

Subject and aims	Steps and questions...	Resources and websites
<p><u>English</u></p> <p>Class Book: <i>Ice Trap</i></p> <ul style="list-style-type: none"> • Diary writing as Shackleton • Non chronological report on Antarctica • Persuasive writing to save Antarctica 	<p><u>Diary recount writing as Shackleton</u></p> <ol style="list-style-type: none"> 1. Read the book and discuss the adventure of Shackleton- what did he have to face? 2. What are the features of a diary recount? 3. How do you write in the past perfect tense? 4. BIG WRITE- Diary extract. What should you include in your writing? 5. PUBLISH- edit and proof read your writing and then publish it -Can you make it look authentic? <p><u>Non Chronological report about Antarctica</u></p> <ol style="list-style-type: none"> 1. Research all about Antarctica- Climate, size, animals, research, people that live there, explorers, risks and threatsk super facts! 2. How do you organise a non-chronological report? 3. How do you use relative clauses to add detail? 4. BIG WRITE- recap what do we include in our writing? 5. PUBLISH- Had you add images to make it more informative? <p><u>Persuasive text to save Antarctica</u></p> <ol style="list-style-type: none"> 1. Why should we help save Antarctica? How could we help? Research 2. What persuasive techniques could you use? 3. Make a poster s. Save Antarctica- using persuasive techniques. 4. BIG WRITE - a text that will persuade people to do more to save Antarctica and why it is important. 5. PUBLISH- word process for the website. 	<p>This is useful link for a short video about what should be included in a recount. https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-recount/z7dg92p</p> <p>A really clear explanation of past progressive and simple past can be found here- https://www.englisch-hilfen.de/en/grammar/simplepastprogressivecontrasted.htm which can be followed by a quiz- https://www.englisch-hilfen.de/en/exercises/tenses/simplepastprogressive.htm</p> <p>Actual excerpts from Shackleton's diary can be found here- https://www.pbs.org/wgbh/nova/shackleton/1914/diary.html for inspirations.</p> <p>Videos about Antarctica https://www.youtube.com/watch?reload=9&v=X3uT89xoKuc https://video.nationalgeographic.com/video/00000144-0a26-d3cb-a96c-7b2ffbd0000</p> <p>Information https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4 https://discoveringantarctica.org.uk/ https://www.sciencekids.co.nz/sciencefacts/earth/antarctica.html</p> <p>Non chronological report A video about the features of a non-chronological report- https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-non-chronological-report/zvbtscw</p> <p>Success criteria for all of the writing will be on the website.</p> <p>Persuasive techniques - Please see class website for activity sheet. How to write a persuasive text video- https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-persuasive-text/zkcfbdm</p> <p>Editing and proof reading s Please find information on the website.</p>
<p><u>Reading</u></p>	<p><u>Marcus Sedgwick has recorded each chapter and posted it on his website for those that cannot source the book -</u> https://marcussedgwick.com/floodland/</p>	

Core text-
Floodland by
Marcus Sedgwick

It is also available on the Amazon as either an e-book or paper copy for around £4.99.

Chapter 1 -

- Before reading the first chapter show, make predictions using the front cover. Write the prediction down and keep it safe to see if it is similar at the end.
- Read chapter one. Ask the children to reflect further upon the character Zoe and what they think they know about her at this point in the story.

Chapter 2-

- Reflect on the type of novel they are reading s have they ever read a book that has been set in a world which is familiar to them but that imagines a future where terrible things have happened and people have to fight for survival? If the children are unfamiliar with the term, introduce the terms dystopian fiction and dystopia.
- Re-read the following section of chapter two and as you read the text aloud, ask the children to sketch what they imagine.
Far way on the horizon was a massive, ancient, stone building. It had two tall towers that stuck into the sky, one at the end and another shorter one in the middle. She couldn't see that there was any land underneath it, and it looked as if it was floating on the sea.

Chapter 3-

- So far, what do you know about the characters: - Spat - Dooby - Munchkin -William?
- Think about what you know and how these characters are described. Draw a picture of one of these characters and label it with the description of them. What are their personalities like?

Chapter 4 and 5-

- Reflect on the events that Zoe has endured so far. Consider her current predicament: she is trapped on the island and she is not sure if she can trust Dooby.
- Write a note to Zoe giving her some advice. What could she do? How could you help?

Chapter 6-

- Read aloud chapter six. Stop at different points, to clarify understanding and allow for discussion- likes, dislike, any patterns that they notice or any questions that it brings up.
- Return to the section in which Munchkin reveals how Dooby came to be on the island and how he took control of everyone and everything. Reflect on how it must have felt to live on the island before his arrival, how does Munchkin describe how they lived?
- Imagine that you are Dooby and the islanders and that you are going to deliver a speech in the role of Dooby to persuade the islanders that he should now lead them in order to protect them and to save them from the possible invasions and dangers that could threaten them at any time.

Chapter 7-

- Read aloud chapter seven. Stop at different points, to clarify the understanding and allow for discussion around any questions that it brings up.

	<ul style="list-style-type: none"> In this chapter William references a lyric from the song 'Stairway to Heaven' by Led Zeppelin, 'There's a feeling that I get when I look to the west'. Explore the lyrics of the song and share the song <p><u>Chapter 8 and 9 -</u></p> <ul style="list-style-type: none"> Read aloud chapter 8 and the opening of chapter nine stopping at 'into his secret world'. Stop at different points, to clarify the understanding and allow for discussion around likes, dislikes, any patterns that are noticed or if there are any questions that it brings up. Consider what could be in Munchkin's secret hiding place. What would he want to keep secret and how might it help Zoe to escape? Should Zoe enter his secret hiding place? Why? Why not? Create a door sign for Munchkin's door to his secret hiding place. <p><u>Chapter 10-</u></p> <ul style="list-style-type: none"> Share the following extract with the children: <i>'And how do you think people have survived? How do people remember who they are and where they're from? And how do they know what it means to be human, what makes us more than animals? How do they pass these things on to their children? Stories, that's how.'</i> Reflect on this quote and whether you agree with William's assertions or not. Do you think that stories make us human? What stories have you had passed onto them by your parents, family? <p><u>Chapter 11</u></p> <ul style="list-style-type: none"> Read aloud chapter 11. Stop at different points, to clarify the understanding and allow for discussion around likes, dislikes, any patterns that are noticed or if there are any questions that it brings up. <p><u>Chapter 12 and 13-</u></p> <ul style="list-style-type: none"> Reflect on the connection Zoe makes to the stories William has told them and the plan that her and Munchkin are now able to put in place to get themselves to safety. Read chapter thirteen aloud until 'Let's not sing anymore. Okay?' Complete a 'double bubble' where the children compare the characters; Zoe and Munchkin. <p><u>At the end of the book-</u></p> <ul style="list-style-type: none"> Write a book review. Can you summarise the story? Did you enjoy the story? Why? Who would you recommend it for? Who was the best character? <p><u>Most of all- enjoy reading together!!</u></p>
<p><u>Maths</u></p>	<p>The White Rose Maths Hub has produced daily lessons for children to do at home. The lesson has a short video that explains the learning and then an activity that you can access. https://whiterosemaths.com/homelearning/year-5/</p> <p><u>Week 1-</u> Decimals and decimals as fractions.</p> <p><u>Week 2-</u> Rounding decimals, compare and order decimals and converting fractions, decimals and percentages.</p>

	<p>Week3- Adding and subtracting decimals I will post the week 4 onwards on our class webpage once it has been put online.</p> <p>I See Maths have also created a daily activities that will help with reasoning. It has a short video with a reasoning activity to complete. The explanation to help. http://www.iseemaths.com/lessons56/ Start with the lesson from Monday 25th March</p> <p>It would be fantastic and super helpful to the children if they all knew their tables to 12x before they return to school. Practising in short burst is the easiest way to learn. There are some fantastic video on Youtube that could help. I will be setting up some competitions on TT Rockstars against other year groups so let's smash it Year 5.</p> <p>Hit the button is a really useful game for helping with quick number fact recall. https://www.topmarks.co.uk/maths-games/hit-the-button</p>	
<u>Geography</u>	<ul style="list-style-type: none"> • Locate world's continents and countries- What are the continents of the world? Can you find a country for every letter in the alphabet? Where is Antarctica on the world map? • Identify physical and key topographical characteristics of Antarctica on a map- What features does Antarctica have? Mountains? What sea/ocean? What is the terrain like? What is the temperatures like? • Identify key areas and map out the journey of Shackleton - on the map of Antarctica can you locate the places Shackleton went on his journey? 	<p>https://www.mapsofworld.com/antarctica/ https://www.mapsininternational.co.uk/kids-zone</p> <p>See class webpage for printable maps.</p> <p>https://www.salariya.com/webzbooks/explorer/aboutzmap/pages/map.html</p>
<u>Art and Design and Technology</u>	<ul style="list-style-type: none"> • Sketching animals from Antarctica- Choose two or three animals from Antarctica to draw. There are some great step by step guides to drawing animals on Youtube that can support you with this. • Look at the art work of David McEown- Can you great your own version? • Design a boat: What will its purpose be? What will it be made off? How long will it float? 	<p>https://www.youtube.com/watch?v=h-le1oiv0zU- arctic animals https://www.youtube.com/watch?v=Y1APW_4J8dw- penguins www.wedrawanimals.com has lots of animals to have a go at.</p> <p>http://www.davidmceown.com/project- The website of David McEown where you will find his amazing watercolours.</p>

	<ol style="list-style-type: none"> 1. Decide where your boat is going and what it is for. 2. Draw your boat design and label (on straight lines) its features and materials 3. Make you boat and test it out. 4. Adapt and improve it so that it is the best it can be! 5. Launch and name your boat- How long did it float. 6. Send Miss Rose some pictures and times. 	
<u>Computing</u>	<ul style="list-style-type: none"> • E-safety- How do we keep ourselves safe online (see the website) Can you make an online safety poster for the website? • Create an animation on iPad of Shackleton's journey- in the resources box is some apps that you could use to do this. • Use the internet to research- linked to English work • Make an e-book to present a journey story- in the resources box is some apps that you could use to do this. <p>https://scratch.mit.edu/ is a great resource for practising your coding skills and it has lots of activities with step by step instructions.</p>	<p>Animator apps and websites-</p> <ul style="list-style-type: none"> • http://animiz.com/download- software download • Stop Motion Studio- Iphone/ Ipad • Stop Motion Studio- Android/ Play Store • Flipaclip- available on Android and Apple appliances • Pivot- software download. <p>Websites and apps for making e-books-</p> <ul style="list-style-type: none"> • https://www.storyjumper.com/ • https://www.mystorybook.com/ • My story book maker- Iphone/ Ipad • Book traps- book creator for children- Android/ google play.
<u>French</u>	<ul style="list-style-type: none"> • Can you say the names of pets and animals in French? • Can you say what you likes and dislike- sports, hobbies, colours? • Can you say the days of the week / months of the year in French? 	<p>http://www.bbc.co.uk/languages/french/</p> <p>Resources also on the class webpage.</p>
<u>PE</u>	<p>There are loads of online activities available for PE. It is so important to stay active in these times and it is really good for your well-being. Check out the websites and links for ideas.</p>	
<u>RE</u>	<p><u>Key religions: Christianity and Hinduism</u></p> <p><u>Find out all about these religions.</u></p> <ul style="list-style-type: none"> • What do they believe? 	<p>Please see documents on the class web page.</p> <p>Here are some great websites that can help-</p>

	<ul style="list-style-type: none"> • What celebrations do they have? • Where do they worship? <p><u>Bigger questions-</u></p> <ul style="list-style-type: none"> • How do we make moral choices? • How do religions influence these choices? 	http://www.primaryhomeworkhelp.co.uk/religion/christian.htm https://www.bbc.co.uk/bitesize/subjects/z7hs34j
<u>Science</u>	<p><u>Living Things and Their Habitats:</u></p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - you could do this as a picture, poster or text. • How are living things classified into broad groups according to common observable characteristics and based on similarities and differences? Write a table of characteristics for each of the following- Microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics- Classify the different plants and animals on the Powerpoint and give reasons for why you have chosen to classify them. • Explanation text of the life cycle of a chosen animal from Antarctica. 	<p>Please see documents and activities on the class web page.</p> <p>https://www.bbc.co.uk/bitesize/topics/zgssgk7</p> <p>https://www.stem.org.uk/resources/community/collection/12740/year-6-all-living-things</p> <p>http://www.primaryhomeworkhelp.co.uk/revision/Science/living/keys.html</p> <p>https://www.topmarks.co.uk/Search.aspx?q=animal%20classification</p> <p>https://www.bbc.co.uk/bitesize/topics/zxjj6sg/articles/z9cbcwx</p>