

KS2

Thursday 14th January 2021 – Year 5

9:00-10am	10-11am	11-11.15am	11.15-12.15pm	12.15 – 1.15pm	1.15 -2:15pm
<p style="text-align: center;">Close Reading</p> <p><u>LO: use evidence from the text to justify my answers.</u></p> <p>Use vocabulary identified on Monday by writing sentences for them in new contexts:</p> <p>Blizzard, Eased, Accelerator, Gripping, Gritted, Steadily, Flurry, Cottage, Ducked, Suspected, Fumbled, Muffled</p> <p>Can you develop and expand your punctuation?</p> <p>What tells you that this is going to be a spooky story?</p> <p>Find and copy five words that describe the car out of control.</p> <p>Supported: Describe what Danny sees, hears and feels underwater.</p> <p>Core: Which words make the figures seem like creatures or monsters?</p> <p>GD: What clues suggest that the strange women are responsible for the cones falling out of the truck..</p>	<p style="text-align: center;">ENGLISH</p> <p>Handwriting - Please copy part of the poem in your neatest handwriting. Make sure your joins are as you have been taught.</p> <p><u>LO: to explore complex sentences</u> https://classroom.thenationalacademy/lessons/to-explore-complex-sentences-70u66d</p> <p><u>LO: to use strategies to identify key vocabulary and begin to understand the poem further</u></p> <p>https://classroom.thenationalacademy/lessons/to-use-strategies-to-identify-key-vocabulary-and-begin-to-understand-the-poem-further-6cw38t</p>	<p><i>Break</i></p>	<p style="text-align: center;">MATHS</p> <p>Starter: 15 Minutes completing tasks on Mathematics</p> <p>Please use appropriate link below.</p> <p><u>LO: to add and subtract multiples of 100 to/from 3-digit number</u></p> <p>https://classroom.thenationalacademy/lessons/adding-and-subtracting-multiples-of-100-tofrom-3-digit-numbers-crw62d</p> <p><u>LO: to add and sub using the 'round and adjust' strategy</u></p> <p>https://classroom.thenationalacademy/lessons/adding-and-subtracting-using-the-round-and-adjust-strategy-chk64e</p>	<p><i>Lunch</i></p>	<p style="text-align: center;">SCIENCE</p> <p><u>KLO: to demonstrate dissolving, mixing and changes of state are reversible changes.</u></p> <p><u>WSLO: to Identifying scientific evidence that has been used to support or refute ideas or arguments.</u></p> <p><i>What would happen if you place sweetener, icing sugar and caster sugar into three separate cups containing drops of water and left them?</i></p> <p>Predict what would happen if you added water to the substances (above) in drops, then place them in a warm spot in the house.</p> <p>Repeat the solubility investigation from last week with a level teaspoon of ground cinnamon. How is it different?</p> <p>How would you separate the cinnamon from the water?</p> <p>Record your ideas on a piece of paper. https://www.activelearnprimary.co.uk/resource/412332 https://www.activelearnprimary.co.uk/resource/412333</p> <p>Now, using a teaspoon of caster sugar, cinnamon and dried fruit mixed up in a plastic bag. How would you separate the contents? Record your ideas on a piece of paper</p>

Please send your completed work to 5M@marshill.bham.sch.uk / 5J@marshill.bham.sch.uk

English and Maths to be emailed by 12.30pm

Foundation work to be emailed by 2.30pm

This is to allow staff to respond to work completed daily.

Handwriting

Copy the poem below onto lined or plain paper. Use guidelines underneath to help you write your letters at the correct height and size. Remember to join letters correctly.

*Beware of heard, a dreadful word
That looks like beard but sounds like bird.
And dead: it's said like bed, not bead,
For goodness sake don't call it deed!
Watch out for meat and great and threat
(They rhyme with suite and straight and debt).
A moth is not a moth as in mother
Nor both as in bother, nor broth as in brother,
And here is not a match for there,
Nor dear and fear, for bear and pear.
And then there's dose and rose and lose--
Just look them up--and goose and choose
And cork and work and card and ward
And font and front and word and sword
And do and go, then thwart and cart,
Come, come! I've hardly made a start.
A dreadful language? Why man alive!
I learned to talk it when I was five.
And yet to write it, the more I tried,
I hadn't learned it at fifty-five.*



Maths

If you tried this LO: to add and subtract multiples of 100 to/from 3-digit number

Have a go at the questions below:

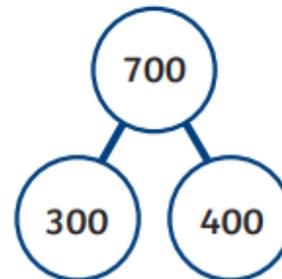
1) Which representation is the odd one out? Explain your thinking.



		<table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">800</td> </tr> <tr> <td style="text-align: center;">600</td> <td style="text-align: center;">200</td> </tr> </table>	800		600	200
800						
600	200					

2) Ffion has written number sentences linked to this part-whole model. David thinks that she has made some mistakes. Do you agree? Explain your answer.

$700 = 400 + 300$	$300 - 700 = 400$
$300 + 400 = 700$	$400 = 700 - 300$



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If you tried this LO: to add and sub using the 'round and adjust' strategy

Have ago at the questions below:

1. $4580 + 205$

6. $4783 - 480$

11. $7845 - 1999$

2. $8040 + 508$

7. $8536 - 2004$

12. $3425 + 400$

3. $3452 + 2005$

8. $4563 + 2000$

13. $3425 + 399$

4. $4293 + 4300$

9. $4563 + 1999$

14. $7845 - 200$

5. $8572 - 502$

10. $7845 - 2000$

15. $7845 - 199$

Challenge

Zoe thinks of a number and adds 2988. She then subtracts 1100. Her answer is 8888. What number did she start with?