

| Day of the Week | Maths   | English   | Reading  | Weekly Curriculum Project   |
|-----------------|---|---|--|---|
| <b>Monday</b>   | <p><b>Lesson 1: Multi-step addition and subtraction problems</b></p> <p>Watch video:<br/><a href="https://vimeo.com/428001969">https://vimeo.com/428001969</a></p> <p>Complete worksheet:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y5-Autumn-Block-2-WO5-Multi-step-addition-and-subtraction-problems-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y5-Autumn-Block-2-WO5-Multi-step-addition-and-subtraction-problems-2019.pdf</a></p> <p>Self mark answers:<br/><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y5-Autumn-Block-2-ANS5-Multi-step-addition-and-subtraction-problems-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/08/Y5-Autumn-Block-2-ANS5-Multi-step-addition-and-subtraction-problems-2019.pdf</a></p> | <p><b>SPAG focus: Adverb of possibility</b></p> <p>You will be writing a balanced argument by the end of this week. Today, you will learn about adverbs of possibility. You will use adverbs of possibility in your balanced argument on Friday.</p> <p>Complete introductory quiz<br/><a href="https://classroom.thenationalacademy/lessons/spag-focus-a37ad0/activities/1">https://classroom.thenationalacademy/lessons/spag-focus-a37ad0/activities/1</a></p> <p>Watch video by Mrs Barrs<br/><a href="https://classroom.thenationalacademy/lessons/spag-focus-a37ad0/activities/2">https://classroom.thenationalacademy/lessons/spag-focus-a37ad0/activities/2</a></p> <p>Complete worksheet<br/><a href="https://classroom.thenationalacademy/lessons/spag-focus-a37ad0/activities/3">https://classroom.thenationalacademy/lessons/spag-focus-a37ad0/activities/3</a></p> <p>Complete final quiz<br/><a href="https://classroom.thenationalacademy/lessons/spag-focus-a37ad0/activities/4">https://classroom.thenationalacademy/lessons/spag-focus-a37ad0/activities/4</a></p> | <p><b>Last week, you would have already read Chapter 1 of Percy Jackson and the Lighting Thief.</b></p> <p>Link to the book:<br/><a href="https://1.cdn.edl.io/Z6ay9SU7a3L0HmSxKhTdw16ct0wm16IA8weMG2Hrt0RVADeN.pdf">https://1.cdn.edl.io/Z6ay9SU7a3L0HmSxKhTdw16ct0wm16IA8weMG2Hrt0RVADeN.pdf</a></p> <p><b>Today, we are going to discuss your opinions of the book and summarize the first 2 chapters.</b></p> <p><b>Watch Video 1 and 2. Stephen Fry will be reading the extract to you in Video 1 and 2 respectively and answer the following questions. After which, you will complete activity 1 and 2.</b></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zj74kmn">https://www.bbc.co.uk/bitesize/articles/zj74kmn</a></p> <p>When watching Video 1, think about the following:</p> | <p><b>History:</b></p> <p>The Greeks believed that gods and goddesses watched over them. Your task for this week is to research the gods and goddesses. Start your research here:<br/><a href="https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3">https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zgt7mp3</a></p> <p>Make sure you click on each of the gods and goddesses to find out more about them.</p> <p>When you have finished, pick one of the gods or goddesses you would like to focus on. Each god or goddess has a story that goes with them. All you need to do is google the story of &lt;you chosen god/goddess&gt; video KS2. You should be directed to a bunch of YouTube videos, like this one:<br/><a href="https://www.youtube.com/watch?v=7RTdNnf6cgY">https://www.youtube.com/watch?v=7RTdNnf6cgY</a></p> |

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|                       |   | <p><b>Spelling focus for this week (For Friday's Spelling test) (Homophones):</b><br/>         herd<br/>         heard<br/>         led<br/>         lead<br/>         past<br/>         passed<br/>         ate<br/>         eight</p>   | <ul style="list-style-type: none"> <li>• What do you notice about this style of writing?</li> <li>• What impression do you have of Percy so far?</li> <li>• What do you think about this as an opening for a book?</li> </ul> <p>When watching video 2, think about the following:</p> <ul style="list-style-type: none"> <li>• What do you notice about the language in this extract?</li> <li>• What happens to Percy's pen?</li> <li>• Do you think Percy feels confident?</li> <li>• Do you think Percy was responsible for what happens?</li> </ul> | <p>Find a video that explains the story of your chosen god or goddess. Retell the story in a clever way. You could make a comic strip to show what happened, write a newspaper article to explain the events in the story or even write a play script! Get creative and let your imagination run free.</p> <p><b>PE:</b><br/>         Did you enjoy the Harry Potter work out from last week? Here is another one to try!<br/> <a href="https://www.youtube.com/watch?v=fu-ZCwMrvKc&amp;list=PLvuT1Bjs2VSF0Yqahj8VAKBwyYFnLJIDa&amp;index=6">https://www.youtube.com/watch?v=fu-ZCwMrvKc&amp;list=PLvuT1Bjs2VSF0Yqahj8VAKBwyYFnLJIDa&amp;index=6</a></p> <p>Not a fan of Harry Potter? Try the Star Wars Jedi Training instead.<br/> <a href="https://www.youtube.com/watch?v=6wVo6Hmflds&amp;list=PLvuT1Bjs2VSF0Yqahj8VAKBwyYFnLJIDa&amp;index=3">https://www.youtube.com/watch?v=6wVo6Hmflds&amp;list=PLvuT1Bjs2VSF0Yqahj8VAKBwyYFnLJIDa&amp;index=3</a></p> |
| <p><b>Tuesday</b></p> | <p><b>Lesson 2: Read and interpret line graphs</b></p> <p>Watch video:<br/> <a href="https://vimeo.com/428002041">https://vimeo.com/428002041</a></p> <p>Complete worksheet:<br/> <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-">https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-</a></p> | <p><b>Starter:</b> Watch a clip on how to write a balanced argument. Learn how the presenter build his ideas using 'for' and 'against' column to help him in his writing. Observe how he used conjunctive adverbs and conjunctions to create complex sentences and link his ideas together.</p> | <p><b>Today, you will answer a range of comprehension questions from a balanced argument text, using different reading skills.</b></p> <p>Watch video<br/> <a href="https://classroom.thenationalacademy/lessons/reading-comprehension-1/activities/1/">https://classroom.thenationalacademy/lessons/reading-comprehension-1/activities/1/</a></p>   | <p>As always, Joe Wicks is still doing his daily PE lessons on his YouTube channel found here:</p>   |

[Autumn-Block-3-WO1-Read-and-interpret-line-graphs-2019.pdf](https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-ANS1-Read-and-interpret-line-graphs-2019.pdf)

Self-mark answers

<https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-ANS1-Read-and-interpret-line-graphs-2019.pdf>

<https://www.bbc.co.uk/bitesize/clips/zw9bwmn>

**Today, we will recap on complex sentences that use of subordinating conjunctions. You will need to include subordinating conjunctions in your balanced argument on Friday.**

Click on the link below.

**Instructions:**

- Read the explanation and examples of subordinating conjunctions.
- Watch video 2 on how subordinating conjunctions work.
- Complete activity 1 to 4.

<https://www.bbc.co.uk/bitesize/articles/z6kj2sg>

**Challenge:**

Write a complex sentence using the subordinating conjunction 'whereas' and however

Eg: My brother likes football **whereas** I don't. **However**, I do not mind playing football with him sometimes.

Complete worksheet

<https://classroom.thenationalacademy/lessons/reading-comprehension-1/activities/2/>

Complete final quiz

<https://classroom.thenationalacademy/lessons/reading-comprehension-1/activities/3/>

<https://www.youtube.com/user/thebodycoach1>

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| <b>Wednesday</b> |   |  |   |  |
|                  | <p><b>Lesson 3: Draw line graphs</b></p> <p><a href="https://vimeo.com/428002106">https://vimeo.com/428002106</a></p> <p>Complete worksheets<br/><a href="https://resources.whiterosemat.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO2-Draw-line-graphs-2019.pdf">https://resources.whiterosemat.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO2-Draw-line-graphs-2019.pdf</a></p> <p>Self-Mark<br/><a href="https://resources.whiterosemat.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-ANS2-Draw-line-graphs-2019.pdf">https://resources.whiterosemat.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-ANS2-Draw-line-graphs-2019.pdf</a></p> | <p><b>Today, you will identify key features of a balanced argument.</b><br/><b>Before you begin, try the following task.</b><br/><b>Note: Apply what you learned yesterday.</b></p> <p><i>At 11.43 mins of the video, you will notice this sentence: 'Although, some types of school uniform (including blazers and caps) can be costly; particularly for large families or if items have been lost or damaged.'</i></p> <p><b>Task: We do not usually insert comma after the conjunction 'although'. Replace 'although' with a better subordinating conjunction. Hint: It begins with 'h'.</b></p> <p>You will now watch Mrs Blake go through features of a balanced argument.<br/>Complete introductory quiz</p> | <p><b>Watch the video 1 'Should sugar drinks be banned for under-18s'? You may click on the speech bubble icon on the bottom right of the video to view the subtitles.</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/z877v9q">https://www.bbc.co.uk/bitesize/topics/ztnnb9q/articles/z877v9q</a></p> <p><b>Answer the following questions:</b></p> <ol style="list-style-type: none"> <li>1) What is the meaning of 'excess'?</li> <li>2) What are the effects of consuming too much sugar?</li> <li>3) Which of the following best describe the word 'chronic'?<br/>A) long term<br/>B) dangerous<br/>C) sudden</li> <li>4) How much sugar is found in a 500ml of fizzy drink?</li> </ol> |  |

<https://classroom.thenational.academy/lessons/read-the-example-and-identify-key-features-5e82c4/activities/1>

Watch video

<https://classroom.thenational.academy/lessons/read-the-example-and-identify-key-features-5e82c4/activities/2>

Complete worksheet

<https://classroom.thenational.academy/lessons/read-the-example-and-identify-key-features-5e82c4/activities/3>

Complete final quiz

<https://classroom.thenational.academy/lessons/read-the-example-and-identify-key-features-5e82c4/activities/4>

**Challenge:**

What are the key features that form the structure of a balanced argument?

Click on the following link for Challenge answers:

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/z6n6gw>

[x](#)

5) What is the daily recommended intake of sugar?

6) From the video, what are the arguments against the ban of sugary drinks?

**Challenge:**

Predict what will happen if there is a ban of sugar drinks for under 18.

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| <p style="text-align: center;"><b>Thursday</b></p> | <p><b>Lesson 4: Use line graphs to solve problems</b><br/>Watch Video:<br/><a href="https://vimeo.com/428002182">https://vimeo.com/428002182</a></p> <p>Complete worksheet<br/><a href="https://resources.whiterosemat.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO3-Use-line-graphs-to-solve-problems-2019.pdf">https://resources.whiterosemat.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO3-Use-line-graphs-to-solve-problems-2019.pdf</a></p> <p>Self-mark<br/><a href="https://resources.whiterosemat.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-ANS3-Use-line-graphs-to-solve-problems-2019.pdf">https://resources.whiterosemat.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-ANS3-Use-line-graphs-to-solve-problems-2019.pdf</a></p> | <p><b>Spelling:</b><br/><b>Look Cover Write</b><br/>herd<br/>heard<br/>led<br/>lead<br/>past<br/>passed<br/>ate<br/>Eight</p> <p><b>Log into Study Ladder.</b><br/>Attempt Shades of meaning.</p> <p><b>More homophones! (rain, rein, reign, know, no, allowed, aloud, right, write, scene, seen, board, bored, would, wood)</b><br/>Click on the following link to play the game. <b>Choose word search and Against the clock:</b><br/><a href="https://www.spellzone.com/word_lists/games-1685.htm">https://www.spellzone.com/word_lists/games-1685.htm</a></p> | <p><b>Today, you will answer a range of comprehension questions from a balanced argument text, using different reading skills.</b></p> <p>Introductory Quiz<br/><a href="https://classroom.thenationalacademy/lessons/reading-comprehension-2/activities/1">https://classroom.thenationalacademy/lessons/reading-comprehension-2/activities/1</a></p> <p>Watch video<br/><a href="https://classroom.thenationalacademy/lessons/reading-comprehension-2/activities/2">https://classroom.thenationalacademy/lessons/reading-comprehension-2/activities/2</a></p> <p>Complete worksheet<br/><a href="https://classroom.thenationalacademy/lessons/reading-comprehension-2/activities/3">https://classroom.thenationalacademy/lessons/reading-comprehension-2/activities/3</a></p> |  |
| <p style="text-align: center;"><b>Friday</b></p>   | <p><b>Log into Study Ladder.</b></p> <p>Attempt:<br/>1) 2-step word problem (addition and subtraction)<br/>2) Line graph<br/>3) Mental 98, 99 and 100</p>   | <p><b>Today, you will be writing a balanced argument using key features.</b></p> <p>Complete introductory quiz<br/><a href="https://classroom.thenationalacademy/lessons/to-use-key-features-in-order-to-write-own-composition-57e5c1/activities/1">https://classroom.thenationalacademy/lessons/to-use-key-features-in-order-to-write-own-composition-57e5c1/activities/1</a></p>  | <p><b>Log into Study Ladder.</b><br/><b>Task 1:</b><br/>If you have not done so, attempt 'Should plastic bag be banned?'</p> <p><b>Task 2:</b><br/>If you have completed the above task, read the text again. Summarize the impact of</p>  |  |

**Log into Timetable Rockstar**

Attempt session set by class teacher.

Watch video

<https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-composition-57e5c1/activities/2>

Complete worksheets

<https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-composition-57e5c1/activities/3>

plastic bag on the environment (paragraph 1 to 6) in 4 sentences.

**Challenge:**

In a short paragraph of not more than 4 sentences, summarize the points found in the text **against** the ban of plastic.