

Year 5: w.b. 18th January 2021

Remote Learning Arrangements during School Closure and Half Termly Topic Grid

Year Group Updates and Reminders:

Our second week of remote learning during National lockdown is complete! What a successful week it has been! We wanted to say a huge well done to all of our children, families and staff for managing this challenge so effectively- the children of Perry Hall continue to amaze us with the dedication and determination they continue to show towards their learning. We hope your new routine, whether that involves your child attending school or continuing to work from home, is going well and that you are all remaining safe and fit! Our staff have thoroughly enjoyed not only seeing the children- either on screen or in person- but also speaking to them on the phone during their well-being calls and reading the emails you have been sending in to year group email addresses. We thank you for your support with all of these methods of communication.

Please stay safe and do not hesitate to contact us if you require any support. Miss Kohli and Mrs Gibbins.

We have had another fantastic week of remote learning and have enjoyed seeing the children again. We would like to wish a very happy birthday to Katie on Saturday 16th January and Kyle on Monday 18th January.
We would like to remind the children that you should read the instructions for each assignment carefully before completing them.

For those of you wanting to keep active whilst at home, follow the link below and choose an activity.
<https://www.perryhall.co.uk/perry-hall-netflix-home-workouts/>
The Year 5 Team.

Year Group Email Address:

Reminder, your child's year group email address is:
ph.y5homelearning@perryhallmat.co.uk
Please use this, if you need to make contact with your child's year group staff.



Vulnerable and Critical Worker Children:

Vulnerable children and those who have parents/carers as Critical Workers are covering the same content as is outlined in this document within school. Reminder: Our PE day is Thursday. When dropping off and collecting your child(ren), please ensure you continue to follow the one way systems in place and wear a mask when on site to protect yourselves and others.



Remote Learning Arrangements for w.b. 18th January 2021:

Live Learning Sessions

Time	Subject	Access
9.45am (Mon-Thurs) 9:00am (Fri only)	Maths Arithmetic	20 minute live lesson introduction. 40 minutes for assignments to be completed independently. 15 minute live lesson introduction. 15 minutes for assignment to be completed independently.
11.00am (Mon-Thurs) 9:45am (Fri only)	English Writing English Writing	20 minute live lesson introduction. 30 minutes for assignments to be completed independently 20 minute live lesson introduction. 30 minutes for assignments to be completed independently
1.00pm (Mon-Thurs) 11:00am (Fri only)	Reading Reading	20 minute live lesson introduction. 30 minutes for assignments to be completed independently 20 minute live lesson introduction. 30 minutes for assignments to be completed independently

**When accessing live sessions, please ensure that the Home School Agreement is being followed.*

Friday's Timetable
*Please note the changes for Friday's timetable in **red** from Week Commencing 11.01.2021
Only attend the arithmetic live session if you are able to and the timings do not clash with a sibling's live session.
There will be no additional assignments set within the daily timetable due to school finishing after lunch on a Friday.

Daily Timetable

In addition to the live teaching session timetable above, a weekly timetable will be uploaded to the Files section of Teams which will outline additional tasks that your child will need to complete. A copy of this grid has also been inserted below for your reference:

w.b. 18.01.21	Times Tables Rockstars	History and Geography	Purple Mash	PHSE/Wellbeing
Mon	<p>Challenge yourself to some times tables challenges.</p> <p>Don't forget to look out for tournaments set by your teachers</p> <p>https://play.ttrockstars.com/auth/school/student</p>	<p>The British Empire</p> <p>Complete your assignment by researching, shading in and stating which countries were in the British Empire on a map.</p>	<p>Complete the computing and coding tasks assigned to you on Purple Mash.</p>	<p>Look out of one of your windows for a whole 10 minutes.</p> <p>Write down on a piece of paper everything you can see.</p>
Tues	<p>Challenge yourself to some times tables challenges.</p> <p>Don't forget to look out for tournaments set by your teachers</p> <p>https://play.ttrockstars.com/auth/school/student</p>	<p>Victorian housing</p> <p>Complete a comparative study on Victorian housing.</p> <p>What is the difference between a Victorian rich house and poor house.</p>	<p>Complete the computing and coding tasks assigned to you on Purple Mash.</p>	<p>Draw a picture of someone you admire.</p> <p>Why do you admire them?</p>
Weds	<p>Challenge yourself to some times tables challenges.</p> <p>Don't forget to look out for tournaments set by your teachers</p> <p>https://play.ttrockstars.com/auth/school/student</p>	<p>Queen Victoria's children</p> <p>Complete the assignment by researching information about Queen Victoria's children and creating a fact file of the information.</p>	<p>Complete the computing and coding tasks assigned to you on Purple Mash.</p>	<p>Meet Your Heartbeat</p> <ol style="list-style-type: none"> 1. Stand still, try and feel your pulse by putting two fingers just below your wrist and feeling for your heartbeat. You might need an adult to help you with this. 2. Run on the spot as fast as you can for one minute. Test your pulse again, has it changed? 3. Sit down for one minute. Test your pulse again, has it changed? 4. Do as many star jumps as you can in one minute. Has your pulse changed again? 5. Breathe in and out with big, deep breaths. Keep checking your pulse. How does breathing slowly and deeply change your pulse and how you feel?
Thu	<p>Challenge yourself to some times tables challenges.</p> <p>Don't forget to look out for tournaments set by your teachers</p> <p>https://play.ttrockstars.com/auth/school/student</p>	<p>Purple Mash</p> <p>Complete the Victorian's topic task assigned to you on purple mash.</p>	<p>Complete the computing and coding tasks assigned to you on Purple Mash.</p>	<p>Make a relax box.</p> <p>Fill it with things that make you relaxed and keep you calm.</p> <p>You could write these on a piece of paper, or draw a box and write words inside.</p>

***Staff will be available, contactable via the year group email, 8.30am-3.30pm Monday to Thursday and 8.30am-12.30pm on a Friday**

Reminder: Remote Learning Home School Agreement (reminder of what you have previously signed and agreed to if your child is partaking in live learning sessions):

School will...

- Provide a mixture of live lessons, independent activities and other relevant tasks (i.e on Purple Mash, Times Table Rockstars) to continue learning at home
- Respond to completed assignments/tasks through Teams and Purple Mash
- Provide appropriate tasks for pupils who have an IEP or are on an EHCP
- Contact pupils who do not log in to live lessons to check in on them and their family
- Offer pupils the opportunity to ask for extra help if they do not understand
- Ensure that staff are available between 8.30am and 3.30pm to support with any home learning issues– please email the year group email address to request support.

Pupils will...

- Attend all live lessons unless they have a genuine reason that they are unable to. Please be aware that pupils will be visible to and heard by their year group peers and school staff when in a live session
- Leave profile pictures as initials so that they are easily identifiable in the lesson
- Find a quiet place to join their live lesson and have a pencil and paper to make jottings
- Use the 'Raise your hand' and Chat function to participate in the lesson
- Remain on mute unless the teacher asks for them to unmute
- Blur their backgrounds
- Focus on learning during the live lesson
- Complete Purple Mash and other follow-up activities to practice skills
- Use the chat function for learning ONLY, this is not a social media chatroom
- Remember class expectations still apply - always adhere to the School Behaviour Policy.

Parents/Carers will ...

- Ensure their child is following the daily timetable and completing their work to avoid more learning time loss
- Let the school know if their child has any technical issues with accessing online learning during isolation
- Report any absences as usual, via the school office—including COVID 19 symptoms or positive test results for the child or someone within the household
- Ensure their child only uses the platforms for educational purposes
- Monitor the use of their devices for access of other online materials and apps
- Ensure that the *live Teams sessions are not recorded or photographed* in any way.

Please email the following statement into your child's year group email address:

"I, the parent/carer, and my/our child, _____, agree to all the statements outlined in the Remote Learning Home School Agreement."

**You only need to email the above permission statement if you have not already done this previously.*

Year 5 - Spring 1 - The Victorians – Who were the Victorians?

This grid outlines the knowledge and skills that Year 5 children will gain throughout this half term's topic.

As readers we will:

Be exploring our use of inference skills through fiction, non-fiction and poetry.
Be investigating different text types through retrieval skills.
Be summarising and predicting texts that we have engaged with.



As mathematicians we will:

Be securing our knowledge of fractions and their decimals and percentages equivalents.
Be securing our use of the four operations, including addition and subtraction related to negative numbers.
Work towards calculating the area and perimeter of rectilinear polygons.



As writers we will:

Be writing a biography of Queen Victoria.
Be writing a diary entry from the viewpoint of Ebenezer Scrooge.
Be writing a newspaper report based on the 1870 Education Act.



As scientists we will:

Identify the life processes and classify living things through the creation of branching keys.
Explore the life cycles of plants, mammals, amphibians, insects and birds.



As historians we will:

Place the Victorians on a timeline in relation to other studies, knowing and sequencing key events.
Begin to identify primary and secondary sources, using evidence to build up a picture of life in the time studied.
Examine causes and results of great events, and the impact on people.



As geographers we will:

Identify the physical and human geography between the UK and the rest of the world.
Investigate the fair and unfair distribution of resources.
Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.



As artists we will:

Investigate the work of William Morris.
Continue to build up on the evidence of work in sketchbooks.
Improve our mastery of art and design techniques, including drawing, painting and printing.



As musicians we will:

Play and perform in solo and ensemble contexts using our voices.
Play musical instruments with increasing accuracy, fluency, control and expression.
Listen with attention and detail to recall sounds with increasing aural memory.



In PE we will:

Play competitive games, and begin to apply basic principles suitable for attacking and defending.



In computing we will:

Be designing and writing a program that simulates a physical system.

Using a number of variables and exploring text variables in coding.
Create a playable competitive game.



In Spanish we will:

Be learning how to greet people in Spanish.

Be asking for and giving names in Spanish.

Be working with names of colours through listening and responding to rhymes, looking at punctuation when we are asking questions and looking at the pronunciation of 'll' and 'j' sounds.



In RE we will:

Explain how some key beliefs teachings and selective features of religious life and practices are shared by different religions.

Explain how these make a difference to the lives of individuals and communities.

