

Year 5			
Day	Maths	English	Other
Day 1 Mon 9 <sup>th</sup> Nov	<p><b>Starter</b> Times Tables Rock Stars <b>6 and 7</b> times tables Or practise writing these out in full number sentences 1X6 =6   2X6=12   3X6=</p> <p><i>Main Activity   Multiples</i> <b>Year 5 - Autumn Block 4 - Multiplication &amp; Division</b></p> <p><b>Watch this video</b> which explains multiples and how to solve problems linked to multiples. <a href="https://vimeo.com/468940874">https://vimeo.com/468940874</a></p> <p><b>Pause and solve</b> the problems as you watch.</p> <p><b>Complete the worksheet</b> (print off or write the answers on paper). <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO1-Multiples-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO1-Multiples-2019.pdf</a></p>	<p><b>Starter</b> Write out the spellings listed on the home learning page. Words ending in '<b>ant</b>' and '<b>ance</b>'. Look up the definitions in a dictionary/online.</p> <p><b>Main Activity</b> To use commas correctly.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zc773k7">https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zc773k7</a> Using Chapter 1 of The Railway Children, identify and copy sentences in the text that show an example of using; Commas in a list Commas with speech Commas after a fronted adverbial Commas for parenthesis Commas separating subordinate clauses Commas to clarify meaning. Extension; Rewrite this sentence using commas in as many different ways as you can to give different meanings; In her bag, the witch had silver paper plates gold hats tea cups and jam.</p>	<p><b>French</b> To learn about family and friends. Watch; <a href="https://www.youtube.com/watch?v=MFk9YmJv-ic">https://www.youtube.com/watch?v=MFk9YmJv-ic</a> Can you draw and label (in French and English) each member of the family?</p>
Day 2 – Tues 10 <sup>th</sup> Nov	<p><b>Starter</b> Times Tables Rock Stars <b>6 and 7</b> times tables Or practise writing these out in full number sentences using the inverse calculations. 72 ÷ 6 = 12      66 ÷ 6 = 11</p> <p><i>Main Activity   Factors</i> <b>Year 5 - Autumn Block 4 -</b></p>	<p><b>Starter</b> Look back at spellings and practise them. Remind yourself of the meanings and if you are still unsure, look them up again.</p> <p><b>Main Activity</b> <b>To Interpret a text</b> Recap the first chapter of The Railway Children by E Nesbit and what has happened.</p>	<p><b>History</b> To investigate the changes the Industrial Revolution made.</p> <p>Research the inventions and machinery/factories developed during the Industrial Revolution. <a href="https://www.historyhit.com/key-inventions-of-the-industrial-revolution/">https://www.historyhit.com/key-inventions-of-the-industrial-revolution/</a></p>

	<p><b>Multiplication &amp; Division</b></p> <p><b>Watch this video</b> which explains multiples and how to solve problems linked to factors.  <a href="https://vimeo.com/468941522">https://vimeo.com/468941522</a></p> <p><b>Pause and solve</b> the problems as you watch.</p> <p><b>Complete the worksheet</b> (print off or write the answers on paper).  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO2-Factors-2019.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO2-Factors-2019.pdf</a></p>	<p>Read to page 31 'So they went.'</p> <p>Children to draw the scenes of either;      The children getting the house ready and finally eating breakfast      Or      The children having breakfast and then going down to the railway.</p>	
<p>Day 3 Wed 11<sup>th</sup> Nov</p>	<p><b>Starter</b>          Complete the True or false activities.  <a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/T-or-F-Year-5-S1-Multiples.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/T-or-F-Year-5-S1-Multiples.pdf</a></p> <p><a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/12/T-or-F-Year-5-S2-Factors.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/12/T-or-F-Year-5-S2-Factors.pdf</a></p> <p><b>Main Activity Common Factors Year 5 - Autumn Block 4 - Multiplication &amp; Division</b></p> <p><b>Watch this video</b> which explains multiples and how to solve problems linked to common factors.  <a href="https://vimeo.com/469693647">https://vimeo.com/469693647</a></p> <p><b>Pause and solve</b> the problems as you watch.</p> <p><b>Complete the worksheet</b> (print off or write the answers on paper).</p>	<p><b>Starter</b>          Using neat, joined writing, practise using spellings in sentences.</p> <p><b>Main Activity</b>          To understand historical meanings.</p> <p><a href="https://www.britishlegion.org.uk/get-involved/remembrance/about-remembrance/the-poppy?gclid=CjwKCAiAv4n9BRA9EiwA30WNDwjHa6ghTEAcOrHA-UM34QhB4ZSDUzBed66ZD2ctNXEGhYm80icMgBoCjqlQAvD_BwE&amp;gclsrc=aw.ds">https://www.britishlegion.org.uk/get-involved/remembrance/about-remembrance/the-poppy?gclid=CjwKCAiAv4n9BRA9EiwA30WNDwjHa6ghTEAcOrHA-UM34QhB4ZSDUzBed66ZD2ctNXEGhYm80icMgBoCjqlQAvD_BwE&amp;gclsrc=aw.ds</a></p> <p>Go through the British Legion site and discuss with someone in your household.          Look at the Flanders Fields Poem.          What do you think of the poem? What sort of images does the poem bring to mind?          Can you write a summary explaining where the idea of using poppies came from? Who were the key people involved in the history of the poppy?</p>	<p><b>PE</b>          Have a look online for some ideas about physical activities.          You could design your own 10 minute exercise plan.</p> <p><b>RE</b>          To understand prayer in different cultures.</p> <p>Recap what a prayer is and why they are used.          Research prayer in other religions          Watch this short video;  <a href="https://mvslim.com/5-children-5-religions-5-prayers-a-beautiful-short-film/">https://mvslim.com/5-children-5-religions-5-prayers-a-beautiful-short-film/</a>          What is the same/different?</p>

	<a href="https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO3-Common-factors-2019-1.pdf">https://resources.whiterosemaths.com/wp-content/uploads/2019/10/Y5-Autumn-Block-4-WO3-Common-factors-2019-1.pdf</a>		
Day 4 Thurs 12 <sup>th</sup> Nov	<p><b>Starter</b>  Practise a mixture of 2,3,5,6 and 7 times tables.  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p><b>Main Activity</b> <i>Prime Numbers</i>  <b>Year 5 - Autumn Block 4 - Multiplication &amp; Division</b></p> <p><b>Watch this video</b> which explains an activity linked to prime numbers.  <a href="https://vimeo.com/469694302">https://vimeo.com/469694302</a></p> <p><b>Pause and solve</b> the problems as you watch.  You will need a hundred square so either print one off (one provided below) or make one by drawing it out carefully.</p>	<p><b>Starter</b>  Write a variety of sentences including commas.</p> <p><b>Main Activity</b>  Comprehension exercise; to explain how each character feels from the Railway Children and why.</p>	<p><b>Science</b>  <b>To Understand dissolving.</b></p> <p>Using the results of last week's experiment, can you create a table of results, neatly presented along with your original prediction.  Add a conclusion explaining if there was anything that you found surprising and why.</p>



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100