Year 5: Remote Learning Schedule

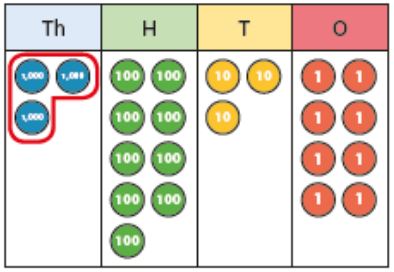
W/C 25th January	Monday	Tuesday	Wednesday	Thursday	Friday
Maths *(approx. 45 mins per lesson)* **This week our focus is:** **Multiplication & Division** **Fractions**	**Lesson 1:** *To divide with remainders* *Click on the link here.*	**Lesson 2:** *To complete the end of block assessment*	**Lesson 3:** *To recap fractions.* *Click on the link here.*	**Lesson 4:** *To recap equivalent fractions.* *Click on the link here.*	**Lesson 5:** *To find equivalent fractions.* *Click on the link here.*
	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!				
Remember to log in to TT Rockstars each week to practise your times tables! *Message your teacher on **ClassDojo** if you've forgotten your login details.*					
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.*					
English *(approx. 45 mins per lesson)* **This week our focus is:** **Diary Entry**	**Lesson 1:** *Reading Comprehension: Battle of Britain*	**Lesson 2:** *Reading Comprehension: Perhaps Poem*	**Lesson 3:** *To use descriptive language.*	**Lesson 4:** *To identify the features of an informal letter.*	**Lesson 5:** *To compare and evaluate different letters.*
	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: agreeably, reliably, respectably, enviably, adorably **(Remember to test yourself on Friday!)**					
Reading for Pleasure *is such an important part of our curriculum – follow the link here to watch videos of celebrities discussing their favourite books, understanding the role of an author and a fun quiz to take part in.*					
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:** Geography	**Tues:** DT	**Wed:** Spanish	**Thurs:** Science	**Fri:** Computing
Extended Curricular Learning *provides a great opportunity to exercise skills in foundation subjects and science. At the end of 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 divide with remainders.

Divide with remainders

1 **a)** Circle the groups of 3 to help complete the sentences and calculation.

The first step has been done for you.



		1				
	3	3	9	3	8	

There is [1] group of 3 thousands.

There are [ ] groups of 3 hundreds.

There is [ ] group of 3 tens.

There are [ ] groups of 3 ones.

There are [ ] ones left over.

3,938 ÷ 3 = [ ] remainder [ ]

b) Use place value counters to work out 8,407 ÷ 4

Th	H	T	O

	4	8	4	0	7	

8,407 ÷ 4 = [ ] remainder [ ]

2 **a)** Complete the divisions.

Use place value counters to help you.

	3	7	5	9	5	

	4	8	5	6	7	

	5	6	5	6	2	

	3	3	9	3	5	

b) Write <, > or = to complete the statements.

7,595 ÷ 3 ◯ 8,567 ÷ 4

6,562 ÷ 5 ◯ 3,935 ÷ 3

3 Write the calculations in the correct column of the table.

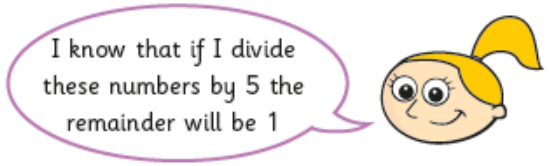
5,066 ÷ 4	9,513 ÷ 4	1,234 ÷ 4
6,562 ÷ 4	6,563 ÷ 4	9,515 ÷ 4

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

Are any columns empty? Talk to a partner about why this has happened.

4

7,816	7,861	6,781	1,786



Is Eva correct? _____

How do you know?

5 There are 459 children in a school.

They are sitting at tables in groups of 7

Do you agree with Mo? _____

Explain your answer.

6 Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

7

2	3	4	5

			÷	

a) How many ways can you complete the calculation using all the digit cards so that there is a remainder of 1?

b) What do you notice?

8 Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Maths lesson 2: To complete the end of block assessment.

Year 5

Multiplication and Division

White Rose Maths

Name _____

1 Calculate.

312 × 3 = _____

312 ÷ 3 = _____

1,371 × 7 = _____

798 ÷ 5 = _____

4 marks

2 Complete the calculation.

		2	□	7
×				6
	1	□	4	2

2 marks

3 Jack is thinking of a number.
When he multiplies his number by 7, he gets 161
What is Jack's number?

_____

1 mark

4 Complete the grid for the multiplication 36 × 14

	30	6
10	300	
4		

2 marks

Use the grid to work out 36 × 14

_____

1 mark

5 In a theatre there are 45 rows of chairs.
There are 36 chairs in each row.
How many chairs are there altogether?

chairs

2 marks

6 Jen and Max each have 5 digit cards.

1	4	5	7	8

Jen arranges her cards to make a 3-digit and 2-digit number.

1	5	7	×	4	8

She multiplies the two numbers together.
What is her answer?

2 marks

Max arranges his cards to make a 3-digit and 2-digit number.
He multiplies his numbers and his answer ends in a 5
What could the 3-digit and 2-digit number be?

			×		

1 mark

7 A jacket costs £52
Eight jackets and three skirts cost £653
How much does a skirt cost?

£

2 marks

8 Some cards are shared between 7 boxes.
There are 63 cards in each box and 4 left over.
How many cards were shared between the boxes?

cards

1 mark

9 Work out 25 × 87 × 4
Explain or show your method.

2 marks

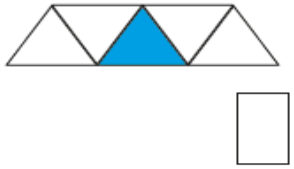
Circle how confident you feel with multiplication and division.

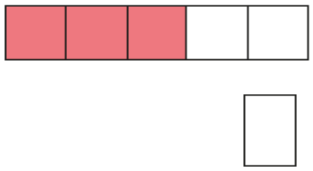
1 Not confident 2 3 4 5 Very confident

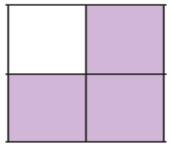
Maths Lesson 3: To recap fractions.

What is a fraction?

1 What fraction of each shape is shaded?

a) 

b) 

c) 

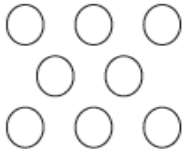
d) 

2 Shade each diagram to represent the fractions.

a)  $\frac{1}{6}$

b)  $\frac{5}{6}$

c)  $\frac{5}{8}$

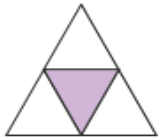
d)  $\frac{5}{8}$

3 Circle the unit fractions.

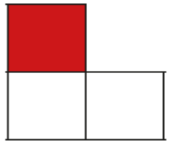
$\frac{1}{3}$ $\frac{1}{5}$ $\frac{3}{5}$ $\frac{1}{8}$ $\frac{2}{3}$ $\frac{10}{11}$

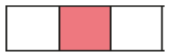
How do you know which are unit fractions?

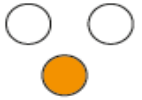
4 a) Tick the shapes with one third shaded.

A 

B 

C 

D 

E 

F 

G 

b) Complete the sentences to describe the shapes with one third shaded.

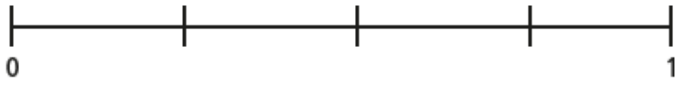
There are ☐ equal parts altogether.

☐ out of ☐ equal parts is shaded.

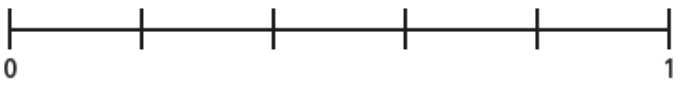
☐ of the shape is shaded.

5 Draw an arrow to show the position of the fraction on the number line.

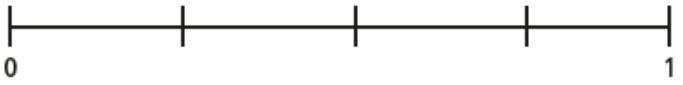
a) $\frac{1}{4}$



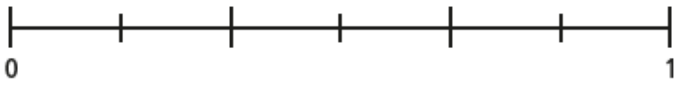
b) $\frac{3}{5}$



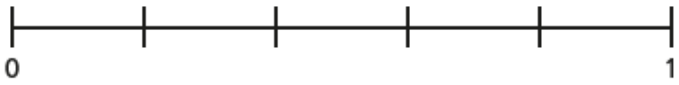
c) $\frac{1}{2}$



d) $\frac{1}{3}$



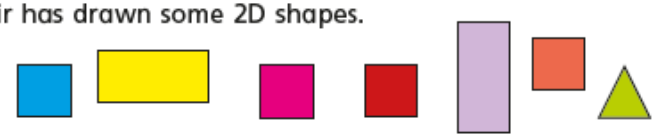
6 Draw an arrow to show the position of $\frac{5}{5}$ on the number line.



What do you notice?

7 Draw four different representations of $\frac{3}{4}$

8 Amir has drawn some 2D shapes.



a) What fraction of the shapes are triangles?

b) What fraction of the shapes are squares?

c) What fraction of the shapes have four sides?

d) Draw 2D shapes to match the description.

$\frac{1}{5}$ are squares, $\frac{2}{5}$ are triangles, $\frac{3}{5}$ have more than 3 sides.

Compare shapes with a partner.

What is the same about your shapes? Is anything different?

Maths Lesson 4: To recap equivalent fractions.

Equivalent fractions (1)

1 Shade the bar models to represent the equivalent fractions.

a)

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$	$\frac{1}{6}$

$\frac{1}{2} = \frac{3}{6}$

b)

$\frac{1}{2}$	$\frac{1}{2}$

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

$\frac{1}{2} = \frac{5}{10}$

c)

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

$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$	$\frac{1}{10}$

$\frac{4}{5} = \frac{8}{10}$

d)

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

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

$\frac{6}{8} = \frac{3}{4}$

2 Use the fraction wall to complete the equivalent fractions.

$\frac{1}{2}$				$\frac{1}{2}$			
$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$		$\frac{1}{4}$	
$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$	$\frac{1}{8}$

a) $\frac{1}{2} = \frac{\square}{4}$

b) $\frac{1}{2} = \frac{\square}{8}$

c) $\frac{2}{4} = \frac{4}{\square}$

d) $\frac{2}{8} = \frac{\square}{4}$

e) $\frac{\square}{8} = \frac{3}{4}$

f) $\frac{2}{2} = \frac{\square}{4} = \frac{\square}{8}$

3 a) Label the fractions on the fraction wall.

1		

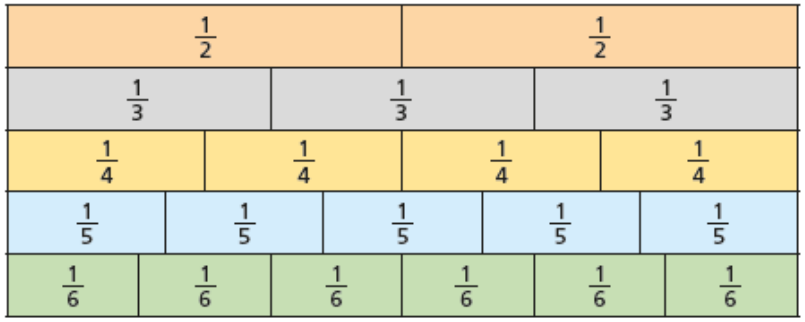
b) Use the fraction wall to complete the equivalent fractions.

$\frac{1}{3} = \frac{\square}{6} = \frac{3}{\square}$

$\frac{\square}{3} = \frac{4}{\square} = \frac{6}{9}$

$\frac{3}{\square} = \frac{6}{\square} = \frac{9}{\square} = 1$

4 Here is a fraction wall.



Is each statement true or false? Tick your answers.

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	☐	☐
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	☐	☐
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	☐	☐
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	☐	☐
e) $\frac{2}{3}$ is equivalent to $\frac{4}{6}$	☐	☐
f) $\frac{3}{5}$ is equivalent to $\frac{4}{6}$	☐	☐

Write your own equivalent fractions statements.

Ask a partner to say if they are true or false.

5 Are the statements always, sometimes or never true?

Circle your answer.

Draw a diagram to support your answer.

a) The greater the numerator, the greater the fraction.

always sometimes never

b) Fractions equivalent to one half have even numerators.

always sometimes never

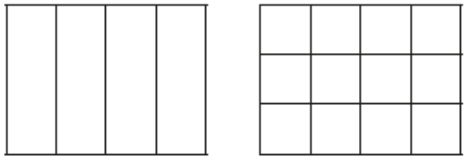
c) If a fraction is equivalent to one half, the denominator will be double the numerator.

always sometimes never

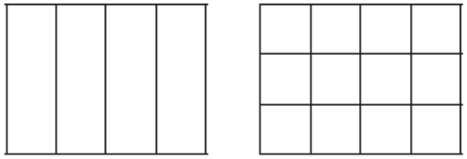
Maths Lesson 5: To find equivalent fractions

Equivalent fractions

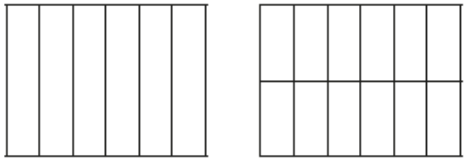
1 Shade the shapes to show the equivalent fractions.

a) 

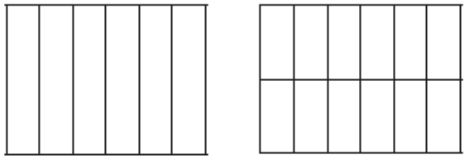
$\frac{1}{4} = \frac{\square}{12}$

b) 

$\frac{3}{4} = \frac{\square}{12}$

c) 

$\frac{1}{6} = \frac{\square}{\square}$

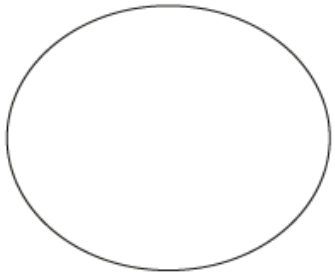
d) 

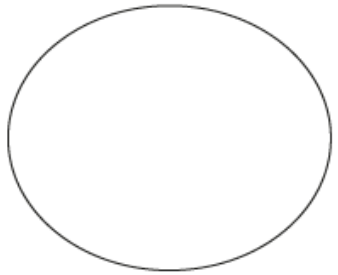
$\frac{5}{6} = \frac{\square}{\square}$

2 Draw two rectangles to show that $\frac{1}{3} = \frac{4}{12}$

3 a) Sort the fractions into the groups.

Equivalent to $\frac{1}{4}$ | Equivalent to $\frac{1}{3}$





$\frac{5}{15}$ $\frac{2}{6}$ $\frac{3}{12}$ $\frac{6}{24}$ $\frac{8}{24}$ $\frac{5}{20}$ $\frac{4}{12}$ $\frac{2}{8}$

b) Write one more fraction in each group.

4 Complete the equivalent fractions.

a) $\frac{1}{7} = \frac{\square}{14}$

b) $\frac{5}{7} = \frac{\square}{14}$

c) $\frac{7}{8} = \frac{14}{\square}$

d) $\frac{3}{4} = \frac{6}{\square}$

e) $\frac{3}{4} = \frac{12}{\square}$

f) $\frac{3}{4} = \frac{\square}{12}$

g) $\frac{2}{\square} = \frac{10}{15}$

h) $\frac{2}{\square} = \frac{10}{25}$

i) $\frac{2}{7} = \frac{10}{\square}$

j) Describe the pattern in part g), h) and i) to a partner.

5 Find three ways to make the fractions equivalent.

a) $\frac{1}{\square} = \frac{7}{\square}$ $\frac{1}{\square} = \frac{7}{\square}$ $\frac{1}{\square} = \frac{7}{\square}$

b) $\frac{7}{\square} = \frac{14}{\square}$ $\frac{7}{\square} = \frac{14}{\square}$ $\frac{7}{\square} = \frac{14}{\square}$

c) $\frac{\square}{7} = \frac{\square}{14}$ $\frac{\square}{7} = \frac{\square}{14}$ $\frac{\square}{7} = \frac{\square}{14}$

6 Ron is finding equivalent fractions to $\frac{1}{4}$

$\frac{1}{4}$ is equivalent to $\frac{5}{8}$ and $\frac{9}{12}$

Do you agree with Ron? _____

Draw a diagram to support your answer.

Compare answers with a partner.

7 Here are some equivalent fractions.

Find the values of A, B and C.

$\frac{A}{9}$ $\frac{3}{B}$ $\frac{2}{18}$ $\frac{C}{90}$

A = ☐ B = ☐ C = ☐

8 Here are three fraction cards.

All the fractions are equivalent.

$\frac{3}{A}$ $\frac{B}{14}$ $\frac{12}{C}$

A + B = 13

Work out the value of C.

C = ☐

9 $\frac{1}{5} = \frac{3}{1 + ●}$

Find the value of ●

● = ☐

Name _____ Remember to ... **Look, cover, say, write and then check!**

	Monday	Tuesday	Wednesday	Thursday	Friday
agreeably					
reliably					
respectably					
enviably					
adorably					

Add words with the same spelling pattern and create your own word bank

LO to be able to accurately use and spell words ending 'ably'

English Lesson 1:

Battling for the Skies: Key Facts

The Beginning

Many battles took place during the six years of the Second World War. However, one of the most significant and momentous of these was the Battle of Britain. This was a battle fought above the skies of England whereby the Royal Air Force (RAF) heroically and skilfully held off the German air force (the Luftwaffe) who were attempting to defeat and then invade Great Britain. After conquering most of Europe, Hitler (Germany's Chancellor and military leader) turned his attentions to attacking Great Britain. His plan, which was given the code name Operation Sea Lion, was to bombard the UK from the skies and then raid it from the sea. However, he greatly underestimated the bravery and the power of the British pilots, planes and people.

In July 1940, when German planes began bombing British airfields, harbours, factories and radar stations, the Luftwaffe had 2000 more planes than the RAF. However, by the end of the battle, 1800 of these were shot down by allied aircraft compared to the British loss of around 1000. The bombing went on for many months. As the battle continued, Hitler grew increasingly frustrated by the lack of progress that the Luftwaffe were making and so in September, he commanded them to begin bombing British towns and cities instead. Although many cities across Britain were attacked, London was the most heavily afflicted in a period of history famously known as The Blitz. During this time, thousands of Londoners lost their homes and lives due to nightly German bombing assaults.

Did You Know...?

From 7th September 1940, London was bombed for 57 consecutive nights. In an attempt to stay alive, 180 000 people would regularly shelter in the London underground, emerging only once the siren signalled that it was safe to.

Battling for the Skies: Key Facts

Despite this, the British people never gave up and instead united together demonstrating what is referred to as the 'Blitz Spirit'.

The Final Days

Although the bombing went on for many more months in 1940, the 15th September is officially regarded as the end of the Battle of Britain and is referred to as the Battle of Britain Day. It was on this day that the Luftwaffe began an all-day attack on London. However, it soon became clear to German fighters that the RAF had gained control of the skies and that they could and would not be defeated. After this raid, Hitler stopped Operation Sea Lion and when the bombing finally ceased in May 1941, he ordered the Luftwaffe to attack Russia in the East instead.

Due to their small numbers, the RAF pilots who flew in the Battle of Britain came to be known as, 'The Few'. This name came from Winston Churchill's speech to parliament on 20th August 1940:

'Never in the field of human conflict was so much owed by so many to so few.'

Plane Facts

One of the reasons the RAF were so successful in fighting off the Germans was because of the planes that they flew. Two of the most popular British planes used during the Battle of Britain were the Supermarine Spitfire Mark 1 (more commonly known as the Spitfire) and the Hawker Hurricane. The Spitfire was such a good fighter plane that it was used for several decades after the war ended. It was fast and agile and pilots could manoeuvre it easily when fighting in the sky. The Spitfires fought the German fighter planes while the Hawker Hurricanes targeted the German bombers.

The Spitfire was mainly used in dog fights. This is a term used to describe the intense, close-range battle between small groups of planes in which pilots had to move and turn their plan quickly to avoid being shot down.

Questions

1. What was the name of the German Airforce?

_____

2. Fill in the missing words.

Many battles took place during the six years of the Second World War. However, one of the most _____ and _____ of these was the Battle of Britain.

3. What was Hitler's code name for his planned invasion of Great Britain? **Tick one.**

- Operation Seagull
- Operation Sea Monster
- Operation Sea Tiger
- Operation Sea Lion

4. How many people sheltered in undergrounds during bombing air raids? **Tick one.**

- 2000
- 1800
- 180000
- 1000

5. In the second paragraph, **find and copy** a word which means '*exasperated*'

_____

6. Explain in your own words why were the RAF pilots referred to as 'The Few'?

_____

_____

7. If you were the RAF pilot in the Second World War, which plane would you like to fly and why? Use evidence from the text to support your answer.

_____

_____

_____

8. Why do you think that Hitler's planned invasion was not successful? Use evidence from the text to support your answer.

_____

_____

English Lesson 2: Perhaps Poem

Perhaps, by Vera Brittain

(Dedicated to her fiancé Roland Aubrey Leighton, who was killed at the age of 20 by a sniper in 1915, four months after she had accepted his marriage proposal)

Perhaps some day the sun will shine again,
And I shall see that still the skies are blue,
And feel once more I do not live in vain,
Although bereft of You.

Perhaps the golden meadows at my feet
Will make the sunny hours of spring seem gay,
And I shall find the white May-blossoms sweet,
Though You have passed away.

Perhaps the summer woods will shimmer bright,
And crimson roses once again be fair,
And autumn harvest fields a rich delight,
Although You are not there.

Perhaps some day I shall not shrink in pain
To see the passing of the dying year,
And listen to Christmas songs again,
Although You cannot hear.

But though kind Time may many joys renew,
There is one greatest joy I shall not know
Again, because my heart for loss of You
Was broken, long ago.

1. Why does the poet say her heart was broken?

---

2. What is anaphora?

---

3. How does the poet use anaphora?

---

4. What effect do you think the poet wanted to create by using anaphora?

---

5. Find and copy each different season mentioned in the poem.

---

6. What do you notice about these seasons and why has the poet chosen to do this?

---

7. Underline all the references to colour you can find – why has the poet included these references?

---

8. How would you expect the poet to feel about the war?

---

9. Why does the poet refer to Time as being kind?

---

10. Why does the poet use the phrase *shrink in pain* and what does she mean by saying this?

---

11. Why does the poet make the last stanza not use anaphora?

---

12. In what way is this poem different from a lot of War poems? Why do you think this is?

English Lesson 3: To use descriptive language.

Use the following links to make notes about what life would have been like in the city and countryside during the Second World War.

London Can Take It [1940, WWII documentary of one night of 247 nights of the bombing of London] - YouTube

Evacuation of children during the World War II - YouTube

City

Countryside

Task: Using the images below, use **descriptive language** to create sentences about how you would be feeling during the war whether you were in the countryside or in a city. Use the **five senses** to describe how you would be feeling and include a combination of **parenthesis** and **subordinate clauses** within your sentences. Write in 1st person.

For example: **While** the bombs were dropping, my heart felt like it was beating a million miles per hour.

Five Senses: see, hear, touch, smell, taste

Subordinating conjunctions: if, since, as, when, although, while, after, before, until, because

Wordbank

shaking terrified bombs officers excited air raids pounding

trembling pumping grinning ecstatic nervous rattling gas mask

identity card billeting office/officer optimistic smog countryside

English Lesson 4: To identify the features of an informal 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

	Sender's address
	Date
	Greeting
	Introduction
	Themed paragraphs
	First Person
	Slang and Conversational Language
	Fronted Adverbials
	Five Senses
	Parenthesis
	Relative Clauses
	Range of Tenses
	Appropriate Sign Off
	Rhetorical Questions
	Range of Punctuation

LETTER ONE:

15 Wellington St.
Bridgley
Nr Exeter

04.05.42

Dear Mum,

I hope you are safe and well in London.

When I got on the train to Bridgley, I was very upset after saying goodbye. There were lots of other children (who were crying or shouting) on the train. I wanted to cover my ears - but I thought better of it. I felt a little overwhelmed so I didn't eat my lunch. Maybe that's why I felt a little queasy when I got there? We arrived at the billeting office on Thursday afternoon. I had to sit in my chair quietly and wait for someone to collect me. I felt nervous and homesick. That's normal, right? At first, waiting made me very anxious. I didn't know if anyone wanted a Londoner like me. I felt queasier and more panicked as the time passed. After what felt like hours, a man who only had a little hair and round glasses arrived. He looked very serious and I was terrified that he would shout at me, but he smiled which calmed me down a little. Afterwards, he told me to keep my chin up and come along with him.

The man's name is Mr Read and he is the schoolmaster. At the minute, I'm staying with him and his wife in a house on the top of a steep hill, on a winding country road. There are apple trees in an orchard here and the air smells like wet grass and earth. I am enjoying exploring the garden and feel relaxed now that I am here. I'm grateful that I'm staying with nice people – it's such a relief!

Tomorrow, I am going to school. There are going to be more than a hundred children there. Can you believe that?! Mr Read says there will be a lot of evacuees like me. I hope I get along well. I can't imagine what it'll be like for me if I don't I would like to do some more maths and spelling but I am not sure what the schools are like here so I will have to see. So, how's life in the city?

I miss you very much and I will write to you again soon.

Lots of love,

James

P.S. I hope to see you all soon.

English Lesson 5: To compare and evaluate different letters.

Using the list of features, analyse and compare two different letters, identifying the strengths and areas for development of each one.
Read each letter and identify at least **3 areas of strength** and **3 areas of development**.
Please provide evidence such as: *Letter one makes good use of rhetorical questions such as: That's normal, right?*

LETTER TWO:

Oxford City Waterworks,
Swinford,
Oxford,
11-5a.m.
15-9-39

Dear Mummy and Daddy,

Many thanks for your nice letter received this morning.
I have just finished my elevenses.
I have just started Pitman's Shorthand and I now know about 40 words.
Colin has given me a big knife with a long, fat blade for cutting things (in fact, I even cut Paddy's meat with it,). a thing for making holes, and a pencil sharpener.
Jean has gone to Auntie Marion's for her holidays at Birmingham. Auntie Phyllis was not well enough to have her there. Jean went on Tuesday and I sleep in her bed now.
I am wondering about my school. Auntie is going to Oxford this afternoon to see about it.
The secondary schools have not opened yet... Colin starts school on Monday.
I am very interested in the shorthand. Jean started teaching me before she went away. Gwen then gave me a book on the Grammalogues of the system and she also gave me a French book at the same time.
You may see a cut under the m of time on the previous line. That was made by my new knife (it is a very old one really as you may see by the rust).
Auntie thanks you for her letter and will be sending you one soon.
Give my love to Gyp and I hope all are well. I am! So are Auntie, Uncle, Colin and Paddy.

We all send our love John

Letter 1

Areas of Strength

Areas of Development

Letter 2

Areas of Strength

Areas of Development

Reading for Productivity Lesson 1: Geography

Fairtrade

What Is Fairtrade?

The Fairtrade Foundation was established in 1992. It aims to give farmers in poor communities around the world a better deal. By becoming a Fairtrade farmer or worker, you can:

- Plan for the future because you have a regular income.
- Own 50% of the business, giving you an equal voice in decision making.
- Larger plantation companies must protect workers' rights, keeping them safe and healthy.

Fairtrade Premium is an additional sum of money, which goes towards developing the farming community, protecting the environment farmers live and work in.

Fairtrade Price is a guaranteed minimum price for goods, which covers the cost of sustainable production and provides a good standard of living.

The Fairtrade Mark

This is the Fairtrade logo.

Did You Know?

The Fairtrade system...

- supports 1.65 million farmers and farm workers.
- includes 1226 producer organisations.

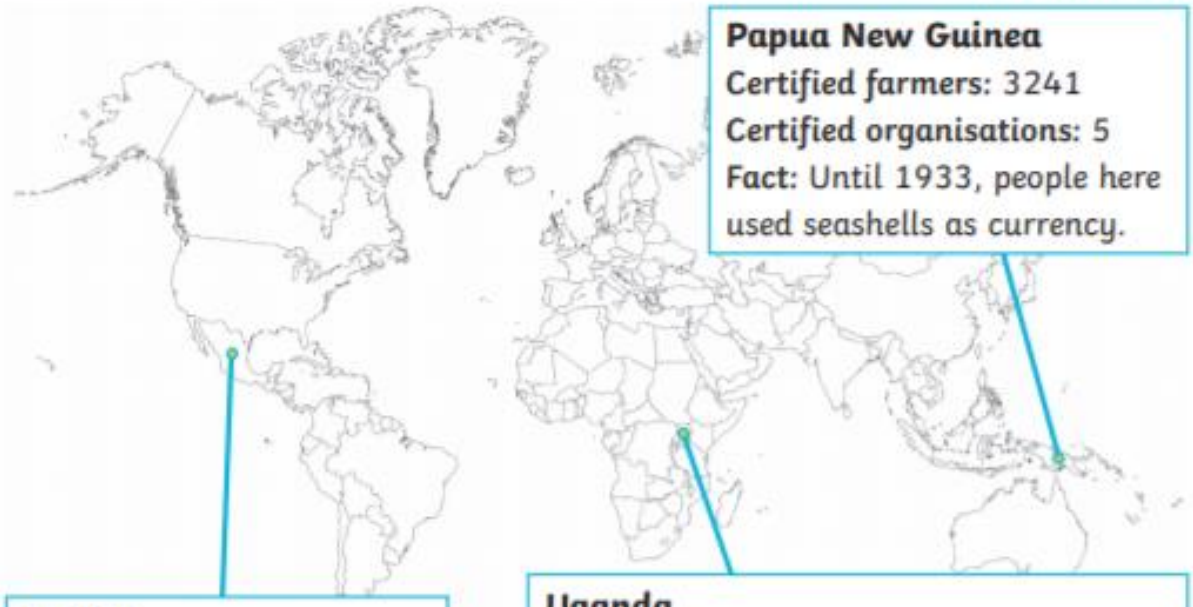
Fairtrade Products

One in three bananas bought in the United Kingdom is Fairtrade! You can identify Fairtrade products around your home by looking for the Fairtrade logo. Examples of Fairtrade products include coffee, tea, bananas, flowers, chocolate, gold and cotton.

Where Can You Find Fairtrade Organisations?

Fairtrade works in 74 countries across 4 continents.

Fairtrade



Papua New Guinea
Certified farmers: 3241
Certified organisations: 5
Fact: Until 1933, people here used seashells as currency.

Mexico
Certified farmers: 35 339
Certified organisations: 59
Fact: Mexico introduced chocolate, corn and chillies to the world.

Uganda
Certified farmers: 48 048
Certified organisations: 14
Fact: Many people depend on farming as a main source of income. 90% of women in rural communities are farm workers.

Fairtrade Facts

- An average coffee farmer lives on just £1.37.
- You can become a Fairtrade School. There are currently around 1100 Fairtrade Schools in the UK.
- Most cocoa farmers have never tasted chocolate!
- Cocoa farmers in Ghana live on less than $1 a day.
- Every day in the UK we drink more than 8 million Fairtrade drinks.
- More than 3000 products have been licensed as Fairtrade.

Glossary

community - group of people living in the same place, having things in common

income - money received, on a regular basis, for work

plantation - an estate or area where crops are grown

workers' rights - the legal entitlement to pay, benefits and safe working conditions

sustainable - able to be maintained at a certain rate or level

Questions

1. When was the Fairtrade Foundation established in the United Kingdom?

---

2. What is an income?

---

3. Why is having a regular income important?

---

4. Which is the closest definition for Fairtrade Premium?
   - Fairtrade Premium is money given to protect the environment farmers live and work in.
   - Fairtrade Premium is money given to farmers to buy food.
   - Fairtrade Premium is money given to pay for transporting food.

5. How many farmers does the Fairtrade System support?

---

6. How do you know if an item is Fairtrade?

---

7. Give examples of three Fairtrade products.

---

8. There are fact files for three Fairtrade countries. Which country has the highest number of farmers involved in Fairtrade?

---

9. Why is it important for Fairtrade to support these farmers?

---

10. Do you think Fairtrade is a good idea? Why?

Year 5-6 Extended Curricular Learning

Geography – Fair Trade

Monday 25th January 2021 – Activity 1

VIPs

Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source to help them to improve their social and environmental situations. Global supply chain is when one country supplies many other countries with a specific product. Sustainability is a way of maintaining the supply of goods and that destroying of rainforests threatens the trade of products such as palm oil.

Today you will learn about Fair Trade and how it hopes to have an impact on the world we live in. You will learn about the journey of a chocolate bar from 'bean to bar'

1. Research Fairtrade make notes during your research.
2. Use the links to learn about the journey of chocolate from bean to bar. How does buying fair trade help the farmers?

Year 5 – Can you create a poster showing the journey of chocolate from bean to bar, add illustrations and detailed labels for each part of the journey. include the impact of Fairtrade where relevant.

Year 6 – Can you create a factual information text showing the journey of chocolate from bean to bar. Your work should be presented in a formal tone, using paragraphs to describe each part of the journey from bean to bar. Include details on how Fairtrade has had an impact.

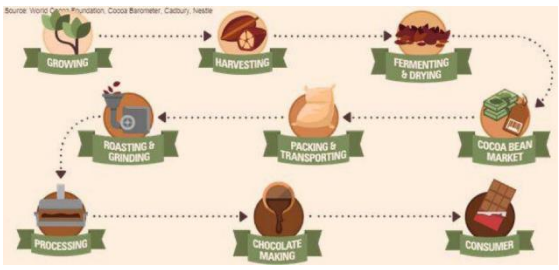
Deepen the moment

Look in your cupboards at home, can you find any products with the Fair Trade logo on? What types of products are they? What information would you tell people to convimce them to buy fair trade products?

Divine | From Bean to Bar (divinechocolate.com)

Home | Fairtrade Foundation

Chocolate: The Journey From Beans to Bar | Rainforest Alliance (rainforest-alliance.org)



Reading for Productivity Lesson 2: DT

The History of cake

WHAT IS A CAKE?

- The word 'Cake' comes from Viking origin, from the Old Norse *kaka.* Which means a baked flour confection sweetened with sugar or honey
- The ancient Greeks called cake πλακοῦς (plakous), which was derived from the word for "flat", πλακόεις (plakoeis). It was baked using flour mixed with eggs, milk, nuts, and honey. They also had a cake called "satura", which was a flat heavy cake
- As techniques for baking developed, and eating patterns changed, what were originally seen as forms of bread came to be seen as categories of their own and so the cake was born.

CAKES THROUGH HISTORY

- Ancient Egypt was the first culture to show evidence of true skill in baking, making many kinds of bread including some sweetened with honey.
- The Greeks had a form of cheesecake
- The Romans developed early versions of fruitcakes with raisins, nuts and other fruits.

CAKE IN ENGLISH SPEAKING AREAS

- No other language has a word that means exactly the same as the English 'cake.'
- In 14th century Britain. Chaucer, an English author and poet, mentions immense cakes made for special occasions. One was made with 13 kilograms of flour and contained butter, cream, eggs, spices, currants and honey.

Questions

1. Where does the word cake come from?

   _____

2. The ancient Greeks word was derived from a word meaning what?

   _____

3. What is a satura?

   _____

4. Who were the first culture to show 'true baking skill?'

   _____

   _____

5. Match the cake to the civilisation

Ancient Egypt	Fruitcakes
The Romans	Bread sweetened with honey
The Greeks	Cheesecake

6. How much flour was used in an immense cake mentioned by Chaucer?

   _____

   _____

Year 5-6 Extended Curricular Learning

DT – The history of cake

Tuesday 26th January 2021 – Activity 2

VIPs

For guaranteed results it is advised to follow a recipe. Accuracy with weights and measurements are important. The name cake comes from Viking origin from the Old Norse word 'kaka'. The basic ingredients in cake are flour, eggs and milk. Baking means to dry heat without direct exposure to a flame e.g. in an oven. Knowing a cake is ready is important. Placing a toothpick or fork in and if it comes out clean, your cake is cooked through

During WW2 ingredients we take for granted today we rationed as they were in short supply. Today you are going to follow a recipe to make a Wartime cake.

Year 5 & 6– Follow the recipe below to make a Wartime cake. How does your cake taste? Would you recommend a Wartime cake? Take photo's of your baking and upload them onto ClassDojo.

Deepen the moment

How did rationing change the way people ate during WW2? What other ingredients could you add to your cake? Would they have been availible during the War? If food was rationed today, what would you miss the most and why?

Wartime

Sponge Cakes

Ingredients

1½ oz Margarine

1½ oz Sugar

1 Egg

2 oz Self-raising flour

Method

Cream the margarine and the sugar until soft and light

Gradually beat in the egg

Add the flour and mix well

Half fill the cases

Bake for 12 minutes at 180 °

Reading for Productivity Lesson 3: Spanish

Why Spain now has 'more pets than children aged under 15'

Dog walkers in the Retiro park in Madrid. Photo: AFP

The number of registered dogs, cats and rabbits in Spain has rocketed by 40 percent in the past five years, meaning there are now more pets in Spain than children under 15. But why is the number of pets outgrowing the number of kids in Spain?

According to figures from the Spanish Network for the Identification of Pets (REIAC) there were 13 million registered pets in Spain last year and the numbers are rising. Of those 13 million registered pets, 93 percent were dogs, 6 percent cats and the rest mainly rabbits. Indeed, the number of registered dogs, cats and rabbits in Spain has rocketed by 40 percent in the past five years alone.

Surprisingly, there are now more pets in Spain than children aged under 15.

The Local reported recently that in the region of Asturias alone, the number of households that now include a dog have outpaced those that include humans under the age of 18.

But that doesn't tell the full story as not everyone will register their pet officially, even though every dog and cat have to have a microchip according to Spanish law.

And the reason for the huge jump in the number of cats and dogs in Spain?

Solis, a vet, points to the huge and growing number of people living alone in Spain. According to a recent study conducted by the National Statistics Institute (INE), more than two million people over the age of 65 live alone in Spain.

One reason, according to him, is the social factor and therapeutic effect the animals have on humans.

"People who live alone find company in their pet, someone who understands them and that they can talk to, someone that makes them leave the house and talk to other pet owners," Solis told El Commercio recently.

A study carried out some years ago found that in some situations, people are more willing to help a needy dog than a child and feel more empathy in general towards the animal than a grown-up human. The reason, as the researchers suggested, was mainly the perceived helplessness of the dog in contrast to the human.

But it's not just about more people living alone.

The example of Asturias points to another reason why the number of pets is outpacing the number of children.

What is notable about the growing number of pets in Asturian is that they coincide with a decline of young people and birth rates: According to data from El Comercio, the number of dogs has been increasing steadily by about 10,000 every year over the last decade. At the same time, the percentage of children and adolescents diminished and since 2017, dogs officially outnumber young people living in Asturia.

Abandoned pets

The huge rise in the number of pets in Spain is not all good news for animals. Spain also has a sorry record when it comes to abandoned pets. In 2018 there were 138,000 dogs and cats abandoned, according to the Affinity Foundation. Solis believes things are improving slowly but says there is still a long way to go to meet the level of countries like Holland, Belgium or England, when it comes to caring for pets.

Questions

1. How many registered pets were there in Spain last year?

2. How many people over the age of 65 live alone in Spain?

3. Which word in the first paragraph means the same as 'increased'?

4. According to the Affinity Foundation, how many abandoned dogs and cats were there in 2018?

5. Explain why people who live alone are more likely to get a pet.

6. *'The Local reported recently that in the region of Asturias alone, the number of households that now include a dog have* ***outpaced*** *those that include humans under the age of 18.'* – What do you think the word **outpaced** means?

7. According to the text, what does every dog and cat have to have to be legal?

8. Look at the final paragraph '**Abandoned pets**'. What is the main message in this paragraph?
   a) There are more pets in Spain than under 15s.
   b) In Spain, people are giving their pets good homes.
   c) People in England, Belgium and Holland look after their pets better than people in Spain.

9. *'A study carried out some years ago found that in some situations, people are more willing to help a needy dog than a child and feel more empathy in general towards the animal than a grown-up human.'*
   How does this statement make you feel as a child under the age of 15?

10. Look at the paragraph beginning 'What is notable...'. What is the link between the growing number of pets and the birth rate?

Deepen the moment

Many adults seem to face the dilemma of getting a pet or having a child. What do you think the pros and cons are of each?

Year 5-6 Extended Curricular Learning

Spanish - Pets

Wednesday 27th January 2021 – Activity 3

VIPs

Conjunctions can be used to join sentences together and extend dialogue. un = 'a' (masculine singular), una = 'a' (feminine singular) unos = translates as 'some' In Spanish, r is pronounced by slightly rolling the r. To use the phrases: Tienes mascotas? Do you have any pets? And Sí, tengo un perro. – yes I have a dog.

Today you will learn the names for different animals in Spanish. You will practise speaking Spanish using today's phrases.Watch the video links below and rehearse saying the different animals, can you use the numbers you know to say 'I have 3 dogs' or 'I have 4 cats?'

Year 5 – Practise telling someone what pets you have. Draw and label a Spanish pet shop, using the pet words from today and your number knowledge.

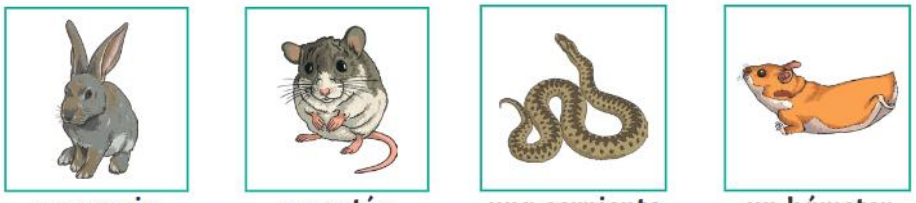
Year 6 – Practise telling someone what pets you have. Draw and label a Spanish pet shop, using the pet words from today and your number knowledge. Write a short script between two people discussing their pets.

Deepen the moment

Can you use the Internet to find out the names of more unusual animals and add them into your pet shop? What is the most unusual pet you can find the name of in Spanish?

Pets in Spanish | Spanish Learning for Kids - YouTube

¿Qué Mascota Tienes Tú? - YouTube



1 uno
2 dos
3 tres
4 cuatro
5 cinco

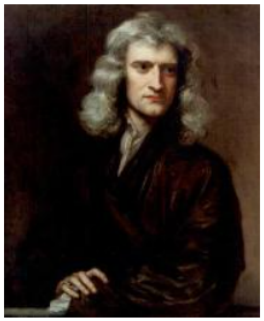
Reading for Productivity Lesson 4: Science

Sir Isaac Newton

- **Occupation:** Scientist, mathematician, and astronomer
- **Born:** January 4, 1643 in Woolsthorpe, England
- **Died:** March 31, 1727 in London, England
- **Best known for:** Defining the three laws of motion and universal gravitation

Biography:

Isaac Newton is considered one of the most important scientists in history. Even Albert Einstein said that Isaac Newton was the smartest person that ever lived. During his lifetime Newton developed the theory of gravity, the laws of motion (which became the basis for physics), a new type of mathematics called calculus, and made breakthroughs in the area of optics such as the reflecting telescope.



Isaac Newton by Godfrey Kneller

Early Life

Isaac Newton was born in Woolsthorpe, England on January 4, 1643. His father, a farmer who was also named Isaac Newton, had died three months before his birth. His mother remarried when Isaac was three years old and left young Isaac in the care of his grandparents.

Isaac attended school where he was an adequate student. At one point his mother tried to take him out of school so he could help on the farm, but Isaac had no interest in becoming a farmer and was soon back at school.

Isaac grew up mostly alone. For the rest of his life he would prefer to work and live alone focused on his writing and his studies.

College and Career

In 1661, Isaac began to attend college at Cambridge. He would spend much of his life at Cambridge, becoming a professor of mathematics and a fellow of the Royal Society (a group of scientists in England). He eventually was elected to represent Cambridge University as a member of parliament.

Isaac had to leave Cambridge from 1665 to 1667 because of the Great Plague. He spent these two years in study and isolation at his home in Woolsthorpe developing his theories on calculus, gravity, and the laws of motion.

In 1696 Newton became the warden of the Royal Mint in London. He took his duties seriously and tried to get rid of corruption as well as to reform the currency of England. He was elected President of the Royal Society in 1703 and was knighted by Queen Anne in 1705.

Legacy

Newton died on March 31, 1727 in London, England. Today, he is considered one of the most influential scientists of all time alongside greats such as Albert Einstein, Aristotle, and Galileo.

Interesting Facts about Isaac Newton

- He studied many classic philosophers and astronomers such as Aristotle, Copernicus, Johannes Kepler, Rene Descartes, and Galileo.
- Legend has it that Newton got his inspiration for gravity when he saw an apple fall from a tree on his farm.
- He wrote his thoughts down in the Principia at the urging of his friend (and famous astronomer) Edmond Halley. Halley even paid for the book's publication.
- He once said of his own work "If I have seen further than others, it is by standing upon the shoulders of giants."

Questions

1. Why is Sir Isaac Newton considered to be one of the most important scientists in history?

   _____
   _____
   _____

2. Why did Isaac's mother want him to leave school?

   _____
   _____
   _____

3. Why was he isolated whilst he was studying?

   _____
   _____

4. Name three of his achievements in college.

   _____
   _____
   _____

5. Why is he referred to as **Sir** Isaac Newton?

   _____
   _____
   _____

Year 5-6 Extended Curricular Learning

Science – Forces

Thursday 28th January 2021 – Activity 4

VIPs

A force is a push or pull. Forces need to be equal and opposite for an object to stay still. Gravity is a force that pulls objects towards the centre of the Earth. Mass is how much matter. Weight is the measure of gravity acting on an object. More friction is created between rough surfaces. Less friction is created between smooth surfaces.

Today you will learn about forces. Watch the video links below and visit the BBC Bitesize page to revise Forces. Then you will look for real life forces in action in your home.

Year 5 – Investigate real life forces in your home. Describe the forces acting on a range of objects. You can use labelled diagrams to support your answers.

Year 6- Investigate real life forces in your home. Draw a picture of where the force takes place and label the force. You should use scientific vocabulary such as; forces, gravity, earth's gravitational pull, weight, mass, friction, air resistance, water resistance. Group the forces you see happening in your home, how many different groups can you make?

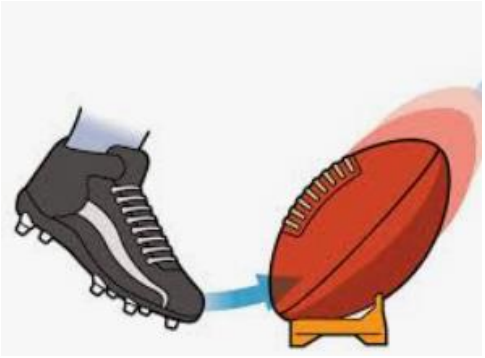
Deepen the moment

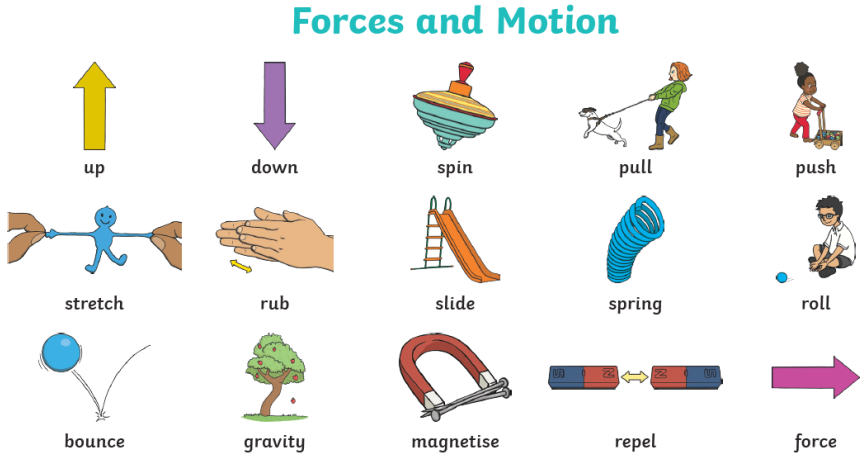
Investigate – Is the gravitational force felt on Earth the same on other planets? How will this affect forces on other planets?

What Is A Force - YouTube

Introduction to forces | Primary Science - Terrific Scientific Forces - LiveLesson - YouTube

What are forces? - Forces - KS3 Physics Revision - BBC Bitesize





Reading for Productivity Lesson 5: Computing

The History of Computing

Although we can barely imagine life without computers, they have only become such a key part of our lives relatively recently. Only fifty years ago, there were no home computers, tablets, smartphones or games consoles. However, early mathematicians began developing computers hundreds of years ago.

The First Computers

Early computers were in fact people. The word 'computer' was first used in 1613 to describe people who did very accurate calculations or 'computations'. Even before the word was used, the Babylonians used the abacus as a calculation tool. The abacus is a frame with beads which represent different numbers and can be used to perform extremely quick calculations. The soroban, a type of abacus, is still used by children in Japan and other countries today.

In 1837, Charles Babbage designed the Analytical Engine which used cards with punched holes to control a mechanical calculator. Some consider him to be the father of the computer even though it was actually a woman, Ada Lovelace, who first understood that the machine could use a sequence of instructions to perform a more complex sequence of calculations.

Did You Know?

Ada Lovelace was the world's first computer programmer nearly two hundred years ago.

Cryptology

During the Second World War, important mathematicians developed machines and programs to decode messages sent in code by their enemies. In Britain, these cryptologists (codebreakers) worked at Bletchley Park in Buckinghamshire and the government recruited the very best academics. The work done at Bletchley Park was top secret and details about the work done there were only released to the public in the 1970s, 30 years after the end of the war.

Alan Turing developed the Bombe, a machine specifically designed to decode the German Enigma code. At its peak, the Bombe could decode 4000 messages every day and the information gained from these is believed to have

significantly shortened the war. Although over 200 Bombes were built, they were all deconstructed after the war.

Did You Know?
Bletchley Park is now a codebreakers museum. In 2007, a specially built Bombe was installed at the museum.

Rapid Developments

The 1970s saw developments in computing gain pace. Microsoft and Apple were both founded in this decade. Some of the first widely available computer games, Pong and Space Invaders, were designed at the same time. In 1975, Bill Gates dropped out of Harvard University to set up Microsoft as he saw the importance of software in the development of computing. In just over ten years, the company was so successful with its Windows operating system that he became the world's youngest billionaire at the age of only 31.

Tim Berners-Lee invented the World Wide Web in 1989, which meant that people were able to access and share huge amounts of information quickly. There were many different companies producing hardware in the 80s and 90s, with computers such as the Commodore Amiga and ZX Spectrum competing for sales. Computers were still quite expensive and many homes simply couldn't afford one. Today, things are much more affordable. The release of the Raspberry Pi, a small single-board computer, in 2012 (at a cost of only £35) introduced programming to school children all over the world. Now there are many free online programs, such as Scratch, which have brought coding to the masses. Almost every aspect of our lives involves computers, from emailing and reading to gaming and texting. It's hard to imagine a time when we didn't have all this at our fingertips even though it was less than half a century ago!

Did You Know?
The first email was sent in 1971 and by 2015, it was estimated that over 205 billion emails were sent every day.

Questions

1. Name two technological development in the last fifty years.

   _____
   _____

2. When was the word **computer** first used and what did it mean?

   _____

3. What is a soroban?

   _____
   _____

4. Who was the world's first computer programmer? Tick one.
   - Bill Gates
   - Ava Lovelace
   - Time Berners-Lee

5. **Find and copy** a word from the text that means the same as **cryptologist** and explain what they do.

   _____
   _____

6. When did the public first learn about the work done at Bletchley Park during the Second World War? Tick one.
   - In the 1960s
   - At the end of the war
   - In the 1970s

7. Why were all the Bombes deconstructed after the war?

   _____
   _____

8. Which of these were created in the 1970s? Tick one.
   - Microsoft, Space Invaders and Apple
   - Microsoft, Apple and the World Wide Web
   - Apple, the World Wide Web and the Raspberry Pi

9. Number these statements 1-5 to show the order they happened.

	Order
The Raspberry Pi is invented.	
The first email is sent.	
Ada Lovelace programs the Analytical Engine.	1
Microsoft is founded.	
Alan Turing develops the Bombe.	

Year 5-6 Extended Curricular Learning

Computing – The history of computing

Friday 29th January 2021 – Activity 5

VIPs

An algorithm is a sequence of instructions or a set of rules that are followed to complete a task. Program commands can change the backdrop. Tools can be used to change the brush, line, ellipse, select (resize) and line width. Scratch Games can be enhanced by adding sound, movement and commentary.

This term we should be using Scratch to build and edit algorithms for simple games. Today we will be designing our own computer game, thinking about the location of different levels and the characters or avatars used within the game.

Year 5 – Design your own computer game, think about different levels, where will they be set? What is the aim of your game? What characters or avatars will play inside the game? You can use any computer programme to help with you game development. If you do not have access to programming at home, complete this task using drawings and annotations, upload your pictures onto ClassDojo.

Year 6- Design your own computer game, think about different levels, where will they be set? What is the aim of your game? What characters or avatars will play inside the game? You can use any computer programme to help with you game development. If you do not have access to programming at home, complete this task using drawings and annotations. Include written information about your game, write about the choices you have made, the settings and characters.

Deepen the moment

Why is coding so important for the future? Think about the technological developments in the last 30 years, make predictions about how technology and computing will be used in the next 30 years.

BBC Bitesize What is an Algorithm