Home learning week 1 Cuddington and Dinton School

Year 5 and 6 daily lesson plans 2022

Day 1

Lesson 1 Guided Reading	Choose a story to read this week or use the book you are reading at home: **Reader Response 1** a) Where is your novel set? Think about the time and place. b) Name and describe the main character in the novel. Describe him/her physically and describe his/her personality (and history if known). Then give your impression of him/her. c) Name and describe a secondary character in the novel. Describe him/her physically and describe his/her personality (and history if known). d) Explain the relationship between the two characters. e) Describe one important event in the novel and explain why it is significant to the story (to the plot, the characters or ideas of the book.) f) What are your thought and feelings about the novel so far?
Lesson 2 Maths	This week's Maths Challenges have come from I See Maths- The videos are included to help with the challenges. You don't need to send in pictures etc as mentioned on the video. Enjpoy! Five Consecutive numbers: Have a watch of this video to help with the challenge.

Task A

49 + 50 + 51 =   4 + 5 + 6 + 7 + 8 =

Sam goes on a three day holiday. He makes 21 sandcastles.
Each day he makes two sandcastles less than the day before.
How many sandcastles does he make on the last day of his holiday?

Task B

> **Consecutive numbers that add to make 18:**
>
> 5, 6, 7   3, 4, 5, 6

Which consecutive numbers add up to make 45?

Answers:

Task B: 5 ways: 22, 23   14→16   7→11   5→10   1→9
Task A: 150   30   5 sandcastles
Answers:

Lesson 3 English	**Modal verbs** are auxiliary verbs (they need a verbs to make sense). They indicate necessity or possibility. Must, shall, will, should, would, can, could, may, might are all modal verbs. Identify the modal verbs in the passage below and then write a short setting description based on the picture above. You need to include modal verbs in your setting description.

Like beams of hope and joy, the sun's ray break through the stubborn clouds and shine down upon the ancient castle. Birds, who will circle for hours in search of food, make proud noises in the air and shout to their fellow air-borne companions; the echo of their voices can be heard from miles away. Mountains and trees stand tall around the castle and protect it from any harmful weather that may come its way. Unchanged for hundreds of years, the walls of the castle must be strong and sturdy to keep out enemies and attackers. The scene might look peaceful, however precious jewels are hidden inside this fortress and they may be under threat at any moment.

Lesson 4 PE	

Animal Magic
PE Home Learning

Can you be creative and become lots of different animal characters?

Time to Learn:

- Choose some music that reminds you of animal.

- Become an animal character. Can someone watching guess which animal you are?

- Can you create movements where you pretend you are moving over things or under things in your animal's habitat?

- With a partner, what happens when the two animals meet? Can you create a movement to show what happens?

On your own, could you try becoming an elephant and move slowly with big heavy steps?

With another person, create two movements to show what happens when your two animals meet?
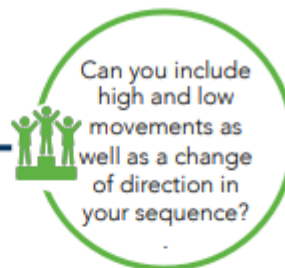
Can you include high and low movements as well as a change of direction in your sequence?

Top Tips

Get into character

- How would your animal move? What things would be in their natural habitat? Are they big and scary or small and sweet?
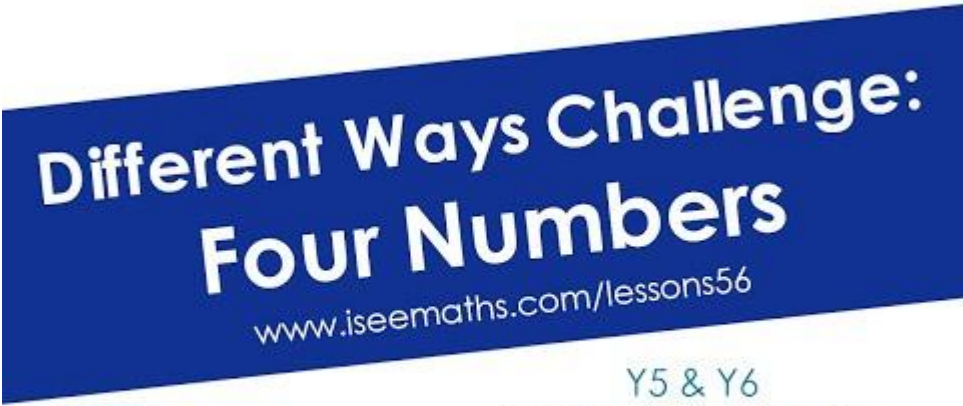
Let's Reflect

Did you move staying in character as your animal?

Can you imagine your animal moving through forests or water, over hills or under logs?

Complete P.E.
INSPIRE LEARN SUCCEED

YOUTH SPORT TRUST

Lesson 1 Guided Reading	Reader Response 2
	a) If the time and place changes in the novel, explain how and give examples. Why does this change happen? How does it help the novel develop? b) Who is the narrator in the story? Is he/she inside or outside the story? What is his or her relationship to the story? c) What is the general theme or mood of the book? Give specific examples of how the author creates that idea or mood. d) Give an example of conflict or conflicts between: i) two people ii) a person and his/her conscience (internal conflict) iii) a person and society/animal/nature/supernatural being. e) What is your reaction to a relationship, event, behaviour or message/theme of the book. Be clear about what you are reacting to and exactly what makes you respond as you do. f) Choose a sentence or phrase that appeals to you. Explain why you chose it, it's relation/value to the book and its value to you.
Lesson 2 Maths	Numbers Challenge: Remember, you do not need to send in any pictures etc as mentioned on the video. **Different Ways Challenge: Four Numbers** www.iseemaths.com/lessons56 I SEE MATHS Y5 & Y6 Addition & Subtraction Lesson 2

The sum of four whole numbers is 23.

The difference between the smallest and the largest number is 6.

All four numbers are different.

What could the four numbers be?

Challenge: Find **all the possible answers** to this question.

Tip: Share 23 counters between four whiteboards.
Each whiteboard represents one of the numbers.

S
U
P
P
O
R
T

smallest number   largest number

Remember: *the difference between the smallest number and the largest number is 6.*

E
X
P
L
A
I
N

Explain how you know that this statement is correct:

'The largest number must be more than 7'

Answers:

| Lesson 3 English | **Relative pronouns**
 A relative pronoun is used to connect a clause or phrase to a noun or pronoun. You see them used every day with the most common relative pronouns being: who, whom, which, whoever, where, when, and that.
 Identify the relative pronouns in the passage below:

 Stuart is a Minion of average height. His goggles, that cover his lone eye, are made of super strength metal and glass and protect his all-important vision. This Minion wears blue dungarees and stylish black gloves which match his comfortable footwear. When he wakes up in the morning, Stuart's first thought is his hair; he |

hates how he can't get it to stick up like his friend Kevin's does. Stuart, who is the most creative and talented Minion in the group, often serenades his two friends; much to their dislike!
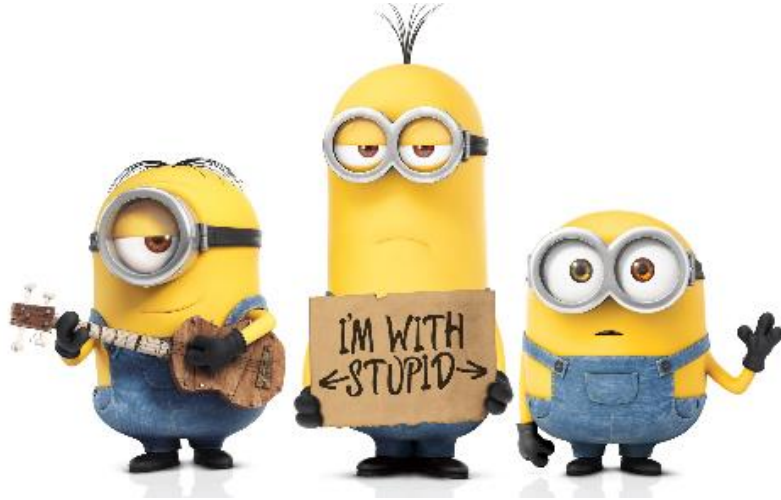
Write a character description based on one of the characters I'm about to show you. Your character description needs to be about 6 sentences long and you have to include at least 4 relative pronouns.
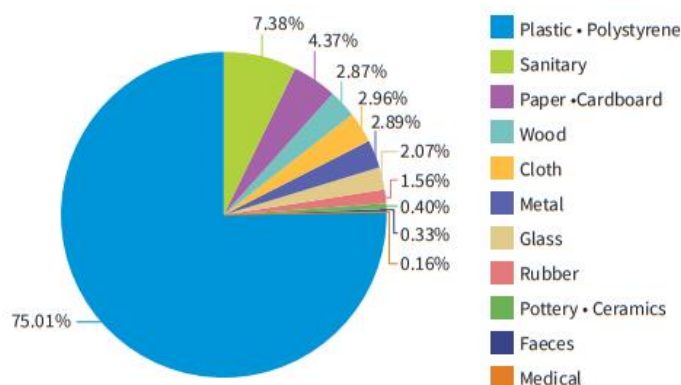
| Lesson 4 RE | **The impact of nature documentaries**

There is some evidence that *Blue Planet II* has had an impact on the lives of individuals, and on companies too, in terms of changing attitudes to plastics. Think how plastic bags are less and less available in supermarkets, for example.

Look at the following three images. In groups, talk about the impact of each way of presenting the information. Talk about whether you agree that documentaries and the environmental movement use emotive images to compel us to act.

Proportion of marine litter categories on reference beaches

7.38%
4.37%
2.87%
2.96%
2.89%
2.07%
1.56%
0.40%
0.33%
0.16%
75.01%

Plastic • Polystyrene
Sanitary
Paper •Cardboard
Wood
Cloth
Metal
Glass
Rubber
Pottery • Ceramics
Faeces
Medical

OSPAR Pilot Project on Monitoring Marine Beach Litter, Monitoring Marine Beach Litter (2007), data used with permission

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Jag_cz / Shutterstock.com

Pause for thought: Which image is most compelling? Note that all three images communicate factual information. What is it that makes you think anything needs to be done as a result? What ethical ideas drive your thinking and your actions? Where are they from? How far do you think it is necessary to use emotive imagery? In what ways may it relate to the decline of religion in secular countries like the UK? How far do religions inspire care for the environment? How far does science inspire care for the environment? |

Day 3

| Lesson 1 Guided Reading | Choose a character in the book you are reading that you do not like. Write a paragraph to explain why. Try to use examples of action and language from the book to support your answer.

E.g. Sebastian is not a likeable character, we can tell this when he decides to steal from his friends and enjoys doing it as well. When |

	"he went through all the bags in the room and put all the money he could find into his pocket," he was described as "smiling evilly." This would suggest to the reader that Sebastian does not seem to care about how upset his friends will be feeling when they realise they have been robbed and also that he does not feeling guilty at all.
Lesson 2 Maths	The Same Difference: Number Sequences - Remember, you do not need to send in any pictures etc as mentioned on the video. The Same Difference www.iseemaths.com/lessons56 I SEE MATHS Y5 & Y6 Addition & Subtraction Lesson 3 **Sequence A** 75 – 26 = 49 73 – 24 = 73 – 27 = 71 – 25 = 74 – 26 = **Sequence B** 424 – 156 = 268 444 – 176 = 444 – 179 = 644 – 279 = 647 – 278 =

Extend

Design your own sequence of questions for subtraction. Make small changes for each new question in the sequence.

Adults, test the children with your sequence.
Children, test the adults with your sequence!

Answers: No peeking!

Sequence B: 268, 265, 365, 369
Sequence A: 49, 46, 46, 48
Answers:

Lesson 3 English

Subject and Object

The man ate a cream cake.

subject   verb   object

The subject is usually the thing or person who is carrying out an action. The object is the thing or person that is involved in an action, but does not carry it out.

1. 😎 ❤️   4. 😂 🎨

2. 👽 🔥   5. 👶 🎩

3. 😻 🐶   6. 👮 🎉

Use the pairs of emojis to write a sentence. The first emoji has to represent the subject, and the second has to represent the object of the sentence. For example: With a giggling laugh, the tiny baby placed the velvet top hat atop his head.

Lesson 4 Computing

Watch the video about online identity and then see below for questions and activity ideas:

https://www.bbc.com/ownit/its-personal/spoken-word-pupils?collection=your-online-identity

Key questions
- What are the key messages in the video?
- What did yolike/dislike about the video?
- What did you find out about online identity from the video?
- If you were in this video, what would you have said about the topic of online identity?

Now have a go at one of the following:
- Create your own story or rap about the theme 'free to be me online'. It could have a clear focus (free to be kind, free to be me, or be more general)
- Draw a storyboard, a script, or a video like the one in the video

Day 4

Robin Hood and Little John

Lesson 1
Guided
Reading

They'd passed the graveyard on the edge of the village by the light of a full moon, and the hoot of an owl signalled their passage. They spent the next few hours **trudging** through the gloom of the forest on their way back to Nottingham.

Mist hung about the ground at knee height, giving the forest an **ethereal** feel. Robin's friend, Will, turned to him and confessed quietly he wasn't happy about the uncomfortable silence which **enveloped** the woods. Usually, even at such an early hour, the woods were filled with noises, but tonight all was deathly silent.

They reached the river crossing just after dawn had broken and found a sun-dappled space to sit, eat and rest a while before crossing the water into the part of the forest inhabited by **outlaws**. Robin stood and stretched before retrieving his pack, his quiver and his bow. "Come on!" he said to Will, who lay napping on the heather and he nudged him with the toe of his boot. "How much longer is it?" said Will screwing up his face and shielding his eyes from the low hanging sun, "we've been walking all night!"

"Not much further," said Robin, "but keep your wits about you now...you never know who is lurking in the woods on the Wester' side."

	1. Use a dictionary to find the word 'ethereal' can you write a definition for it in your own words?
	2. What do you think the word 'enveloped' means?
	3. Which word in the text tells you that outlaws lived in the forest?
	4. Outlaw is a compound word made of two smaller words. What do you think it means?
	5. What does the word trudging tell us about the way the two of them move through the forest?
	6. Which word in the second paragraph means someone is 'lying in wait?'
Lesson 2 Maths	Boys, Girls, Children –

Task A

Question 1: There are 9 children at the park. There are 5 more girls than boys. **How many girls are at the park?**

Question 2: There are 13 children at the party. There are 5 more boys than girls. **How many boys are at the party?**

Challenge: *Create your own version of this type of question.*

Task B

Question 1: There are 40 children at running club. There are 8 more girls than boys. **How many girls at running club.**

Question 2: Tim and Sam have £20. Tim has £7 more than Sam. **How much money does Sam have?**

Challenge: *Create your own version of this type of question.*

Answers:

Answers:
Task A: Question 1: 7 girls   Question 2: 9 boys
Task B: Question 1: 24 girls   Question 2: £6.50

Lesson 3 English	**Story starter** And so it began… One accident, one collision and one fortuitous moment led to a series of unlikely events unfurling: the beginning of the world. She couldn't believe her eyes… Tiny little specks appeared on her kitchen table. On closer inspection, these little specks turned out to be people, tiny little people, all feverishly and tirelessly building their world on her table-top. Before long, tiny buildings had been constructed, forests and mountains had grown, and there were even little vehicles making their way across coffee-stained continents. She had never even imagined in her wildest dreams that any of this had been possible, and little did she know, things were about to get even more extraordinary… **Continue the story.**

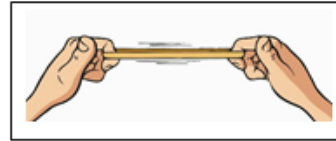|	
Lesson 4 Science	**1 Forces** **Activity 1** Forces can be either pushes or pulls. Look at the diagrams below and decide whether the force is a push or pull or both.

Activity 2

Forces can also make things change shape.

What force would you use to stretch an elastic band?

What force would you use when using
a rolling pin to roll out pastry?

When a tennis player hits the tennis ball, what happens to the tennis ball?
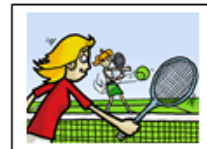
Activity 3

Draw arrows to show the direction of the force on each of the following:

Challenge *Moving toys*

Collect some toys that move, for example a yo-yo, a skipping rope, a wind-up car, etc.
What forces are needed to make them move?

Can you explain to someone how they move?

<u>Day 5</u>

Lesson 1 Spelling	**The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.** 1. Shaun loved playing football (acording) to his best friend. 2. There were no more (avalible) cinema times for that evening. 3. The princess didn't (rekognis) the prince. 4. The (foregn) exchange student loved her new school. 5. Andrew loved reading books (espeshally) before bedtime. 6. Mum (sinserly) apologised for being late. 7. "It's lovely to meet you," whispered the boy with an (orkword) smile. 8. Grandpa cooked a delicious (vegtabul) soup for dinner.
Lesson 2 Maths	Different Contexts: Sum and Difference Challenges: **Different Contexts** www.iseemaths.com/lessons56 Y5 & Y6 Addition & Subtraction Lesson 5 I SEE MATHS

Task A

The questions in red are shown on the video.

Question 1: There are 14 children at the park. There are 4 more girls than boys. *How many girls? How many boys?*

Question 2: Lara and Raj have £18 in total. Lara has £6 more than Raj. *How much money do Lara and Raj have?*

Question 3: I think of two numbers. The sum of my numbers is 20. The difference between my numbers is 6.
What are my numbers?

Task B

The questions in red are shown on the video.

Question 1: There are 21 children at the party. There are 5 more girls than boys. *How many girls? How many boys?*

Question 2: Dev and Holly have £70 in total. Dev has £20 more than Holly. *How much money do Dev and Holly have?*

Question 3: I think of two numbers. The sum of my numbers is 200. The difference between my numbers is 80.
What are my numbers?

Task C

The questions in red are shown on the video.

Question 1: There are 36 children at running club. There are 8 more girls than boys. *How many girls? How many boys?*

Question 2: Chen and Megan have £100 in total. Chen has £30 more than Megan. *How much money do Chen and Megan have?*

Question 3: I think of two numbers. The sum of my numbers is 11. The difference between my numbers is 4.
What are my numbers?

Answers:

Answers:

Task A: Q1: 9 girls 5 boys   Q2: Lara = £12 Raj = £6   Q3: 13 & 7
Task B: Q1: 13 girls 8 boys   Q2: Dev = £45 Holly = £25   Q3: 140 & 60
Task C: Q1: 22 girls 14 boys   Q2: Chen = £65 Megan = £35   Q3: 3.5 & 7.5

Lesson 3 English	**Vocabulary building** Take one minute to look at the image. Now, write down as many words as you can to describe: • What you can see • What you can smell • What you can hear • What you can feel Write a paragraph using modal verbs and relative pronouns to expand your sentences and descriptive writing.

Lesson 4 PE	

Avoid the Defenders
PE Home Learning

Can you play fairly and keep the score?

Time to Learn:

- Choose a start point and place another marker at the opposite end of the space.

- Layout objects; teddy bears, cones across the playing area. These are known as the defenders.

- Can you dribble using your feet, from the starting point, around the marker and back avoiding the defenders?

- If you dribble around the markers and back you score one point. If you hit a defender they score one point. The first to score five points are the winners.

Start with three defenders.
Only add more defenders when you find the activity easy.

How many points can you score?
Every time you hit a defender take a point off.

Play against someone else.
Who can score the most points after three minutes?

Top Tips

Dribbling: Feet

- Keep the ball close to you, use small touches.

- Try to use the inside and outside of you foot to keep control.

Let's Reflect

Why did you need to keep the ball close to you?

What did you learn after each run through to help with the next dribble?

Complete P.E.
INSPIRE LEARN SUCCEED

YOUTH SPORT TRUST