


Richard de Clare Academy - Learning at Home

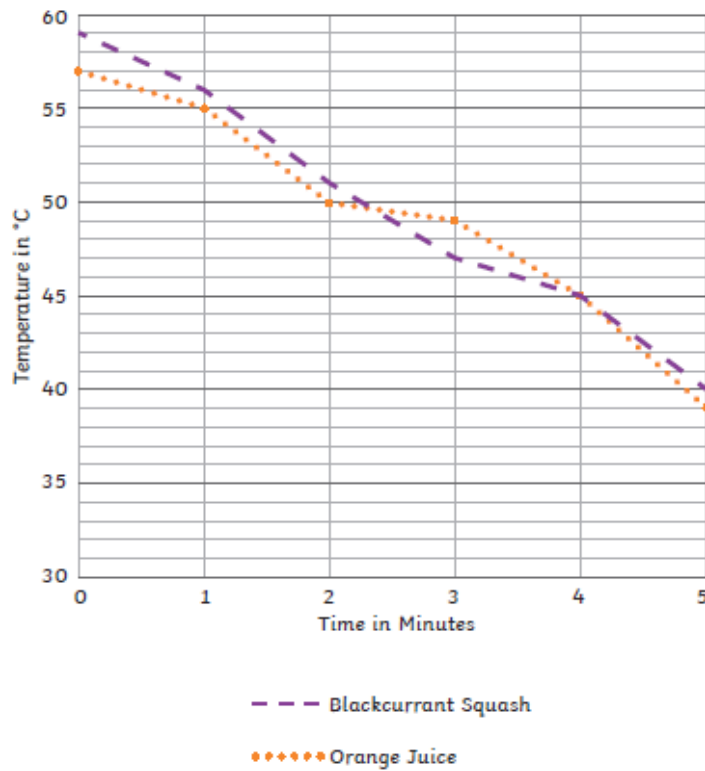
Class	5A & 5B
Teacher	Mrs Powell, Mrs Heath, Mrs Young (for Mrs Shelter)
Date	09.02.21

Live lesson details:	<p>5A Tue 9th at 10:00am: 5A lesson 1 5A Tue 9th at 1.30pm: 5A lesson 5B Tue 9th at 9.30am: 5B Lesson 1 5B Tue 9th at 2.30pm: 5B Lesson 2</p>	
Thought of the day: Safer Internet Day 2021		<p style="text-align: center;">Today is Safer Internet Day.</p> <p style="text-align: center;">Have a look at the extra resources.</p>
GPS LO: To use speech punctuation in a conversation	<p style="text-align: center;"><u>Things to think about :</u></p> <ol style="list-style-type: none"> 1. New speaker/new line 2. Where to add the inverted commas " " (around the words spoken) 3. Where to add the comma/full stop/question mark/exclamation mark (before closing the inverted commas) 4. How does the speech move the action on? <p>A strange boy stopped a little way from Oliver and looked at him with sharp, beady eyes.</p> <p>‘Hello,’ he said in a casual, relaxed voice, ‘Are you here on your own?’</p> <p>‘Yes!’ replied Oliver, his throat sore after so long without speaking.</p> <p>The boy pushed his tall hat back so that he could look closely at the ragged figure of Oliver sitting on the cold marble steps.</p> <p>‘You look as if you could do with a bite to eat. I bet it is ages since you had some food. Come with me.’</p> <p>Oliver looked around him. No-one else in this bustling, frantic market had taken any notice of him. His stomach growled. He climbed to his feet slowly and took a cautious step towards the jaunty figure of the boy.</p> <p style="text-align: center;">Can you spot the speech in the text above? Can you add some of your own speech? Write your own speech sentences.</p>	
Handwriting and spelling LO: To use neat, joined handwriting	<p>Homophones and near homophones;</p> <p>This week’s spellings are: principal, principle, profit, prophet, descent, dissent, desert, dessert, draft, draught</p> <p style="text-align: center;">Write a definition for each of the words - what do they mean?</p>	
Word of the Day:	<p>raucous</p>	<p>Loud, harsh or unpleasant.</p>

<p>English LO: To write the middle part of the story</p>	<p>The lesson below gives you lots of examples - use the examples to help you if you would like.</p> <p>You will need your plan from last lesson.</p> <p>Watch the lesson: https://classroom.thenational.academy/lessons/to-write-the-second-part-of-the-opening-6cv62d?activity=video&step=1</p>  <p>1. Description of the boys drawing straws 2. Description of Oliver picking the short straw 3. Description of Oliver walking up to Mr Bumble 4. Oliver asking for more</p> <p>We will write at least one sentence for each of these events in this section of the opening.</p> <p>Challenge 1 - To write at least one sentence for each part Challenge 2 - To write at least two sentences for each part Challenge 3 - To write at least three sentences for each part</p>
<p>Reading focus:</p>	<p>Read your reading book for 15 minutes. Or log onto Reading Planet - have a read and complete a quiz!</p>
<p>Maths L.O. To solve comparison, sum and difference problems using data presented on a line graph</p> <p>Warm up - Daily Ten https://www.topmarks.co.uk/mathsgames/daily10</p> <p>You may wish to watch the videos about line graphs again: https://www.bbc.co.uk/bitesize/articles/zqv8bqt</p> <p>Optional - watch the Oak Academy lesson for more information on line graphs: https://classroom.thenational.academy/lessons/reading-and-interpreting-line-graphs-cqtkad?activity=video&step=2&view=1</p>	
<p>Challenge 1:</p>	



Class 5 are investigating how quickly two different liquids cool over five minutes. They start their investigation by warming the two liquids in the microwave and then measure the temperature of each liquid every minute as they cool down.



- 1) What was the temperature of the orange juice after two minutes?

- 2) At which minute was the temperature of the blackcurrant squash 47°C?

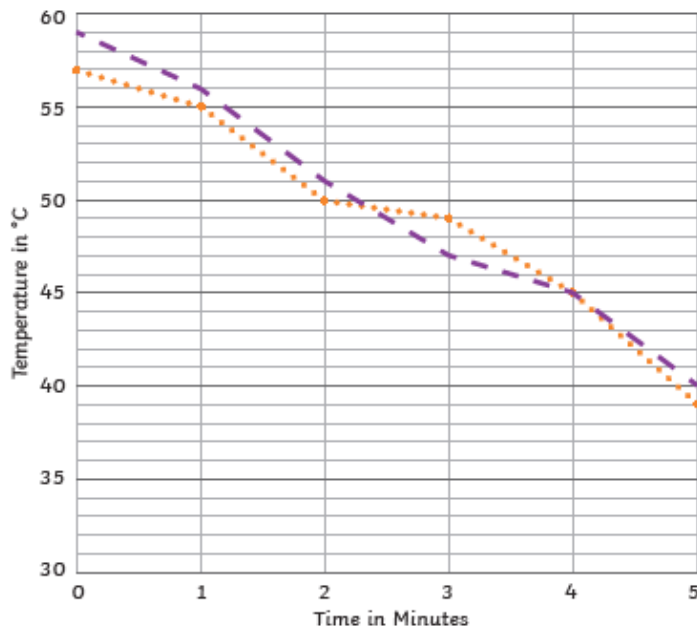
- 3) By how many degrees did the temperature of the orange juice cool from minute 1 to minute 2?

- 4) By how many degrees did the temperature of the blackcurrant squash cool from minute 3 to minute 4?

- 5) Approximately, how long did it take for the temperature of the orange juice to drop by 10°C?

- 6) By how many degrees did the temperature of the blackcurrant squash cool altogether?

Challenge 2:



Use the line graph to decide whether each of the statements below are true or false.

If you think the statement is false, explain the mistake you think the child has made when they read the line graph.

--- Blackcurrant Squash
 Orange Juice



Jamal

After two minutes, the difference in temperature between the two drinks was 1°C.



Kayden

After three minutes, the orange juice was cooler than the blackcurrant squash.



Molly

The temperature of the blackcurrant squash dropped by 5°C between minute 2 and 3.



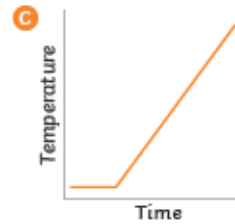
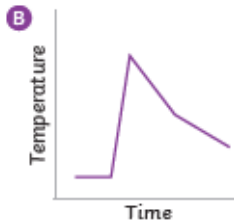
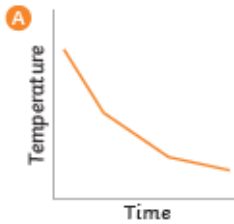
Isha

There was never more than a difference of 2°C between the temperatures of the two drinks.

Challenge 3:



1) Match each graph to the correct story and explain your reasoning.



a) Zoe takes her hot chocolate out of the microwave. She then leaves the drink on the side to cool gradually before she drinks it at a pleasant temperature.



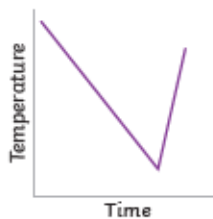
b) Ayaan takes his soup out of the fridge. He pours it into a saucepan and heats it gradually up on the hob.



c) Zara takes her juice out of the fridge. The drink is too cold for her, so she warms it up quickly in the microwave. She must then wait a little while for it to cool so it isn't too hot to drink. But, when she does drink it, it is just right.



2) Eddie wants to eat some soup. Based on this line graph, write a story about how the temperature of the soup changed over time.

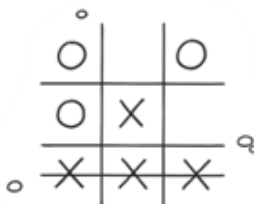




French

This week, you will be revising your learning so far on animals.

In addition you can access www.linguascope.com rdcacademy /rdc2020 to revise some of the activities.

<p>P.E.</p>	<p>Noughts and crosses <i>Sending skills</i></p> <p>Equipment: Balls of rolled up socks, 9 targets, paper and pen</p> <p>How to play: Have a piece of paper and draw a 3x3 grid.</p> <p>Set out 9 objects in the same pattern as the 3x3 grid each target is equivalent to the grid Throw your socks and try to hit a target, if you hit a target mark off on the sheet which target was hit.</p> <p>Example; if you hit the bottom left object then mark on the grid the bottom left box with either noughts or crosses (Depending what you are) the first person to get 3 noughts or crosses in a row wins.</p> <div style="text-align: center;">  </div> <p>If you miss the target you must do 10 star jumps, if you hit the target the other person does 10 star jumps</p> <p>Phone a friend if you need someone to play against!</p> <p>Challenge:</p> <ul style="list-style-type: none"> • Balance on 1 leg and throw the socks • Use your weaker hand to throw the socks • Come up with your own exercises to do for when you miss/hit the targets
<p>Useful websites/A pps:</p>	<p>Reading</p> <ul style="list-style-type: none"> • E-books on Oxford Owl for Home - https://home.oxfordowl.co.uk/ 'Parents will need to register for a free account in order to access the reading books' • Log in to Reading Planet - https://my.risingstars-uk.com/Default.aspx?ReturnUrl=%2f Username: Firstname.SURNAME Password: RdC01 <p>English/Spelling</p> <ul style="list-style-type: none"> • Spelling shed https://www.edshed.com/en-gb • Writing ideas on Pobble 365 - https://www.pobble365.com/ <p>Maths</p> <ul style="list-style-type: none"> • Times table rock stars https://trockstars.com/ • Daily 10 - https://www.topmarks.co.uk/maths-games/daily10 • Hit the button - https://www.topmarks.co.uk/maths-games/hit-the-button • Numbots https://play.numbots.com/#/intro • 5-a-day https://corbettmathsprimary.com/5-a-day/

Please send any work to the following email address. Teachers will reply to your email (usually within 48 hours).
LearningAtHome@Richarddeclare.com
 Alternatively, learning at home activities can be uploaded onto your child's 'Class Dojo Portfolio' – we look forward to seeing the wonderful learning.
 If you need to ask a question about the work or need to get a message to the teacher, then please use the learning at home email.
 Please let us know if your child is finding this learning too tricky as we will endeavour to provide alternative activities.
 If you have any general questions, then please use the normal school office email.
Admin@Richarddeclare.com