


Tues	Starter / Finisher	Suggested Weekly Timetable	
			Independent Computer activity
			Adult supported
		Main Activity	
English	Spelling frame or SPaG.com 30 mins	SPaG: Homophones (1) English Lesson: Homophones for Kids Learn through music and rap with MC Grammar - YouTube Complete the sheet. Aim: to select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describe settings, characters and integrate dialogue to convey character and advance the action. Have your plan from the day before. Read the success criteria that can be found on slide 7. Watch the teacher model how to write, English KS2 How to tell a story BBC Teach - YouTube How to write descriptively - Nalo Hopkinson - YouTube Have a go yourself ensuring some of the following success criteria is included; expanded noun phrases, relative clauses, figurative language and direct speech. Once the opening has been written, colour code it using the colours on the success criteria on slide 7 (for example, underline any expanded noun phrases in green). Then go and write your opening. As they complete their openings you can colour code it using the success criteria and by under lining. After that, begin to edit once you have completed a draft and colour coded.	
	45 mins Comprehension		
Maths	TTRockstars 10 mins	5-a-day – Corbettmaths Primary Select Feb 2nd th and choose the level you want; Bronze, Silver, Gold, Platinum	

	Activity 45 mins	Spr5.5.4 - Compare and order fractions less than 1 (second part of worksheet) on Vimeo Complete sheets from yesterday. Have a go at the fraction problem sheet below.
	Prodigy activity 10 mins	
PE / Music / IT/French	45 mins	<p style="text-align: center;">PE <u>YEAR 5 PE – HOME LEARNING</u></p> <p><u>LESSON 3 – Tennis Multi-skills</u> Video – https://ashfieldjun-my.sharepoint.com/:v:/g/personal/jpears_ashfield-jun_cumbria_sch_uk/EZzEW2ESsS1lvEmqdZEWjNYBWu0FV1Gi9pE0h5z1zrQuQ?e=gOTVA7</p> <p>STARTER: In the Bucket – find something you can use as a bucket (washing basket, cardboard box, etc.) and with your hand/frying pan/bat/racket hit a ball into a bucket from different distances. Start with practicing and aiming using hand-eye coordination and then move on to challenging yourself at having 10 attempts and see how many you can get in out of 10.</p> <p>SKILLS: It is important that you work on each step and practise it until you feel confident to move on. Send some pictures or videos to your class teacher (and Mrs. Pears if you like).</p> <ul style="list-style-type: none"> • <i>Step 1</i> -You will need to ask someone politely to be your partner. Stand in a goal marked with objects. Your partner rolls the ball underarm between the cones - the partner can challenge you by the speed of the roll and the distance of the roll from the player. The goal player moves to catch it and returns it to the thrower. Carry out 20 rolls. • <i>Step 2</i> - Move onto throwing, trying to catch the ball with no more than one bounce (20). The wider the goal and the speed of the throw the harder it is. • <i>Step 3</i> - If you have a frying pan, racket or hand, ask your partner to roll the ball along the floor and the other traps it with the equipment between two cones - practice these 20 times. • <i>Step 4</i> - Move on to your partner throwing the ball with no more than one bounce and you have to stop the ball with your equipment (20). • <i>Step 5</i> – Move on to, instead of stopping the ball with your equipment, you return the ball to your partner by lightly hitting the ball towards them. • <i>Step 6</i> – Now get your bucket from the starter and after your partner has thrown the ball try to hit the ball into the bucket. The bucket can be moved to make it easier (closer) or harder (further away). • <p>EXTRA CHALLENGE: Blue tac a piece of paper to a wall. Allow the ball to bounce off the floor then try to hit the ball towards the piece of paper to see if you can hit the target. Then you can time yourself to see how long it takes for you to hit the paper target 10 times.</p> <p>REFLECTION QUESTIONS: Answer these questions in your home learning book.</p> <ol style="list-style-type: none"> 1. How far did you get with these skills? 2. Why do you think it was easy or hard? 3. What skills do you need to practise to get even better?


		<p><u>Music activity</u></p> <p>Watch this short video by Classical MPR and think about the different ways in which music can change how we feel and express ourselves: https://bit.ly/2GjLRMW</p> <p>Research shows that people feel more positive after singing to music, than they do just listening to music. If safe to do so, try this activity: choose a song from the list below (or one of your own) learn the words and sing it together (some children might prefer to join in by clapping, clicking their fingers, using percussion instruments, miming or dancing).</p> <p>Have a go using these songs: 'If you want to sing out, sing out' by Cat Stevens https://bit.ly/3iesKBg 'Express yourself' by Labrinth https://bit.ly/3kSm8tS</p>
	<p>Reading alone and with an adult 10 mins</p>	<p><u>Computing activity – only do this if you have time.</u></p> <p>How do we get computers to do what we want? - BBC Bitesize</p> <p>Audible has thousands of children's books for free for your child to enjoy.</p> <p>https://stories.audible.com/start-listen</p>

Compare and Order Fractions Less than 1


1. Ron the delivery driver is stacking the boxes in his van ready for delivery. He must stack the boxes in order with the heaviest at the bottom and the lightest on the top.




Box A
My denominator is odd but my numerator is even. I am $>$ three quarters.



Box B
My numerator is a prime number. My denominator is a multiple of 4.



Box C
The sum of my numerator and denominator is 25.



Box D
My denominator is a square number. My numerator is odd.

Investigate ways Ron could order and stack the boxes.

2. Using the digit cards, investigate ways to complete the statement below.

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

1

2

3

5

6

8

9

Success Criteria

Success Criteria	Tick when achieved
I have include expanded noun phrases (<i>Gunnar's lungs were burning and felt like they were going to explode.</i>)	
I have included relative clauses (<i>Rurik, whose body had gone limp and lifeless, was dragged to safety by the boy half his size</i>).	
I have used figurative language (similes, metaphors and personification).	
I have used accurately punctuated direct speech.	
I have edited and improved my writing.	