

Tuesday 1st February 2022

01.02.2022

Handwriting

Spellings:

centre
burglar
nervous
nocturnal
minor

Task:

Copy each word twice and then write it a third time without looking.

Make sure your joins are accurate, letters the same size and your handwriting sits neatly on the line.

Can you write a complex sentence?

Can you write a sentence with an expanded noun phrase?

Can you write a sentence with a verb opener?

Can you write a sentence with a relative clause?

Word of the Day:

oviparous

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I can evaluate ideas for a story.

**What key decisions did we make
yesterday about our story?**

Vocabulary:
sequence,
chronological,
narrative,
decisions,
setting,
character,
theme.

Tell me about your setting.

Tell me about your characters.

Tell me about your themes.

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I can evaluate ideas for a story.

**Today we are
learning...**

**What the difference between
deduction and inference is.**

How short stories are structured.

**How the characters are affected by the
different stages of a story.**

Vocabulary:

sequence,
chronological,
narrative,
decisions,
setting,
character,
theme.

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I can evaluate ideas for a story.

Let's read through one of Pie Corbett's short stories... 

Vocabulary:

sequence,
chronological,
narrative,
decisions,
setting,
character,
theme.

Where is the story set?

What did they expect to happen by August?

Who do you think Jasmine may be?

What is a sacred place?

The Dump

by Pie Corbett



We found it at the end of the cul-de-sac where the path led between two houses into a wooded bit beyond. Someone had chucked an old mattress out. The next thing we knew, it had become the local dumping ground. I could see it from my bedroom window. Our house backed onto the wood.



Mum called it 'fly-tipping' and said it was because all the council tips were closed. "They'll not open the recycling centres until lockdown has ended," she said.



I wasn't allowed to the dump. Mum warned me a number of times. I could take my exercise in the back garden but couldn't go out of the gate behind Dad's shed. There wasn't much to do in the garden. It wasn't a garden really because it was mostly paving stones and a barbecue that Dad had built out of old bricks and half a metal drum. Then there was his shed.



You couldn't swing anything in the garden. It was tiny. Then I drove Mum mad by kicking my football against the kitchen wall 136 times. I was on the 137th when she exploded out of the back door and shouted at me to stop it or else. "But I'm exercising," I said. It's alright for her and Jasmine; they watch Joe Wicks and puff and pant in their leotards. You're not catching me doing that!



Anyway, she told me I could go out the back gate but not to go near the dump and not to play with anyone else. “STAY SAFE,” she growled, ‘STAY ALERT.” Gosh, those eyes seem to be getting closer together, I thought. And I’m sure she never used to have a moustache before all this started. I was about to point this out when I thought the better of it and scooted off.



The woods are stuffed with bluebells. It looks amazing. A vast carpet of bluebells, but they are sort of more purple than blue.

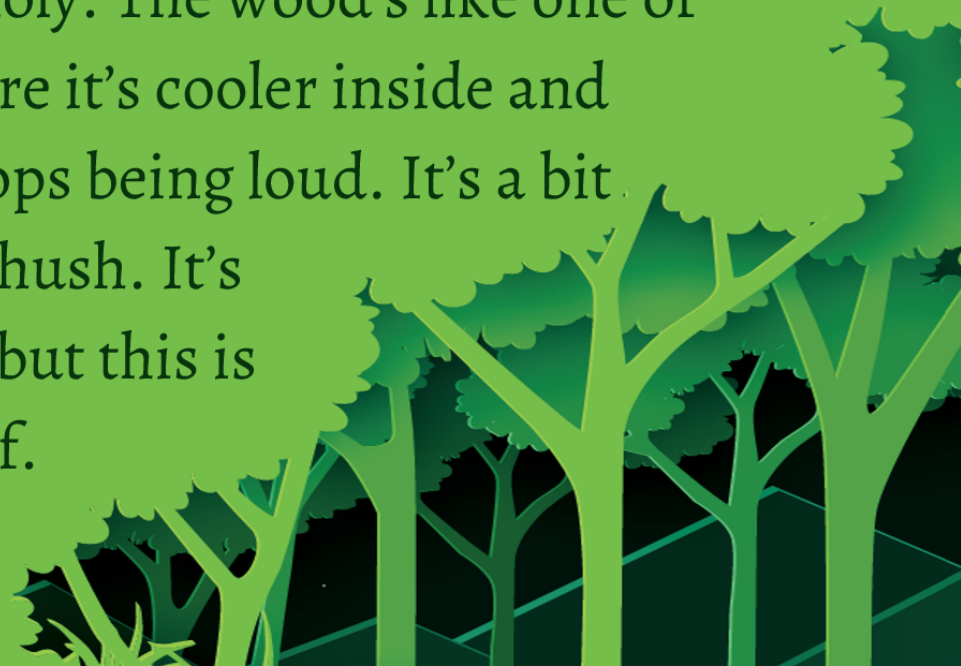
The wood is full of sunlit beams and shadows. You can hear the trees moving as the wind blows. I watch where I'm placing my feet. Miss told us at school about adders and there's no way a snake is going to get me! The trees move ever so slightly, the leaves rustle and the shadows move with them.



It smells earthy and the bluebells stretch
on in a shimmer of blue, violet and green.



It is rather like magic. I always feel that when I am here and now that everyone is on lockdown, it is quieter and stiller. The word sacred pops into my mind. Mr Robinson taught us about sacred places. It means they are special places, holy. The wood's like one of those big churches you go to, where it's cooler inside and suddenly quieter and everyone stops being loud. It's a bit like that. It's a place of hush and shush. It's like being in a church or a temple but this is real. No one made it; it made itself. It grew itself.



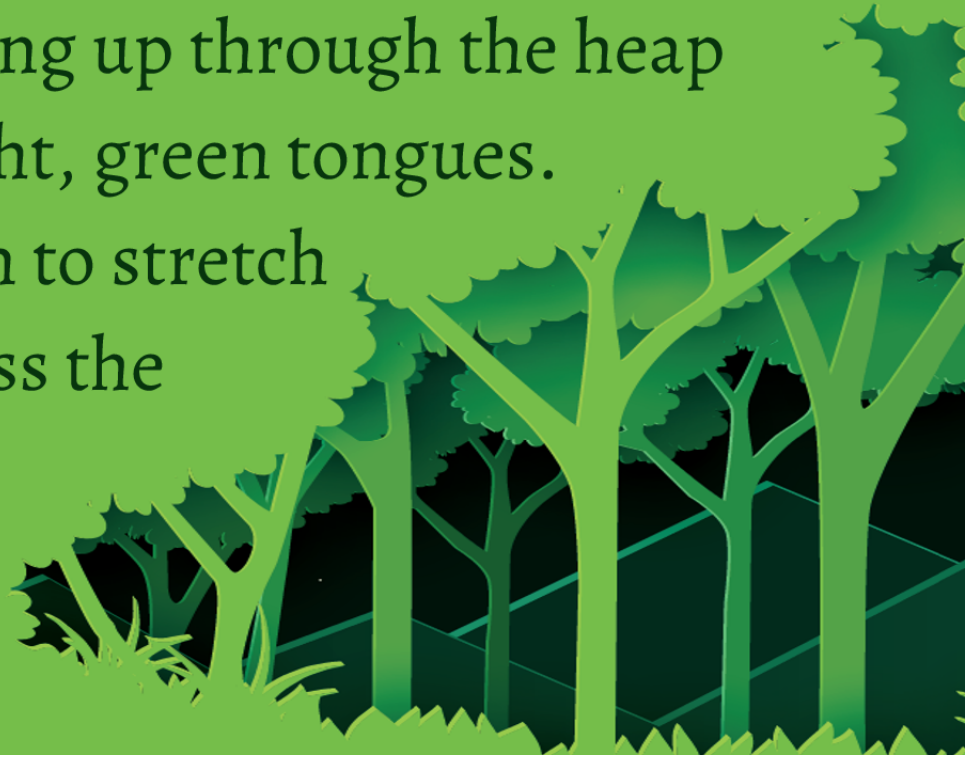
Then I hear the birds. Pigeons making their soft cooing. A blackbird bossing the others about. I notice smaller birds but I don't know what they are. Shy, brown birds bobbing and flickering between the trees. Now I'm still, I can hear them and begin to see them. In the sunlit patches, bees buzz. In the shadows, the earth seems to be breathing. There's a huge oak tree high above me stretching its vast green tent of leaves and branches.



Mr Robinson told us that oak trees take 300 years to grow and then stand for 300, before taking 300 years to die and another 1,000 years to decay. They must see plenty across such a mighty life.



I think of the dump where people off the estate have just
chucked their old stuff; here today, gone tomorrow. When
I get there, the mattress and old clothes have started to
mold. There are thistles poking up through the heap
and ferns uncurling their tight, green tongues.
Brambles have already begun to stretch
their thin, thorny limbs across the
pile of rubbish.



Nature doesn't hang about. It's not going to wait for a man from the council. Could be waiting a long time for anyone to sort this lot out. No, it's already got to work. Rotting what it can, covering the ugliness we've left behind. Stuff we didn't need. By autumn, this will be smothered in leaves and branches.



When I get back, I go upstairs and look out of my window. The wood is quietly getting on with the business of living. I get on the net and find the names of the birds I saw. The tiniest were wrens but some were tree sparrows. It's funny really. Once you know what something is, and you find out about it, then somehow you care a bit more. It matters more. It becomes a bit more... what did I call it? Oh yes, sacred.



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I can evaluate ideas for a story.

You've got three minutes to find a solution to these problems...

Vocabulary:
sequence,
chronological,
narrative,
decisions,
setting,
character,
theme.

Can we remember where the different stages of the story are?

What are the clues that tell us that the story has moved on?

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I can evaluate ideas for a story.

Task:

Make a decision about what the dilemma of your story will be:

What is the item that the child wants to fix?

Why will they have to confront the older character?

How will they become reconciled?

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I can evaluate ideas for a story.

Plenary

What is the difference between deduction and inference?

How are short stories structured?

How are the characters affected by the different stages of a story?


0 1. 0 2. 2 2

I can convert improper fractions to mixed fractions

Flashback 4

Year 5 | Week 3 | Day 2



- 1) Write a fraction equivalent to $\frac{1}{2}$
- 2) Multiply 168 by 5
- 3) Work out the perimeter of the rectangle.

6 mm 20 mm
- 4) Write "half a million" in figures.

0 1. 0 2. 2 2

I can convert improper fractions to mixed fractions

<https://vimeo.com/498991812>

Use the link above to access the lesson for the day and then complete the work on the following slides.

Reasoning:

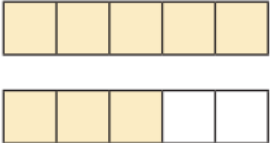
Is the following statement true or false?

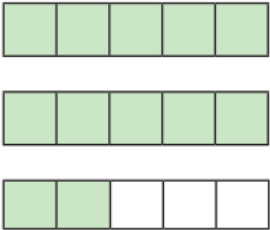
$$\frac{27}{3} = 2\frac{7}{3}$$

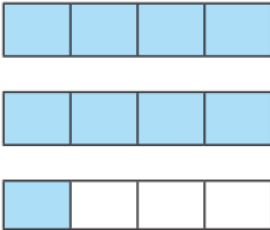
Can you use reasoning to explain your thinking?

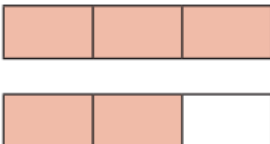
Improper to mixed numbers

1 Convert the improper fractions to mixed numbers.

a)  $\frac{8}{5} = \square$

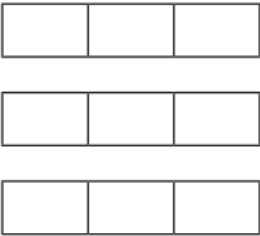
b)  $\frac{\square}{5} = \square$

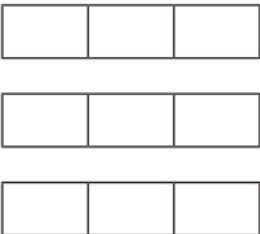
c)  $\frac{\square}{\square} = \square$

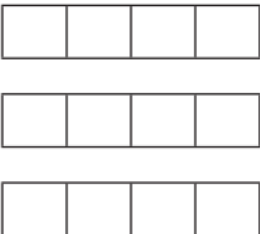
d)  $\frac{\square}{\square} = \square$

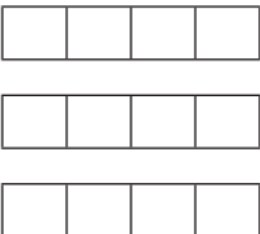


2 Shade the bar models to represent each improper fraction. Convert the improper fractions to mixed numbers.

a)  $\frac{7}{3} = \square$

b)  $\frac{8}{3} = \square$

c)  $\frac{9}{4} = \square$

d)  $\frac{11}{4} = \square$

- 3 Convert the improper fractions to mixed numbers.

a) $\frac{10}{2} = \square$

e) $\frac{12}{5} = \square$

b) $\frac{10}{3} = \square$

f) $\frac{13}{6} = \square$

c) $\frac{10}{4} = \square$

g) $\frac{13}{7} = \square$

d) $\frac{10}{5} = \square$

h) $\frac{31}{8} = \square$

- 4 Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

Write your answer as a mixed number.

- 5 Dexter is converting improper fractions.



$\frac{32}{3} = 3 \frac{2}{3}$

Explain why Dexter is incorrect.

- 6 Find the value of \bigcirc

$\frac{27}{8} = \bigcirc \frac{2}{8}$

$\bigcirc = \square$

- 7 Find two possible values for \star and \blacktriangle

$\frac{30}{\star} = \blacktriangle \frac{2}{\star}$

$\star = \square$

$\blacktriangle = \square$

$\star = \square$

$\blacktriangle = \square$

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I can carry out basic first aid for bites and stings.

Starter Activity

Treating bites

Use your current first aid knowledge to explain what you could do for each of the 5 steps.

Step 1.

Step 2.

Step 3.

Step 4.

Step 5.

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I can carry out basic first aid for bites and stings.

Bites



- Bites or stings in the mouth or throat are potentially dangerous because swelling can obstruct the airway
- Bites from some snakes, spiders and mosquitoes can cause serious illness, and may be fatal
- Ticks are tiny creatures that attach to animals and humans to bite into the skin to suck blood, they carry disease, so should be removed as soon as possible
- Be alert and watch for signs of an allergic reaction, which may lead the casualty to suffer **anaphylactic shock**

I can carry out basic first aid for bites and stings.

Stings



- Stings are painful and can also be dangerous, scorpion and jellyfish stings can be fatal
- An initial sharp pain is followed by swelling, redness and soreness, venomous creatures may produce a lot of pain and swelling
- Multiple insect stings can produce a serious reaction
- A sting in the mouth or throat is potentially dangerous because swelling can obstruct the airway
- With any sting it is important to watch for signs of an allergic reaction, which can lead to **anaphylactic shock**

I can carry out basic first aid for bites and stings.

Bites A21

Question:

- Name 5 things that could bite you

Question:

- What sort of injury could you get from a bite? (consider the teeth in the pictures opposite to get an idea)

*See worksheet on slide 20



I can carry out basic first aid for bites and stings.

Stings

Answer and discuss the following:

- Name 5 things that could sting you
- Describe what it might feel like to be stung
- What might it look like when you have been stung?



I can carry out basic first aid for bites and stings.

What can go wrong?

Allergic Reaction

- An allergic reaction can occur from a bite or sting. This can be really dangerous for the casualty. It may cause problems with their airway and breathing.
- If there are any other signs of a severe allergic reaction (anaphylaxis) you should seek urgent medical attention.

Infection

- Bites from sharp teeth can cause deep puncture wounds that can damage tissues and put germs inside of the body.
- Any bite that breaks the skin needs urgent medical attention.



Q: What are the signs of an allergic reaction?

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I can carry out basic first aid for bites and stings.

What are the signs of an allergic reactions?

How would you treat an allergic reaction?

I can carry out basic first aid for bites and stings.

Your turn: Severe allergic reaction

1. Call 999/112

- tell them you think someone is having an allergic reaction



2. Ask the casualty if they have an injection with them

- people with allergies often carry an injection of adrenaline (autoinjector) with them; if so help them use it
- help the casualty to sit in a position which helps their breathing



3. Keep checking their breathing and keep them calm

- look at their breathing and listen for any changes
- reassure them that help is on the way
- a second injection can be given after 5 minutes if no improvement
- if they become pale and weak, lie them down with legs raised



4. Stay with them

- **Remember:** your casualty could become unresponsive. Be prepared to start CPR

I can carry out basic first aid for bites and stings.

Your turn: Treating bites

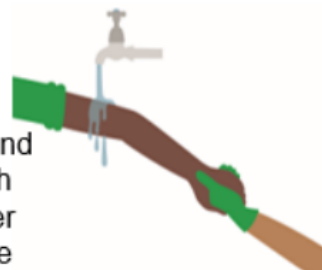
1. Reassure the casualty

- Help them to sit or lie down



2. Clean

- Wash the wound thoroughly with soap and water to minimise the risk of infection



3. Raise and Support the wound

- Then pat dry with clean gauze swabs

4. Cover bite

- Use a sterile wound dressing



5. Extra help

- If the wound is large or deep arrange for the casualty to be taken to hospital
- For other bites that pierce the skin seek medical advice



I can carry out basic first aid for bites and stings.

Your turn: Treating stings

1. Reassure the casualty

- Help them to sit or lie down



2. Remove the sting

- If a sting is visible, brush or scrape it sideways with the edge of a card or your fingernail

3. Raise affected area

- Apply a cold compress to minimise swelling



4. Keep cold compress in place for at least 10 minutes.

- Monitor vital signs and watch for signs of an allergic reaction e.g. wheezing and/or itchy, swollen, red skin

5. Call 999 or 112

- If casualty shows signs of severe allergic reaction
- **Remember:** Your casualty could become unresponsive. Be prepared to perform CPR

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I can carry out basic first aid for bites and stings.

Which actions do you think are most important when caring for a casualty?

Tuesday 1st February 2022

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I can investigate the life cycles of different animals.

What do you know about the life cycles of animals?

Do they have anything in common?

What are the differences in animal life cycles?

Vocabulary:
animals,
life cycle,
reproduction,
subheadings,
dependent,
independent,
oviparous,
viviparous,
fledgling.

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I can investigate the life cycles of different animals.

Your task is to use the websites provided to make notes on at least **TWO of the four different animals for work to be written up in our science books.**

Which section of the website below should we make notes on to hit our learning objective?

Vocabulary:
animals,
life cycle,
reproduction,
subheadings,
dependent,
independent,
oviparous,
viviparous,
fledgling.



<https://kidzfeed.com/jaguar-facts-for-kids/>

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I can investigate the life cycles of different animals.

Your task is to show the different stages in the life cycles of a bird, mammal, insect and amphibian.

How you choose to do this is up to you.

**Axolotl
Jaguar
Golden Eagle
Mosquito**

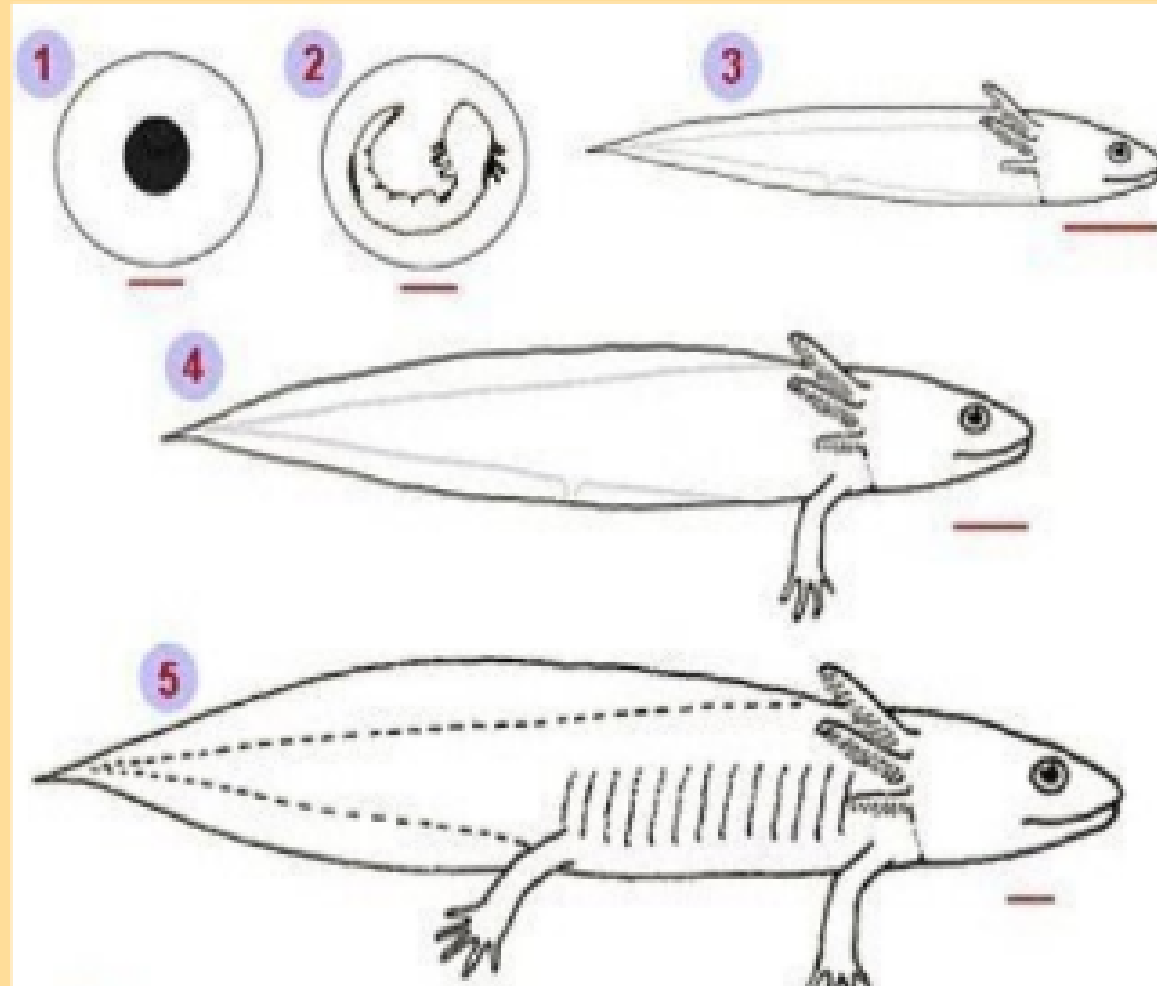
Vocabulary:
animals,
life cycle,
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Tuesday 1st February 2022

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I can investigate the life cycles of different animals.



Vocabulary:
animals,
life cycle,
reproduction,
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fledgling.

1. Egg
2. Embryo
3. Larva
4. Juvenile
5. Adult

Tuesday 1st February 2022

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I can investigate the life cycles of different animals.

Task:

Compare the life cycles of one or two more animals.

What key vocabulary will help us to do this?

Vocabulary:
animals,
life cycle,
reproduction,
subheadings,
dependent,
independent,
oviparous,
viviparous,
fledgling.

Tuesday 1st February 2022

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I can investigate the life cycles of different animals.

Plenary:

What can you tell me about the life cycle of one of your chosen animals?

Vocabulary:
animals,
life cycle,
reproduction,
subheadings,
dependent,
independent,
oviparous,
viviparous,
fledgling.

