Dear parents and carers,

Welcome to the weekly plan for your child. Please check the Classroom Dojo App or website frequently, as tutorial videos and class stories will be posted daily. These tutorials and video are designed to help both you and your child. **As evidence of learning, please post samples of work and activities for your child's teacher to assess on Classroom Dojo.**

We want to support you and your families as much as possible by providing help and support with the disruption to the daily routines that your child is experiencing, particularly in relation to their learning and education.

As well as your weekly plan, please keep an eye on your class posts on Dojo. Submitted home learning will earn points and the app is so easy to use. Class Dojo is a fantastic resource to communicate remote learning.

In order to get the most out of this remote learning provision, we do ask that the following is adhered to:

1. Teachers will respond to learning submitted during school hours. If submitted outside school hours teachers may respond the next day during working hours.
2. Parents should refrain from using this method of communicating with teachers, unless it is home learning related.
3. Parents who wish to contact members of staff on anything other than home learning should do so through traditional channels of e-mailing the school.

The key message is 'do what you can'. We are all learning is this new and fast-changing climate. Build in breaks, and, if you can, try to find time for your child to go outside and promote physical activity as much as possible. Our recommended life skills are a great way to promote responsibility in the home. Above all, please do not put extra pressure on yourselves or your children and if we can help in any way, do get in touch.

With best regards,
Mr Paine

English: Week commencing – 18.5.20

Reading: Children should be reading 3 – 5 times per week. Reading is one of the most important activities a child should be doing; it reduces anxiety and stress, releases 'feel good' hormones and provides children with higher levels of punctuation, grammar, vocabulary and creativity.

English starters: In school, we love vocabulary (especially in Bodmin Class). This week, I am going to create a list of vocabulary that you must define and dictate. This means, you must select a word, write a definition of what that word means and then use that word in a sentence. **See if you can fit any of these words into your writing this week.**

Writing: This week, we are going to have a big focus on poetry and writing descriptively. For each day there will be an image and you must create a piece of poetry based on that image. There will also be activities based on descriptive writing. The timetable and images can be found below.

To be completed throughout the week	Reading (15 – 30mins per day)
	Starter (10 – 20 mins per day)
	Writing (20 + mins per day) – *See writing prompts below.*
	Tutorial videos and work examples will be made available from Monday 18th May onwards.

English starter:

Ambiguous

Chivalrous

Circa

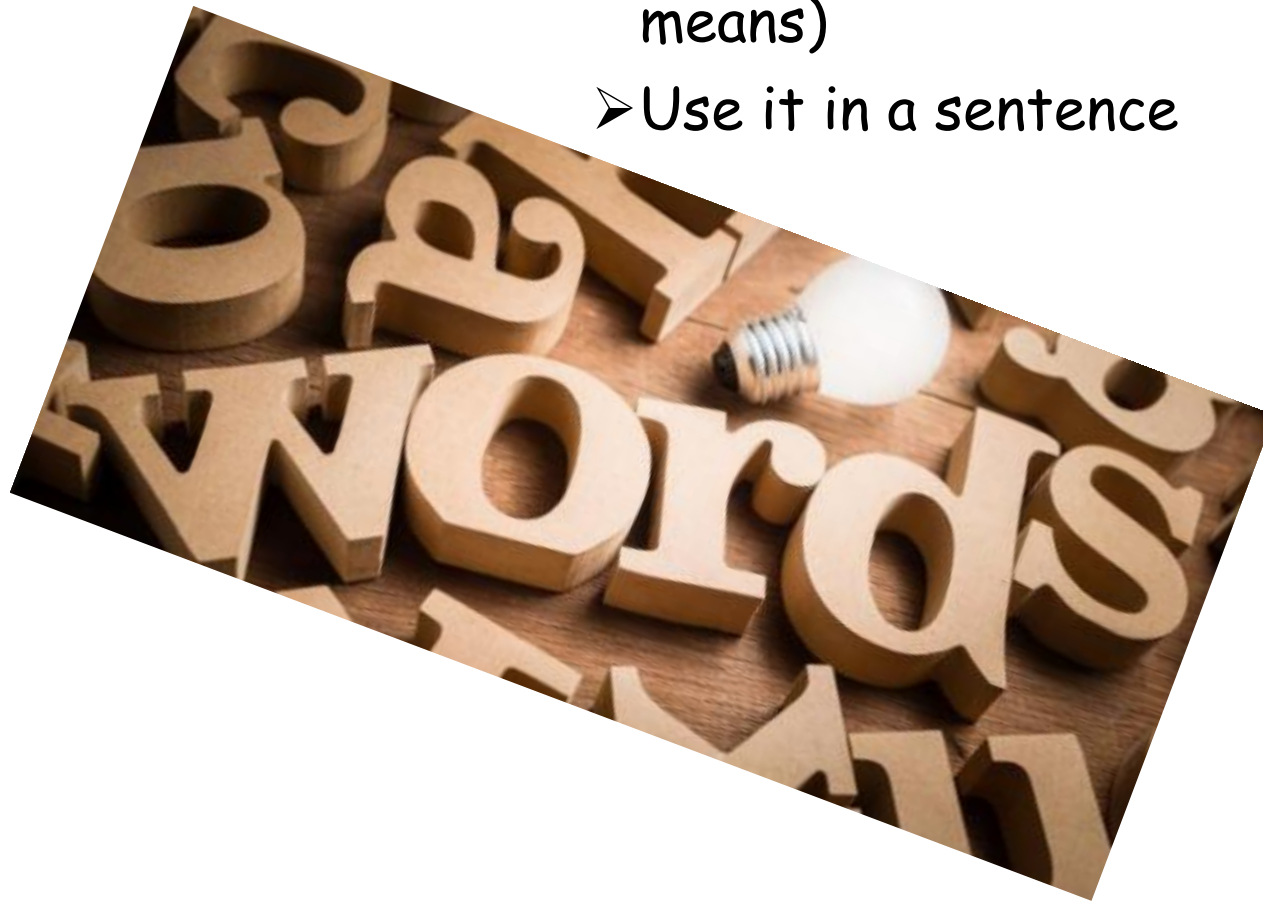Garrulity

Impecunious

Lucubration
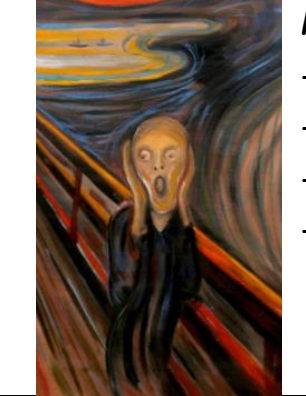
Modicum

Perpetuate

Rapport

Succumb

Ubiquity

➢ Choose a word
➢ Write a definition (you may have to research what it means)
➢ Use it in a sentence

English timetable:

		Poetry ideas:	Activity:
Monday		Poetry ideas: - Leaves - Trees - Sunlight breaking through the canopy	Activity: - Using the image provided, think of many words associated with the image as possible. Mind-map all of your words and then try and include your 5 favourites in your poem.
Tuesday		Poetry ideas: - The scream - A sinister poem - Something bad has happened - A train passing by	Activity: - The synonym chart; start with the word 'bad'. Think of many words as you can that have a similar meaning to the word bad (at least 15). Then, put the in order from least to most bad. *A tutorial will be provided for this activity.*
Wednesday		Poetry ideas: - Waves - Ocean - Holiday - Beach	Activity: - Think of as many words as you can to describe your dream holiday. Draw a picture of what your dream holiday would look like and write adjectives to describe your holiday around your drawing.

Thursday	**Poetry ideas:** - School - Friendship - Boasley Cross - Learning	**Activity:** - Create a list of similes and metaphors which you can use in your poem. - "School is like a…" - "Learning is a…" Then, try and fit your similes and metaphors into your poem.
Friday	**Work Catch up day**	

Poetry is a big test of creativity; something I feel is lacking in some of the work I have seen so far. Use figurative language and be descriptive! Use similes and metaphors and other descriptive writing tools to make your writing more emotive and powerful.

Maths: Week Commencing – 18.5.20

During our home learning experience so far, we have covered a lot of new mathematical topics. This week, I would like to consolidate some of our earlier topics.

Starter: *For your starter activities this week, I would like children to work on division. A worksheet will be uploaded onto the class story on Monday; by the end of the week, I would like children to be more confident in using the bus stop method for short and long division.*
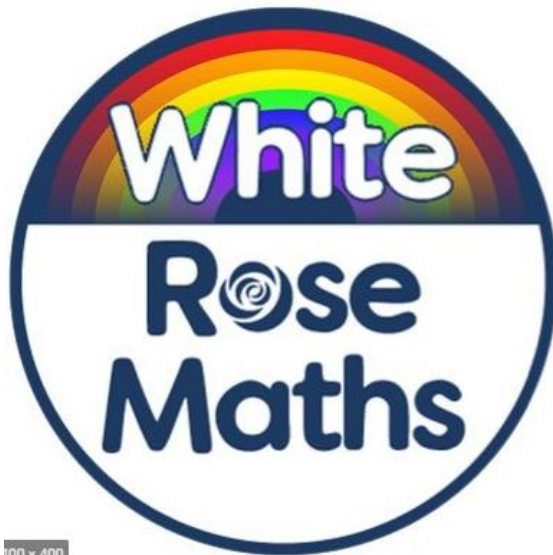
Main activity (White Rose Maths): *White Rose is a maths activity website used for resources by teachers. It focuses on 3 main areas of maths:*

-   Fluency: This is arithmetic and calculation based, which looks at numbers, symbols, imagery and visual representations to give children the basic understanding of a topic.

-   Reasoning and problem solving: As you work your way through the activities, you will find the become increasingly more challenging. This is because White Rose also assesses children's reasoning and problem-solving abilities. This is the challenging aspect of maths that often requires teacher support and guidance; it focuses on tricky problems and real-life examples which deepens children's understanding of mathematical topics. ***Do not be alarmed if your child struggles with this aspect of maths. This is designed to be challenging and to stretch the most able mathematicians.***
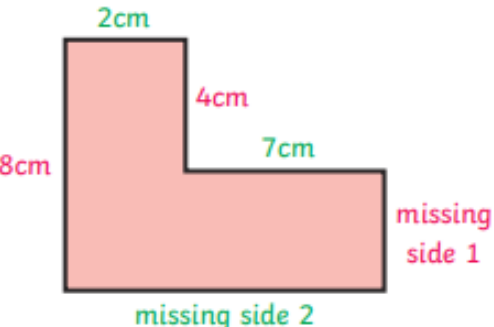
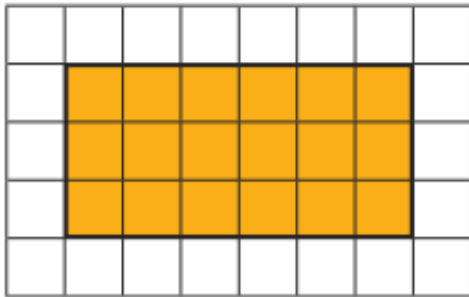| Day	Year 5	Year 6
Monday	Lesson 1 – Area of rectangles	Lesson 1 – Multiplying fractions by integers
Tuesday	Lesson 2 – Equivalent fractions	Lesson 2 – Multiply fractions by fractions
Wednesday	Lesson 3 – Converting improper fractions to mixed number and vice versa.	Lesson 3 – Divide fractions by integers
Thursday	Lesson 4 – Compare and order fractions	Lesson 4 – Fractions of an amount

Perimeter and Area		Knowledge Organiser
Key Vocabulary	**Measure Perimeter**	**Calculate Perimeter**

Key Vocabulary

metre

kilometre

perimeter

length

width

rectangle

rectilinear

dimensions

Measure Perimeter

Measure the perimeter of a rectangle:

Measure the length (l) and width (w).
Perimeter = l + w + l + w or (l + w) × 2

Measure the perimeter of regular shapes:

Measure the length (l) and count the number of sides (s) on the shape.

Perimeter = l × s

Measure the perimeter of irregular shapes:

Measure the length of each side and add them together.

Calculate Perimeter

Calculate the missing sides of this rectilinear shape to find the perimeter:

2cm

4cm

8cm

7cm

missing side 1

missing side 2

* This shape is not drawn to the dimensions specified.

Missing side 1 + 4cm = 8cm, so missing side 1 = 4cm.

Missing side 2 = 2cm + 7cm = 9cm

Perimeter = sum of all sides =
2cm + 4cm + 7cm + 4cm + 9cm + 8cm = 34cm

Length and Perimeter
Knowledge Organiser

Area of Rectangles

The area of a rectangle on a grid:

Multiply the length × width
= 6 × 3 = 18 squares.

The area of a rectangle = length (l) × width (w).

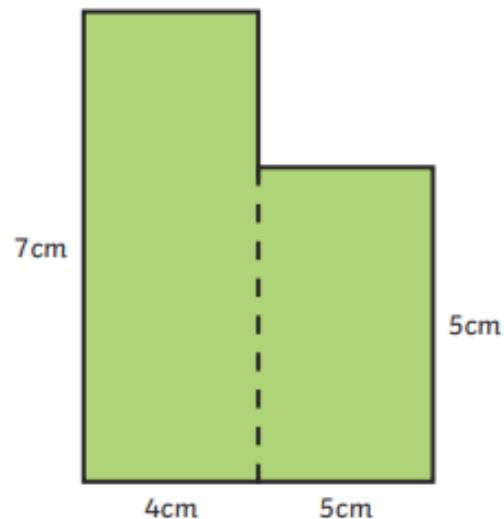### Area of Compound Shapes

To find the area of a compound shape, divide the shape into rectangles with known dimensions:

7cm

5cm

4cm   5cm

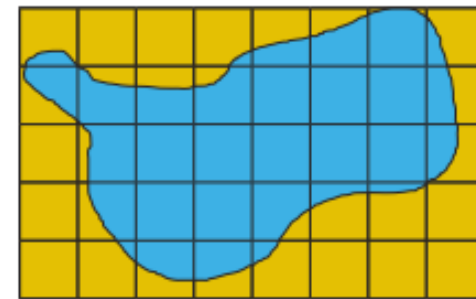Area = 7cm × 4cm + 5cm × 5cm
= 28cm² + 25cm²
= 53cm²

Area of Irregular Shapes

To find the area of an irregular shape, find the number of whole squares and part squares.

Whole squares = 10
Part squares = 22

Estimate of area = whole squares + half part squares

= 10cm² + 11cm² = 21cm²

*There are other ways to estimate the area of irregular shapes.

Fractions

Adding and Subtracting Proper Fractions

Same Denominators

 $\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$

 $\frac{8}{11} - \frac{3}{11} = \frac{5}{11}$

Different Denominators

$\frac{2}{7} \quad \frac{3}{5}$

Multiples of 7: 7, 14, 21, 28, **35**
Multiples of 5: 5, 10, 15, 20, 25, 30, **35**

$\frac{2}{7} = \frac{10}{35}, \frac{3}{5} = \frac{21}{35}$

$\frac{10}{35} + \frac{21}{35} = \frac{31}{35}$

$\frac{9}{10} \quad \frac{1}{4}$

Multiples of 10: 10, **20**
Multiples of 4: 4, 8, 12, 16, **20**

$\frac{9}{10} = \frac{18}{20}, \frac{1}{4} = \frac{5}{20}$

$\frac{18}{20} - \frac{5}{20} = \frac{13}{20}$

Multiplying Proper Fractions

Multiplying Fractions by Fractions

$\frac{1}{2} \times \frac{1}{3} = \frac{1}{2} \times \frac{1}{3} = \frac{1}{6}$

Multiplying Fractions by Whole Numbers

 $\frac{2}{5} \times 3 \rightarrow$ $3 = \frac{3}{1}$ $\frac{2}{5} \times \frac{3}{1} = \frac{6}{5} = 1\frac{1}{5}$

Adding and Subtracting Mixed Numbers

Add or subtract the whole numbers and fractions separately.

$2\frac{2}{5} + 1\frac{3}{10}$

$2 + 1 = 3$

$\frac{2}{5} + \frac{3}{10} = \frac{4}{10} + \frac{3}{10} = \frac{7}{10}$

$3 + \frac{7}{10} = 3\frac{7}{10}$

$2\frac{1}{2} - 1\frac{1}{4}$

$2 - 1 = 1$

$\frac{1}{2} - \frac{1}{4} = \frac{2}{4} - \frac{1}{4} = \frac{1}{4}$

$1 + \frac{1}{4} = 1\frac{1}{4}$

Convert the mixed numbers to improper fractions.

$2\frac{2}{5} + 1\frac{3}{10}$

$2\frac{1}{2} - 1\frac{1}{4}$

$2\frac{2}{5} = \frac{12}{5}$ $1\frac{3}{10} = \frac{13}{10}$ $2\frac{1}{2} = \frac{5}{2}$ $1\frac{1}{4} = \frac{5}{4}$

$\frac{12}{5} + \frac{13}{10} = \frac{24}{10} + \frac{13}{10} = \frac{37}{10}$

$\frac{37}{10} = 3\frac{7}{10}$

$\frac{5}{2} - \frac{5}{4} = \frac{10}{4} - \frac{5}{4} = \frac{5}{4}$

$\frac{5}{4} = 1\frac{1}{4}$

Dividing Fractions by Whole Numbers

$$\frac{2}{5} \div 2 = \frac{1}{5}$$

Multiplication and division are the inverse of one another so:

$\div 2$ is the same as $\times \frac{1}{2}$

$$\frac{2}{5} \times \frac{1}{2} = \frac{2}{10}$$

Keeping active – 18.5.20

Keeping fit and is vitally important. During COVID-19 isolation, we are restricted to our activities. However, we are allowed to exercise as much as we want at home. Furthermore, we can get out in our local area once a day with our family. Moreover, regular daily exercise will boost dopamine levels in your body (feel good chemicals). Here are recommendations for staying fit during isolation periods:

- A long walk with your family
- Running
- Cycling
- Joe Wicks home workouts

https://www.youtube.com/user/thebodycoach1
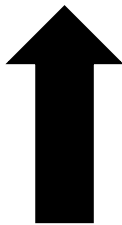
Here is the link for Joe Wicks You Tube channel.

He starts his morning workouts at 9am every week day.

Mr Paine's hardcore workout challenge

https://www.youtube.com/watch?v=ZMO_XC9w7Lw

The link above will take you to a Les Mills workout. A warning - this workout is tough! You will sweat, you will burn and you will be considerably sore after (if you don't cool down properly). I would love to see some of you challenge yourself with this insane workout!

Wider curriculum opportunities – 18.5.20

Curriculum recap: At the very start of the year, children produced a comparative report looking at life in the UAE (United Arab Emirates) and life as an Anglo-Saxon. I would like **to recap some of your learning on Anglo-Saxons**.

Activity 1:

Follow the link below to recap Anglo-Saxons; refresh your memory and find out who they were. Take brief notes about each sub-heading on the bitesize website. This should create a handy revision guide about the Anglo-Saxons.

https://www.bbc.co.uk/bitesize/topics/zxsbcdm
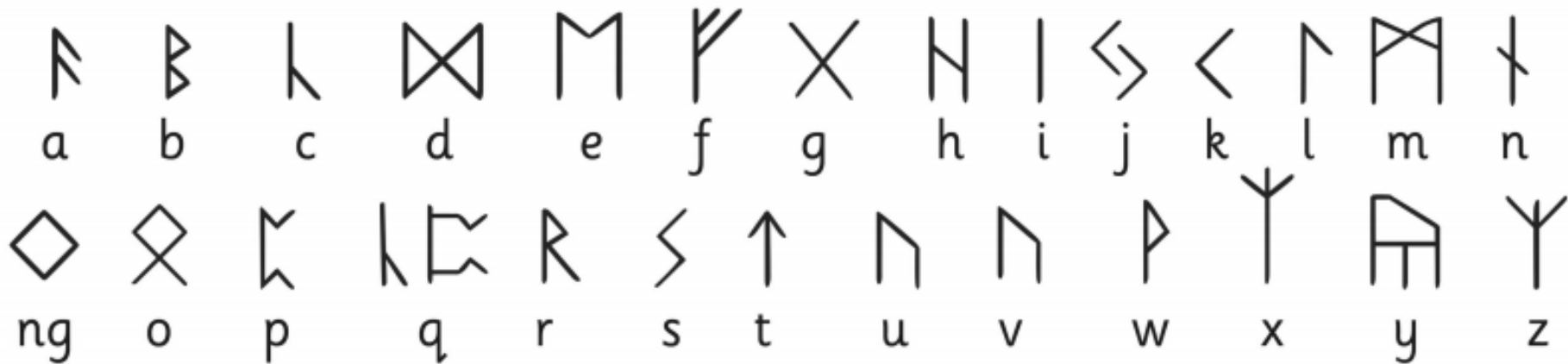
Activity 2:

Using these runes, write out each member of your family's name in Anglo-Saxon.

Activity 3:

This helmet was found at Sutton Hoo. It is one of the most famous Anglo-Saxon finds. There are boar's heads on the end of each eyebrow and a dragon head above the nose. Together they make the shape of a bird with outspread wings.

This purse lid was found at the Sutton Hoo burial site. It's made of gold set with glass and gemstones.

Your activity is to draw or construct using materials an Anglo-Saxon helmet or Anglo-Saxon purse lid. Think about what materials you could use to produce your artefact. Think about what designs would be found on such artefacts. You may have to carry out some research to find out about Anglo-Saxon art and culture. This link may help you... https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/zwjq2hv

Opportunities to learn a language – 18.5.20 (Ongoing)

https://www.duolingo.com/ - Follow this link to the Duolingo website.

Attached above is a link to a website called Duolingo, a completely free resource which can help you learn a second language. Get started straight away and dive into any language you like!

This is a great opportunity for you to achieve something amazing during your home learning time; create an account and start with the basics of a new language.