frac{2}{3} \bigcirc \frac{6}{15}$$



$$\text{e) } \frac{2}{3} \bigcirc \frac{6}{12}$$

$$\text{i) } \frac{4}{12} \bigcirc \frac{1}{3}$$

$$\text{f) } \frac{2}{3} \bigcirc \frac{6}{9}$$

$$\text{j) } \frac{8}{12} \bigcirc \frac{2}{3}$$

$$\text{g) } \frac{2}{9} \bigcirc \frac{1}{3}$$

$$\text{k) } \frac{8}{12} \bigcirc \frac{3}{3}$$

$$\text{h) } \frac{4}{9} \bigcirc \frac{1}{3}$$

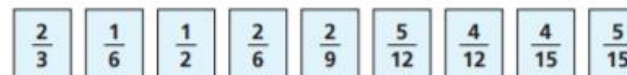
$$\text{l) } \frac{8}{12} \bigcirc \frac{3}{4}$$

- 3 Sort the fractions into the groups.

greater than $\frac{1}{3}$

equal to $\frac{1}{3}$

less than $\frac{1}{3}$



- 4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

$$\text{a) } \frac{\boxed{}}{5} < \frac{5}{15}$$

$$\text{d) } \frac{\boxed{}}{3} < \frac{5}{6}$$

$$\text{g) } \frac{6}{9} < \frac{5}{\boxed{}}$$

$$\text{b) } \frac{\boxed{}}{6} < \frac{5}{12}$$

$$\text{e) } \frac{3}{5} < \frac{5}{\boxed{}}$$

$$\text{h) } \frac{10}{12} < \frac{5}{\boxed{}}$$

$$\text{c) } \frac{\boxed{}}{12} < \frac{5}{6}$$

$$\text{f) } \frac{5}{6} < \frac{5}{\boxed{}}$$

$$\text{i) } \frac{23}{24} < \frac{5}{\boxed{}}$$

Compare answers with a partner.





Compare and order fractions less than 1

e) $\frac{2}{3} \bigcirc \frac{6}{12}$

i) $\frac{4}{12} \bigcirc \frac{1}{3}$

f) $\frac{2}{3} \bigcirc \frac{6}{9}$

j) $\frac{8}{12} \bigcirc \frac{2}{3}$

g) $\frac{2}{9} \bigcirc \frac{1}{3}$

k) $\frac{8}{12} \bigcirc \frac{3}{3}$

h) $\frac{4}{9} \bigcirc \frac{1}{3}$

l) $\frac{8}{12} \bigcirc \frac{3}{4}$

- 3 Sort the fractions into the groups.

greater than $\frac{1}{3}$

equal to $\frac{1}{3}$

less than $\frac{1}{3}$

$\frac{2}{3}$ $\frac{1}{6}$ $\frac{1}{2}$ $\frac{2}{6}$ $\frac{2}{9}$ $\frac{5}{12}$ $\frac{4}{12}$ $\frac{4}{15}$ $\frac{5}{15}$

- 4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a) $\frac{\boxed{}}{5} < \frac{5}{15}$

d) $\frac{\boxed{}}{3} < \frac{5}{6}$

g) $\frac{6}{9} < \frac{5}{\boxed{}}$

b) $\frac{\boxed{}}{6} < \frac{5}{12}$

e) $\frac{3}{5} < \frac{5}{\boxed{}}$

h) $\frac{10}{12} < \frac{5}{\boxed{}}$

c) $\frac{\boxed{}}{12} < \frac{5}{6}$

f) $\frac{5}{6} < \frac{5}{\boxed{}}$

i) $\frac{23}{24} < \frac{5}{\boxed{}}$

Compare answers with a partner.

- 5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$ $\frac{8}{12}$ $\frac{4}{9}$



Tommy

I found a common denominator of 36 to compare the fractions.



Eva

I found a common numerator of 4 to compare the fractions.

Whose method is more efficient?

Talk about your answer with a partner.

- 6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

- 7 What could the missing numerator be?

$\frac{3}{5} < \frac{\boxed{}}{15} < \frac{9}{10}$

Write all four possibilities.



Maths Lesson 1: To compare and order fractions less than 1 (part 1) - RED TASK.

If you are finding the main task too difficult, have a go at the red task below.

1a. Finish the model to show $\frac{7}{10}$ and $\frac{3}{5}$.

Compare using $<$, $>$ or $=$.

★

2a. Match the fraction to the correct model and then put them in ascending order.

1. $\frac{1}{4}$ A.

2. $\frac{3}{8}$ B.

3. $\frac{3}{4}$ C.

★

3a. True or false?

$\frac{7}{10} < \frac{7}{20}$

★

4a. Circle the largest fraction. Use the models to help you.

$\frac{7}{9}$ $\frac{11}{18}$ $\frac{4}{9}$

★

1a. Wynter is comparing the fractions $\frac{4}{10}$ and $\frac{4}{7}$.

I know that tenths are bigger than sevenths, so $\frac{4}{10}$ is bigger than $\frac{4}{7}$.

Is she correct? Show how she could use a diagram to check her answer.

★

2a. Use two number cards to complete the equation.

$\frac{1}{6} < \frac{\boxed{}}{\boxed{}} < \frac{3}{6}$

2 5 6 12

Find two possibilities.

★

3a. Kyle has put these fractions in ascending order.

$\frac{7}{8}, \frac{5}{8}, \frac{7}{16}, \frac{1}{16}$

Explain his mistake.

Rewrite the fractions in the correct order with the same denominators.

★



Maths Lesson 1: To compare and order fractions less than 1 (part 1) - GOLD TASK.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

9a. Finish the model to show $\frac{9}{21}$ and $\frac{5}{14}$.

Compare using $<$, $>$ or $=$.

10a. Match the fraction to the correct model and then put them in ascending order.

1. $\frac{3}{6}$ A.

2. $\frac{11}{18}$ B.

3. $\frac{5}{12}$ C.

11a. True or false?

$\frac{16}{48} > \frac{4}{16}$ Show your working.

12a. Circle the largest fraction. Use the models to help you.

$\frac{1}{3}$ $\frac{11}{12}$ $\frac{11}{18}$

7a. Fran is comparing the fractions $\frac{4}{9}$ and $\frac{12}{30}$.

I could make the numerators the same by dividing them by 3.

Is she correct? Show how she could use a diagram to check her answer.

8a. Use two number cards to complete the equation.

$\frac{24}{72} < \frac{\boxed{}}{\boxed{}} < \frac{60}{72}$

12 25 18 8 36

Find two possibilities.

9a. Mo has put these fractions in ascending order.

$\frac{16}{20}$, $\frac{21}{35}$, $\frac{18}{45}$, $\frac{12}{60}$

Explain his mistake.

Rewrite the fractions in the correct order with the same denominators.



Maths Lesson 1: Deepen the moment...

- 1) Jason has drawn two bar models to compare $\frac{3}{4}$ and $\frac{2}{8}$.

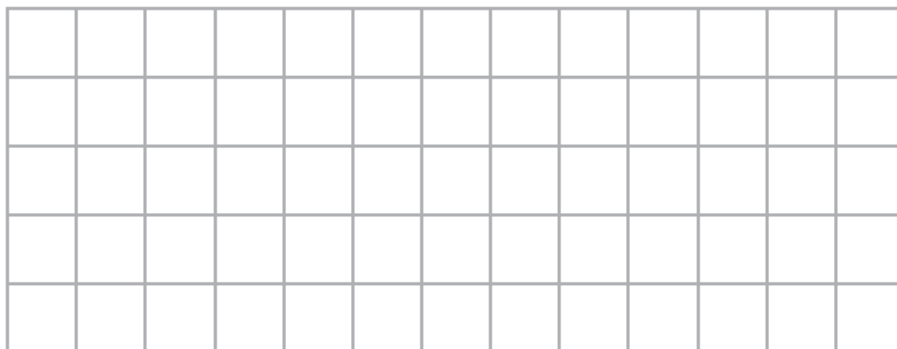


- a) Explain the mistakes that Jason has made.

- b) What advice would you give Jason to improve his understanding of fractions?

- c) Draw two bar models to correctly compare these fractions.

$$\frac{3}{4} \quad \square \quad \frac{2}{8}$$





Maths Lesson 2: To compare and order fractions less than 1 (part 2) - Main Task - Blue

Compare and order fractions less than 1

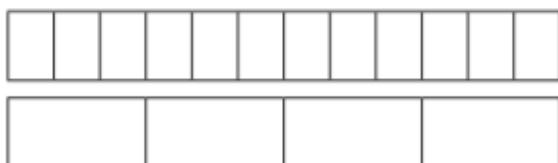


1 Write $<$, $>$ or $=$ to compare the fractions.

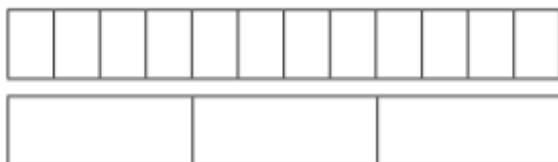
Use the bar models to help you.



$$\frac{7}{8} \bigcirc \frac{3}{4}$$



$$\frac{9}{12} \bigcirc \frac{3}{4}$$



$$\frac{7}{12} \bigcirc \frac{2}{3}$$



2 Write $<$, $>$ or $=$ to compare the fractions.

a) $\frac{1}{5} \bigcirc \frac{4}{15}$

g) $\frac{2}{9} \bigcirc \frac{1}{3}$

b) $\frac{2}{5} \bigcirc \frac{4}{15}$

h) $\frac{4}{9} \bigcirc \frac{1}{3}$

c) $\frac{2}{5} \bigcirc \frac{6}{15}$

i) $\frac{4}{12} \bigcirc \frac{1}{3}$

d) $\frac{2}{3} \bigcirc \frac{6}{15}$

j) $\frac{8}{12} \bigcirc \frac{2}{3}$

e) $\frac{2}{3} \bigcirc \frac{6}{12}$

k) $\frac{8}{12} \bigcirc \frac{3}{3}$

f) $\frac{2}{3} \bigcirc \frac{6}{9}$

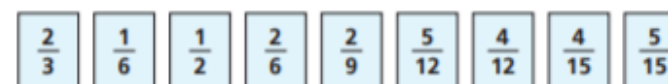
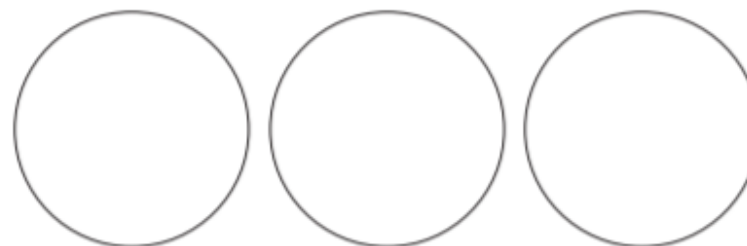
l) $\frac{8}{12} \bigcirc \frac{3}{4}$

3 Sort the fractions into the circles.

greater than $\frac{1}{3}$

equal to $\frac{1}{3}$

less than $\frac{1}{3}$





- 4 What could the missing numerators and denominators be?

Write a number in each box to make the statements correct.

a) $\frac{\boxed{}}{5} < \frac{5}{15}$

d) $\frac{\boxed{}}{3} < \frac{5}{6}$

g) $\frac{6}{9} < \frac{5}{\boxed{}}$

b) $\frac{\boxed{}}{6} < \frac{5}{12}$

e) $\frac{3}{5} < \frac{5}{\boxed{}}$

h) $\frac{10}{12} < \frac{5}{\boxed{}}$

c) $\frac{\boxed{}}{12} < \frac{5}{6}$

f) $\frac{5}{6} < \frac{5}{\boxed{}}$

i) $\frac{23}{24} < \frac{5}{\boxed{}}$

Compare answers with a partner.

- 5 Tommy and Eva are comparing fractions.

$\frac{2}{3}$ $\frac{8}{12}$ $\frac{4}{9}$



Tommy

I found a common denominator of 36 to compare the fractions.

I found a common numerator of 4 to compare the fractions.



Eva

Whose method is more efficient? _____

Talk about your answer with a partner.

- 6 Write the fractions in ascending order.

a) $\frac{2}{5}, \frac{2}{7}, \frac{2}{3}, \frac{2}{4}, \frac{2}{10}$

b) $\frac{2}{3}, \frac{5}{9}, \frac{1}{9}, \frac{5}{6}, \frac{2}{9}$

c) $\frac{3}{5}, \frac{7}{10}, \frac{1}{2}, \frac{3}{10}, \frac{1}{5}$

d) $\frac{3}{8}, \frac{6}{17}, \frac{12}{30}, \frac{2}{7}, \frac{1}{3}$

- 7 What could the missing numerator be?

$\frac{3}{5} < \frac{\boxed{}}{15} < \frac{9}{10}$

Write all four possibilities.

$\frac{\boxed{}}{15}$

$\frac{\boxed{}}{15}$

$\frac{\boxed{}}{15}$

$\frac{\boxed{}}{15}$



Maths Lesson 2: To compare and order fractions less than 1 (part 2) - RED TASK.

If you are finding the main task too difficult, have a go at the red task below.

1b. Finish the model to show $\frac{5}{6}$ and $\frac{1}{3}$.

Compare using $<$, $>$ or $=$.

★

2b. Match the fraction to the correct model and then put them in ascending order.

1. $\frac{5}{6}$ A.

2. $\frac{9}{12}$ B.

3. $\frac{3}{6}$ C.

★

3b. True or false?

$\frac{4}{14} < \frac{4}{7}$

★

4b. Circle the largest fraction. Use the models to help you.

$\frac{3}{5}$ $\frac{7}{10}$ $\frac{5}{10}$

★

1b. Xin is comparing the fractions $\frac{3}{8}$ and $\frac{3}{5}$.

I know that eighths are bigger than fifths, so $\frac{3}{5}$ is bigger than $\frac{3}{8}$.

Is he correct? Show how he could use a diagram to check his answer.

★

2b. Use two number cards to complete the equation.

$\frac{4}{9} > \frac{\boxed{}}{\boxed{}} > \frac{2}{9}$

3 7 9 18

Find two possibilities.

★

3b. Holly has put these fractions in ascending order.

$\frac{1}{5}, \frac{3}{10}, \frac{4}{5}, \frac{7}{10}$

Explain her mistake.

Rewrite the fractions in the correct order with the same denominators.

★



Maths Lesson 2: To compare and order fractions less than 1 (part 2) - GOLD TASK.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

9b. Finish the model to show $\frac{23}{33}$ and $\frac{19}{22}$.

Compare using $<$, $>$ or $=$.

VF

10b. Match the fraction to the correct model and then put them in descending order.

1. $\frac{4}{5}$ A.

2. $\frac{17}{25}$ B.

3. $\frac{7}{10}$ C.

VF

11b. True or false?

$\frac{3}{11} < \frac{9}{33}$ Show your working.

VF

12b. Circle the largest fraction. Use the models to help you.

$\frac{4}{5}$ $\frac{18}{25}$ $\frac{7}{10}$

VF

7b. Mallory is comparing the fractions $\frac{7}{18}$ and $\frac{21}{32}$.

I could find a common factor of the denominators to help me compare the fractions.

Is he correct? Show how he could use a diagram to check his answer.

VF

8b. Use two number cards to complete the equation.

$\frac{14}{32} > \frac{\square}{\square} > \frac{10}{32}$

8 3 31 37 96

Find two possibilities.

PS

9b. Mildred has put these fractions in descending order.

$\frac{20}{35}$, $\frac{12}{42}$, $\frac{10}{14}$, $\frac{9}{21}$

Explain her mistake.

Rewrite the fractions in the correct order with the same denominators.

VF



Maths Lesson 2: Deepen the moment ...

Harriet is thinking of a fraction that is larger than $\frac{1}{3}$ but smaller than $\frac{9}{12}$. The denominator is a multiple of 3.

a) What fraction could it be? Draw three bar models to prove your answer.

b) Leo says that Harriet could be thinking of $\frac{5}{6}$. Prove whether he is right or wrong.



Maths Lesson 3: To compare and order fractions greater than 1 (part 1) – Main Task - Blue

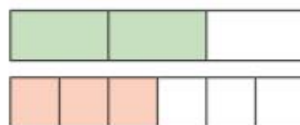
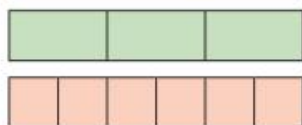
Compare and order fractions greater than 1



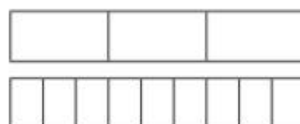
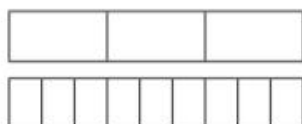
- 1 Write $<$, $>$ or $=$ to compare the fractions.

Use the bar models to help you.

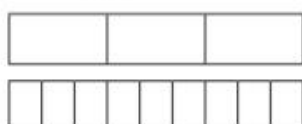
a) $\frac{5}{3}$ $\frac{9}{6}$



b) $\frac{5}{3}$ $\frac{15}{9}$



c) $\frac{4}{3}$ $\frac{13}{9}$



- 2 Write $<$, $>$ or $=$ to compare the fractions.

a) $\frac{7}{4}$ $\frac{12}{8}$

d) $\frac{10}{6}$ $\frac{5}{3}$

g) $\frac{18}{8}$ $\frac{32}{16}$

b) $\frac{7}{4}$ $\frac{22}{12}$

e) $\frac{10}{6}$ $\frac{5}{2}$

h) $\frac{18}{8}$ $\frac{9}{4}$

c) $\frac{22}{12}$ $\frac{10}{6}$

f) $\frac{5}{2}$ $\frac{18}{8}$

i) $\frac{9}{4}$ $\frac{18}{2}$



- 3 Filip has $3\frac{3}{16}$ bottles of juice.

Scott has $3\frac{1}{4}$ bottles of juice.

Who has more juice?

- 4 Rosie's ribbon is $\frac{7}{4}$ metres long.

Teddy's ribbon is $\frac{7}{8}$ metres long.



Our ribbons are the same length.

Explain why Rosie is wrong.

- 5 Write the fractions in descending order.

a) $\frac{8}{3}$, $\frac{4}{5}$, $\frac{8}{15}$, $\frac{8}{2}$, $\frac{16}{8}$

b) $\frac{7}{3}$, $\frac{12}{9}$, $\frac{15}{9}$, $\frac{15}{6}$, $\frac{7}{9}$

c) $\frac{14}{5}$, $\frac{17}{10}$, $\frac{27}{10}$, $\frac{3}{1}$, $\frac{42}{20}$

- 6 Find three possible ways to complete each statement.

a) $\frac{1}{4} < \frac{\boxed{}}{4} < \frac{9}{8}$ b) $\frac{1}{4} < \frac{\boxed{}}{15} < \frac{7}{15}$ c) $\frac{4}{5} < \frac{8}{\boxed{}} < \frac{8}{4}$

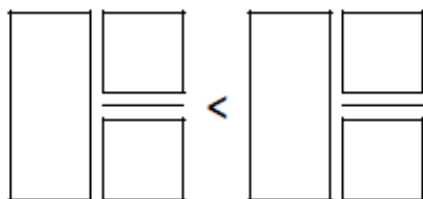
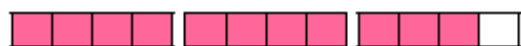
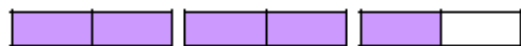


Maths Lesson 3: To compare and order fractions greater than 1 (part 1)

- RED TASK.

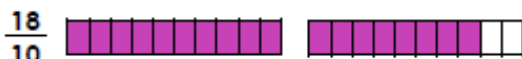
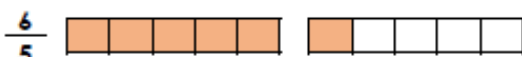
If you are finding the main task too difficult, have a go at the red task below.

1a. Using the representations below, complete the statement.



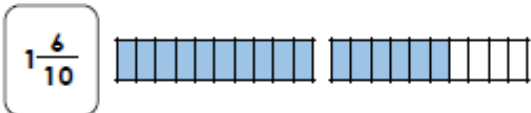
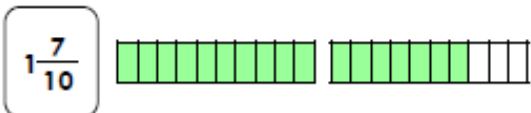
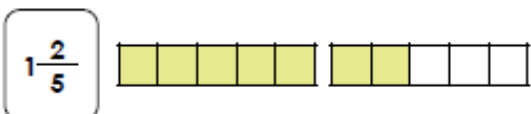
VF

2a. Rewrite the sequence $\frac{6}{5}, \frac{7}{5}, \frac{18}{10}$ to include the fraction $\frac{16}{10}$.



VF

3a. Order the fractions from smallest to greatest.



VF



Maths Lesson 3: To compare and order fractions greater than 1 (part 1)

- GOLD TASK.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

7a. Using the mixed numbers below, complete the statement.

$$2\frac{3}{6}$$

$$2\frac{6}{9}$$



 <

VF

8a. Put the fractions in ascending order, and include the fraction $4\frac{8}{12}$.

$$\frac{24}{6}, 4\frac{4}{12}, 4\frac{15}{18}$$



VF

9a. Order the fractions from smallest to greatest.

$$\frac{66}{21}$$

$$3\frac{18}{21}$$

$$3$$

$$4\frac{6}{14}$$

$$3\frac{8}{14}$$

$$\frac{87}{21}$$



VF



Maths Lesson 3: Deepen the moment...

Lucas has drawn two bar models to compare $1\frac{3}{4}$ and $1\frac{5}{8}$.

$$1\frac{3}{4}$$



$$1\frac{5}{8}$$



a) Explain the mistakes that Lucas has made.

b) What advice would you give Lucas to improve his understanding of fractions?



Maths Lesson 4: To compare and order fractions greater than 1 (part 2) – Main Task - Blue

5 Write the fractions in descending order.

a) $\frac{8}{3}, \frac{4}{5}, \frac{8}{15}, \frac{8}{2}, \frac{16}{8}$

b) $\frac{7}{3}, \frac{12}{9}, \frac{15}{9}, \frac{15}{6}, \frac{7}{9}$

c) $\frac{14}{5}, \frac{17}{10}, \frac{27}{10}, \frac{3}{1}, \frac{42}{20}$

6 Find three possible ways to complete each statement.

a) $\frac{1}{4} < \frac{\boxed{}}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\boxed{}}{4} < \frac{9}{8}$

$\frac{1}{4} < \frac{\boxed{}}{4} < \frac{9}{8}$

c) $\frac{4}{5} < \frac{8}{\boxed{}} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\boxed{}} < \frac{8}{4}$

$\frac{4}{5} < \frac{8}{\boxed{}} < \frac{8}{4}$

b) $\frac{1}{4} < \frac{\boxed{}}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\boxed{}}{15} < \frac{7}{15}$

$\frac{1}{4} < \frac{\boxed{}}{15} < \frac{7}{15}$

7 Alex and Dora each have two identical cakes.

Alex cuts each of her cakes into 6 equal pieces and gives 10 of her friends a piece each.



Alex



Dora cuts each of her cakes into 12 equal pieces and gives 18 of her friends a piece each.



Dora



Who has more cake left?

_____ has more cake left.

8 The greater the numerator, the greater the fraction.

Give at least three examples to show that the statement is not correct.




Maths Lesson 3: To compare and order fractions greater than 1 (part 2)

- RED TASK.


If you are finding the main task too difficult, have a go at the red task below.

1a. Using the clue and digit cards below, complete the statement with improper fractions.




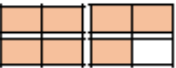





14 5 12 10

$>$

 PS

2a. Circle the mistake in the table below.


Less than $2\frac{1}{2}$	More than $2\frac{1}{2}$
$\frac{3}{2}$ 	$\frac{11}{4}$ 
$\frac{7}{4}$ 	$\frac{7}{2}$ 
$\frac{7}{2}$ 	$\frac{13}{4}$ 


 Explain why this is incorrect. R

3a. Two children are ordering fractions.

$\frac{20}{6}$ $\frac{13}{3}$



Mo says,


 The missing fraction could be $\frac{11}{3}$.



Lily says,

The missing fraction could be $\frac{9}{3}$.

 Who is correct? Convince me. R



Maths Lesson 3: To compare and order fractions greater than 1 (part 2)

- GOLD TASK.

If you are finding the main, blue task too easy, or have whizzed through it quite quickly, challenge yourself and have a go at the gold task below.

7a. Using the clue and digit cards below, complete the statement with improper fractions.

$$\frac{8}{3}$$

6

9

28

24

>

8a. Circle the mistake in the table below.

Less than $3\frac{6}{15}$	More than $3\frac{6}{15}$
$\frac{36}{10}$	$\frac{63}{15}$
$3\frac{6}{30}$	$3\frac{6}{10}$
$\frac{48}{20}$	$\frac{62}{15}$

9a. Two children are ordering fractions.

$\frac{31}{12}$ $\frac{39}{12}$

Jason says,

The missing fraction could be $\frac{25}{8}$.

Rachel says,

The missing fraction could be $\frac{28}{8}$.

Who is correct? Convince me.



Maths Lesson 4: Deepen the moment...

$$1 \frac{4}{5} > \frac{8}{5}$$



Riley

This is correct because one whole is larger than a fraction.



Kwamena

This is wrong because one whole and four fifths is equal to nine fifths.

This is wrong because 8 is the larger numerator.



Sally

Who is right and who is wrong? Explain the mistakes that some of the children have made.



Maths Lesson 5: Arithmetic Test Paper 3.

You have 30 minutes to complete your arithmetic test; set a timer so you know how much time is remaining. Remember to highlight symbols and to show your working out. When you have finished, use the answer sheet to mark your test and record your score out of 32. If you have any corrections, do these again in a different colour beside your previous answer.

Year 5

Mathematics

Arithmetic: Test 3

Name	
Date	



1	312 + 100 =		<input type="text"/>		1 mark

2	421 - 50 =		<input type="text"/>		1 mark

3	91 ÷ 7 =		<input type="text"/>		1 mark





4

$$\frac{5}{q} + \frac{2}{q} =$$

1 mark

5

$$\frac{11}{15} - \frac{4}{15} =$$

1 mark

6

$$3981 + 4062 =$$

1 mark

7

$$3266 - 829 =$$

1 mark

8

$$11 \times 11 =$$

1 mark

9

$$8 \times 3 \times 5 =$$

1 mark



10	$528 \times 5 =$
----	------------------

A 20x10 grid is shown. A rectangle is drawn in the bottom right corner, spanning 5 units wide and 3 units high. The rectangle is positioned such that its bottom-left corner is at the intersection of the 15th vertical line and the 7th horizontal line from the bottom-left, and its top-right corner is at the intersection of the 20th vertical line and the 10th horizontal line from the bottom-left.



1 mark

11	$5.9 + 0.3 =$
----	---------------

A 20x10 grid of squares. A rectangle is drawn in the bottom right corner, spanning 5 squares horizontally and 3 squares vertically. The rectangle is located in the bottom right corner of the grid, with its bottom-left corner at the intersection of the 15th vertical line and the 7th horizontal line from the bottom.

1 mark

12	$29 \div 10 =$
----	----------------

A 20x10 grid is shown. A rectangle is drawn in the bottom right corner, spanning 5 units wide and 3 units high. The rectangle is outlined in black and is empty.



1 mark

13 $\frac{5}{6}$ of 90 =

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A rectangle is drawn in the bottom right corner, spanning from the 15th to the 20th unit horizontally and from the 1st to the 4th unit vertically. The rectangle is 5 units wide and 4 units high.

1 mark

14 | $62\,871 + 5289 =$



1 mark

15	$60\,000 - 400 =$
----	-------------------

A blank grid for drawing a rectangle. The grid is 20 units wide and 10 units high. A rectangle is drawn in the bottom right corner, spanning from the 15th to the 20th unit horizontally and from the 1st to the 4th unit vertically. The rectangle is outlined in black and is empty.

1 mark



16 $55\,2896 - 71\,991 =$

[illegible][illegible]

1 mark

17	q ²
----	----------------

[illegible][illegible]

1 mark

18	$7 \times 900 =$
----	------------------

[illegible][illegible]

1 mark

19	$640 \div 8 =$
----	----------------

[illegible][illegible]

1 m...

20	$5.6 \times 100 =$
----	--------------------

[illegible][illegible]

1 mo

21	$\frac{7}{10} + \frac{4}{5} =$
----	--------------------------------

[illegible][illegible]

1 mg



22 $\frac{2}{3} - \frac{2}{9} =$

1 mark

23 $\frac{3}{4} \times 5 =$

1 mark

24 $7.2 + 2.81 =$

1 mark

25 $409 \times 12 =$

2 marks

26 $4823 \times 35 =$

2 marks



27 $518 \div 7 =$

2 weeks

28 $3876 \div 4 =$

[illegible]

2 weeks

Deepen the moment...

$$100,000 - 9,999 =$$

Can you write 2 top tips for somebody trying to complete this question and demonstrate how you would work it out?



English: Practise your spellings.

Remember to... look, cover, say, write and then check!











Steel		
Steal		
Altar		
Alter		
Led		
Lead		

Use the first column to go over the letters and practise your handwriting joins.

Can you write sentences for each of the spellings?



Can you match up this week's homophone spelling to the correct image and definition?

Spelling	Image	Definition
Steel		A hard metal.
Steal		To take something that does not belong to you.
Altar		A platform or table used as a centre of worship.
Alter		To make different without changing into something else.
Led		To have guided the way. To show everyone else what to do or where to go.
Lead		A soft, silvery white or greyish metal.
Assent		The act of agreeing to something.
Ascent		The act of rising or climbing upwards.
Bridal		Relating to a bride (someone getting married).
Bridle		A device for controlling a horse made up of a set of straps enclosing the head, a bit, and a pair of reins.



English Lesson 1: To explore a World War 2 poem.

Rocca San Giovanni

It is quiet here now, the valley is silent.
Only the birds and the stream have their noise,
The twittering, bubbling sweet sounds of nature.
Apart from this – silence which nothing destroys.

The smell is a faint one of morning and pine trees,
Of bracken and water, of woodland and stream,
The sight is of rushes, of mill house and lime trees.
The feel is of peacefulness sweet as a dream.

But at one time this valley, this valley of heaven,
Became a most torturous valley of hell.
For the fighting was bitter, the Hun held on grimly,
Regardless of losses, and many men fell.

For the British came north and the silence was shattered,
By rifle – machine gun – trench mortar – grenade.
The Messerschmitt diving brought sickening terror,
The valley vibrated with Death's serenade.

But the British advanced and the valley was taken,
The fighting moved northward as Gerry moved back,
And the only remains to give proof of the fighting,
Are freshly dug graves at the side of the track.

Again it is peaceful, the valley is silent,
Only the birds and the stream have their noise,
The twittering, bubbling sounds of nature.
Apart from this – silence which nothing destroys.

George Fraser Gallie, November, 1943.





Questions:

1. What does the first line, 'it is quiet here now' suggest?

2. What is the mood in the first two stanzas? Is it a positive or negative one?

3. Can you identify the technique in the line, 'the feel is of peacefulness sweet as a dream'?

4. What does the metaphor 'valley of heaven' mean?

5. What made it a 'valley of hell'?

6. Why do you think the poet referred to the fight as, 'bitter'?

7. Can you identify the technique in the line, 'the valley vibrated with Death's serenade'?

8. What does 'Death's serenade' mean?

9. Why does the writer repeat the last stanza?

Deepen the moment...

What is the effect of the use of description in the poem?



English Lesson 2: To create an informal letter.

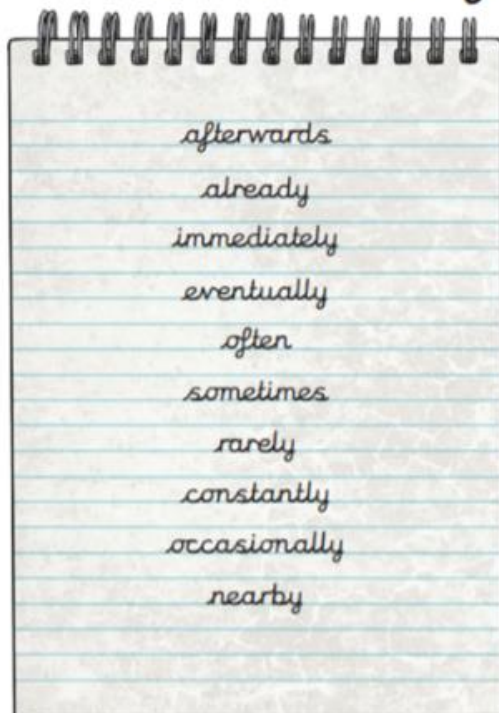
Today, you will use your planning sheet from Friday's lesson to create your informal letter. Remember, you are an evacuee from London who has moved to the countryside and are writing a letter home.

As you create your informal letter, tick off the features that you use.

Features of an Informal Letter:

- ☐ Sender's address – usually positioned in the top right of the page which tells the recipient where the letter has come from.
- ☐ Date – the date in which the letter was written
- ☐ An appropriate greeting – used to address the reader
- ☐ Introduction – usually an introductory sentence or paragraph asking about the reader.
- ☐ Themed paragraphs
- ☐ Written in first person – uses pronouns such as 'I', 'me', 'we', 'my', 'us'
- ☐ Slang and conversational language
- ☐ Fronted adverbials – words or phrases at the beginning of a sentence to describe the action that follows.
- ☐ Five senses – used to create an overall sense of your surroundings by describing what you can see, hear, smell, touch and taste.
- ☐ Parenthesis – adds extra information for the reader and uses the punctuation: brackets, dashes and commas.
- ☐ Relative clauses – clauses that describe a noun or pronoun and start with a relative pronoun such as: which, who, whose
- ☐ A range of tenses used: past, present and future
- ☐ Appropriate sign off – e.g. Lots of love, From, Love
- ☐ Rhetorical questions directly addressing the reader
- ☐ Range of punctuation – brackets, commas, exclamation marks, question marks, colons, dashes

Year 5 Informal Letter Writing



sadly	slowly	bravely	mysteriously
nervously	carefully	silently	happily
unusually	unfortunately	strangely	
certainly	definitely	therefore	once
clearly	obviously	anyway	however
hardly	would	besides	meanwhile
ought	surely	until	while
possibly	probably	nevertheless	
undoubtedly	should		
could			

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Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

Explore the WAGOLL to help you with your own letter...



Lavender Cottage,
Leyburn,
North Yorkshire,
DL9 5AR
6th September 1939

Dear Mum and dad,

I hope that this letter finds you all well. You will be relieved to know that I have arrived safely (and in one piece) to the countryside. Even though I am only just starting to write this, I'm already eagerly awaiting your reply. I miss you all lots and lots, and I can't wait until we are reunited again.

Thankfully, the train journey was not as horrific as I thought it would be. I sat back and watched as the train whizzed past the various shades of green that the countryside had to offer. I couldn't help but smile at how different it was than our own good, old London. I could actually see the city transforming into country before my eyes and it was amazing! I could feel the anticipation of a new adventure rising within me and I couldn't wait to get off the train and meet my new family – though nobody could ever replace you all in my eyes.

Can you remember when you used to read me that bedtime story, with the hedgehog who used to wash clothes, and who lived in the middle of the countryside? Well, my new home looks as though it has been taken straight out of that book. The cottage that I am staying in has a thick, thatched roof (yes, thatched!) and it always has a ribbon of smoke rising from the old chimney. My favourite part of the building is the bright, emerald door which has a beautiful, round doorknocker in the very centre. I hadn't ever seen a doorknocker till I came here. Can you believe they actually have something attached to their door to knock? It's so bizarre, but I can't help but love it.

Mrs Featherington, the kind lady I am staying with, doesn't have any children of her own. Her only son, Donald, died in the Great War, which is really sad, but she loves telling me stories about him. She often shows me the medals he received for his duty and she even once let me wear one – it was very heavy, but I felt really proud to put it on. Undoubtedly, she is happy to have some company in her home and I try to help her out as much as possible. I haven't forgotten what you told me about my manners. Mrs Featherington even said that I was a credit to you! Don't you think I am doing you proud?

I know that you were worried about me being able to make new friends, but you will be happy to know that I made a friend on the train down here. His name is John and he lives quite close to us, but I hadn't seen him before the train. He was one of the first children to be chosen by a host family (a lot of the boys were chosen first). He has gone to work on a farm with a couple of other boys. I don't know whether I will see too much of him, maybe at school? He was really funny and told the best jokes. When I see you next, I will have to tell you one, but be warned, they are really funny!

I really miss you all and I cannot wait to see you soon.

Lots of love,

Emma



This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Deepen the Moment:

Go through your letter and choose two of your sentences. Add parentheses to these sentences which include more information.



English Lesson 3: Grammar – Uplevelling Your Sentences

What does 'uplevelling a sentence' mean?

To 'uplevel' a sentence is to make an uninteresting sentence more interesting by including more advanced grammatical features, such as changing ...

The cat sat on the cushion.

into

Contentedly, the sleepy, tabby cat sat on the comfortable, soft cushion while her owners were out shopping.

How has this sentence been improved?

We uplevel our sentences by adding the following grammatical features:

Step 1: Add adjectives to create an expanded noun phrase.

Step 2: Add fronted adverbials at the beginning of your sentence to add more detail about the action.

Step 3: Add a relative clause into your sentence to explain more about the noun.

Step 4: Add a subordinate clause and subordinating conjunction to expand the sentence further, creating a multi-clausal sentence.



WAGOLL:

The lady was covered in paint.

Step 1: Add adjectives to create an expanded noun phrase.

The tall, elegant, brightly dressed lady was covered in paint.

Step 2: Add fronted adverbials at the beginning of your sentence to add more detail about the action.

In the early hours of the morning, the tall, elegant, brightly dressed lady was covered in paint.

Step 3: Add a relative clause into your sentence to explain more about the noun.

In the early hours of the morning, the tall, elegant, brightly dressed lady, who was attempting to decorate her kitchen, was covered in paint.

Step 4: Add a subordinate clause and subordinating conjunction to expand the sentence further, creating a multi-clausal sentence.

In the early hours of the morning, the tall, elegant, brightly dressed lady, who was attempting to decorate her kitchen, was covered in paint while her daughter stood and laughed.



Adjectives

People	Objects	Comfortable Feelings	Uncomfortable Feelings	Size	Time
adorable	bright	brave	angry	big	ancient
adventurous	clear	calm	annoyed	colossal	brief
aggressive	distinct	cheerful	anxious	enormous	early
annoying	drab	comfortable	ashamed	gigantic	fast
beautiful	elegant	courageous	awful	great	late
caring	filthy	determined	bewildered	huge	modern
clumsy	gleaming	eager	bored	immense	old
confident	grotesque	elated	confused	large	quick
considerate	long	encouraged	defeated	little	rapid
excitable	magnificent	energetic	defiant	long	short
glamorous	precious	enthusiastic	depressed	mammoth	slow
grumpy	sparkling	excited	disgusted	massive	swift
happy	spotless	exuberant	disturbed	meagre	young
helpful	strange	fantastic	dizzy	mighty	
important	unsightly	fine	embarrassed	mini	
intimidating	unusual	healthy	envious	minuscule	
obnoxious	valuable	joyful	frightened	petite	
odd		pleasant	hungry	puny	
talented		relieved	lonely	short	

Relative pronouns:

which that
whose whoever
whomever who
whom

Fronted Adverbials

Fronted Adverbials are words or phrases at the beginning of a sentence which are used to describe the action that follows.

Time	Frequency	Place	Manner	Possibility
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Almost unbelievably, Much admired, Nearly asleep, Quite understandably, Really happily, Perhaps, Maybe, Just arrived, Certainly amused, Obviously angry, Definitely confused, Completely exhausted, Barely alive, Out of breath, Decidedly unimpressed, Perfectly confident, Positively trembling with excitement, Purely practically, Somewhat flustered, Utterly joyous, Totally overwhelmed,



Subordinating conjunctions:

I SAW A WABUB

If Since As
When Although
While After Before
Until Because



Uplevelling Sentences – Red Task

The girl held her brother's hand.

Use some amazing adjectives to expand the noun phrases:

The _____ girl held her _____
brother's _____ hand.

Next, use a fronted adverbial to describe **when** this event happened:

_____, the _____ girl held her
_____ brother's _____ hand.

After that, add a relative clause beginning with **who** to give more information about the girl:

_____, the _____ girl,
who _____, held her
_____ brother's _____ hand.

Finally, add a subordinate clause beginning with a subordinating conjunction which gives extra information about the reason that she held his hand:

_____, the _____ girl,
who _____, held her
_____ brother's _____ hand
before _____.



Uplevelling Sentences – Blue Task

Use the steps before to improve this sentence:

The girl held her brother's hand.

First, rewrite the sentence containing modifying nouns or adjectives create expanded noun phrases.

Next, rewrite the sentence from Step 1 but start your sentence with a fronted adverbial.

Next, rewrite the sentence from Step 2 but add a relative clause beginning with **who**, to give more information about the girl.

Next, rewrite the sentence from Step 3 but add a subordinate clause.



Uplevelling Sentences – Gold Task

1. Begin your sentence with a fronted adverbial.
2. Use modifying nouns and adjectives to create expanded noun phrases.
3. Add a relative clause beginning with who, which, that or whose.
4. Add a subordinating conjunction to give extra detail about the situation.

Use these steps to improve the sentences below:

1

The girl held her brother's hand.

2

The children queued up for the train.

3

The pair walked along the road.

Deepen the moment...

Create two 'uplevelled' sentences of your own about World War Two.

Ensure you follow the various uplevelling steps.

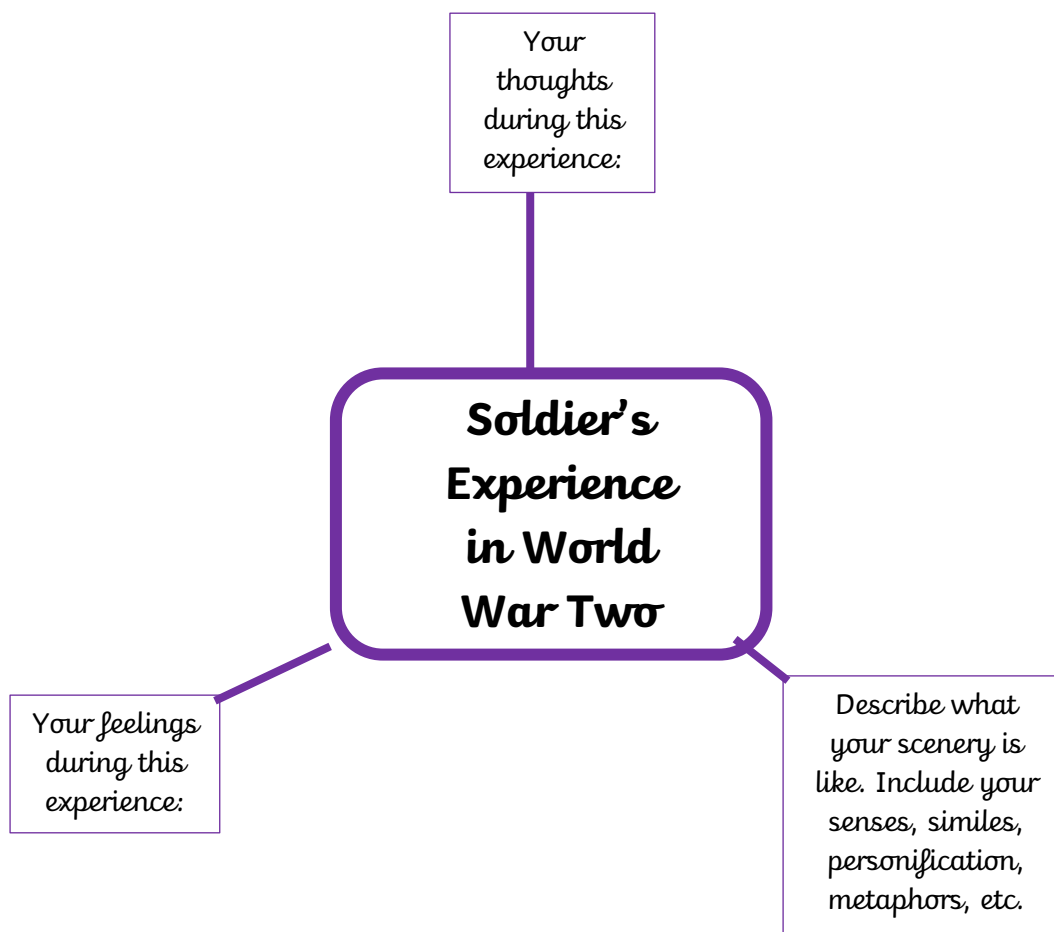


English Lesson 4: To create a plan for an informal letter from a different perspective.

Imagine you are a soldier in World War Two, about to face your first battle. Write a letter home to your parents. Use the knowledge you have gained over the last few weeks to help you create your letter.

Are you missing your family and your life back home? Did you choose to sign up for the war or were you conscripted? Think about what you can hear and see, how you and your comrades are feeling and what you expect the battle to be like.

Mind-map your ideas:



Captain Tom Moore discusses his experience: <https://www.youtube.com/watch?v=LkZZgqskKSE>



Plan out your letter, thinking about what you will put into each paragraph. Remember, this is a plan so you do not have to write in a lot of detail. You could even think about techniques you will include in each section.

On the following page are some real letters which were sent by soldiers in World War Two which you can use as inspiration for your own letter.

<u>Introduction</u> Addressing your parents/family.	
<u>Paragraph 1</u> Describe your setting	
<u>Paragraph 2</u> Explore the positives.	
<u>Paragraph 3</u> Explore the negatives.	
<u>Conclusion</u> Your hope for the future.	



Dear Mom, Pop and family,

Now that I am actually here I see that the chances of my returning to all of you are quite slim, therefore I want to write this letter now while I am yet able.

I want you to know how much I love each of you. You mean everything to me and it is the realisation of your love that gives me the courage to continue. Mom and Pop - we have caused you innumerable hardships and sacrifices - sacrifices which you both made readily and gladly that we might get more from life.

I have always determined to show my appreciation to you by enabling you both to have more of the pleasures of life - but this war has prevented my doing so for the past three years. If you receive this letter I shall be unable to fulfil my desires, for I have requested that this letter be forwarded only in the event I do not return.

You have had many times more your share of illness and deaths in the family - still you have continued to exemplify what true parents should. I am sorry to add to your grief - but at all times realise that my thoughts are of you constantly and that I feel that in some small way I am helping to bring this wasteful war to a conclusion.

We of the United States have something to fight for - never more fully have I realised that. There just is no other country with comparable wealth, advancement or standard of living. The USA is worth a sacrifice!

Remember always that I love you each most fervently and I am proud of you. Consider, Mary, my wife, as having taken my place in the family circle and watch over each other.

Love to my family

Jack

My dear Mum

You certainly won't get this letter until after the event, as it were, but I hope it won't be delayed too long. I am writing this on board the ship in which we go across. At the moment, of course, we are at anchor off the coast of England, surrounded by a great many other ships and craft.

We embarked yesterday afternoon. We had lunch in camp and then got into buses and drove - very slowly - down to the harbour. The men were all very cheerful, cracking jokes and cheering every girl we passed on the way. You would never have dreamed, except from the amount of equipment we were carrying, that we were not going on another exercise. I must say I didn't feel any different myself.

I have known for over a year of course that we would eventually go off on this, or something similar, and I used to dread the last preparations and the final parting from friends and England, but in actual fact (fortunately) I haven't minded at all, now that it is really happening. We all feel very confident and optimistic about the result of the landings, and we all think it is going to be a walkover - at first, anyway. Also, it simply doesn't occur to anyone as a possibility that anything unpleasant can possibly happen - to other people, yes, but not to oneself, so naturally nobody worries about it. And also we are all intensely interested to see how this thing which we have been planning so long and training for so long does work out in practice. I hope you have been getting some of my letters, but I am afraid they haven't been very good ones recently for obvious reasons - and there probably won't be any more for some time as I shall be rather busy for a few days! Anyway, please don't worry, I am sure to be all right and no news is good news. All my love to you, and don't worry.

Your loving

Rodney

Deepen the moment...

How important do you think writing letters were during World War Two? Explain your reasons.



English Lesson 5: To create an informal letter from a different perspective.

Imagine you are a soldier in World War Two, about to face your first battle. Write a letter home to your parents.

Use the knowledge you have gained over the last few weeks, and your planning sheet from yesterday, to help you create your letter.

Features of an Informal Letter:

- ☐ Sender's address – usually positioned in the top right of the page which tells the recipient where the letter has come from.
- ☐ Date – the date in which the letter was written
- ☐ An appropriate greeting – used to address the reader
- ☐ Introduction – usually an introductory sentence or paragraph asking about the reader.
- ☐ Themed paragraphs
- ☐ Written in first person – uses pronouns such as 'I', 'me', 'we', 'my', 'us'
- ☐ Slang and conversational language
- ☐ Fronted adverbials – words or phrases at the beginning of a sentence to describe the action that follows.
- ☐ Five senses – used to create an overall sense of your surroundings by describing what you can see, hear, smell, touch and taste.
- ☐ Parenthesis – adds extra information for the reader and uses the punctuation: brackets, dashes and commas.
- ☐ Relative clauses – clauses that describe a noun or pronoun and start with a relative pronoun such as: which, who, whose
- ☐ A range of tenses used: past, present and future
- ☐ Appropriate sign off – e.g. Lots of love, From, Love
- ☐ Rhetorical questions directly addressing the reader
- ☐ Range of punctuation – brackets, commas, exclamation marks, question marks, colons, dashes

Descriptive Settings: The Second World War

What Can I Describe?

Adolf Hitler
air raid shelter
Anne Frank
battlefield
blackout
bombs
evacuation
evacuees
gas mask
grenade
Holocaust
medals
Nazi
Neville Chamberlain
no man's land
propaganda
rations
soldiers
Spitfire
Star of David
tanks
The Blitz
trenches
U-boats
Winston Churchill

How Can I Describe It?

aggressive
atrocious
bleak
brutal
costly
cruel
dangerous
deadly
destructive
devastating
effective
exhausting
filthy
frightening
harrowing
horrific
incessant
noisy
perpetual
relentless
savage
senseless
terrible
tragic
unending

What Can It Do?

capture
confuse
conquer
conscript
damage
deafen
evacuate
explode
fight
hide
injure
kill
lumber
roar
rumble
scramble
seep
shake
shatter
shock
slaughter
swoop
trudge
wound
zoom

Examples of Effective Phrases

The noisy spitfire roared overhead, its deafening rumble echoing through the streets.

The exhausted soldier stood with his feet deep in filthy trench mud, desperate to go home.

...the sound of gunfire rang incessantly in the ears of those hiding in the bushes of no man's land.

The tanks lumbered and crashed down the roads, leaving a path of devastation in their wake.

The relentless sirens shrieked loudly as we dashed to the dark air raid shelter for safety.



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Relative pronouns:

which that
whose whoever
whomever who
whom

Subordinating conjunctions:

I SAW A WABUB

If Since As
When Although
While After Before
Until Because







Deepen the moment...

"Letters are hugely important in our understanding of the war. They are one of the most crucial historical artefacts we have."

Explore and consider your opinion on this statement.

You could consider both sides of the argument.

Reading for Productivity Lesson 1: PSHE

The Media's Effect on Body Image

These days we know that the media and body image are closely related. Particularly, the body image advertising portrays affects our own body image. Of course, there are many other things that influence our body image: parenting, education, intimate relationships, and so on. The popular media does have a big impact, though.

1. -----

Together, Americans spend 250 billion hours watching television every year. According to the California State University at Northridge, advertising accounts for about 30 percent of all television air time. The average child watches 20,000 television commercials every year. Of course, television is not the only place we see advertisements. Popular magazines, particularly women's magazines and many teen's magazines are brimming with ads. We even see pop-up ads online. Anything we look at for so many hours has to affect us. The media and body image are closely related due to the number of images we see in the media and the excessive amount of exposure we have to those images.



2. -----

Although advertising aims to convince us to buy things, ads seldom portray people that look like us. The average female fashion model wears a size two or four, for instance, while the average American woman wears a size 12 to 14. Clothing designers often say they only use very thin models because the clothes simply look better on them. In addition, photos of models in print ads are often "touched up" in order to disguise minor flaws or make the model appear even skinnier than she really is.

3. -----

These "false body image" ads, showing bodies that are not real at all or that are not very realistic or representative of the general population, have far-reaching effects. Some may argue that people can recognise when ads are showing an unrealistically "perfect" girl; after all, when we see a dog food commercial featuring a talking dog, we aren't fooled into thinking dogs can really speak, right?

Unfortunately, when it comes to body image, people and especially young children and teenagers can easily be confused. The constant barrage of unrealistically skinny images can stir up feelings of inadequacy, anxiety and depression. It can even lead to the development of eating disorders like anorexia and bulimia.

4. -----

Magazines and television are often blamed for portraying an ideal body image that causes people to question their looks and lose confidence in themselves. But what about the role social media plays in moulding attitudes to the way we look?



Kelsey Hibberd, from Southend, remembers her years at secondary school as being miserable. She intentionally kept her Facebook friends to a minimum because she knew they were the ones who wouldn't pick on her. It was all about my body and how I looked Kelsey explains, "I'd always been tall, and I was a bit podgy too, and the other children at school would point out everything that was wrong about me".

Eventually, Kelsey changed her hair colour and stopped eating to try to fit in before she realised that "it was for other people to stop hating on me", she explains. Now, at 20, Kelsey is running a mentoring programme called Loud Education, which goes into schools to talk to pupils and train teachers on how to deal with body confidence issues. As a result, she is well aware of the power of social media.

5. -----

Social media networks are the primary way young people communicate and their main channel to the outside world Kelsey explains, "there's just no way we can avoid social media but we can learn how to use them in a healthy manner!". An inquiry by the All-Party Parliamentary Group on Body Image has revealed that girls as young as five were worrying about their size and their appearance. Adults were not immune from these negative attitudes either, with about 60% of the public feeling ashamed of the way they looked. It is therefore not surprising that this pressure to look good has pushed up cosmetic surgery rates by nearly 20% since 2008.

MP Caroline Nokes was a member of the parliamentary group which, along with a number of charities, businesses and public bodies, is launching a campaign to change attitudes to body image, called Be Real: Body Confidence for Everyone. She has visited schools and talked to 12- and 13-year-olds about how easily images in the media can be altered, enhanced and improved to create something far from realistic. They understand, she says, because they go through the same process when they post images on social media sites. "I ask them to shut their eyes and put their hand up if they have ever enhanced an image on Facebook," Ms Nokes says. "They usually all put up their hands" she says.

6. -----

Most cameras in smart phones have built-in filters and a range of effects that can be used to enhance even the most embarrassing selfies. Social media has a huge effect on young people's body confidence, Ms Nokes explains, because it cannot be ignored. "Social media networks are the primary way they communicate and their main channel to the outside world," she says. "But they are seeing the world through a filter, and that's not healthy. "Ms Nokes' aim is to educate young people, to make them more cynical about the images they see and admire, and to work with retailers and businesses to encourage them to be more responsible in their advertising.



Dr Phillippa Diedrichs, senior research fellow at the University of West of England's Centre for Appearance Research, says research backs up the link between social media and body image concerns. "The more time spent on Facebook, the more likely people are to self-objectify themselves," she says. She explains there is a tendency to seek out negative social interactions in these forums, and to ask people to comment on how you look, which can lead to more body image anxieties.

7. -----

In Dr Diedrichs' view, the answer to body anxiety is to showcase a more diverse range of bodies in the media because there is not just one way to be healthy or one ideal look. Kelsey agrees. She rebuilt her confidence by volunteering with the YMCA when she 15. When she went to college, she started to rediscover who she was and feel comfortable about her body again. Now she has plans to go into advertising: "I want to get in there and change the norm, change perceptions for the better. People are drip fed so why not drip feed them with positive things," she says.



Questions

1: Complete the missing text headings:

- A Toxic Mirror
- In Comes Social Media
- Plastic Surgery and Photoshop
- The Answer to Body Anxiety?
- The Body Image Advertising Portrays
- The Effects of False Body Image Advertising
- The Media and Body Image

2: Mark the following statements as True or False according to the text:

	True	False
1. The media and body image are closely related.		
2. Americans spend 250 billion hours watching television every year.		
3. Today, television is the only place we see advertisements.		
4. Ads usually portray people that look like us.		
5. Photos of models in print ads are often "touched up".		
6. People always recognise when ads are showing an unrealistically "perfect" girl.		
7. The ideal body image in ads causes people to question their looks.		
8. Kelsey Hibberd from Southend, admits to having been a bully.		

3: Name the three things that are listed in the first paragraph that have an impact upon body image aside from media.

4: What reason, under section 3, is given as evidence to back up the argument that people can recognise when adverts are unrealistic?

5: What percentage of the public feel ashamed of the way they look?

Deepen the moment...

True or false?

Before social media, no one suffered with body anxiety.



Year 5 Extended Curricular Learning

PSHE – Mental Health and Wellbeing

Monday 8th February 2021 – Activity 1



VIPs:

The images we constantly in the media can have a huge impact on our thoughts and actions. Understanding that media can influence our body image can help us regain some control and be aware of negative thoughts we may have. Not all images we see are genuine or realistic; some have been 'enhanced' or altered to make viewer think or feel differently.

Pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources. Having techniques for resisting pressure to do something dangerous, unhealthy or which makes you uncomfortable is essential.

Today, you will learn about how popular media can have an influence on our personal 'body image' – how we feel about our body and how we look. We have learnt that not all images we see in magazines, TV and on social media are realistic and may have been 'enhanced', which can lead young people to compare themselves to unrealistic images which may affect their self-esteem.

MP Caroline Nokes is launching a campaign to help change attitudes to everyone, called 'Be Real: Body Confidence for everyone'. Your task is to design an advertisement campaign that could appear on social media to help inform young people about the campaign and their important messages.

Design a poster or digital image using ICT that could be displayed in a magazine or on social media for the campaign, 'Be Real: Body Confidence for everyone'. Think about how your images and words could have a positive effect on young people and inform them of the key facts from today's reading for productivity text.

Deepen the moment...

Should media be banned from altering images that they use in magazine or on websites?

What would the pros and cons of a ban on altering images be? Write notes for both sides of a balanced argument on this question and decide which side of the debate YOU would agree with.



Reading for Productivity Lesson 2: Computing

Safer Internet Day 2021

Every year, schools across the world support Safer Internet Day, an event which started in 2005. The aim of the day is to raise awareness about current online issues and to help young people learn about how to be safe and sensible online. This year's event is being held on Tuesday 9th February.

Each year, Safer Internet Day has a different, themed focus. The theme for 2021 is, 'An Internet we trust: exploring reliability in the online world', which highlights the importance of questioning the reliability of what we see online by asking, what is factual information and what might be fiction?



An Internet We Trust: Exploring Reliability in the Online World

The online world is a great source of information and offers opportunities to research, learn new facts or skills and even broaden viewpoints for people of all ages. The Internet is also a great way for young people to experience positive relationships with their peers, such as through gaming and social media sites. However, as they navigate around the online world, they are constantly having to make decisions about who and what to trust.

The 2021 Safer Internet Day campaign focuses on how to decide what we can trust on the Internet, supporting young people to question, challenge and improve the online world. It hopes to give young people the skills and strategies to make smart decisions while online and to be able to spot and speak out against any harmful and misleading content they might come across.

Uses of the Internet

We all use the Internet differently. Here are some online activities that people enjoy:

- listening to music
- using apps to keep in touch with family who live far away
- watching funny videos
- chatting with friends
- gaming
- researching for homework

How do you like to use the Internet?



Safer Internet Day

Everything Is Not Always as It Seems

Photos

Photos can often embellish (exaggerate) real life. People usually use the prettiest, happiest pictures of themselves to share online. Images of other people's (carefully chosen) so-called, perfect lives can sometimes leave you feeling low. Try not to compare yourself; remember that these photos probably don't tell the whole story.

Fake News

Although the Internet is a great source of information for young people, we should not always believe everything we read. Unfortunately, the online world also contains misleading content and fake news. Fake news is false information that is published, claiming to be true and reliable news.

Bogus and fictitious information can be incredibly harmful as it can influence and persuade our decisions, actions, views and opinions, as well as what we share online. It also breaks the trust we have of people in the media, many of whom are in fact reporting honestly.

Safer Internet Day 2021 will look at why inaccurate content exists, where it comes from and how young people can manage it.



Reducing Screen Time

If you find yourself spending a lot of time online and even thinking about it when you're offline, then you probably need to reduce your screen time. While the Internet can be fun, there's a whole world out there, waiting to be explored. Make sure you take regular breaks away from electronic devices.



Did You Know...?

Globally, over 4.6 billion people are regular Internet users according to a study from October 2020. This encompasses approximately 59% of the global population.

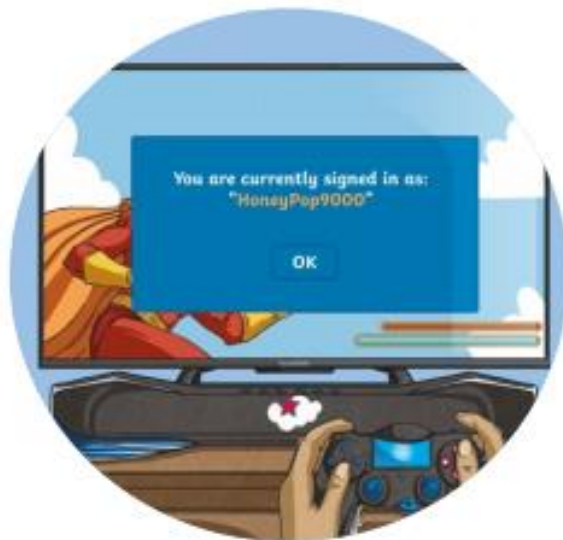
Safer Internet Day

Staying Safe Online

The Internet is an incredibly powerful tool that can be accessed at all times through devices at our fingertips. However, it is crucial to consider how, when and why we use it. Staying safe online is very important for our health and wellbeing. We also need to be supporting others online, just as we would help and support our friends and family offline.

Sometimes, if we are in a group chat or playing an online game, we might see or hear something that worries, confuses or upsets us. If this happens, there are ways to report it so that it is less likely to happen again. For example, many apps and games have 'Report', 'Help' or 'Block' buttons. 'Report' can help us to report anything that makes us feel unsafe or unhappy. 'Help' is if you have a problem with an app and 'Block' is useful if you don't want to get any more messages from someone. It can also be a good idea to save evidence (such as a picture or a message).

Most importantly, we should tell an adult about what has happened and how it has made us feel.



Safer Internet Day 2021 celebrates the amazing range of information and opportunities online. The Internet has potential to inform and connect young people but they must remember to be safe, sensible and know how to be able to separate fact from fiction.



Questions:

1. What is the theme of Safer Internet Day 2021?
2. Which of the following is the 2021 Safer Internet Day theme focusing on? Tick **two**.
 - ☐ Questioning the reliability of what we see online
 - ☐ Researching homework
 - ☐ To give young people the skills and strategies to make smart decisions while online
 - ☐ Making inaccurate content
3. Find and copy a word that means the same as 'find their way'.
4. Fill in the missing words.

Although the Internet is a great source of information for young people, we should not always _____ everything we read. Unfortunately, the online world also contains _____ content and fake news.
5. Describe what fake news is in your own words.
6. In what way can the Internet help families that live in different countries?
7. Match the situations to the correct action.

Situation
Sid tries but he can't log on to his game.
A stranger keeps sending Luca annoying messages.
Abdulrahman saw a video that worried him.
Something has made you feel unsafe, worried or unhappy

Action
Tell an adult
Click the 'Report' Button.
Click the 'Help' Button.
Click the 'Block' Button.

8. Do you think Safer Internet Day is important? Explain your answer

Deepen the moment...

Nisha is worried about an unkind comment that someone made on her latest video. Someone tells her to 'forget about it' but she is still worried.

Consider and explain how helpful this advice is. Provide further advice and justify your reasons for this.

Support your answer with evidence from the text.



Year 5 Extended Curricular Learning

Computing – Safer Internet Day

Tuesday 9th February 2021 – Activity 2



An internet we trust
Exploring reliability in the online world

VIPs:

- Reliability in the online world is vital. The internet is filled with unbelievably amazing content but some things can also be unreliable. The reliability of the content can affect how we and others both think and feel.
- A motive is why someone does something and it is important we consider the motive behind why people are posting the things they are on the internet.
- Asking questions is a simple thing that we can do to help us work out the motive behind the things we see online.
- Edited images and videos: When photos and videos are changed using online software (e.g. to make them look more 'impressive', to create a more finished product, or even to change the meaning of it).

Today, you will learn about the reliability of the internet and photos we see. You will understand how important it is that the internet is a world that we can trust, but is often a place of unreliability. You will explore and examine the reliability of the online world and what we can do to ensure we keep ourselves and others safe, by creating a marketing campaign that will explain and inform other children your age of the unreliability of the internet and what they can do to protect themselves against it.

1. Explore a range of photos that someone could have posted online or on a social media platform.
2. Consider the motive/s behind why these may have been posted – how could they make you feel?
3. Consider the reliability of these photos and the motives behind them.
4. Create a marketing campaign / pitch to other children of your age explaining and informing them of the unreliability of photos we can see online.
5. You must explain and include the following: key terminology, examples of unreliable photos, the motives behind them – why could they be unreliable? How could they make us feel? provide 'top tips' to help others question and recognise the unreliability of photos and what to do to combat it; keeping themselves and others safe.
6. You could do this as a presentation, a speech, a poster, create your own video – it is your choice!

Possible videos to support your understanding:

<https://www.bbc.co.uk/teach/safer-internet-day-resources/z6bhhbk>

<https://vimeo.com/480840050>

Deepen the moment...

True or false?

Everything is reliable on the internet and we should always believe everything we see or hear.

Explain and justify your response, providing evidence to support your reasons.

Remember:

Where has this come from?

Who created or shared it?

What do they want me to do?

Will they gain anything?



Edited images
and videos



Area to investigate ► Edited images and videos
Consider... photos using filters, edited photos, trick videos, fake videos, people presenting their lives as perfect online.



1 What are we talking about?

Write a definition to help you and others. Put key words on the key if it helps you think.

2 What problems this could lead to?

Are these images harmful to us emotionally? Could people get hurt? Could people be fooled? Is edited stuff always bad?

3 Think

How much does this impact young people? 1 is the least, 10 is the most.

/ 10

What should be done about this?

How could we make this better for young people? What can young people do? What could people in positions of power do about this?

The Environment and Global Economies

As we enter the new millennium, the challenge for humankind is to transform the existing economy into one that does not threaten or destroy the environment. This Environmental Revolution can be compared to the Agricultural Revolution and the Industrial Revolution of the past.

Archaeological findings reveal that the great civilizations at the dawn of history pursued economies that were fairly destructive to the environment. However, the people then were unable to change what they were doing because they did not understand what was happening. Either that or they could not persuade their governments to bring about the necessary changes.



Today, however, we have the power to bring about changes to stop the destruction of the environment because we are becoming more aware of how our lives are shaped by the environment. Even when events do not directly affect us, reports in the mass media expose us to the extensive damage caused by such events. Fishery collapses, water shortages, rainforests burning uncontrollably, sudden deaths of birds, dolphins and fish, record heat waves, and raging storms that cause widespread destruction only serve to increase our awareness that our survival depends on the weather which in turn depends on our ability to maintain the ecological

balance.

Decades before, it was mainly environmental activists who played a dominant role in drawing attention to the gradual destruction of the environment. Today, directors of large corporations, government ministers, prominent scientists and intelligence agencies are speaking out on the need to change. They have a clear sense of what has to be done for they know that the current economy cannot take us as far as we want to go under the present circumstances.



People can now make decisions that will help restructure economies. For example, companies who want to buy timber products can decide whether to buy from companies that are managing forests in a responsible manner or from companies suspected of illegal logging practices. Consumers in the United States, for example, can choose to buy power from 'green' sources as buyers become more aware of different energy sources available. Governments can also decide to become a 'green consumer' by opting for sources of electricity that are climate-friendly and buy paper that has a high recycled content.

Time is of the essence and the new economic practices must be accepted quickly. The only way this can be done is to spread accurate information quickly and on a regular basis. For example, information on climatic changes, and of how the inefficient use of water can lead to food shortages must be shared. Media coverage of environmental trends and events must also be stepped up.



Questions:

1. What challenge will humankind face as we enter the new millennium?
2. Why couldn't people in the past stop the destruction of the environment?
 - ☐ They were ignorant simple peaceful people.
 - ☐ They did not realize that their actions were slowly destroying the environment.
 - ☐ They did not know people in the governments.
 - ☐ Their governments did not believe that the environment was being destroyed.
3. The people of today have become more aware of the relationship between the weather, environment and global economies because of ...
 - ☐ the havoc caused by storms and heat waves
 - ☐ the efforts of governments
 - ☐ extensive media coverage
 - ☐ collapsed fisheries
4. Give 2 examples the texts give of how the weather can negatively impact our planet?
5. Decades before, who mainly played a dominant role in drawing attention to the destruction of the environment?
6. Who is paying more attention to preserving the environment today?
7. What is a 'green consumer'?
8. What is the writer trying to convey in the expression Time is of the essence?
 - ☐ The very essence of life is time
 - ☐ it is important
 - ☐ We must not delay
 - ☐ Time is life

Deepen the moment...

What could we do to lessen the risk of environmental destruction?



Year 5 Extended Curricular Learning

Geography – The Environment

Wednesday 10th February 2021 – Activity 3



VIPs:

Today, we have the power to bring about changes to stop the destruction of the environment because we are becoming more aware of how our lives are shaped by the environment.

Things we can do to protect the environment are:

- recycling,
- using resources sustainably,
- limiting deforestation and destruction of habitats,
- using sustainable energy as opposed to fossil fuels, etc.

Your task is to research more about recycling in the UK. You should explore the following ideas:

- Which household items can be recycled?
- What happens during the recycling process?
- What the consequences are for not recycling these items.

<https://www.businesswaste.co.uk/recycling/fun-recycling-facts-for-children/>

https://www.ducksters.com/science/environment/recycling_for_kids.php

Create an information leaflet/advert which persuades people to recycle more in the UK, using the information you have gathered.

Deepen the moment...

Think about your life in school. Explore the ways in which recycling can be implemented in a school setting.





Reading for Productivity Lesson 4 - Science

Air Resistance

What is friction?

Friction is a **force**. It happens when two objects rub together creating a resistance of motion. It works against the **motion** and in the other **direction**. Like if you're trying to slide a piece of furniture along the floor in your house, it's going to be easier to slide on laminate or wooden floor than it is on the carpet. And that's all to do with the friction caused between the carpet and the piece of furniture.

Sometimes we need friction. Like if we're riding a scooter, when we put our foot to the pavement, we use the friction to slow us down. This is also how ice skaters change their **speed** and direction, using the friction between the ice and their skates. Friction can also create **heat**, like when we're cold and we rub our hands together to warm up. That's because of the friction of our two palms rubbing together.

But it can sometimes be bad, too. Like when we fall on the ground and the friction between our skin and the floor causes us to scrape our knee. (Ouch, right?) Or when our shoes get worn out at the bottom because of the constant friction between them and the ground. Or it's a good excuse to buy some new shoes, so I guess that one is up for debate on whether it's a good or bad thing.

There are also two types of friction- **static and kinetic**. Static friction happens when two objects aren't moving and kinetic friction happens between two objects that are. Air resistance is just one type of friction.

What causes air resistance?

Also known as '**drag**,' air resistance is a force caused by air. The **air particles** hit the front of an object, causing it to slow down. The greater the surface area, the greater the number of air particles hit the object and the greater the overall resistance.

There are two main things that affect **air resistance**- the speed of the object, and the cross-sectional area of the object. The faster an object is going, the more air resistance there'll be. It's the same for a large **cross-sectional area**; an increased area leads to an **increased amount of air resistance**.

Examples of air resistance

Here are some examples of air resistance in everyday life.

Wind- When the wind blows, it is sometimes difficult to walk through the air. This is because the air resists your force and pushes back against you.

Parachute- When a skydiver jumps out of an aeroplane, they open a parachute. Air resistance causes them to parachute slowly to the ground.

Bicycle- When you ride a fast bike, air resistance pushes you back.

Aeroplane- When an aeroplane is flying up in the air, the air particles hit the aeroplane so that it's more difficult to move through the air.

Leaves- On a windy day, when you see leaves falling from a tree really slowly, that's because air resistance is slowing down its fall.

Umbrellas- You know that annoying experience when it's raining cats and dogs and you put up your umbrella, but it's really difficult to hold because of the wind? What's that, you say? That's air resistance, too? Yup.



Air resistance and streamlining

For things to move quickly and efficiently through air or water, objects need to have a small surface area. This is because the bigger the surface area, the greater the resistance. This means that objects need to be streamlined in order to push against the air's force.

Trains are designed to be streamlined so they can move quicker, getting you from one destination to the next! Even people can try and be streamlined, like swimmers, for example. They try and maintain a streamlined shape during races so that they can get through the water quicker. But this is because of water resistance, rather than air resistance (hence, you know, them being in water and everything).

What are the three main types of air resistance?

Air resistance, or drag, can be put into one of three categories; lift induced, parasitic, and wave. Each of these types of air resistance affects an object's ability to stay up and the power it will need to keep it there.

Lift induced air resistance happens as the result of the creation of lift on a three-dimensional lifting body (wing or fuselage). **Parasitic drag** happens when a solid object moves through a fluid. This type of air resistance is made up of lots of components like 'form drag' and 'skin friction drag'. **Wave drag** is made when an object moves at a high speed through a compressible fluid.



Questions:

1. What are the names of the two types of friction?
2. What is air resistance also known as?
3. Match the following types of air resistance with their cause:

Lift induced	when an object moves at a high speed through a compressible fluid
Wave drag	happens when a solid object moves through a fluid
Parasitic drag	happens as the result of the creation of lift on a three-dimensional lifting body (wing or fuselage)
4. Summarise the meaning and uses of streamlining.
5. The text gives some examples of air resistance in everyday life, can you think of any others that you may have noticed?
6. What is the link between **friction** and **air resistance**?
7. What does the term '**air particles**' mean?
8. Some animals have certain body shapes in order to move **efficiently** through air or water.

What does the word **efficiently** mean?

Deepen the moment...

Explain the difference between air particles and air resistance.

Use examples to support your explanation.



Year 5 Extended Curricular Learning

Science – Air Resistance

Thursday 11th February – Activity 4



VIPs:

- Air resistance pushes against an object falling through the air (due to gravity).
 - The mass of the object does not affect how fast it falls.
 - The surface area determines how much air resistance there is.
 - The larger the surface area the greater the air resistance.

Today, you are going to create your own parachute investigation in order to answer the following question:

‘What effect does surface area have on the amount of air resistance?’

Think about the following things when planning and recording the details of your investigation:

- What equipment will you need?
- What method will you use?
- How will you make it a fair test (controlled variables)?
- What will your independent variable (what you will change each time) be?
- What will your dependent variable (what you will measure) be?
- What do you predict your results to be?
- How will you record your results?

Once you have concluded the results of your experiment, see if you can draw a diagram to represent how air resistance worked against the objects in your experiment.

Deepen the moment...

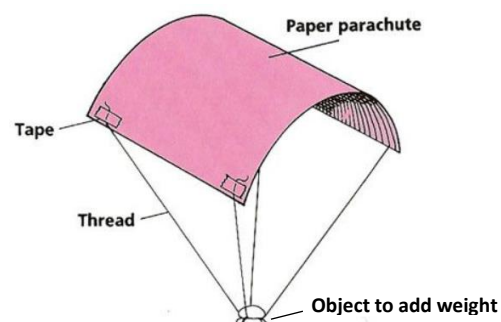
Prove it!

If two 3D shapes (with the same surface area) are dropped from the same height will they fall at the same speed?

Useful links:

https://www.youtube.com/watch?v=Aoy3j9tbOk0&feature=emb_logo

<https://www.bbc.co.uk/teach/class-clips-video/science-design-and-technology-ks2-harnessing-air-resistance-with-parachutes/zjps382>





Reading for Productivity Lesson 5 - PSHE

Conflict Resolution

Conflict resolution is a peaceful way of trying to solve a conflict with resolution. Both sides in the conflict explain what they feel happened to cause the conflict. The person who listens to both sides is called the **mediator**. After both sides state what they feel happened to cause the conflict, they discuss ways to solve the conflict. They try to come up with a “resolution” that both sides agree to.

Communication throughout the entire conflict resolution process is always exchanged in a calm manner without anger. Everyone attempts to use good listening and attending skills while people are talking. If voices get too loud or it appears that someone is angry, the mediator’s role is to address this and have the people treat each other with respect. After various suggestions are shared in how to mediate the conflict, discussion centres on the best solution. Conflict resolution can also be called dispute resolution. It is used in many environments to help solve disagreements in a peaceful way.

This is an example of how conflict resolution works in a school playground setting:

- Someone says that a student pushed them on the football field.
- The person accused as the “pusher” claims it was an accident.
- The person pushed gets the mediator.
- The mediator takes the two people who are upset somewhere in a quieter spot and away from others to talk.
- The mediator calms everyone down and lets them know that he understands their feelings.
- Each person describes what happened.
- The mediator asks for clarification if something is not clear.
- The mediator repeats what he heard so it is clear to everyone and /she identifies with those involved.
- The mediator asks for ideas to solve the problem.
- The two individuals offer ideas and solutions to the problem.
- The individuals discuss the ideas and solutions and come to some agreement on the solution.
- The mediator makes sure the individuals follow-through on the solution whether it is to say they are sorry, to shake hands or to play nicely together, etc.
- The mediator offers praise for solving the problem.

Conflict resolution can work in many settings and it can work with several individuals at once. In any event, it is worth trying to get at the heart of the matter by involving the peers themselves who have a concern. It encourages them to analyse what really happened, to share their feelings about the conflict, and to work together peacefully to solve the problem. Conflict resolution gives those involved a structure to use with a mediator to help reach an agreement. It allows onlookers to see a workable framework.



Questions

1. What is the vocabulary word in the text that means "a solution to the conflict"?
 - a. resolution
 - b. disagreement
 - c. angry
 - d. address
2. Why do you think the author included the bullet points in this particular text about conflict resolution?
 - a. The author likes to use the bullet points.
 - b. There is no reason to include this.
 - c. So you could more easily see the steps in conflict resolution.
 - d. So you could more easily see the steps in being angry.
3. According to the text, what is the most likely reason to use conflict resolution?
 - a. So you can talk.
 - b. So you can have a mediator
 - c. So you can take your time.
 - d. So you can have a framework to solve problems.
4. Definitions (*Write the meaning of each word as it is used in the text.*)
 1. address
 2. heart
 3. peers
5. Summarise the role of the mediator in conflict resolution.

Deepen the moment...

If someone was not willing to participate in 'conflict resolution' after a falling out.
How would you persuade them that this is the best thing to do to resolve the
argument?



Year 5 Extended Curricular Learning

PSHE – Conflict Resolution

Friday, 12th February 2021 – Activity 5



VIPs:

Conflict resolution is a peaceful way of trying to solve a conflict with resolution.

Both sides in the conflict explain what they feel happened to cause the conflict.

The person who listens to both sides is called the **mediator**.

After both sides state what they feel happened to cause the conflict, they discuss ways to solve the conflict. They try to come up with a "resolution" that both sides agree to.

Today, you will learn about how to deal with and react to conflicts in the best possible way in order for them to be resolved effectively. Your job is to evaluate the scenarios below and consider how the children involved will feel and how they should deal with each of the situations.

Think about techniques that could be used to stay calm when feeling angry or upset. You should aim to include at least three or four ways people can calm themselves down when they feel angry or upset.

Write a short response to each scenario starting with how the child would feel and then how they should/could deal with the situation.

Think Before You Act Unkind Scenarios

1

Fliss keeps pushing Katie over whenever she walks past.

This would make Katie feel...

Think Before You Act Unkind Scenarios

2

Chris tells Bobby that he does not want Bobby to play with him and never will. Chris also tells other children not to play with Bobby.

This would make Bobby feel...

Think Before You Act Unkind Scenarios

3

Joe always wants to win races. When he races against his friends, he trips them up if they try and overtake him.

This would make the other children feel...

Think Before You Act Unkind Scenarios

4

Alice sends Sibra a message to say that she does not like the clothes Sibra is wearing. She tells Sibra that her hair is messy too.

This would make Sibra feel...

Deepen the moment...

Can you create your own scenario where a conflict occurs and demonstrate the best way to deal with it? You could act this out through role play or write your own script for your scenario.