

### Weekly suggested learning for Shark Class Wk: 11.05.2019

The learning objective is taken directly from the National Curriculum. If you want more information search the learning objective and make sure you stay specific to Year 5.

I look forward to seeing what you get up to. Please upload any pictures of your amazing work!

#### **Maths**

**30 min a day**

#### **Learning Objective**

#### **Subtraction**

This week, it's subtraction; slightly more complicated than addition with exchanging, but practice daily, and I promise it will get easier and easier!

As always, start each session with some mental work, and focus on rapid recall of number facts. The aim is for pupils to know what a pair of numbers subtracts to without the need to count up or down on fingers. Here are some suggested activities:

- Deal 2 number cards from a pack of playing cards: how quickly can you subtract the numbers?
- How quickly can you write out 10 pairs of numbers that subtract from 20 to give different answers? (E.g.  $20 - 5 = 15$ ,  $20 - 11 = 9$ ,  $20 - 7 = 13$ ) 100? 50?
- Draw four cards to make two 2-digit numbers. Subtract them in your head without using your fingers.

The 'Topmarks' website will also have a range of quick-fire subtraction games that will improve your mental skills if you play them each day.

#### **Column Subtraction**

This is the calculation where we make the top digit bigger (if we need to) by 'borrowing' or 'exchanging' from the column to the left. I have found a video at <https://www.youtube.com/watch?v=YfXiaEjTnQM> with someone going through 4 examples the way we do subtraction at Denton (we prefer 'exchanging' to 'borrowing' but it's the same thing! Some of the more confident mathematicians might be able to suggest a better method for example 4 on the video.

It is really important to check each calculation as you go along so that you don't end up learning an incorrect method. If you find that you keep getting your calculations wrong, send me a photo of your work and I'll try to see what is going wrong.

A progression of column subtraction skills (very much like last week) would look as follows:

- 2-digit numbers
- 3-digit numbers
- 4- and 5-digit numbers
- Decimals of the same size (including money)
- Decimals of different sizes (Y6)

<b>Reading</b> <b>30 min a day</b>		Read Chapter 4 of 'Stig of the Dump' and answer question's on sheet. Record the answers in your record books.
<b>SPaG (Spelling, Punctuation and Grammar)</b>	<b>Spellings</b> <b>10 min a day</b>	Adverbials of place Nearby, everywhere, nowhere, inside, downstairs, outside, upstairs, underneath, behind, somewhere Complete Look, say, cover, write and check sheet, word search and crack the code. Parents: Please test your children on a Friday and send me photos of tests.
	<b>Punctuation and Grammar</b> <b>10 min a day</b>	This week we are looking at modal verbs and adverbs to indicate degrees of possibility. A modal verb is used to show how likely things are to happen. This can be called expressing degrees of possibility. It <b>might</b> rain today. The parcel <b>should</b> arrive tomorrow. Read PDF on modal verbs that I have sent you and complete the quiz at the end. Complete the modal verbs worksheet. There are 3 different levels, try and work your way through from all throughout the week. The answers are at the end to check.
<b>Writing</b> <b>30 min a day</b> <b>Learning objective:</b> <b>To use a range of imperative verbs.</b> <b>To use prepositions.</b>		Read story 'How to wash a woolly mammoth'. Highlight all of the imperative verbs in the story – also known as Bossy verbs because they tell you what to do e.g: wash, tidy, do etc... Draw a picture of each imperative verb being done to the mammoth to create a story map of the story. Next, around each picture add an appropriate time adverbial (firstly, after that, next) and an adverb to describe how the verb is being done (carefully, slowly, vigorously). After completing your SPaG activity on modal verbs, can you write a sentence for each picture using a modal verb. You could put these sentences into brackets or with commas either side to create a subordinate clause to add extra information E.g: Next, recklessly make a splash, <b>you might need an umbrella!</b> or Next, recklessly make a splash ( <b>you might need an umbrella!</b> ) In this sentence next is my time adverbial, recklessly is my adverb, make is my imperative verb and you might need an umbrella is my modal verb sentence. Finally, watch this video on prepositions <a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd</a> and complete PDF on prepositional phrases. Go back to your story map and see if you can add a prepositional phrase to a few of your sentences e.g: Next, by the tub recklessly make a splash, you might need an umbrella! – by the tub is my prepositional phrase. Following these steps should help you to ensure your sentences are more complex and provide more detail and information for your reader. Once again, I would like you to learn and perform your sentences taken from your story map, video them and then send them to me! These instructions are light hearted and humorous, so your tone of voice should match that!
<b>Handwriting</b> <b>10 min a day</b>		Use the handwriting sheet to practice this weeks' spelling words using pre-cursive spelling joins.

**Foundation Subjects based on our topic – Stone Age to Iron Age****Computing**

Make an animated retelling of the story or an animated challenge based on the book. Here is an example:

[https://www.youtube.com/watch?v=CsGmQ-2saMM&feature=emb\\_title](https://www.youtube.com/watch?v=CsGmQ-2saMM&feature=emb_title)

PowerPoint would be good for this, if you have it! If not, you could create your own comic strip using word document.

**Science**

How do you keep clean? Why is it important? Make a poster to teach others how to stay clean and healthy- you may want to write your instructions in the style of this week's story 'how to wash a woolly mammoth'.

**History**

Research when and where woolly mammoths lived and make a fact file about them.

**Art**

Make a gallery of pictures of mammoths with different hairstyles, inspired by step seven of 'how to wash a woolly mammoth'. Give each hairstyle a crazy name!

**D.T**

Design a machine to get your woolly mammoth into the bath.

Draw and label it, explaining how it works and the steps needed to get the mammoth into the bath.

**P.E**

Joe Wicks – Daily workout

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

Cosmic Kids Yoga

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

**Good Websites:**