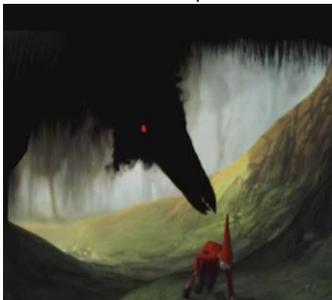


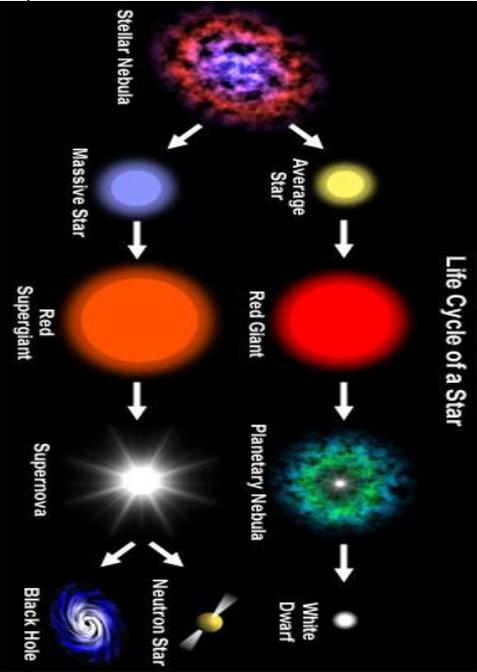
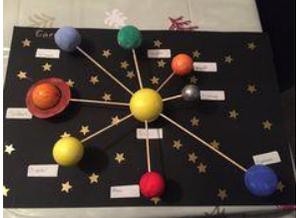
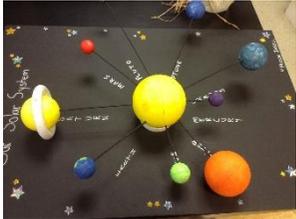


DOG KENNEL HILL PRIMARY SCHOOL
School Closure Weekly Timetable
Year 5



	Monday	Tuesday	Wednesday	Thursday	Friday
English	<p>Reading (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p>Writing Task: Creative Writing https://www.literacyshed.com/chaperon-rouge.html As well as your own ideas, use the tick lists under each image. Watch Chaperon Rouge.</p> <p>Setting paragraph: Write a paragraph or two setting the scene.</p>  <p>Tick list: <u>Sentence starters:</u> As, Whilst, Mysterious, Jutting, Gently, Beams, Broken e.g. As the wind whistled gently through the trees, sunlight danced over the ground. <u>Figurative language:</u> <u>Personification:</u> e.g. Broken buildings lay still on the dry ground.</p>	<p>Reading (20-30 mins) https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/ Choose a story to read and discuss with someone at home</p> <p>Writing Task: Creative Writing <u>Dream sequence</u> Write a paragraph or two on the dream sequence. You could start with our protagonist falling asleep in front of the fire.</p>  <p>Tick list: <u>Sentence starters:</u> Sharp, Dark shadows, Glowing, Destroyed, Before Before the buildings could defend themselves, the ghostly shadows destroyed all in sight. <u>Figurative language:</u> <u>Hyperbole:</u> e.g. A thousand teeth protruded from the monster's jaw. <u>Metaphor:</u> e.g. Their glowing eyes</p>	<p>Reading (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p>Writing Task: Creative Writing <u>Chase sequence</u> Write a paragraph or two on the chase sequence.</p>  <p>Tick list: <u>Sentence starters:</u> Breathlessly, Weaving, Despite, Although, e.g. Weaving through the twisted trees with ease, they gained ground <u>Try and use an ellipsis, dash and semi-colon.</u> <u>Ellipsis:</u> A pause for effect to increase tension or a trail</p>	<p>Reading (20-30 mins) https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/ Choose a story to read and discuss with someone at home</p> <p>Writing Task: Creative Writing <u>Ending</u> Was the ending what you expected? Write a paragraph or two depicting her arrival at the castle and the ending.</p>  <p>Tick list: <u>Sentence starters:</u> Looming, Twisting, Relieved, As, Echoing, Tentatively Try and use at least one of each: personification, simile, metaphor, hyperbole, semi-colon, dash and ellipsis.</p>	<p>Reading (20-30 mins) Choose a story to read and discuss with someone at home. Remember to complete your reading record afterwards</p> <p>Writing Task: Creative Writing <u>Re-write the ending</u></p>  <ul style="list-style-type: none"> • Was the ending what you expected? • If not, what were you expecting the ending to be? • Did you like it? • What would you change about it?

	<p>Simile: e.g. Sword-like beams of light shone through the green canopy and settled on the roots of the ancient trees.</p> <p>Remember to use your senses to describe: Sound Sight Touch Smell Taste</p>	<p>were suns set in a midnight sky.</p>	<p>off into silence. e.g. She thought they were gone... <u>Dash</u>: Use a dash to show an afterthought, an interruption/pause or an abrupt change of thought. e.g. She tried to catch her breath – but couldn't. <u>Semi-colon</u>: Separates main clauses (sentences) that relate to each other. e.g. She tripped and gravel clawed at her knees; she scrambled to her feet.</p> <p>Remember to use show not tell.</p>		<p>Your task today is to come up with an alternative ending and write it using all your literacy skills. You could create a word bank before you begin to ensure you use adventurous vocabulary.</p>
Maths	<p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths Choose one of the games to practice arithmetic skills White Rose Task https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-5/Y5-Spring-Block-3-WO1-Decimals-up-to-2-dp-2019.pdf</p>	<p>TTRS (log in to practise times tables) https://www.mathswithparents.com/ Rowan Class Code: 952318 Complete set task on Place Value Sycamore class code: 110608</p>	<p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths Choose one of the games to practice arithmetic skills White Rose Task https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-5/Y5-Spring-Block-3-WO2-Decimals-as-fractions-1-2019.pdf</p>	<p>TTRS (log in to practice times tables) https://www.mathswithparents.com/ Rowan Class Code: 952318 Complete set task on Place Value Sycamore class code: 110608</p>	<p>Mental Arithmetic https://www.topmarks.co.uk/maths-games/7-11-years/mental-maths Choose one of the games to practice arithmetic skills White Rose Task https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-5/Y5-Spring-Block-3-WO3-Decimals-as-fractions-2-2019.pdf</p>
Indoor Exercise	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p>	<p>Just Dance Kids https://www.youtube.com/watch?v=ziLHZeKbMUo</p>	<p>Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga</p>	<p>Just Dance Kids</p>	<p>Cosmic Kids Yoga</p>

	<p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOpd4VxBvQafyve889qVcPxYEjdSTI</p>	<p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOpd4VxBvQafyve889qVcPxYEjdSTI</p>	<p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOpd4VxBvQafyve889qVcPxYEjdSTI</p>	<p>https://www.youtube.com/watch?v=ziLHZeKbMUo</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOpd4VxBvQafyve889qVcPxYEjdSTI</p>	<p>https://www.youtube.com/user/CosmicKidsYoga</p> <p>Joe Wicks https://www.youtube.com/playlist?list=PLyCLOpd4VxBvQafyve889qVcPxYEjdSTI</p>
<p>Foundation Subjects</p>	<p>Science Earth and Space: Stars Create a poster of the lifecycle of a star. Label each section with its name and facts about that part of the cycle. https://www.youtube.com/watch?v=PM9CQDIQIOA</p>  <p>The diagram illustrates the life cycle of a star. It starts with a Stellar Nebula, which can become either a Massive Star or an Average Star. A Massive Star evolves into a Red Supergiant, then a Supernova, which can result in either a Black Hole or a Neutron Star. An Average Star evolves into a Red Giant, then a Planetary Nebula, and finally a White Dwarf.</p>	<p>Geography Map skills https://www.ordnancesurvey.co.uk/mapzone/geography Keep using this website to learn geography skills through games. https://www.bbc.co.uk/news/uk-41901294 Use this website to research how the land is used in the UK. Look at the London borough in which you live. Compare it to other boroughs. Look at different cities around the UK. Why do you think some cities are more built up than others? Compare the countries of the UK (England, Northern Ireland, Scotland and Wales). Why do you think there are differences between the countries?</p>	<p>History The Space Race: Astronauts The Soviet cosmonaut Yuri Gagarin became the first person to orbit Earth, traveling in the capsule-like spacecraft Vostok 1 In February 1962, John Glenn became the first American to orbit Earth On July 16, 1969, U.S. astronauts Neil Armstrong, Edwin “Buzz” Aldrin and Michael Collins set off on the Apollo 11 space mission, the first lunar landing attempt. After landing successfully on July 20, Armstrong became the first man to walk on the moon’s surface; he famously called the moment “one small step</p>	<p>Art/DT Create a 3D model of the solar system.</p>   	<p>ICT – Conduct research on the computer to answer these questions.</p> <ol style="list-style-type: none"> 1. How would you define a star? 2. How is a star formed? 3. Why do stars twinkle? 4. How does a star die? 5. What is a supernova? 6. What are constellations? <p>Create a fact file on a computer programme of your choice (e.g. PowerPoint, Word, Publisher) answering them.</p>

			<p>for man, one giant leap for mankind.”</p> <p>Compile a list of questions you would ask these astronauts if you were to meet them.</p> <p>Ext: Research astronaut training programmes. What would you find the most difficult if you were training and why?</p>	 	
<p>Project Work/ PSHE/citizenship</p>	<p>Feelings</p> <ol style="list-style-type: none"> 1. Identify what these people are feeling. 2. Make suggestions as to why they may be feeling these emotions.  <p>I think they are feeling... because...</p>	<p>Feelings</p> <p>List 8 emotions.</p> <ol style="list-style-type: none"> 1. How do people’s faces look like when they are feeling these emotions? E.g. what do their eyebrows, mouths do? 2. What body language do people display when feeling these emotions? E.g. what do they do with their arms and hands? etc. 3. How do people speak and behave when displaying these emotions? 	<p>Feelings</p> <ul style="list-style-type: none"> -How do you feel at birthdays? -How do you feel on your first day back to school? -How do you feel around your friends and family? -How do you feel when you are not allowed to do what you want to do? -How do you feel when you have to do an exam? -How do you feel when you go for a walk outside? <ol style="list-style-type: none"> 1. List 8 feelings/emotions 2. Next to the emotions, write a time you felt them and how you behaved. 	<p>Feelings</p> <p>We all feel anger, frustration, sadness, embarrassment, jealousy, anxiety, guilt and fear.</p> <p>Make a list of negative ways in which people behave when feeling each of these emotions E.g. being unkind to others.</p> <p>Make a list of positive ways in which people deal with these emotions E.g. communicate the emotion calmly and why they are feeling the way they do.</p>	<p>Feelings</p> <p>Pick 3 emotions you could have dealt with in a more productive manner. Write what happened, how you felt, what you did when you felt the emotion and what you could do next time you feel the same emotion.</p>



I think this person is feeling...
because...



I think they are feeling... because...



I think this person is feeling...
because...



I think this person is
feeling...because...



I think these people are feeling...
because...



I think this person is feeling....
because...



I think this person is feeling....
because...



I think this person is feeling ...
because...

Mindfulness / Wellbeing	<p>Heartbeat</p> <ul style="list-style-type: none"> • close your eyes and notice how quickly or slowly their heart is beating. • think about your current state of emotion and consider if this might be connected to how quickly or slowly their heart is beating. • stand and jump up and down on the spot ten times. • return to sitting and feel their heartbeat again, noticing any changes. • you may like to close their eyes and focus on their heartbeat until it slows back down. 	<p>Breathing:</p> <p>Focus on your breathing, close your eyes and think about the following questions:</p> <ul style="list-style-type: none"> – What is moving your hands? Is it the air filling your lungs? – Can you feel the air moving in through your nose? – Can you feel it moving out through your nose? – Does the air feel a little colder on the way in and warmer on the way out? – Can you hear your breath? – What does it sound like? 	<p>Helping hands:</p> <p>Help someone at home without them asking you. How does this make you feel?</p>	<p>Sense Countdown:</p> <p>Think of:</p> <ul style="list-style-type: none"> • 5 things you can see • 4 things you can touch • 3 things you can hear • 2 things you can smell • 1 thing you can taste 	<p>Happy Drawing:</p> <p>Draw a picture of something that makes you feel happy. You could annotate your drawing with reasons why</p>
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