

Year 5

Remote Learning Arrangements during School Closure and Half Termly Topic Grid

School Closure Information:

Sadly, the number of cases of coronavirus in Wolverhampton has continued to rise in recent days, with latest data showing an infection rate of 530 people per 100,000 in the city – the highest in the region. The city is also seeing a very high positive test rate of 23% which is similar to many areas of London and the South East.

With this information in mind, Perry Hall MAT Trust Board have made the decision that all Wolverhampton schools within our Trust are to remain closed for the beginning of the new term. From Tuesday 5th January until Friday 8th January, these schools will be closed to all children, apart from those classed as vulnerable and whose parents/carers are critical workers.

The plan is to review the situation again on Thursday 7th January to make a decision on opening our school for the following week. This will be announced to you all in the morning of Friday 8th January.

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 who have expressed themselves as Critical Workers using the survey sent yesterday will be contacted during the day on Monday 4th January, to confirm their child(ren)'s attendance in school.



Remote Learning Arrangements:

Live Learning Sessions

Time	Subject	Access
9.45am	Maths	<i>Teams 20 minute live lesson introduction. 40 minutes for assignments to be completed independently.</i>
11.00am	Reading	<i>20 minute live lesson introduction. 30 minutes for assignments to be completed independently</i>
1.00pm	SPaG	<i>20 minute live lesson introduction. 30 minutes for assignments to be completed independently</i>

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

(see next page as a reminder).

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. 04.01.21	Times Tables Rockstars	English- Writing	Art and Design Technology	Purple Mash	PHSE/Wellbeing
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>Developing initial responses.</p> <p>Watch the teaching video https://classroom.thenational.academy/lessons/to-develop-initial-responses-cgvp2d</p> <p>Complete set assignment.</p>	<p>Food Technology – Cooking.</p> <p>Follow the recipe using the link below to bake some Victorian drop scones. https://www.bbc.co.uk/food/recipes/drop-scones_38257</p> <p>Complete set assignment.</p>	<p>Complete the computing and coding tasks assigned to you on Purple Mash.</p>	<p>Make up an exercise routine and teach it to someone in your family. You can do it to music.</p> <p>Remember to warm-up first!</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>Exploring complex sentences.</p> <p>Watch the teaching video https://classroom.thenational.academy/lessons/to-explore-complex-sentences-c8r34r?activity=video&step=1</p> <p>Complete set assignment.</p>	<p>Art - Investigate William Morris.</p> <p>Watch the video below and use your research skills to explore who William Morris was. https://www.youtube.com/watch?v=fAy_i_mtiqVM</p> <p>Write out the different stages of the printing process by completing the assignment on Teams.</p>	<p>Complete the computing and coding tasks assigned to you on Purple Mash.</p>	<p>Write your worries or regrets on a piece of paper and cut them up into at least 100 pieces.</p> <p>Help your parents/carers to tidy them up afterwards!</p>
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>Describing two contrasting settings and characters.</p> <p>Watch the teaching video https://classroom.thenational.academy/lessons/to-describe-two-contrasting-settings-and-characters-6ru3er?activity=video&step=1</p> <p>Complete set assignment.</p>	<p>Design Technology – Create a Zoetrope.</p> <p>Watch the video and create your own Zoetrope. https://www.google.com/search?q=make+a+zoetrope&rlz=1C1GCEV_enGB841GB841&oq=make+a+zoetrope&aqs=chrome..69i57j0j0i22i30l3j0i10i22i30j0i22i30.4365j0j7&sourceid=chrome&ie=UTF-8#kpvalbx=_vHyX5-2CLWf1fAPmlqv0AM11</p> <p>Complete set assignment.</p>	<p>Complete the computing and coding tasks assigned to you on Purple Mash.</p>	<p>Make a proud cloud.</p> <p>Draw a big cloud shape on a piece of paper and fill it with things you are proud of.</p>
Fri	<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>Writing the opening of a narrative.</p> <p>Watch the teaching video https://classroom.thenational.academy/lessons/to-write-the-opening-of-a-narrative-6xk36r?activity=video&step=1</p> <p>Complete set assignment.</p>	<p>Art - Who was John Atkinson Grimshaw?</p> <p>Complete set assignment.</p>	<p>Complete the computing and coding tasks assigned to you on Purple Mash.</p>	<p>Think about your friends. how would they describe you?</p> <p>Draw some thinking bubbles and write all the things in the bubbles. You could call your friends to ask them!</p>

***Staff will be available, contactable via the year group email, 8.30am-3.30pm Monday to Thursday and 8.30am-1.30pm 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.

