**Week beginning 18/01/2021 Year 5 Extra resources will be uploaded separately**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| English: Guided Read  Watch the video below and complete the activities. These will help remind you and sharpen up your skimming and scanning skills.  <https://www.bbc.co.uk/bitesize/articles/zdd9vwx>  In the resources for today the is the myth ‘Perseus and Medusa’ and questions. After reading this aloud to yourself or an adult. Think carefully about each question, using the text to support you answers. | English: Vocabulary building  Using the Rising Stars Vocabulary PowerPoint, you will explore and investigate the meaning of focus words – antique, vast, boundless and other phrases in the text.  Children to create a synonym word bank for the key focus words.  Using the new vocabulary describe the image of ancient ruins – see power point. | English: Features of a myth  [What is a myth? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/ztxwsrd)  After watching the clips, use the internet and resources to research the key features of a myth.  How are they similar to a legend?  How is a myth different to a legend?  Do they have anything on common?  Annotate the myth to identity the features such as; specials task or power, a tale of reality, moral or journey, powerful adjectives, time connectives, problem/conflict and resolution.  Complete the worksheet to show your understanding of the structure of a myth. | English: Summarise a myth  Watch the video below and complete the activities. These will help remind you and sharpen up your skimming and scanning skills.  <https://www.bbc.co.uk/bitesize/articles/zdd9vwx>  In the resources for today the is the myth ‘Theseus and the Minotaur’.  After reading this aloud to yourself or an adult, complete the comprehension and summaries the myth. Think carefully about each question, using the text to support you answers. | English: Expanded Noun Phrases  Start today with your spelling test.  [To explore expanded noun phrases (thenational.academy)](https://classroom.thenational.academy/lessons/to-explore-expanded-noun-phrases-64r3ec)  Using the link above, follow and complete the lesson to refresh your knowledge on expanded noun phrases. |
| Maths:  Recognise Mixed Numbers and Improper Fractions and Convert between them.  [Mixed Numbers and Improper Fractions](https://www.bbc.co.uk/bitesize/articles/z4ypscw)  Use the link above (bbc bitesize) to revisit how to convert between mixed numbers (a whole number and a fraction) and improper fractions (fractions in which the numerator is greater than the denominator). Once you are confident you know the method to convert between the two forms- complete the ‘Mixed Numbers and Improper Fractions’ worksheet. Remember, Mixed Number to Improper fractions you multiply the whole number by the denominator and then add the numerator; and to convert from Improper Fractions to Mixed Numbers you divide the numerator by the denominator (your quotient is the whole number and the remainder is the numerator- your denominator does not change!)  \*Numerator- top number in the fraction  \*Denominator- bottom number in the fraction  \*Quotient- answer to division. | Maths:  Add and Subtract Fraction within 1.  [Add and Subtract Fractions](https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/z9n4k7h)  Use the link above to revisit how to add and subtract fractions.  Remember, that when adding and subtracting fractions you only add or subtract the numerators- NOT the denominators AND the denominators need to be the same so find the common denominator using your knowledge of equivalent fractions- then complete the ‘Adding and Subtracting Fractions’- worksheet.  \*common denominator- a denominator which is the same for all the fractions. | Maths:  Add and Subtract Fractions greater than 1.  [Add and Subtract Fractions](https://www.bbc.co.uk/bitesize/topics/zhdwxnb/articles/z9n4k7h)  Use the link above to revisit how to add and subtract fractions.  Practise adding and subtracting fractions which are greater than 1 whole and then complete the ‘Adding and Subtracting Fractions Greater than 1’ worksheet.  Top Tip: It might be worth converting mixed numbers into improper fractions (using the work you did on Monday) before completing the calculations. | Maths:  Compare and order fractions within 1.  [Ordering Fractions](https://www.bbc.co.uk/bitesize/clips/zvvgkqt)  Use the link above to revisit how to order fractions.  Remember you must find a common denominator first before you can begin to compare and order them. Practise finding common denominators by looking for a common multiple (a number which is in both sets of timetables i.e. for 3 and 4 a common denominator would be 12 as it is in both the 3 and 4 times tables etc.) Remember the rule- ‘whatever you do to the top, you do to the bottom’ and so if you are finding an equivalent fraction you must apply this rule- there is an example at the top of the ‘Comparing and Ordering Fractions’ worksheet which you should complete. | Maths:  Compare and order fractions greater than 1.  [Ordering Fractions](https://www.bbc.co.uk/bitesize/clips/zvvgkqt)  Use the link above to refresh what you did yesterday.  This time you will be comparing and ordering fractions which are greater than 1 whole. |
| History:  Why were Athens and Sparta so different?  [Ancient Greeks](https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpv4)  Use the PowerPoint and the above link to learn about the Ancient Greek city states- focusing on Athens and Sparta.  Start by identifying both cities on the map and then complete the table comparing the features of both cities in the ‘Athens v Sparta’ worksheet. Once you have completed your research of how each city was ruled and what life was like for the people living in each city- decide which city you would prefer to live in- listing the pros and cons.  Once you have done that use the ‘Athens v Sparta- Balanced Argument’ sheet as a template for writing your argument for living in your chosen city- don’t forget that a balanced argument should also take into account some of the negative aspects as well as all the good things about your chosen city. | Geography:  The Physical and Human Features of Greece and the Greek Islands  [Geography of Greece](https://www.greeka.com/greece-geography/)  [Greece- Geography](https://www.ducksters.com/geography/country/greece.php)  [Greece- National Geographic](https://kids.nationalgeographic.com/explore/countries/greece/)  Use the links above to learn about the Physical and Human geography of Greece and the Greek island- remember physical is anything natural and human is anything made by or relating to the people which live there. Make notes about the different features of Greece and the Greek islands and then write a report about the different features including pictures.  **TT Rockstars** | Spanish: Yo soy Musico  This week we are learning the song ‘I am the music man’ in Spanish.  This song is La musica folclorica, what type of music in English is this?  Using the PowerPoint and the worksheet of the lyrics, practice the song being very careful with your pronunciation of the words.  You will notice the song in Spanish replaces ‘And I come from down your way’ with ‘I come from Madrid’. Also it does not have the question ‘what can you play?’  Once you have mastered the lyrics can you use your knowledge from last week’s lesson to add different instruments.  Chess  Continue to practise your opening and different techniques recently taught. If possible you can use chesskid.com to practise and play.  **TT Rockstars** | Computing: Transferring Information  This week we are continuing to look at systems. We are going to look at how information is transferred between systems and explore the important things needed for communication in systems to work. Using the resources complete the handouts, the write a paragraph to summarise how information is shared between different systems anywhere in the word.  **Handwriting Practise**  **Home reading oxford reading tree**  **Don’t forget to be having a go at the well-being activities as well.** | Science:  Air Resistance.  [Air Resistance](https://www.bbc.co.uk/bitesize/clips/zsjd7ty)  Use the PowerPoint and the above link to learn about ‘Air Resistance and then using materials you can find at home- create two or more parachutes- each with a different surface area. Once you have made your parachutes test them out by dropping them with a weight (a small object) attached to see how long it takes for them to reach the ground. Don’t forget you will need to drop them from the same height each time and with the same weight attached in order for it to be a fair test! Once you have conducted your experiment, write about it using the ‘Air Resistance Experiment Report’ template.  **TT Rockstars**  **Home reading oxford reading tree** |