

**Jet Class Weekly Timetable- Week Beginning Mon 8th 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 **wisdom**.

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| <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 7 (w/c 8th June)</u>' of white rose maths home learning. This is all about decimals. Please complete lesson one by following the link and watching the video. The worksheet is attached on the timetable page.</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 Pottery</u></b></p> <p><b>In Ancient Greece, people would tell stories by painting them onto pottery. We can use this to see what life may have been like for some Ancient Greeks.</b></p> <p><b>You are going to look at the powerpoint from the British Museum which has Athenian pottery on it. Parts of the pot will be revealed section by section so that you can predict what is happening. Do this now.</b></p> <p><b>Task: You are going to use the worksheet to draw a part of your life story onto a pot.</b></p> |
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| <p><b>Tuesday</b></p> <p><b>Exercise 9-9:30 Joe Wicks YouTube</b></p>  | <p><b>Maths:</b> Complete '<u>Summer Term - Week 7 (w/c 8th June)</u>' lesson 2.</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>Now scroll down and complete Tuesday's Lesson.</p> | <p><b>RE: How are Sikhism and Christianity Similar and Different?</b></p> <p>Now we know quite a lot about Sikhism you are going to compare it to Christianity. You will write out an interview between an interviewer, a Sikh and a Christian. You are going to ask questions about the faith and answer them yourself in detail. One answer from a Sikh and one from a Christian. For example the interviewer could ask what is your favourite festival and why? Are there any special rituals in your faith?</p> <p>Then you would answer the question as both a Christian and a Sikh.</p>  | <p><b><u>Current Affairs: George Floyd</u></b></p> <p>Back in October we looked at police brutality in USA - what can you remember about it? George Floyd is the latest black man to lose his life to police brutality. This has initiated protests around the world about systemic racism. Watch this video explaining what systemic racism is - <a href="https://www.youtube.com/watch?v=YrHIQIObdQ">https://www.youtube.com/watch?v=YrHIQIObdQ</a></p> <p><b>Task: Create a poster explaining what systemic racism is and how we can fight it together. Make sure you tell your friends and families all about it too.</b></p> |
| <p><b>Wednesday</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> Complete '<u>Summer Term - Week 7 (w/c 8th 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> <p><b>Science: Medicine over the ages</b></p> <p>Medicine was very different in the past. In fact, people sometimes died from the 'cures' rather than the illness!</p> <p>Horrible History Doctors: Watch these videos to find out more: <a href="#">Video 1</a>, <a href="#">Video 2</a>, <a href="#">Video 3</a>.</p> <p>We know a lot more about how the body works, which means our medicine, is a lot better now. One important part of the body is the circulatory system. Watch <a href="#">this BBC bitesize video</a> about it to find out more about how it works. Then use <a href="#">the learner guides</a> to go through it more carefully and test what you know.</p> |   |

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| <p><b>Thursday</b></p> <p>Exercise 9-9:30 Joe Wicks YouTube</p> | <p><b>Maths:</b> Complete '<u>Summer Term - Week 7 (w/c 8th June)</u>' lesson 4.</p> <p><a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a><br/>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 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: Conserving resources</b></p> <p>What do you think the terms efficiency and conservation mean? <b>Conservation means using as few resources as possible; efficiency means using resources as wisely as possible.</b></p> <p>Look at the information on the powerpoint about food waste.</p> <p>Now you are going to use the sheet to determine how many resources your household wastes and calculate how much you could be conserving.</p> |
| <p><b>Friday</b></p> <p>Exercise 9-9:30 Joe Wicks YouTube</p>   | <p><b>Maths:</b> Complete '<u>Summer Term - Week 7 (w/c 8th June)</u>' lesson 5: Friday challenge!</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>Scroll down to Page 4 for today's task.</p> | <p><b>Art: Black Lives Matter Project</b></p> <p>Look at some of the examples of BLM artwork I have uploaded. We are going to have a project to see who can come up with an amazing Black Lives Matter symbol/art piece. I can't wait to see what you create.</p> | <p><b><u>Non-Fiction Reading (30 mins)</u></b></p> <p>Newsround<br/>First News<br/>Newspapers<br/>Talk to a parent/carer about what you have found out.</p> <hr/> <p><b><u>Spellings</u></b> - Practice spellings, work through the Year 5 and 6 spelling rules as we have done in class.<br/><a href="https://spellingframe.co.uk">https://spellingframe.co.uk</a></p>  |

## English Lessons

**Monday:** WALT - make inferences and justify them with evidence from the text

Watch today's lesson here - [https://youtu.be/Boz1\\_I6mhm4](https://youtu.be/Boz1_I6mhm4)

Today we are going to make an emotions graph for elated to devastated.

**Tuesday:** WALT - Understand and apply the rule for adding -cious and -ious to a root word

Listen to me reading chapter 3 here - <https://youtu.be/vPeHucRutXU>

As a starter see if you can make a list of adjectives that have the suffix -cious or -ious. I will start you off;

- curious, precocious,

Add some more that have 'cious' What is the rule? Can you hear the 'shush'? Add some -cious or -ious words that describe the character of Kaspar around an outline of cat face.

Now you are going to write a character description about Kaspar inside the cat face and see how many -cious and -ious words you can use.

**Wednesday:** WALT - Use the author's tone and character's voice in creating a written piece as one of the characters

Watch today's lesson here - <https://youtu.be/yZJiY36MDig>

Today you are going to be writing a letter back to Lizziebeth again. Remember this is how people communicated at this time. You need to make sure you use your knowledge of perfect tense from last week again.

Dear Lizziebeth,

Thank you for your note! I have been glad that you are feeding Kaspar as I could not afford to. I had hoped no one would find him, so please try to keep the secret from the hotel staff!

**Thursday:** WALT - identify characters actions and what this suggests their traits are

Listen to me read the next part here - <https://www.youtube.com/channel/UCuQ5ph73ye4R8ZTF5IAIBgw>

**Task two:** Watch today's lesson where I am explaining what you need to do next.

CAT diagram - Character - Actions - Trait

| Character | Action                    | Trait        |
|-----------|---------------------------|--------------|
| Skullface | Stormed down the corridor | Bad-tempered |

**Friday:** WALT - create subordinate clauses within multi- clause sentences and use the conjunction 'when' to show time

Today you are going to use your characters name, actions and traits to create complex multi-clause sentences. Try to join all three ideas for each action together in one sentence. We use *when* as a conjunction meaning 'at the time that'. The clause with *when* is a subordinate clause and needs a main clause to complete its meaning. If the *when*-clause comes before the main clause, we use a comma.

For example;

When Skullface stormed down the corridor, it was clear that she was bad-tempered.

