







Year 5 Remote Learning Schedule

W/C 1 st February	Monday	Tuesday	Wednesday	Thursday	Friday		
Maths <i>(approx. 45 mins per lesson)</i> This week our focus is: Fractions	Lesson 1: <i>Fractions greater than 1 (RECAP)</i> Click on the link here .	Lesson 2: <i>Improper fractions to mixed numbers</i> Click on the link here .	Lesson 3: <i>Mixed numbers to improper fractions</i> Click on the link here .	Lesson 4: <i>Number sequences</i> Click on the link here	Lesson 5: <i>Arithmetic Skills</i> <i>Challenge yourself with our weekly number skills check.</i>		
	<i>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!</i>						
<div>Remember to log in to TT Rockstars each week to practise your times tables! <i>Message your teacher on ClassDojo if you've forgotten your login details.</i></div>							
<div>Remember to share your learning on ClassDojo! <i>Take a photo of your work and upload it to your Dojo Portfolio or Messaging section for your teacher to see.</i></div>							
English <i>(approx. 45 mins per lesson)</i> This week our focus is: Informal Letter Writing	Lesson 1: <i>Poetry</i> <i>World War Poetry</i>	Lesson 2: <i>Grammar:</i> <i>To use parentheses effectively</i>	Lesson 3: <i>To identify and use formal and informal language</i>	Lesson 4: <i>To identify subordinate and relative clauses</i>	Lesson 5: <i>Planning an informal letter</i>		
	<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!</i>						
This week's spellings are: <i>incredibly, sensibly, terribly, possibly, horribly</i> (Remember to test yourself on Friday!)							
Reading for Pleasure <i>is such an important part of our curriculum and you should be reading everyday. 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.</i>							
Reading for Productivity <i>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.</i>			Mon:	Tues:	Wed:	Thurs:	Fri:
			History	RE	Music	Science	Art
Extended Curricular Learning <i>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!</i>							



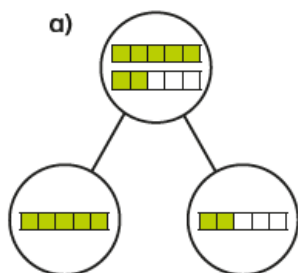
Maths lesson 1: To recap fractions that are greater than 1.

Fractions greater than 1



1 Complete the sentences.

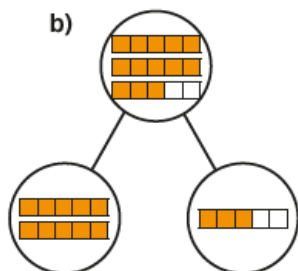
a)



There are 7 fifths altogether.

7 fifths = whole + fifths

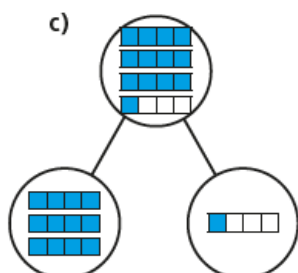
b)



There are fifths altogether.

fifths = wholes +
 fifths

c)



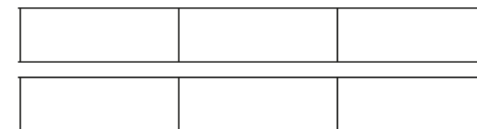
There are quarters altogether.

quarters = wholes +
 quarter

2 Shade the bar models to represent the fractions.

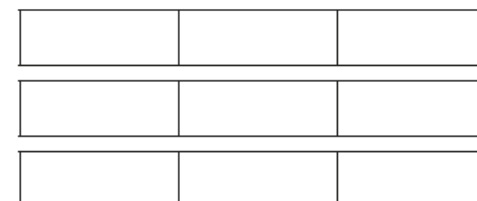
Complete the number sentences.

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



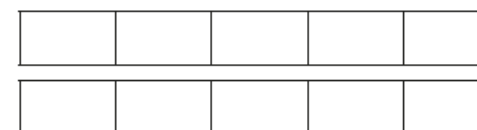
$$\frac{5}{3} = \boxed{} \text{ whole} + \boxed{} \text{ thirds} = \boxed{}$$

b) $\frac{8}{3}$



$$\frac{8}{3} = \boxed{} \text{ wholes} + \boxed{} \text{ thirds} = \boxed{}$$

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



$$\frac{8}{5} = \boxed{} \text{ whole} + \boxed{} \text{ fifths} = \boxed{}$$





3 Complete the statements.

- a) $\frac{12}{2} = \square$ wholes e) $\frac{15}{3} = \square$ wholes
- b) $\frac{12}{4} = \square$ wholes f) $\frac{15}{5} = \square$ wholes
- c) $\frac{12}{6} = \square$ wholes g) $\frac{15}{4} = \square$ wholes + \square quarters
- d) $\frac{12}{3} = \square$ wholes h) $\frac{15}{2} = \square$ wholes + \square half

4 Whitney bakes 26 muffins.

Muffins are packed in boxes of 4

a) How many boxes can Whitney fill?



Whitney can fill \square boxes.

b) How many more muffins does Whitney need to fill another box?

Whitney needs \square muffins to fill another box.

Explain how you know.

How does writing $\frac{26}{4}$ help you to answer this?

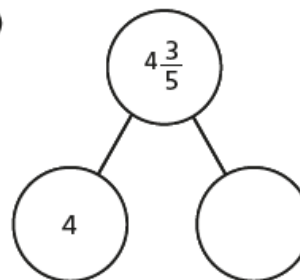


5 Write $<$, $>$ or $=$ to complete the statements.

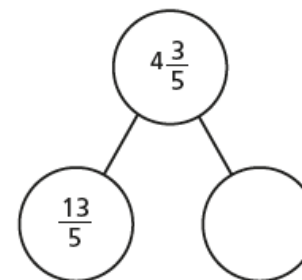
- a) 2 wholes and 3 quarters \bigcirc 5 quarters
- b) 2 wholes and 3 quarters \bigcirc 15 quarters
- c) 2 wholes and 3 sixths \bigcirc 15 sixths
- d) 2 wholes and 3 eighths \bigcirc 15 eighths
- e) $\frac{15}{3} \bigcirc \frac{15}{5}$
- f) $\frac{15}{3} \bigcirc \frac{20}{4}$

6 Complete the part-whole models.

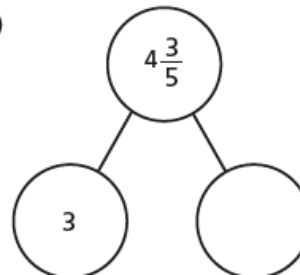
a)



c)



b)



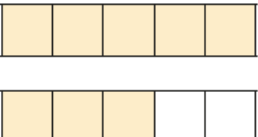


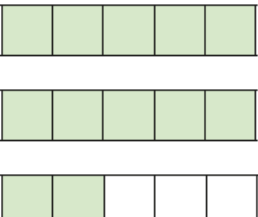
Maths Lesson 2: To convert improper fractions to mixed numbers.

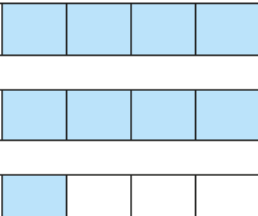
Improper to mixed numbers

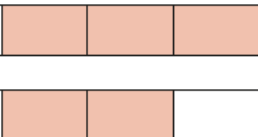


1 Convert the improper fractions to mixed numbers.

a)  $\frac{8}{5} = \square$

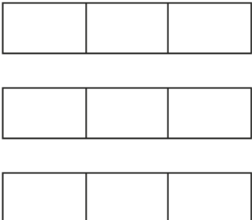
b)  $\frac{\square}{5} = \square$

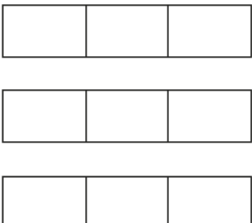
c)  $\frac{\square}{\square} = \square$

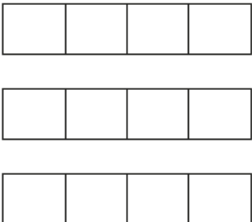
d)  $\frac{\square}{\square} = \square$

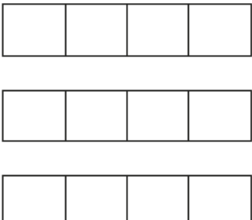
2 Shade the bar models to represent each improper fraction.
Convert the improper fractions to mixed numbers.



a)  $\frac{7}{3} = \square$

b)  $\frac{8}{3} = \square$

c)  $\frac{9}{4} = \square$

d)  $\frac{11}{4} = \square$



3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} =$

e) $\frac{12}{5} =$

b) $\frac{10}{3} =$

f) $\frac{13}{6} =$

c) $\frac{10}{4} =$

g) $\frac{13}{7} =$

d) $\frac{10}{5} =$

h) $\frac{31}{8} =$

4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

5 Dexter is converting improper fractions.



$\frac{32}{3} = 3\frac{2}{3}$

Explain why Dexter is incorrect.

6 Find the value of \odot

$\frac{27}{\odot} = \odot \frac{2}{\odot}$

$\odot =$

7 Find two possible values for \star and \blacktriangle

$\frac{30}{\star} = \blacktriangle \frac{2}{\star}$

$\star =$

$\blacktriangle =$

$\star =$

$\blacktriangle =$

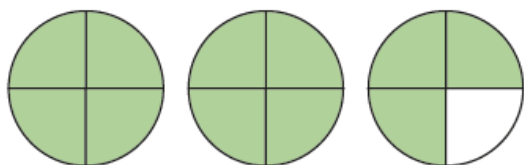


Maths Lesson 3: To convert mixed numbers to improper fractions.

Mixed numbers to improper fractions

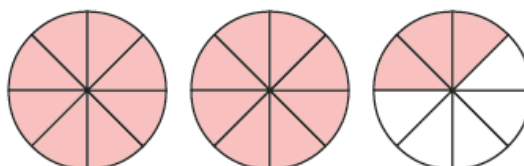
1 Convert the mixed numbers to improper fractions.

a)



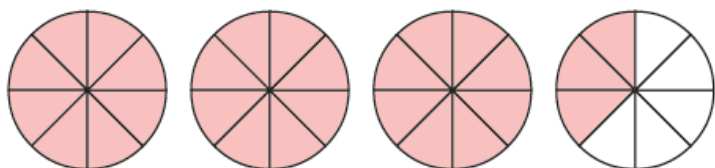
$$2\frac{3}{4} = \frac{\boxed{}}{4}$$

b)



$$2\frac{3}{8} = \frac{\boxed{}}{8}$$

c)



$$3\frac{3}{8} = \frac{\boxed{}}{8}$$

2 Convert the mixed numbers to improper fractions.

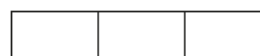
Colour the bar models to help you.

a)



$$2\frac{1}{4} = \boxed{}$$

b)



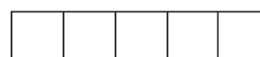
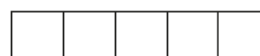
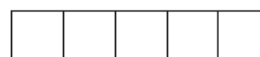
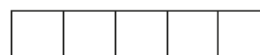
$$2\frac{1}{3} = \boxed{}$$

c)



$$3\frac{1}{3} = \boxed{}$$

d)



$$3\frac{2}{5} = \boxed{}$$





- 3 Convert the mixed numbers to improper fractions.

Write the next conversion in each part.

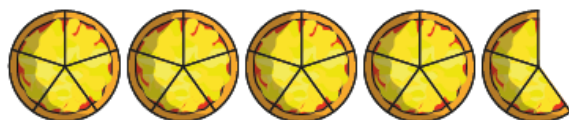
a) $2\frac{1}{7} = \square$
 $2\frac{2}{7} = \square$
 $2\frac{3}{7} = \square$
 $\square = \square$

c) $5\frac{1}{2} = \square$
 $5\frac{1}{4} = \square$
 $5\frac{1}{8} = \square$
 $\square = \square$

b) $3\frac{1}{5} = \square$
 $4\frac{1}{5} = \square$
 $5\frac{1}{5} = \square$
 $\square = \square$

Talk to a partner about any patterns you spot.

- 4 Here are 4 whole pizzas and $\frac{3}{5}$ of a pizza.



How many children can have $\frac{1}{5}$ of a pizza?

- 5 Whitney is converting mixed numbers to improper fractions.



$$4\frac{1}{7} = \frac{28}{7}$$

Do you agree with Whitney? _____

Explain your answer.

6

$$\text{circle} \frac{3}{5} = \frac{\text{triangle}}{5}$$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

circle	triangle
1	
2	
4	
8	
16	
	88
	803





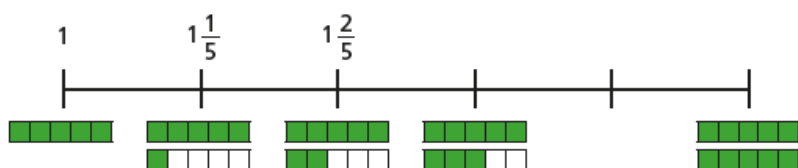
Maths Lesson 4: To find missing mixed number values.

Number sequences

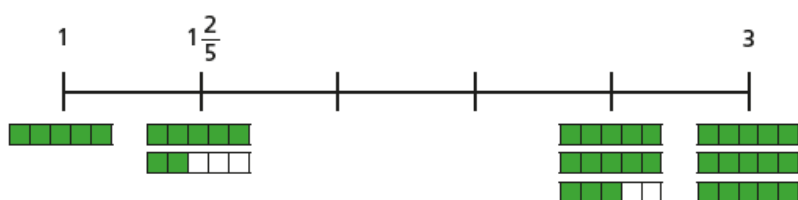


1 Complete the number lines.

a)

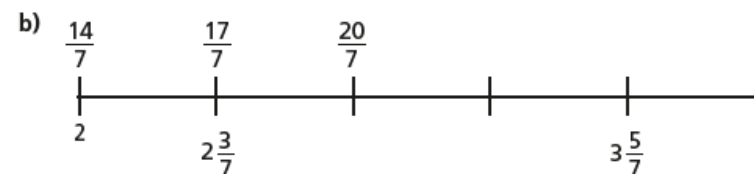
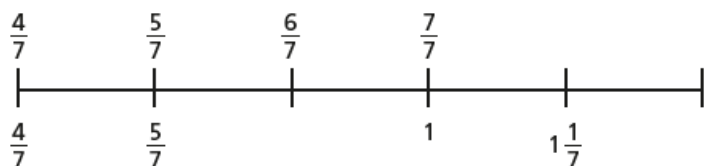


b)



2 Complete the number lines.

a)



3 Continue the sequences.

a) $2\frac{7}{8}$, $3\frac{1}{8}$, $3\frac{3}{8}$, , ,

b) $5\frac{6}{7}$, $5\frac{3}{7}$, 5, , ,

c) $5\frac{6}{11}$, $5\frac{3}{11}$, 5, , ,

What is the same and what is different about the sequences in parts b) and c)?

Talk about it with a partner.





4 Match each sequence to its rule.

$$2\frac{2}{3}, 3\frac{1}{3}, 4, 4\frac{2}{3}$$

add three quarters

$$2\frac{1}{2}, 3\frac{1}{4}, 4, 4\frac{3}{4}$$

subtract two thirds

$$4\frac{1}{3}, 3\frac{2}{3}, 3, 2\frac{1}{3}$$

add two thirds

$$4\frac{1}{4}, 3\frac{3}{4}, 3\frac{1}{4}, 2\frac{3}{4}$$

subtract one half

5 Teddy and Rosie are finding the missing numbers in the sequence.

$$3, \boxed{}, \boxed{}, \boxed{}, \boxed{}, \boxed{}, \boxed{}, \boxed{}, 4$$

a)



I think the missing fractions are sevenths because there are seven blank number cards.

Do you agree with Teddy? _____

Explain your answer.

b) Complete the sequence.

$$3, \boxed{}, \boxed{}, \boxed{}, \boxed{}, \boxed{}, \boxed{}, \boxed{}, 4$$

c)



I think one of the missing fractions is equivalent to $3\frac{1}{2}$

Is Rosie correct? _____

Explain how you know.

d) Which other fractions in the sequence can you find equivalent fractions for?

6



I am thinking of a number sequence. The 1st and 4th terms are consecutive integers.

Write the rule for Amir's sequence.



Maths Lesson 5: Arithmetic Test.

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.

1	$173 - 100 =$
	<div></div>

2	$409 + 300 =$
	<div></div>

3	$23 \times 8 =$
	<div></div>

4	$\frac{3}{10} + \frac{1}{10} =$
	<div></div>

5	$\frac{7}{12} - \frac{5}{12} =$
	<div></div>

6	$4274 + 5029 =$
	<div></div>



7

$7216 - 707 =$

1 mark

8

$4 \times 12 =$

1 mark

9

$48 \times 1 =$

1 mark

10

$825 \times 5 =$

1 mark

11

$5.72 - 0.06 =$

1 mark

12

$79 \div 100 =$

1 mark



13 $\frac{3}{4}$ of 36 =

[illegible]

1 mark

16 | $262\,886 + 45\,392 =$

[illegible]

1 mar

14	$28\,116 - 9215 =$
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1 mark

17	3^3
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1 mcr

15 $30\,000 + 900 =$

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1 mark

18	$4 \times 500 =$
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1 mar



19

$1320 \div 12 =$

1 mark

20

$456 \div 100 =$

1 mark

21

$$\frac{1}{3} + \frac{5}{6} =$$

A 20x10 grid with a small rectangle in the bottom right corner. The rectangle is 4 units wide and 2 units high, starting at column 16, row 8 and ending at column 20, row 10.

1 mark

22

$$\frac{1}{2} - \frac{1}{8} =$$

A 20x10 grid with a 5x2 rectangle in the bottom right corner.

1 mar

23

$$\frac{2}{3} \times 4 =$$

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 3rd unit vertically. The rectangle is outlined in black and is empty.

1 mar

24

$8.1 - 3.63 =$

1 mar



25

$376 \times 16 =$

--	--

2 marks

26

$$6413 \times 37 =$$

--	--

2 marks

27

$785 \div 5 =$

--

2 marks

28

$5296 \div 8 =$

2 marks



English: Practise your spellings.

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

incredibly		
sensibly		
terribly		
possibly		
horribly		

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

Can you write sentences for each of the spellings?



English Lesson 1: To study World War 2 Poetry.

Dulce et Decorum Est, by Wilfred Owen

Bent double, like old beggars under sacks,
Knock-kneed, coughing like hags, we cursed through sludge,
Till on the haunting flares we turned our backs
And towards our distant rest began to trudge.

Men marched asleep. Many had lost their boots
But limped on, blood-shod. All went lame; all blind;
Drunk with fatigue; deaf even to the hoots
Of tired, outstripped Five-Nines that dropped behind.

Gas! GAS! Quick, boys! - An ecstasy of fumbling,
Fitting the clumsy helmets just in time;
But someone still was yelling out and stumbling
And flound'ring like a man in fire or lime ...

Dim, through the misty panes and thick green light,
As under a green sea, I saw him drowning.
In all my dreams, before my helpless sight,
He plunges at me, guttering, choking, drowning.

My friend, you would not tell with such high zest
To children ardent for some desperate glory,
The old lie: Dulce et decorum est Pro patria mori.

Questions

1. Who was this poem written by?
2. Does the poet think war is a good or bad thing?
3. How do you know?
4. How do you know this poem is about war?
5. Why does the poet say the 'men marched asleep'?
6. Why does the poet say he's helpless when the man has been poisoned?



7. What effect do you think the poet wanted to create with the line: 'Gas! GAS! Quick, boys!'?
8. Why do you think the poet chose to describe the scene in such graphic detail?
9. Why does the poet say the men 'cursed through the sludge'?

Deepen the moment...

Why does the poet finish the poem by using the line from the title?

[illegible]



English Lesson 2: To use parentheses effectively.

Use the following link to make notes about parentheses:

<https://www.youtube.com/watch?v=ymgszCIoHbA>

Now join in with Ben Shires (a BBC Super Mover) here. You may need a little bit of space for this! 😊 Here is the web address should you need it:

<https://www.bbc.co.uk/teach/super movers/ks2-english-commas-brackets-dashes-with-ben-shires/zh32cqt>

Have a go at the following activity:

Put brackets around the parenthesis in these sentences.

1. The Red Sox based in Boston are an American league baseball team.
2. The Shard is a tall building in the city of London although I've never seen it.
3. The outhouses stable, chicken coop etc. were in a state of disrepair.
4. Mrs Jones my favourite teacher shouted at Lisa a bully in Year 6.
5. My dad comes from Delhi India and my mum comes from Leeds England.
6. In July when we were off for the summer holidays, I went to Blackpool with my auntie her name is Jenny.

Deepen the moment...

Can you use parentheses to add extra information to your WWII balanced argument (the one that you wrote about evacuees), to make it more interesting for the reader? Choose three sentences from it and rewrite them below, using brackets, dashes and commas for parenthesis:

1.

2.

3.



English Lesson 3: To identify and use formal and informal language.

Formal language is used for more official and serious purposes. The correct grammar and standard English should always be used.

Informal language is used for more casual and less serious purposes. Slang words, abbreviations and chatty language can be used.

Formal or Informal?

Formal and informal language should be used for different purposes. Can you decide which sort of language you should use in the following situations; formal or informal?

talking to friends

talking to the headteacher

writing a job application

sending a text to a friend

writing a letter to gran

writing a letter to The Queen

Circle the correct phrases for this formal letter of complaint:

Dear/Hello Sir or Madam,

I am writing to let you know/inform you that a pizza I was unlucky enough/had the misfortune to order at your restaurant was despicable/rubbish.

The cheese was flavourless/gross, the tomatoes gone off/rotten, and the base chewy as rubber/impossibly tough.

Never will I eat at your establishment/joint again. Not only was the food pants/terrible, but the waiting staff were snooty/aloof, and I had to wait two hours for my grub/dinner!

I demand/want a refund, to be paid now/immediately.

Yours faithfully/Cheers,

Name: _____



Write each of these sentences in a more formal style:

1. C u soon hopefully.

2. The TV was rubbish, it didn't even turn on!

3. That was so funny lol.

4. You won't believe what happened to me yesterday!

Write each of these sentences in a more informal style:

• I am writing to complain about the unsatisfactory service that I received in your shop yesterday afternoon.

• It is vitally important that all children walk on the left-hand side of the corridor.

• I guarantee that your journey will be an enjoyable experience.

• You are not permitted to enter the staff room.

Deepen the moment...

Read the following emails and decide whether they are **formal** or **informal**:

Dear Sir/Madam,

I am writing to inform you of my upset when I opened the lucky dip bag I had recently purchased with my own pocket money.

I was disappointed to find that my favourite toy brand had been replaced with an inadequate copy, which even had pieces missing.

I shall expect to be fully compensated for the distress and inconvenience this experience has caused me and hope that you send a replacement promptly.

Yours sincerely,
Miss F. James

Hi Kerry,

You know the lucky dip bag I bought when we went into town yesterday? Well, you'll never believe what happened when I opened it - there was a broken, copy of the toy instead of the real thing!

I was so shocked and annoyed that I've emailed the company to tell them what I think.

I hope they send me a new one ASAP so I can complete the set.

Was your pack ok? I hope so.

C u soon,
Frankie

Why do you think this?



English Lesson 4: To identify subordinate and relative clauses.

Follow the link [here](#) to watch a short clip on what a subordinate clause is.

Here is the web address should you need it: <https://www.bbc.co.uk/bitesize/articles/zgds6g8>

Identifying Main Clauses and Subordinate Clauses

Tick one box in each row to show whether the underlined clause is the main clause or the subordinate clause.

Sentence	Main Clause	Subordinate Clause	Sentence	Main Clause	Subordinate Clause
My sister, <u>who is older than me</u> , is a teacher.			The clouds, <u>which were above them</u> , were very dark and grey.		
Although the daffodils have died, <u>they will grow again next Spring</u> .			<u>Mark</u> , who was the eldest of the group, <u>opened the door first</u> .		
The two thieves, <u>who ran down the road</u> , were being chased by a police officer.			Mum jumped up in shock <u>when she heard her baby cry</u> .		
The old lady, <u>who lived in a little cottage</u> , <u>slowly opened the front door</u> .			I knew the plane was about to land <u>because I could see the cows in the fields</u> .		
The singer smiled at the audience <u>as she walked onto the stage</u> .			Mrs Williams, <u>who teaches Year 3</u> , <u>hates it when her pupils shout out</u> .		
The cave was dark and damp <u>which made me shiver with fright</u> .			The snow, <u>as fluffy as cotton wool</u> , drifted gracefully to the ground.		
Dad sat on the bench <u>while the children played in the park</u> .			<u>When the football hit his leg</u> , the young boy burst into tears.		
<u>Luke</u> , who is three years older than me, <u>can already drive</u> .			<u>The car's engine</u> , which was new, <u>had broken</u> .		



Follow the link [here](#) to watch a short clip on what a relative clause is.

Here is the web address should you need it:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

Identifying Relative Clauses	
Tick one box to show which part of the sentence is a relative clause.	
My dog can walk on two legs which makes me laugh. <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	Sometimes I do crosswords with my grandma when she <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> asks me to help. <div><input type="checkbox"/></div>
That's the girl who can climb the tallest tree in the park. <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	I like the spicy pizza that my dad makes every Saturday. <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

Identifying Relative Clauses	
Tick one box to show which part of the sentence is a relative clause.	
My Uncle Stuart measures 1m 90cm which is very tall <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> indeed. <div><input type="checkbox"/></div>	The class stared at the polar bear which was swimming in <div><input type="checkbox"/></div> <div><input type="checkbox"/></div> circles around the icy pool. <div><input type="checkbox"/></div>
That woman is my aunt who is a famous children's author. <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>	Amir rides his bike to school which takes him 20 minutes. <div><input type="checkbox"/></div> <div><input type="checkbox"/></div>

Deepen the moment: Are subordinate clauses and relative clauses the same thing?

Write your definition of each here:



English Lesson 5: To plan an informal letter.

You are an evacuee from London and your task for today is to plan an informal letter, which will help you to structure your writing next week. Use the template below, or create your own. Whilst you are planning, think carefully about the following:

- Who you are writing to (what might they want to know?).
- Setting description (how your new home compares to London).
- Character descriptions of your new friends/neighbours/host family.
- Your thoughts and feelings (do you like your new home? Are you homesick?).
- The future (what are you looking forward to/not looking forward to when the war ends?).

My informal letter planning sheet

Which address will you use in your letter?

How will you open your letter?

Paragraph 1 – what will you include? Use brief notes – remember that this is planning, not the real thing!

Paragraph 2:

Please see next sheet



Paragraph 3:

Paragraph 4:

How will you end your letter?

Deepen the moment...

Which of your ideas will have the most impact on the reader? Why do you think this?

Reading for Productivity Lesson 1: History

Biography:

Adolf Hitler was the leader of Germany from 1933 to 1945. He was leader of the Nazi party and became a powerful dictator. Hitler started World War II by invading Poland and then invading many other European countries. He is also known for wanting to exterminate the Jewish people in the Holocaust.



Adolf Hitler
from the US Holocaust Museum

Where did Hitler grow up?

Adolf was born on April 20th, 1889 in a city named Braunau am Inn in the country of Austria. His family moved around some, living a short while in Germany and then back to Austria. Hitler did not have a happy childhood. Both his parents died fairly young and many of his brothers and sisters died as well. Adolf did not do well in school. He was expelled from a couple of schools before he moved to Vienna, Austria to pursue his dream of becoming an artist. While living in Vienna, Hitler found that he did not have much artistic talent and he soon became very poor. He would later move to Munich, Germany in hopes of becoming an architect.

Soldier in World War I

When World War I began, Hitler joined the German army. Adolf was awarded twice with the Iron Cross for bravery. It was during World War I that Hitler became a strong German patriot and also came to love war.

Rise in Power



Mussolini (left) and Hitler
from the National Archives

After the war, Hitler entered politics. Many Germans were upset that they had lost the war. They were also not happy with the Treaty of Versailles, which not only blamed the war on Germany, but took land from Germany. At the same time, Germany was in an economic depression. Many people were poor. Between the depression and the Treaty of Versailles, the time was ripe for Hitler to rise to power.

Once entering politics, Hitler discovered that he was gifted in giving speeches. His speeches were powerful and people believed what he said. Hitler joined the Nazi party and soon became its leader. He promised Germany that if he became leader he would restore Germany to greatness in Europe. In 1933 he was elected Chancellor of Germany. After becoming Chancellor, there was no stopping Hitler. He had studied his idol, Benito Mussolini of Italy, about how to install a fascist government and become a dictator. Soon Hitler was dictator of Germany.



World War II

In order for Germany to grow, Hitler thought the country needed more land or "living space". He first annexed Austria as part of Germany and then took over part of Czechoslovakia. This wasn't enough, however. On September 1, 1939 Germany invaded Poland and World War II began. Hitler formed an alliance with the Axis Powers of Japan and Italy. They were fighting the Allied Powers of Britain, France, the Soviet Union, and the United States.

Questions:

Retrieval

1. When was Hitler the leader of Germany?
 - 1934 to 1945
 - 1933 to 1945
 - 1939 to 1945
2. How did Hitler start World War II?
 - He invaded England
 - He invaded Poland
 - He invaded France

3. Where was Hitler born?

Inference

4. Why do you think German's supported Hitler?
 - Many people were poor and thought Hitler would save them from economic depression
 - They were scared of Hitler and the Nazi party so had no other choice
 - They wanted to a new leader
5. Why do you think Hitler didn't have a happy childhood?

Vocabulary

6. Find and copy a word in the 'Rise in Power' section that is closest in meaning to **talented**
7. Define the word '**exterminate**'
 - Grow
 - Completely get rid of
 - Eliminate some traces
8. What does '**rise to power**' mean?



Year 5-6 Extended Curricular Learning

History – Adolf Hitler

Monday 1st February 2021 – Activity 1

VIPs

Hitler was the dictator of Germany.

Hitler was born April 20, 1889 in Braunau am Inn, Austria-Hungary.

Hitler died April 30 1945 in Berlin, Germany.

Today you will learn about Adolf Hitler, the ruler of the Nazi Party and Dictator of Germany during World War 2. Along with the Reading for Productivity information, you are also expected to use the internet to do some research of your own about Adolf Hitler to create a Fact File. As well as finding key facts and events, try and answer the following questions about him:

What was he like as a person?

What were his feelings and motivations?

Deepen the moment...

A few weeks ago, you read about Winston Churchill. You can refresh your memory and do some independent research to answer the following:

"Churchill was a better leader than Hitler." Do you agree? Why?

Useful links:

[Adolf Hitler Facts for Kids \(kiddle.co\)](https://www.kiddle.co/Adolf-Hitler-Facts-for-Kids)

[Adolf Hitler Facts For Kids | Who Was Hitler? | DK Find Out](#)

[Adolf Hitler - Kids | Britannica Kids | Homework Help](#)

Reading for Productivity Lesson 2: RE

The Unforgiving Servant, Matthew 18:21-35

Long ago, Peter (one of Jesus' disciples) asked Jesus a question. "Jesus, how many times should I forgive my brother or friend when he commits a sin against me? Is it up to seven times?"

Jesus replied, "Seven times is not enough. Forgive him up to seventy times seven times."

Peter was confused. "But why?" he asked.

Jesus asked him to listen. "The kingdom of heaven is like a king who wanted all his servants to settle their debts. The servants had borrowed money and the king wanted it all back. As the king began to collect the money owed to him, he called upon one particular servant who owed him a lot of money. The king demanded the money back from the servant, but the servant simply did not have the money."

"The king continued to demand that the servant repay him immediately. He said that he and his family must sell everything they own to pay off their debt to him. The servant pleaded and begged him to give him more time. Astonishingly, the king changed his mind," said Jesus.

"After leaving the king, the servant returned to his quarters. He then went to ask his servant for the money he owed him," Jesus continued.

"Give me back my money," the first servant demanded. The second servant did exactly as the first servant had done and dropped to his knees. "Be patient with me, I will find the money," the second servant replied. The first servant would not give him more time and threw him into jail."

"The king found out how his servant had behaved," continued Jesus. "He called for the servant to come before him. 'How dare you throw your servant in jail? What an unforgiving person you are! You begged me for mercy and I granted it to you, yet you could not do the same for another.'"

To punish the first servant, the king sent him to jail. Jesus reminded Peter, "This is how your heavenly Father will treat each of you unless you forgive your friend or brother with all of your heart".





This parable is about forgiveness. Jesus' message is clear: his followers must be prepared to forgive others if they in turn hope to be forgiven for their own sins.

Questions:

- 1) Who is Jesus telling the story to?
- 2) How many times does Jesus say Peter should forgive his friend or brother?
- 3) Which of these words is closest in meaning to **disciple**?
Enemy King Follower Friend
- 4) Look at the paragraph beginning 'Jesus asked him to listen'. What does Jesus compare to the kingdom of heaven?
- 5) Why do you think the king changed his mind about forcing the servant to pay him back immediately?
- 6) Answer these true or false questions.
 - a) After leaving the king, the servant returned to his quarters.
 - b) The king never found out how his servant had behaved.
 - c) The king spoke to the second servant in jail.
 - d) Both servants ended up in jail.
- 7) Who do you think the king represents in the parable and why?
- 8) What do you think Peter learned from Jesus' story?

Deepen the moment...

Jesus does not want us to literally forgive anyone so many times (as he says) – what do you think he means by this?



Year 5-6 Extended Curricular Learning

RE - Forgiveness

Tuesday 2nd February 2021 – Activity 2

VIPs

Jesus taught his followers to forgive any number of wrongs committed against them, if they in turn, wished to be forgiven for their sins.

Look at each scenario in the table and using each of the sentence starters below, respond to the scenarios.

Scenario 1	Your brother or sister break something that they 'borrowed' from you without asking.
Scenario 2	A person walks into you in the street and knocks you over.
Scenario 3	In the middle of an argument, a friend gets very angry and strikes out, hitting you in the arm.
Scenario 4	A thief breaks into your house and steals something precious to you.
Scenario 5	One of your classmates finds out some personal information and starts spreading rumours about you.

Sentence Starters:

I think Jesus would_____ because...

I think this would be difficult to do because...

I think I would_____ because...

I think the right thing to do would be_____ because...

Deepen the moment...

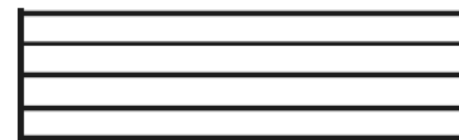
Do you think it is possible to forgive somebody for committing a very serious crime such as murder? Explain your answer.



Reading for Productivity Lesson 3: Music



Gustav Holst Comprehension



Gustav Holst was born in Cheltenham on September 21st 1874. He came from a line of talented musicians. Holst was taught how to play the piano by his father, however a problem with his nerves ruled out a career as a pianist. He later took up the trombone instead. His first conducting job was with a local church choir which he found to be excellent experience.

Holst attended the Royal College of Music where he studied composition and met fellow student, Ralph Vaughn Williams, another great composer. The two became great friends for life.

Holst's wife was a soprano. He instantly fell in love with her but she was not particularly impressed by him at first. For a while, he supported himself and his wife by playing the trombone professionally alongside composing in his spare time.

Holst became a teacher and worked at St Paul's Girls' School, Hammersmith where they opened a new music wing in his honour in 1913. The music wing housed a sound-proof room where Holst could work without being disturbed.

Holst became very interested in astrology which was the inspiration for his best known piece, 'The Planets'. This launched him into real stardom, however he was never happy to be in the limelight as he was a shy man.

The first performance of 'The Planets' was given in September 1918. Each movement describes the planet's character, for example, Venus is the bringer of peace, Uranus is about a magician and Saturn is based on the bringer of old age.

Due to poor health, Holst finished teaching, enabling him to spend more time composing. In his lifetime he produced operas, orchestral pieces and choral music. His ashes are buried at Chichester Cathedral in Sussex.





Year 5 Questions:

1. What is the name of Holst's most famous composition?
2. How are the Venus and Saturn movements different?
3. What happened in 1913, in Holst's honour?
4. Who did Holst meet at the Royal College of Music?
5. Apart from the piano, which other instrument did Holst play well?
6. Would you say that Gustav Holst was a successful composer? Give reasons based on what you have read.



Year 5-6 Extended Curricular Learning

Music – Gustav Holst

Wednesday 3rd February 2021 – Activity 3

VIPs

There are six main musical periods that can be identified throughout history.

The Romantic period refers to music and composers roughly between 1827 and 1900.

Music from the Romantic era contained emotion, energy and passion in the pieces.

Music from this era didn't always end in the key that it started in - it had many twists and turns.

Listen to the following famous examples of Romantic music and discuss which emotions may have inspired the composer to create these pieces.

- * Schubert's 'Unfinished' Symphony No. 8 (<https://www.youtube.com/watch?v=0mnrHf7pOjM>)
- * Dvořák's Symphony No. 9, 'From the New World' (https://www.youtube.com/watch?v=P_1N6_Q254g)
- * Minute Waltz by Chopin (https://www.youtube.com/watch?v=hKILwVH_MdM)
- * Swan Lake Finale by Tchaikovsky (<https://www.youtube.com/watch?v=V2u-QOOzqBM>)
- * Nocturne in F major Op.6 No.2 by Schumann (<https://www.youtube.com/watch?v=8Up6esqYMGU>)

Examples of Romantic Music	Emotions that may have inspired this piece
Schubert's 'Unfinished' Symphony No. 8	
Dvořák's Symphony No. 9, 'From the New World'	
Minute Waltz by Chopin	
Swan Lake Finale by Tchaikovsky	
Nocturne in F major Op.6 No.2 by Schumann	

Deepen the moment...

Select one of the compositions that you have listened to. Try and justify why you have selected the emotions you have. Draw on the musical knowledge and vocabulary that you have already learned about, linking to other eras of music.

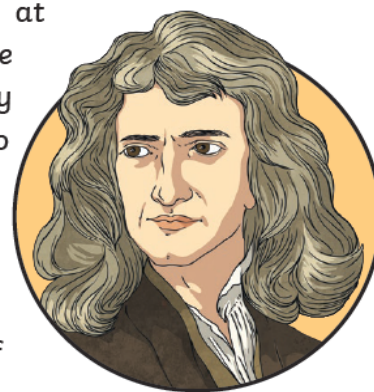
Newton and Gravity Fact Sheet



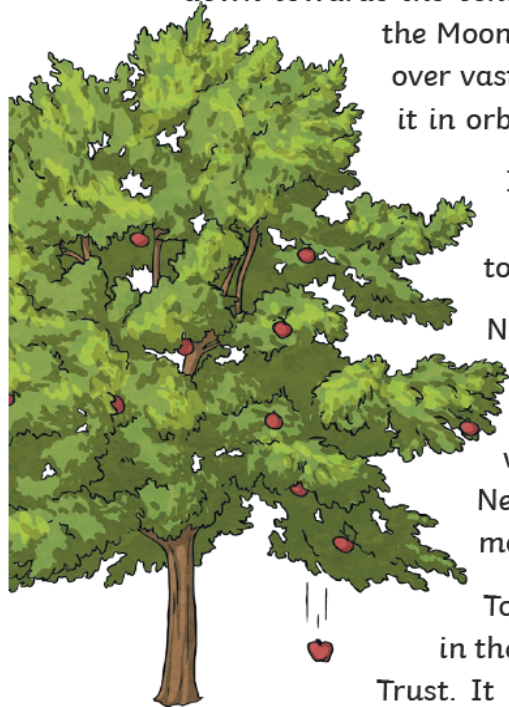
Isaac Newton was an English scientist and mathematician. He made many discoveries in his lifetime. One of the most important and influential discoveries that he made was the law of gravity.

Newton was born in 1643 at Woolsthorpe Manor in Lincolnshire. He worked hard at school, and was accepted to study at Cambridge University. He worked there for many years, but in 1665, the plague broke out and he was forced to move back to Woolsthorpe Manor.

While Newton was in the garden at Woolsthorpe Manor one day, he saw an apple fall from a tree. Some say it fell on his head but there is no evidence that this definitely happened. The sight of the apple falling down from the branch to the ground inspired Newton to think about the way it fell. Years later, he told his friend William Stukeley that he wondered why the apple fell down rather than sideways or upwards. He concluded there must be a 'drawing power' in the Earth and that 'the sum of the drawing power must be in the Earth's centre, not in any side of the Earth.'



Newton spent a lot of time thinking hard about the force of gravity, and how it pulls objects down towards the centre of the Earth. He was particularly interested in the way the Moon orbits the Earth, and he reasoned that gravity must extend over vast distances, pulling the Moon towards the Earth and keeping it in orbit.



In 1687, Newton published his discoveries about gravity in his famous book, *The Principia*. His findings are known today as Newton's Law of Universal Attraction.

Newton died in 1727, but his legacy lives on. All forces are measured in newtons (N), using a newton meter – both of which are named after Isaac Newton. Even Albert Einstein, writing in 1927, 200 years after Newton's death, described Newton as a 'shining spirit', and claimed he had one of the most brilliant minds of anybody who had ever lived.

Today, the apple tree that inspired Newton's ideas still grows in the gardens at Woolsthorpe Manor, now owned by the National Trust. It can be seen from the window of the room that was Isaac Newton's bedroom.



1. When was Isaac Newton born?

2. Why do you think the outbreak of plague forced Newton to move from Cambridge back to Woolsthorpe Manor?

3. What inspired Newton to explore the force of gravity?

4. How did Newton describe the way gravity pulls objects?

5. What did Newton discover about the way gravity affects the Moon?

6. Why do you think forces are measured in newtons with a newton metre?

7. Look at this phrase: *Even Albert Einstein, writing in 1927, 200 years after Newton's death, described Newton as a 'shining spirit'.* What does the word 'Even' make you think about Albert Einstein?

8. Why do you think the National Trust have kept and looked after the apple tree in the gardens of Woolsthorpe Manor?



Year 5-6 Extended Curricular Learning

Science – Gravity

Thursday 4th February 2021 – Activity 4

VIPs

Mass is the amount of matter or substance that makes up an object and is measured in **kilograms** (kg).

Weight is actually a measure of the strength of gravity acting on an object. It is measured in **newtons** (N).

A newton meter is used to measure the pull of gravity in N (newtons).

Your task today is to use a set of scales (kitchen type scales will be best), to measure and record the mass of 10 different objects in grams (g). Complete the table below with your findings. Once you have filled in the first two columns in the table, you are then going to use the following rule to find the weight of everything in newtons (N):

Approximately 100g is equal to 1N.

<u>Object</u>	<u>Mass in grams (g)</u>	<u>Weight in newtons (N)</u>

Deepen the moment...

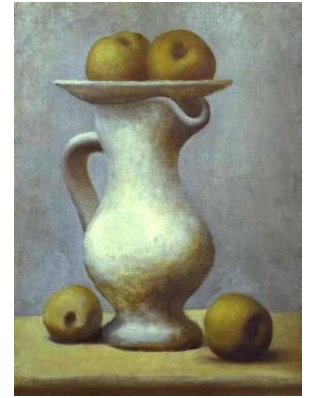
True or False?

Weight and Mass are the same thing. Explain your answer.



Reading for Productivity Lesson 5 - Art

Still life is the art of drawing or painting inanimate objects such as fruit, flowers and household items which are usually arranged on a table or shelf. Artists create still life paintings for various reasons: to reflect the status of their owner, for their symbolic meaning which reveals a hidden story or idea; to capture the transient beauty of natural objects like flowers or fruit; or as a controlled structure to express the abstract qualities of the visual elements.



The practice of still life develops and strengthens your natural level of drawing ability. It improves your observation and rendering of shape, tone, colour, pattern and texture in a range of different media. You also learn a lot about composition - the interaction of positive shapes (the objects) and negative space (the area around the objects).

Still Life has existed in one form or another since the time of the Ancient Romans and Greeks. Although there are examples of Ancient Roman still life, mostly in the form of mosaics and interior decoration that was preserved when Mount Vesuvius erupted in A.D.79, there are no examples from Ancient Greece. There is, however, a story from around this time in the book 'Historia Naturalis' (the only surviving history of ancient art) by the Roman writer Pliny who lived from AD 23-29. It tells us about a competition that took place about 400BC between two Greek painters Zeuxis and Parrhasius. Zeuxis created a painting of grapes which were so convincing that birds flew down and tried to peck at them. In art, this kind of realistic painting is called a 'trompe l'oeil' (a French artistic term which means 'trick of the eye'). Envious of his fellow artist's display of skill, Parrhasius painted a 'trompe l'oeil' image of a curtain which appeared to conceal a painting of the Trojan War beneath it. On seeing his friend's work, Zeuxis asked Parrhasius to pull back the curtain to reveal the rest of the painting. At that moment, Parrhasius claimed victory. Although Zeuxis had fooled the birds, Parrhasius had succeeded in fooling a fellow artist, an altogether more difficult task. Since the earliest times, Still Life has always been a subject that artists have used to show off their technical skills in painting.

Before the 17th century still life was usually limited to the background detail of religious art, usually with some symbolic significance. This evolved from Greek mythology where the pomegranate was associated with Persephone who returned to the earth every year from the Underworld, symbolizing the way in which spring brings new life after winter.





Questions

1. What does the word inanimate mean?

2. What advantages does drawing still life pictures have?

3. When has still life existed since?

4. Before the 17th century, what did still life consist of?

Year 5-6 Extended Curricular Learning

Art – Still Life

Friday 5th February 2021 – Activity 5

VIPs

Drawing from life is recreating a real life object or person through different drawing techniques.

A still life drawing is the drawing of an object that is not alive.

Tone refers to the lightness or darkness of a colour.

Texture is the feeling, appearance or consistency of an object or material.

Your task is to use what you have learnt so far on different drawing techniques and what you have now learnt about still life drawing to create your own still life pictures based on photographs of World War II objects and items. You can use the following pictures to draw from, or find an image of your own of some World War II items.



Deepen the moment...

Sketch one close up example of the face of a medal. Pay particular attention to texture, how can you make the writing look raised?



Halfpenny Lane Reading Challenge

We are continuing to run our weekly 'Reading challenge' for all of our children throughout this National Lockdown period. Whilst you are at home, we would like you to continue to read at least 4 times a week and fill in your reading record.

Send us a picture of your completed reading record every Thursday each week on Class Dojo for an extra Dojo point and to be put into 'the reading raffle' for a chance of winning a prize upon our return.

At the end of each week, the names of the winning classes of our reading challenge and the randomly chosen children who have won our reading raffle, will be included in our weekly newsletter and posted on our school Twitter page.

Good luck everyone and continue to read as much as you have been doing!
Happy reading!





Halfpenny Lane TT Rockstars Weekly Battles

We are continuing to run our weekly TT Rockstars battles for all of our children in Year 2 to 6, throughout this National Lockdown period. Whilst you are at home, we would like you to continue to go on and access TT Rockstars as much as you can.

Each week we will be able to see how many correct answers each of you have got and which class has won their weekly battle.

An extra Dojo point will be awarded to those children going on and accessing this each week.

At the end of each week, the names of the winning classes and the top three children with the most correct answers across school, will be included in our weekly newsletter and posted on our school Twitter page. Prizes will be awarded upon our return.

Good luck everyone and rock on!

