

**Jet Class Weekly Timetable- Week Beginning Mon 15th June 2020**

**\*The best way to access your home learning is to log on to Google Classroom with your login that was sent to your parents via Ping\***

Please work through this throughout the week, do your exercise, maths and English in the mornings and then the final two subjects in the afternoon. Please take time to enjoy some fresh air every day and keep yourself safe and mentally healthy. Remember the activities we spoke about to keep your mental health strong. Activities that help you to relax such as reading, listening to music, journaling, painting etc.

Also please make use of Islington Council's home learning page, there are lots of resources to help with your learning there -

<https://www.islingtoncs.org/home-learning>

There is also collective worship sessions for **Monday and Wednesday** uploaded to our home learning page by Mrs Bearfoot for you to complete. The Christian value this week is peace.

<p><b>Monday</b></p> <p><b>Exercise 9-9:30 Joe Wicks YouTube</b></p> <p><b>9:30 - 10 Collective Worship</b></p>	<p><b>Maths:</b> This week in maths we are going to be working through '<u>Summer Term - Week 8 (w/c 15th June)</u>' of white rose maths home learning. This is all about percentages and decimals. Please complete lesson one by following the link and watching the video. Then complete the worksheet.</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p>	<p><b>English:</b> We are looking at 'Kaspar Prince of Cats' by Michael Morpurgo.</p> <p>Scroll down to Page 4 for today's task.</p>	<p><b><u>Music: Cello and Violin</u></b></p> <p><b>Musical Monday- Year 5 Instruments with Tutors.</b></p> <p>Complete your weekly Cello/Violin lesson with your music tutors. They have posted your lesson on our home learning page which you can find here - <a href="http://www.st-marks.islington.sch.uk/home-learning/class/year-5/">http://www.st-marks.islington.sch.uk/home-learning/class/year-5/</a></p>	<p><b><u>History: Ancient Greek Life in Sparta and Athens</u></b></p> <p>Today we are comparing and contrasting life in two different Ancient Greek City States: Sparta and Athens. Ancient Greece was split up into different city states, kind of like how America is made up of 50 different states. They all had their own laws and different ways of life.</p> <p align="center">Watch this video -</p> <p><a href="https://www.youtube.com/watch?v=9-aKfaPRwOQ">https://www.youtube.com/watch?v=9-aKfaPRwOQ</a></p> <p>Now you are going to choose which city state you would rather live in - Sparta or Athens? You are going to write a persuasive essay to persuade me to live in your chosen city state explaining why your chosen city state is better to live in than the other. Use the information from the video. Use these subheadings: lifestyles, governments, economies, education and treatment of women and slaves.</p>
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<p><b>Tuesday</b></p> <p>Exercise 9-9:30 Joe Wicks YouTube</p>	<p><b>Maths:</b> Complete '<u>Summer Term - Week 8 (w/c 15th June)</u>' lesson 2.</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p>	<p><b>English:</b></p> <p>We are looking at 'Kaspar Prince of Cats' by Michael Morpurgo.</p> <p>Now scroll down and complete Tuesday's Lesson.</p>	<p><b>RE: What faith and belief communities do we belong to?</b></p> <p>You are going to use a map of Islinton to identify locations of faith and belief communities. E.g. Mosques/Churches etc. These locations are evidence of the communities they serve.</p> <p>Next you are going to identify any places on the map that you visit regularly. This is the same thing, they are also evidence of the community they serve. E.g. Dance studio, shops, school etc. Describe why these places are important for you and your sense of belonging.</p>	<p><b>Current Affairs: Black Lives Matter</b></p> <p>Watch this newsround special on the Black lives Matter movement - <a href="https://www.bbc.co.uk/newsround/53013219">https://www.bbc.co.uk/newsround/53013219</a></p> <p>The key message is that to say and do nothing is to be complacent. We all need to speak out against systemic racism and police brutality.</p> <p>Task: You are going to write a poem entitled 'Black Lives Matter', you could write a poem with verses, a song, an acrostic poem. I look forward to reading them!</p>
<p><b>Wednesday</b></p> <p>Exercise 9-9:30 Joe Wicks YouTube</p> <p>9:30 - 10 Collective Worship</p>	<p><b>Maths:</b> Complete '<u>Summer Term - Week 8 (w/c 15th June)</u>' lesson 3.</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a></p> <p>The worksheet is attached on the timetable page.</p>	<p><b>English:</b></p> <p>We are looking at 'Kaspar Prince of Cats' by Michael Morpurgo.</p> <p>Scroll down and complete Wednesday's Lesson.</p>	<p>1:30 - PE with Lance on our school website</p> <hr/> <p><b>Science:</b> How are rainbows made?  Watch this - <a href="https://www.bbc.co.uk/programmes/p0043dq1">https://www.bbc.co.uk/programmes/p0043dq1</a>  Now you are going to make your own rainbow!  You need: A glass of water, Small mirror (that will fit inside the glass like a compact mirror), Some bright sunlight, and physics!  <b>Method</b>  1. Position the glass so that sunlight shines directly at the mirror. You may have to shift the mirror to find the right angle.</p>	

			<p>2. Look for a reflection on the wall. <b>It would be easier to see if the room is dark.</b></p> <p>3. Adjust the angle of the mirror until you see a rainbow on the wall. To get a good rainbow you need to have strong sunlight and a clear place on the wall or ceiling to see it. If there is not a rainbow or it is very faint either move the glass closer to the surface or hold white paper close to the glass. <b>WARNING!</b> Do not look directly at the sun OR the reflected sunlight from the mirror as it can permanently damage your eyes. Want to know more about the science? Watch this video from the BBC all about it.</p>	
<p><b>Thursday</b></p> <p><b>Exercise 9-9:30 Joe Wicks YouTube</b></p>	<p><b>Maths:</b> Complete '<u>Summer Term - Week 8 (w/c 15th June)</u>' lesson 4.</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a> The worksheet is attached on the timetable page.</p>	<p><b>English:</b> We are looking at 'Kaspar Prince of Cats' by Michael Morpurgo.</p> <p>Scroll down to Page 4 for today's task.</p>	<p><b>Spanish: Use this website to work through some lessons. You can do these as frequently as you would like. Complete one lesson now.</b></p> <p><a href="https://www.duolingo.com/">https://www.duolingo.com/</a></p>	<p><b>Geography: Settlements: Is there enough?</b></p> <p>Today we are going to look at the issue of world hunger. You need to use the powerpoint to find out where in the world hunger is at its worst and what we can do to help.</p> <p>Task: You are going to use this website to research either Bolivia, Haiti or Peru using the worksheets. <a href="https://www.actionagainsthunger.org/countries">https://www.actionagainsthunger.org/countries</a></p>
<p><b>Friday</b></p> <p><b>Exercise 9-9:30 Joe</b></p>	<p><b>Maths:</b> Complete '<u>Summer Term - Week 8 (w/c 15th June)</u>'</p>	<p><b>English:</b> We are looking at 'Kaspar Prince of Cats' by Michael Morpurgo.</p>	<p><b>Art: Sculptures</b></p> <p><b>Today we are looking at the work of Laetitia Ky. She is an artist from New York City and she</b></p>	<p><b><u>Non-Fiction Reading (30 mins)</u></b></p> <p>Newsround First News Newspapers Talk to a parent/carer about what you have found out.</p>

<b>Wicks YouTube</b>	lesson 5: Friday challenge!  <a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a>	Scroll down to Page 4 for today's task.	<b>makes sculptures entirely from her own beautiful natural hair!</b> <b>You are going to look at some of the pictures of her sculptures and try and recreate one using tin foil! Don't forget to upload a picture.</b>	<b><u>Spellings</u></b> - Practice spellings, work through the Year 5 and 6 spelling rules as we have done in class. <a href="https://spellingframe.co.uk">https://spellingframe.co.uk</a>
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### English Lessons

#### **Monday: WALT - Use superlatives and comparative s to support descriptive and persuasive writing**

Watch today's lesson here - [https://www.youtube.com/channel/UCuQ5ph73ye4R8ZTF5IAIBgw?view\\_as=subscriber](https://www.youtube.com/channel/UCuQ5ph73ye4R8ZTF5IAIBgw?view_as=subscriber)

Look at the posters I have attached to advertise for tickets for the Titanic. Today you are going to be the marketing group for the Titanic. You need to research what people thought the Titanic would be like. Focus on before the voyage!

Use this footage from the titanic to help you - <https://www.youtube.com/watch?v=UlwojjLEr4c>

Use the links to help you with your research.

Create a leaflet to advertise the Titanic, you are trying to get people to buy tickets. Look at some of the adverts I have posted below advertising how grand it was.

Use this word bank to support you talking about size so it is not too repetitive.

Adjective	Comparative	Superlative
tall	taller	tallest
big	bigger	biggest
Large	larger	largest
Great	Greater	Greatest
Heavy	Heavier	heaviest

Information to use: The ship was designed to be the last word in comfort and luxury, with an on-board gymnasium, swimming pool, libraries, high-class restaurants and opulent cabins. She also had a powerful wireless telegraph provided for the convenience of passengers as well as for operational use. She had advanced safety features such as watertight compartments and remotely activated watertight doors.

**Tuesday: WALT - Use commas to clarify meaning or avoid ambiguity in writing**

Whilst you listen to me reading today I want you to identify how commas are used by Michael Morpurgo.

Listen to me reading Kaspar Prince of Cats here - <https://www.youtube.com/channel/UCuQ5ph73ye4R8ZTF5IAIBqw>

'Let's eat Grandma!' sounds like I want to eat my Grandma!

'Let's eat, Grandma!' tells me that I want to eat with my Grandma. Commas save lives!

Watch this video which shows you all the ways we should be using commas - [https://www.youtube.com/watch?v=QE\\_2COMz0tE](https://www.youtube.com/watch?v=QE_2COMz0tE)

Now you are going to read through the text and add in the commas where they are missing. There is also an extension.

Michael Morpurgo uses commas often and he uses them after people's names to create clarity in the text. Today you are going to add commas to sentences so that they actually make sense. Commas are critical in making writing understandable and clear.

**Wednesday:** WALT - Research and make notes on the class system in Victorian/Edwardian Britain

Listen to me reading Kaspar Prince of Cats here - <https://www.youtube.com/channel/UCuQ5ph73ye4R8ZTF5IAIBqw>

Tomorrow you are going to write a balanced report on the class system of Britain in Victorian/Edwardian times. This means you need to research what the class system was like. A class system means that we live in a society where there are different classes such as - upper class (very rich), middle class (Have a good amount of money), working class (have enough to survive), and people living in poverty. We still live in a class system today but it is less extreme than it was under King Edward and Queen Victoria. You are going to research what life was like for rich people vs poor people using the following headings:

- Education
- Work
- Leisure
- Food

**Thursday:** WALT - Write a balanced report on the class system of Victorian/Edwardian England

Listen to me reading Kaspar Prince of Cats here - <https://www.youtube.com/channel/UCuQ5ph73ye4R8ZTF5IAIBqw>

Today you are going to write a balanced report on how the class system operated in Victorian/Edwardian times.

**Title:** How were conditions different for rich and poor children?

**Subtitles:** Education, work, leisure, food

You are going to use your research from yesterday to write your report. You need to make comparisons based on your notes. Use comparative language again and conjunctions and adverbials that support that, such as, whereas, but, although, however, despite the fact, on the other hand to compare what rich childrens lives were like compared to poor children.

Your challenge in this task is to use conjunctions, subordinates, and subordinate clauses with commas cohesively! Everything we have learned so far this week!

**Friday:** WALT - create a risk assessment report using modal verbs

Complete this task on modal verbs as your starter - <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

Listen to me reading Kaspar Prince of Cats here - <https://www.youtube.com/channel/UCuQ5ph73ye4R8ZTF5IAIBqw>

The *Titanic* sank near Newfoundland in 1912, the United States and twelve other countries formed the International Ice Patrol to warn ships of icebergs in the North Atlantic. Today we are going to research what icebergs are and create a risk assessment report for them. Risk assessments determine how dangerous something is so we need to use modal verbs to determine the possibility of danger.

Use the information page on icebergs to create your Risk assessment. Your risk assessment should use bullet points. Look at my example below;

*Icebergs are pieces of ice that were created by water on land. They were formed when chunks of ice broke off from glaciers, ice shelves or a larger iceberg. The ice will have melted when the warmer air melts the snow around, causing chunks of ice to have broken off. All the necessary precautions **should be taken** to traverse around an iceberg as **they could pose a danger** to ships travelling the North Atlantic.*

I have used the fact that icebergs are made when large chunks of ice fall off glaciers into the sea. I have then used two modal verbs to describe how dangerous they could be.

