



Year 5 Weekly Plan

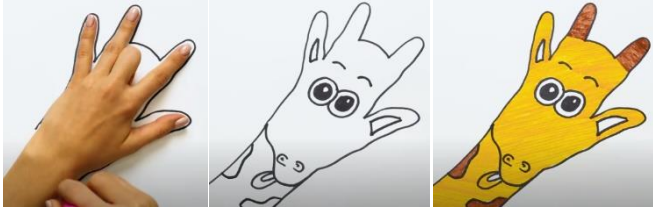


Monday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	<p>This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.</p> <p>Just one breath – breathing activity.</p> <ul style="list-style-type: none"> · Find a relaxing place, sit comfortably, and set a timer for one minute. · Breathe deeply in and out while paying attention to any sensations you notice or sound you hear. · Take another slow deep breath, imagine air moving down into the lungs and back up. · Take one more deep breath and hold it for a moment, then release it.
30 mins	PE with Joe Wicks / Eat breakfast with family	<p>This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.</p>
30-40 mins	Reading Activity Wash hands	<p>Read the following text and answer the questions below.</p> <p style="text-align: center;"><u>Kidnapped</u></p> <p>Somebody was coming up the stairs! Ducking down behind an old crate, we waited. I could feel my heart thumping like a bass drum. What if we were caught? The strange girl glanced at me through the semi-gloom and grinned.</p> <p>Gradually, the door opened and we could hear someone tiptoeing in. There was a pause and then a torch flickered on. After a few moments, the light switched off. Then the door shut and the footsteps clicked back down the stairs. Relieved, I let out a sigh. As we clambered out of the window and slithered down the wet roof, I was trying to remember how I had got into such a mess.</p> <p>It had only been half an hour ago when Mum had sent me down to the chippie with a tenner. When I reached the roundabout, I couldn't help looking at the old house, although it wasn't much to look at. It was then that I'd seen it: a light at the window. Then I saw a face. I stood there staring. It was a girl; she was mouthing a word and the word was, 'HELP'.</p> <p>That's how it happened. I'd broken in round the back through a smashed window, despite the risk of being cut. Half a minute later and I'd found her, a trapped prisoner in an upstairs room. She'd only just finished telling me that she was the American ambassador's daughter, when the kidnappers returned!</p> <p>So there we were, balancing on the roof, as if we were walking the tight rope. Gripping the loose, creaking guttering desperately, I lowered myself down. Five minutes later and we were back at Mum's cosy kitchen. "So Ron, where's the fish and chips?" she asked, eyeing the girl suspiciously. Half an hour after that, her Dad arrived in a shiny embassy limousine. That night it wasn't just chips for tea. He took us all out for a huge banquet. Amazingly, the next day, there I was in the local paper. A hero.</p> <ol style="list-style-type: none"> 1. How does the author create a sense of mystery at the start? 2. Pick out words or phrases that help you picture what is happening in the story. e.g- slithered down the wet roof. 3. In the first paragraph... <ol style="list-style-type: none"> a) ...how can you tell the boy didn't want to be seen? b) ...what evidence is there to suggest the boy is scared. 4. Explain what happens in the second paragraph. 5. Look at the paragraph beginning It had only been half an hour ago.. how did the boy know there was someone trapped in the house? 6. Order these events in the story:

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		<p>They escape via the roof. The boy notices the girl in the old house. Ron is sent to get chippie for tea. The boy broke into the old house. They went all went out for a meal to celebrate.</p>		
15-20 mins	Break Time			
10 mins	Times tables Practice	<p>You should practise times tables every day. Year 4,5,6: All timetables up to 12x12. Times Tables Rockstars</p>		
30-40 mins	Maths Activity	<p style="text-align: center;">Today we are going to look at multiplying and dividing by 10, 100 and 1000.</p> <p>REMEMBER! When you multiply your digits move left and when you divide your digits move right.</p> <p>The distance they move depends on the amount of zeros in your number. If you are multiplying by 100 they move left, 2 spaces because 100 has 2 zeros! The decimal point does not move!</p> <div style="text-align: center; margin: 10px 0;"> </div> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>a) $43 \times 10 = \dots\dots\dots$</p> <p>b) $789 \times 100 = \dots\dots\dots$</p> <p>c) $3.5 \times 100 = \dots\dots\dots$</p> <p>d) $58.3 \times 10 = \dots\dots\dots$</p> <p>e) $0.324 \times 1000 = \dots\dots\dots$</p> <p>f) $2.098 \times 100 = \dots\dots\dots$</p> <p>a) $73 \times \dots\dots\dots = 7300$</p> <p>b) $873 \div \dots\dots\dots = 87.3$</p> <p>c) $0.802 \times 100 = \dots\dots\dots$</p> <p>d) $\dots\dots\dots \div 1000 = 42.09$</p> <p>e) $9.231 \times \dots\dots\dots = 923.1$</p> </td> <td style="width: 50%; vertical-align: top;"> <p>a) $39 \div 10 = \dots\dots\dots$</p> <p>b) $410 \div 100 = \dots\dots\dots$</p> <p>c) $654 \div 1000 = \dots\dots\dots$</p> <p>d) $8.3 \div 10 = \dots\dots\dots$</p> <p>e) $342.5 \div 100 = \dots\dots\dots$</p> <p>f) $0.23 \div 100 = \dots\dots\dots$</p> <p>f) $98.02 \times \dots\dots\dots = 98020$</p> <p>g) $9.002 \div \dots\dots\dots = 0.09002$</p> <p>h) $2.0901 \times \dots\dots\dots = 2090.1$</p> <p>i) $0.124 \div \dots\dots\dots = 0.00124$</p> <p>j) $18.9802 \div \dots\dots\dots = 1.89802$</p> </td> </tr> </table>	<p>a) $43 \times 10 = \dots\dots\dots$</p> <p>b) $789 \times 100 = \dots\dots\dots$</p> <p>c) $3.5 \times 100 = \dots\dots\dots$</p> <p>d) $58.3 \times 10 = \dots\dots\dots$</p> <p>e) $0.324 \times 1000 = \dots\dots\dots$</p> <p>f) $2.098 \times 100 = \dots\dots\dots$</p> <p>a) $73 \times \dots\dots\dots = 7300$</p> <p>b) $873 \div \dots\dots\dots = 87.3$</p> <p>c) $0.802 \times 100 = \dots\dots\dots$</p> <p>d) $\dots\dots\dots \div 1000 = 42.09$</p> <p>e) $9.231 \times \dots\dots\dots = 923.1$</p>	<p>a) $39 \div 10 = \dots\dots\dots$</p> <p>b) $410 \div 100 = \dots\dots\dots$</p> <p>c) $654 \div 1000 = \dots\dots\dots$</p> <p>d) $8.3 \div 10 = \dots\dots\dots$</p> <p>e) $342.5 \div 100 = \dots\dots\dots$</p> <p>f) $0.23 \div 100 = \dots\dots\dots$</p> <p>f) $98.02 \times \dots\dots\dots = 98020$</p> <p>g) $9.002 \div \dots\dots\dots = 0.09002$</p> <p>h) $2.0901 \times \dots\dots\dots = 2090.1$</p> <p>i) $0.124 \div \dots\dots\dots = 0.00124$</p> <p>j) $18.9802 \div \dots\dots\dots = 1.89802$</p>
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30-40 mins	Lunch time			
30-40 mins	Topic/English Activity	<p>Today we are going to be learning about the features of an adventure story. Watch this clip: https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/zgthrwx</p> <p style="text-align: center;">What does each feature require?</p> <p style="text-align: center;">Opening – describe setting and characters</p> <p style="text-align: center;">Build-up – action building up to the problem</p> <p style="text-align: center;">Dilemma – an emergency or disaster that includes action</p> <p style="text-align: center;">Resolution – beginning to solve the problem</p> <p style="text-align: center;">Ending – problem is solved. How do the characters feel?</p> <p>Think about an adventure story that you are familiar with, for example Little Red Riding Hood. Can you think of a part of the story that fits in with each of these features?</p> <p>Watch this clip: https://www.literacyshed.com/ruin.html ready for tomorrow's lesson.</p>		
10 mins	Golden Mile/Physical Activity			

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30-40 mins	PSHE/Topic	<p>Watch this video clip and have a go at creating your own drawings. We can't wait to see them! Don't forget to ask your adult to upload them to the school's facebook page or via email to updates@smfa.org https://www.youtube.com/watch?v=H2RSCtl6GnE</p> <p>If you have not got access to the internet, have a go at these step by step drawings using your hands.</p>   
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10-20 mins	Story time/Read a text
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Tuesday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	<p>This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.</p> <p>Heartbeat exercise</p> <ul style="list-style-type: none"> · Find a clear and empty space, this could be in the middle of a room or in your garden. Either jump up and down or do jumping jacks for one minute. · At the end of the minute put your hand over your heart. Paying attention to how your heart rate and breath feels. · Take deep breaths, really concentrating on your heartbeat. Can you feel it slowing down? Can you feel your breath slowing?
30 mins	PE with Joe Wicks / Eat breakfast with family	<p>This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.</p>
30-40 mins	Reading Activity Wash hands	<p>Read the following text and then answer the questions below.</p> <p style="text-align: center;"><u>Trapped</u></p> <p>Peacefully, the crisp, white snowflakes tumbled towards the earth, above the sleepy Barcelona suburb, blown by a blustery wind, which whistled through the labyrinth of dark alleys and huddled houses. Alma tried her best to dart and dodge in between each flake, causing her to bounce all over the cobbled path. Her pale pink gilet was the colour of her rosy cheeks and her small button nose, which had been exposed to the chilly weather for just a few minutes too long. Rested on her head, sat a grey bobble hat – warm and snug. This young girl had not a care in the world as her arms waved about playfully and she continued to skip through the cascading snow.</p>



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As Alma continued down the tight alleyway, she suddenly skidded to a halt; her eyes were drawn towards a wall. The wall was decorated with the names of boys and girls; each carefully written in white chalk. Some names were large and crooked; others were straight and small. Staring at each and every signature, Alma's face curved into a smile. Carefully, she picked up the little stump of chalk that rested on the stone floor below the wall. "How did this get here?" she muttered under her breath, with delight. Before she knew it, she had etched her own name, 'Alma', on the grey canvas. Alma took a deep breath and gazed up at her name adoringly, dropping the chalk back on to the floor.

Just at that moment, an eerie metallic creak pierced the silence of the winter's day. Alma no longer felt alone and was suddenly compelled to turn around...

There it stood. A doll. However, it was not only a doll, but also it looked strangely familiar. Alma loved dolls. But this doll...this doll was something very different. It was an identical image of herself: the pale pink gilet, the rosy cheeks, the small button nose, and the grey bobble hat sat upon its head. It stood proudly behind a dusty window in an old run-down shop, of which Alma was sure had been empty just a few minutes earlier. A frosty chill shoot down Alma's spine, yet this chill had nothing to do with the cold weather. Her feet were pulled towards the window, where the doll had just appeared. Looking down at her were two glassy, blue eyes.

Alma took in every inch of the doll's body and face; her identical eyes wide and her mouth forged open. She looked down at her own clothes once more, in disbelief, taking her eyes off the doll for just a split second, but when she looked back up towards the window once again, the doll had vanished...

Frantically, Alma pressed her face up against the grubby window, desperately searching for another glance of the doll. *Where did it go?* she wondered, her heart pounding violently inside her chest. After just seconds of searching, Alma spotted the doll, stood on a table in the middle of the room. *But how did it move?*

Anxious and confused, frightened and worried, Alma tugged at the bronze door handle, desperate to unlock it so she could investigate this strange doll more closely. After many failed attempts, the door remained locked and with a large exhale, she let go. Seconds later, the door creaked open with ease as though it had not been locked at all! *I am sure it had been locked!* thought Alma, bemused. Despite her bewilderment, Alma pushed the door fully open and began to amble cautiously into the shop.

All around her, in each and every corner of the tight room, high and low, were shelves lined with dolls – some large, some small, some smiling, some frowning, dolls of little boys, and dolls of little girls. And right there in the centre of the room, stood Alma's doll. Alma stretched her hand out to take the doll, but as she did, she suddenly tripped and knocked over a tiny figure, dressed all in black and sat on some sort of tricycle. As she turned it over, the little mechanism burst into action and the figure cycled around the shop with a silent smile on the figure's face. It cycled in circles until it hit the closed door, repeatedly hitting the door gently as it tried to continue forward.

Remembering why she had entered, Alma sprung back up from the floor to examine the doll. The table was empty. Alma gasped. *Where could it be now?* Frantically, her eyes scanned the shelves around her. *How is this doll moving?* she wondered. Alma searched the floor. She searched the walls. She spun and she spun, searching all around. Until suddenly, she saw it – right at the top of the highest shelf.

Alma felt a wave of relief surge through her body. She could not explain what was happening, but knew that she just *had* to have that doll. Climbing on the nearest piece of furniture in front of her (an old, withered sofa), Alma began to reach up towards the doll, tearing her mitten off with her teeth as she did so to give herself more grip. She stretched and she



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stretched, standing tall on her tiptoes, gripping on to the shelf below with her other hand, causing other dolls to tumble down on to the floor.

Nearly...oh...not quite...

Finally, her finger touched the tip of the identical doll's small button nose, when...

WHOOOOOSH!

Alma felt her entire body melt away, as though devoured by an unknown black abyss. Each one of her limbs bent and curled and snapped and shrank. It was a feeling like no other – indescribably painful and completely out of her control.

Then, silence. Still.

Alma knew that she was still alive. However, as she wrestled with her eyes to drag them open, she found herself gazing down from the top shelf of the dolls' shop through a pair of still, shiny eyes. All she could hear was her muffled, desperate breaths. She could not move. She could not speak. She could not even scream. She was trapped.

The young girl, with not a care in the world, was no longer a girl. She was a doll...

1. Highlight all the words that you are unsure of and find the meaning in a dictionary.
2. Adventure stories use senses. Pick something you can see, smell, hear, feel in the story if you were Alma.
3. What was the weather like at the start of the story?
4. What evidence is there to suggest Alma is happy in the first paragraph?
5. Find an eerie metallic creak pierced the silence of the winter's day- what do you think that sound was?
6. Look at the paragraph beginning....**There it stood**. In what ways does the author build excitement? Explain your answers as fully as you can.
7. Match these words to the correct definition:

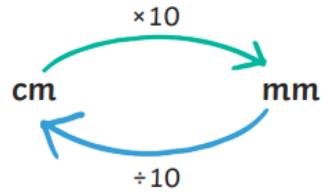
gazed
confused
ambled
wondered
pierced

puzzled
stabbed
questioned
stared
walked

8. Predict what might happen next in the story. Write the resolution.

15-20 mins	Break Time	
10 mins	Times tables Practice	You should practise times tables every day. Year 4,5,6: All timetables up to 12x12. Times Tables Rockstars
30-40 mins	Maths Activity	Today we are learning about converting mm to cm. There are 10mm in 1 cm and therefore, to convert cm to mm, you need to multiply the amount by 10. You can do this using your place value chart. To convert mm to cm you need to divide by 10.

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10mm = 1cm

100	10	1	●	$\frac{1}{10}$	$\frac{1}{100}$
		3	●	0	

X 10 digits move LEFT 1 space
 ÷ 10 digits move RIGHT 1 space

For example, to convert 3cm to mm you would need to complete the equation 3×10 . You would start with the 3 in the ones column and then move it left 1 space – remember if the place value grid doesn't have a number in the column, it needs to have a 0 added. So, the 3 would be moved to the tens column and a 0 will be added to the one's column.

Millimetres	Centimetres	Millimetres	Centimetres
	0.91		6.22
	0.07		3.38
	0.95		3.75
	0.02		2.76
	0.33		1.9
	0.88		7.03
	0.67		3.8
	0.06		4.66
	0.86		8.63
	0.65		0.49

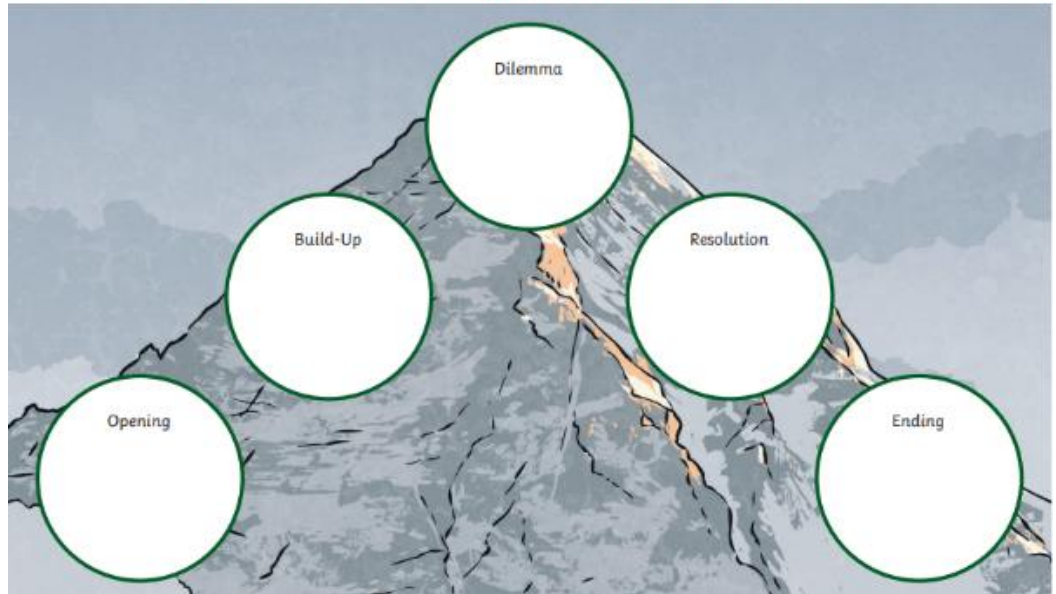
Millimetres	Centimetres	Millimetres	Centimetres
3.8		15	
9.8		8.5	
0.7		37.3	
2		47.2	
3.6		73.1	
5.3		54.3	
4.7		16.8	
4.3		18.4	
3.7		5.9	
7.7		42.9	

30-40 mins Lunch time

30-40 mins	Topic/English Activity	Today, we are going to have a look at a story mountain which follows the features of an adventure story.
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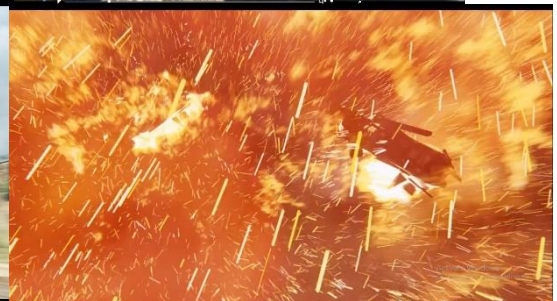
Adventure Story Mountain Planner



























We are going to watch the clip again and try to plan ideas for each part of our story mountain.

<https://www.literacyshed.com/ruin.html>

Here are some pictures from different parts of the story. What do you think is happening in each part?



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10 mins	Golden Mile/Physical Activity			
30-40 mins	PSHE/Topic	<p style="text-align: center;">PSHE- Emotions/Feelings</p> <p style="text-align: center;">Today you will be creating an activity sheet that match your emotions. Here is an example below:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;"> <p>Activity</p> <p>Being given a present.</p>  <p>Listening to your favourite song.</p>  <p>Forgetting your PE kit.</p>  <p>Falling over in the playground.</p>  </td> <td style="width: 50%; text-align: center;"> <p>Emotion</p> <p>Anxious</p>  <p>Upset</p>  <p>Excited</p>  <p>Happy</p>  </td> </tr> </table> <p>You will create activities that suit certain emotions for your adult to have a go at matching.</p> <p>Here are the emotions for you to create appropriate activities to match the emotions:</p> <ul style="list-style-type: none"> • Happy • Excited • Upset • Anxious • Proud • Scared • Tired • Calm/Relaxed <p>Remember you can ask your adult at home to have a go at matching the emotions with the activities and see if they are correct. Think about what you would do if you had those feelings.</p>	<p>Activity</p> <p>Being given a present.</p>  <p>Listening to your favourite song.</p>  <p>Forgetting your PE kit.</p>  <p>Falling over in the playground.</p> 	<p>Emotion</p> <p>Anxious</p>  <p>Upset</p>  <p>Excited</p>  <p>Happy</p> 
<p>Activity</p> <p>Being given a present.</p>  <p>Listening to your favourite song.</p>  <p>Forgetting your PE kit.</p>  <p>Falling over in the playground.</p> 	<p>Emotion</p> <p>Anxious</p>  <p>Upset</p>  <p>Excited</p>  <p>Happy</p> 			
10-20 mins	Story time/Read a text			

Wednesday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	<p>This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.</p> <p>Going on a safari</p> <ul style="list-style-type: none"> · Go outside on an exciting adventure with your adult. This could be in your garden or just down the road. · Try picking up a small rock or touching a plant or flower. · Notice the bugs or the birds. Take a moment to kneel down and touch the earth. · Walk mindfully paying close attention to everything. Make sure you walk in silence because you want to notice all those little details.
30 mins	PE with Joe Wicks / Eat breakfast with family	<p>This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.</p>
30-40 mins	Reading Activity Wash hands	<p>Read the following text and then answer the questions.</p> <p style="text-align: center;">The hidden hunting lodge</p>



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A twig snapped in the distance. A bush rustled. Footsteps. Someone was coming! *Who could it be?* Frightened, we slipped silently out of the cabin. The smell of damp leaves filled the air. It was only in the half-light of the setting sun that I noticed how small the boy was. I hadn't even asked him his name, but I knew we were in danger- imminent danger.

Trembling, we dug our bodies into the nearest shrub. Scratching and scraping, tearing and bruising, the thorn bush dug into our clothes and skin as we struggled further into the dark abyss of the thick, dense bushes. Forcing our bodies to the ground, we covered ourselves with leaves and pine needles. Camouflaged, we waited. My heart hammered in my chest as footsteps crunched closer. Sweat had formed on the boy's forehead and it was now trickling down the side of his red face. Any second now, we would be discovered. Every heart beat drew them a step closer to where we were concealed. Suddenly, to my horror, they began to search the bushes. I closed my eyes. A shriek of laughter called out in the distance and heavy footsteps echoed away. I tried to remember how I'd got myself caught up in this mess....

It had been a perfectly normal day. The egg yolk sun swam in a sea of clear blue; there wasn't a breath of wind so my friends and I had decided to head towards the woods. Laughter filled the air as we played our usual game of 'manhunt'. Feeling particularly pleased with my hiding place, I gazed around. Tangles of branches arched up above me, covering the sky. Although it was still the afternoon, the light had been suffocated from above. The eerie, gloom made me feel uneasy. It was quiet. Too quiet! Beneath my feet I noticed something. Peculiar breadcrumbs were scattered on the floor, which was littered with rotten leaves. *What could that be?* I wondered to myself. Bemused, I followed the breadcrumbs- it was a trail! When I reached the end, I noticed an old, log cabin nestled between the bushes. Then a shadow darted across the forest floor. Intrigued, I ventured into the sharp, menacing bushes. That's how it happened. I'd slipped into the cabin, thinking it would be derelict and abandoned, but it wasn't. A pale, thin boy, who had a wild look in his eyes, nearly attacked me as I walked into the cabin. Within minutes, I understood what had happened: he'd been kidnapped. He'd only just finished telling me what had happened to him, when we heard the noise.

So, there we were, covered in cuts and scratches, face down in the earth, waiting motionless. Holding our breath, we listened intently to the noiseless forest. The silence was deafening. Twilight was closing in and it would soon be dark. I nudged the boy in the darkness and without a word we nodded in agreement. Cautiously, we squeezed back out through the bushes and in the opposite direction of the footsteps.

Frantically, we ran. With a sense of urgency we plunged deeper into the forest, letting the shadows swallow us. Not once did we look back...just kept running, arms pumping, legs burning. As we ran, we slashed through the branches desperately searching for a way out. Finally, we spotted a glimpse of light. We were free! That night, when I got home with my mysterious guest, my mum was a little shocked to say the least.

"What on earth has happened to you?" She cried, eying the boy by my side suspiciously. By the time dad had arrived home, we had retold our escapades and the police were on their way. It turns out that I hadn't just rescued anyone; I'd rescued Pierre Ronaldo- Cristiano Ronaldo's son!

When the stretch limousine pulled up outside the house, my jaw nearly hit the floor. We went out for dinner with the Ronaldo family. It was the best food I'd ever tasted: a Portuguese feast.

Days later a letter arrived. Inside was a season ticket and flights to every home match for Real Madrid. What a fantastic surprise that was!

- a) Find- 'the egg yolk sun swam in a sea of clear blue'. What season do you think it is and why?
- b) What evidence is there to suggest that Pierre Ronaldo was scared in the second

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paragraph?

c) How was the kidnapped boy found? Explain with quotes.

d) Look at the paragraph beginning **'Frantically...'** How can you tell the boys wanted to get out of the forest quickly? Use quotes

e) Match these quotes from the text to the technique:

metaphor	It had been a perfectly normal day.
Relative clause	The egg yolk sun swam in a sea of clear blue.
Flashback	Someone was coming!
Exclamation sentence	That night, when I got home with my mysterious guest, my mum was a little shocked to say the least.
Empty word to build suspense	What a fantastic surprise that was!

f) Look at the paragraph beginning **'So there we were,'** find and copy one word that suggest it was getting late.

15-20 mins Break Time

10 mins Times tables Practice

You should practise times tables every day.
Year 4,5,6: All timetables up to 12x12.
Times Tables Rockstars

30-40 mins Maths Activity

Today we are learning about converting cm and m. There are 100cm in 1m and therefore, to convert m to cm, you need to multiply the amount by 100. To convert m to cm you need to divide by 100. You can do this using your place value chart.

Th	H	T	O	.	t	h
			3	.		
3	0	0				

X 100 digits move LEFT 2 spaces
÷ 100 digits move RIGHT 2 spaces

For example, to convert 3m to cm you would need to complete the equation 3×100 . You would start with the 3 in the ones column and then move it left 3 spaces – remember if the place value grid doesn't have a number in the column, it needs to have a 0 added. So, the 3 would be moved to the thousands column and a 0 will be added to the hundreds, tens and one's column.

Centimetres	Metres
91	
66	
65	
23	
19	
59	
88	
0	
11	
95	


Metres	Centimetres
6.674	
5.016	
1.014	
3.125	
5.47	
8.215	
5.23	
1.551	
4.228	
9.774	

30-40 mins Lunch time


30-40 mins Topic/English Activity

Today, we are going to focus on planning a character description. Let's watch the clip again and really focus on the character – write some ideas down as you are watching to use for your character description.

Year 5 Weekly Plan

		<p>https://www.literacyshed.com/ruin.html Remember, when we are planning, we do not need to use full sentences and can use bullet points.</p>  <p>Use exciting vocabulary to describe your character. Can you show their personality through their actions? Can you use 'show not tell'? Create a clear picture of your character in the reader's head. Use your 5 senses to help you to describe your character. Can you use speech to show the reader what the character is like?</p>
10 mins	Golden Mile/Physical Activity	
30-40 mins	PSHE/Topic	<p style="text-align: center;">PSHE- Emotions and Feelings Texting</p> <p>Today you will use this template to help someone. It could be somebody in the same room as you. You will send them a 'text' asking them how they are feeling. Wait for the reply. You should have received a text from them. It is your turn to send a thoughtful response. Keep sending each other messages and try to help them find things to do that will help them. Think about the activities you could suggest.</p> <p>Now it is your turn to send them a text explaining how you feel. Wait for their response and see what they say.</p> <p>Here is an example of a text message conversation. You could use this to help. Use this template to write down your texts.</p>

Year 5 Weekly Plan

		 <p style="text-align: center;">If you really want, you can make this template yourself.</p>
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10-20 mins	Story time/Read a text
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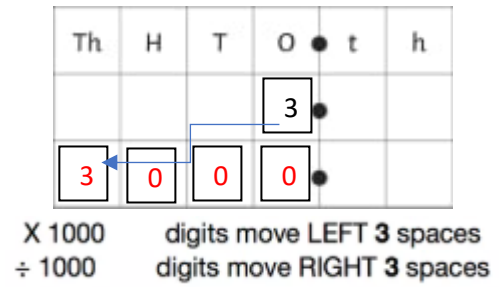
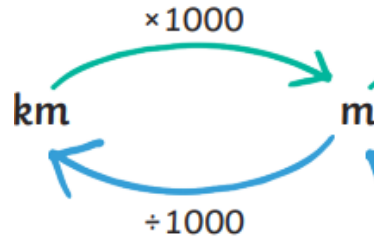
Thursday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	<p>This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.</p> <p>Tense and release muscle relaxation</p> <ul style="list-style-type: none"> · Starting at the feet, gently squeeze the muscles in the feet by tightening them, then slowly releasing. · Next, squeeze the large muscles in the calves for 5 seconds, then gently release. Working your way up the body, squeeze the thigh muscles for 5 seconds then gently release. · Continue moving up the body for more relaxation.
30 mins	PE with Joe Wicks / Eat breakfast with family	<p>This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.</p>
30-40 mins	Reading Activity Wash hands	<p>Think about a character from any of the texts you have read this week. Label around the silhouette (attached at the bottom of the document) with things you know about their appearance. Inside the silhouette, write things you know about their thoughts, feelings and personalities.</p>
15-20 mins	Break Time	
10 mins	Times tables Practice	<p>You should practise times tables every day.</p> <p>Year 4,5,6: All timetables up to 12x12.</p> <p>Times Tables Rockstars</p>

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Today we are learning about converting m and km. There are 1000m in 1km and therefore, to convert km to m, you need to multiply the amount by 1000. To convert m to km you need to divide by 1000. You can do this using your place value chart.

1000 metres = 1 kilometre



For example, to convert 3m to km you would need to complete the equation $3 \div 1000$. You would start with the 3 in the ones column and then move it left 3 spaces – remember if the place value grid doesn't have a number in the column, it needs to have a 0 added. So, the 3 would be moved to the thousands column and a 0 will be added to the hundreds, tens and one's column.

30-40 mins

Maths Activity

Kilometres	Metres
0.386	
0.178	
0.969	
0.77	
0.529	
0.019	
0.252	
0.481	
0.765	
0.95	

Kilometres	Metres
	921
	14
	222
	441
	711
	1000
	578
	353
	474
	629

Kilometres	Metres
	180
	485
0.95	
0.101	
	212
0.312	
0.098	
	251
	981
0.616	

30-40 mins

Lunch time

30-40 mins

Topic/English Activity

Today, we are going to plan our setting description. Can you use figurative language such as alliteration, similes and metaphors to describe your setting? Use your senses to help you. What can you see? What does it look like? How do you feel? What can you hear? What can you smell? Can you taste anything?

<https://www.literacyshed.com/ruin.html>. Remember, when we are planning, we do not need to use full sentences and can use bullet points.



10 mins

Golden Mile/Physical Activity

30-40 mins

PSHE/Topic

Choose a person that you know – it can be anyone you like i.e. a sibling, adult, friend, teacher, favourite character in a movie.

Now make a list of all the things that makes you the same as this person, for example: same last name, same pet, same colour hair, same colour eyes, same school etc.



Year 5 Weekly Plan

		<p>I would now like you to write down all the things that make you different to your chosen person.</p> <p>Next, can you tell me the favourite things about your chosen person (I like that they play games with me, I like that they are fun to be around, I like that they make me laugh etc) and then all of your favourite things about yourself such as: I like my handwriting, I like that I am kind to other people, I like that I am a good friend, I like that I try my hardest in my learning etc.</p> <p>Maybe you would like to share this with the person that you chose if you know them.</p> <p>Finally, I would like you to create a poster to tell people all about yourself.</p> <p>Make sure to include all the important information that you think people should know about you and don't forget about all the things that make you amazing!</p> <p>For example:</p> <p>What is your name? When is your birthday? What do you like? What do you dislike? Who do you live with? What do you do for fun? Where is your favourite place and why? What do you like to do to relax? What are you good at? What makes you special?</p>
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10-20 mins

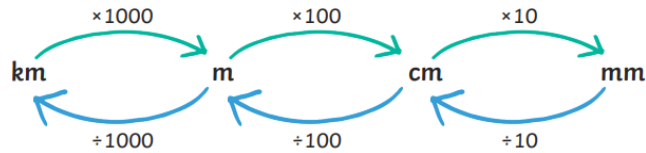
Story time/Read a text

Friday

Approx. Timing	Suggested Activity	Activity Plan
10 mins	Mindfulness	<p>This could be a colouring activity, a breathing exercise or a quiet handwriting exercise. Something that gets your child ready for a day of learning.</p> <p>5 senses</p> <ul style="list-style-type: none"> · Find yourself a quiet space that is clear and you will not be disrupted. · Sit on the floor with your legs crossed and close your eyes. · Clear your mind. Think about something that you can hear and focus on that. · Then think about something you can feel. · Next think about something you can taste. · Then think about what you can smell. · Finally open your eyes. Notice what you can see.
30 mins	PE with Joe Wicks / Eat breakfast with family	<p>This is where your child will have their bagels (if in school) it is a good time to do Joe Wicks PE if you are at home or you could use this time to sit as a family and eat breakfast together. It is important to teach children how to hold a conversation or have good table manners.</p>
30-40 mins	Reading Activity Wash hands	<p>Think about any of the texts you have been reading this week. Can you answer all the questions on the board attached at the bottom of the page correctly? If you and your partner disagree, evidence from the text must be provided. Move back 2 spaces for any incorrect answers. Good luck!</p> <p>You will need:</p> <ul style="list-style-type: none"> - Dice (you can type in dice roller on google if you do not have one) - Counters
15-20 mins	Break Time	
10 mins	Times tables Practice	<p>You should practise times tables every day.</p> <p>Year 4,5,6: All timetables up to 12x12.</p> <p>Times Tables Rockstars</p>
30-40 mins	Maths Activity	<p>Today we are going to consolidate our learning of converting measurements including mm, cm, m and km. Try and remember to use what you have learned throughout the week and the strategy you have been taught to help answer the following questions:</p>



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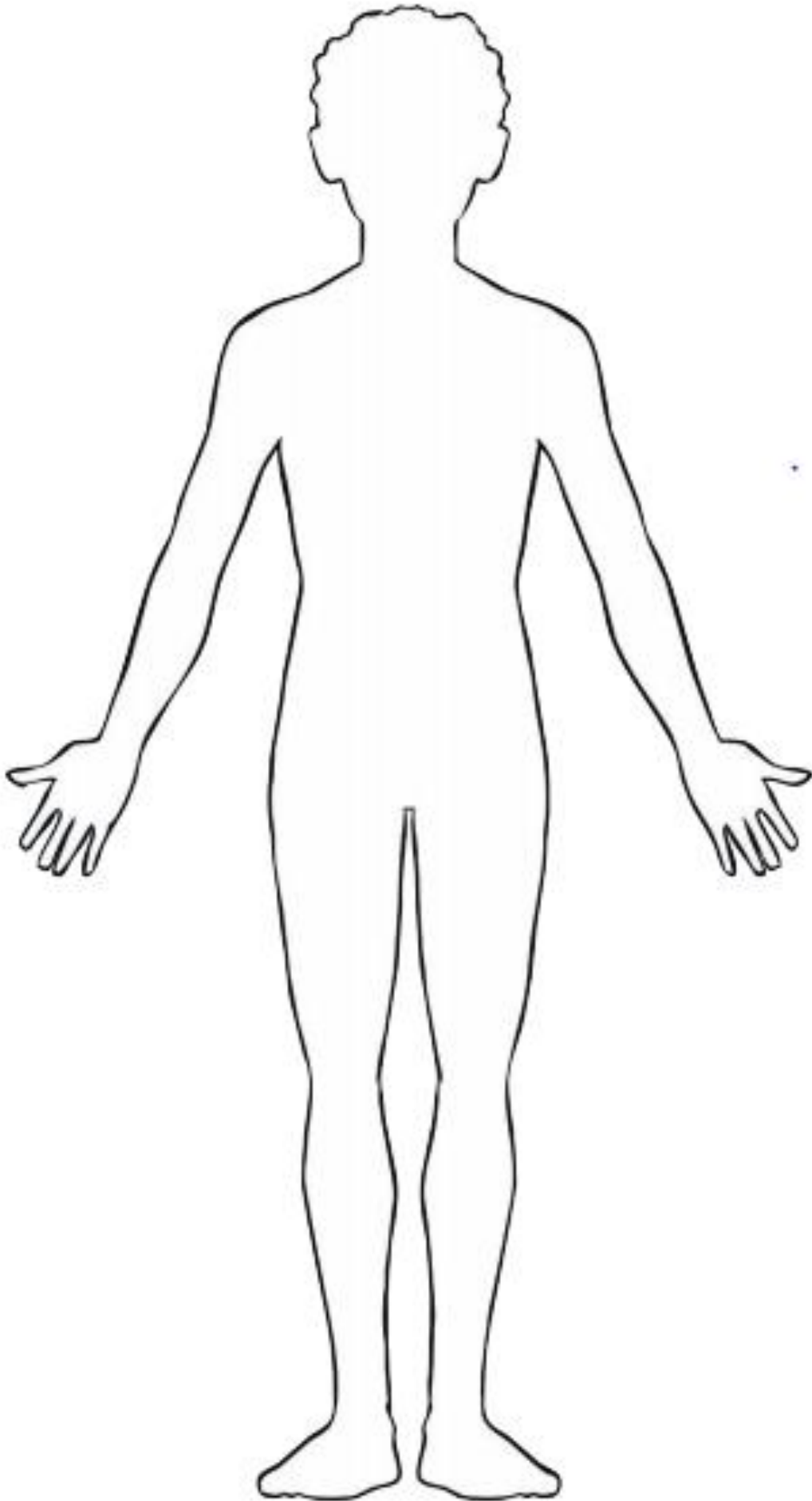
Convert each of the following measurements:

1. 0.6cm = _____ m
2. 97.1mm = _____ m
3. 0.3km = _____ m
4. 819.5m = _____ km
5. 64.6cm = _____ m
6. 327.9cm = _____ km
7. 0.7km = _____ m
8. 45km = _____ m
9. 761mm = _____ cm
10. 704.4mm = _____ cm
11. 0.8cm = _____ mm
12. 170.6km = _____ m
13. 687.4mm = _____ cm
14. 0.6km = _____ m
15. 7.9mm = _____ cm

30-40 mins	Lunch time	
30-40 mins	Topic/English Activity	Today we are going to write the beginning of our story. This is where you will use your plan for your character description and setting description to write the opening to your story. Don't forget to use full sentences with correct punctuation, conjunction to build cohesion between ideas, adjectives, adverbial phrases and figurative language to include description.
10 mins	Golden Mile/Physical Activity	
30-40 mins	PSHE/Topic	Get a piece of paper and fold it into quarters and cut the middle in any shape. Unfold your paper up to a window and look through the hole. Your job is to draw only what you can see through the hole you have cut in your paper. Really pay attention to detail and draw all that you can see.
10-20 mins	Story time/Read a text	



Year 5 Weekly Plan



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Reading Response Board Game

Why do you think the story ends the way it does?

Go back two spaces

Describe how different characters reacted to the same event.

Ask your opponent a question!

What do you think the most important part of the story is?

Which other stories have similar openings to this one?

Have another go!

What other adjectives could the author have used to describe the main character?

If you could give this story a different title, what would it be? Why?

Sum up the book's plot in 25 words or less.

Find two ways that the author describes the main character.

Can you explain why the main character acted in that way?

What is the theme underneath this story? Does it have a moral or message?

How did the author make you feel as you read the text?

Find a word or phrase which backs up how the main character feels about their actions.

Which part of the text best describes the setting?

Can you think of another story with a similar theme? Discuss.

Explain how a character's feelings change through the story.

Which part of the story do you like the most? Why?

Why do you think the author chose this setting?

Who are the characters in the book?

Find a phrase which tells you how the main character is feeling.

How are the settings in the text similar and different?

Find a mood which the author used to create a sense of atmosphere.

Has the writer been successful in their use of language to describe the setting?

What do you think the main character is feeling halfway through the book?

How is the main character like someone you know in real life?

Start

Did the author create tension in the text? How?

Miss a turn

Through whose eyes is the story told?

State three adjectives the author used to describe the setting.

Go back five spaces

Retell the dilemma and resolution in 10 words.

Finish