

Thursday 3rd February 2022

03.02.2022

I can write a story.

Success Criteria:

	SA	TA
Connective openers for paragraphs		
Complex sentences		
Consistent past tense		
Dialogue		
Five senses for description		

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I can write a story.

Today we are learning...

Why we want to use this structure to help us write a story.

How to write a good ending to a story.

How to engage a reader in our story.

Vocabulary:

connective,
paragraphs,
consistent,
past tense,
dialogue,
progress plot,
structure,
ending,
engage.

I can write a story.

At last everything quietened: the last teacher's car drove from the car park, the lights flickered off and darkness fell. After a few, breathless moments, Emlyn emerged from the dusty maths cupboard. He pressed himself tightly to the corridor wall and slid stealthily along it. The beady eye of the sleepless movement detector gazed towards him. It blinked.

Emlyn froze. One more blink from that lidless eye and the alarm would screech. Time ground to halt. One more second... The red eye blinked off. Breathing nervously, Emlyn took a breath and began to squirm down the corridor once more. Could he at last get to the library?

Turning the corner of the corridor - heart racing - Emlyn was just a few metres from his destination. Suddenly, a swathe of light cut across the darkness. "Hide, hide!" Emlyn thought. But where? The alarm's eye blinked.

What is engaging about this build up?

I can write a story.

How can we write a good ending?

What does an ending need to do?

- **Let the reader know what has happened to the characters.**
- **Show a change in or for the the characters.**
- **Link back to the theme.**

Does the ending on the next page do all this?

I can write a story.

Several hours later - as Emlyn regained consciousness - he found himself lying in a warm cosy bed and wrapped up in a luxurious, thick duvet. This definitely wasn't the cramped room behind the Maths cupboard that he had been calling home for the last, lonely eight months.

A voice whispered behind the door to the room and before Emlyn could shrink underneath the duvet, in came... Mrs Miles. Gazing at Emlyn, her eyes tenderly glistened and a nervous smile spread across her tired - but warm - face. Popping the cup of tea she carried down on the bedside table, she gently took Emlyn's hand. "Don't worry, my love," she whispered. "Everything will be fine now. This room (it used to be his, you know) is yours now and for as long as you'll ever want it my wonderful grandson."

With that Emlyn flung himself into his grandmother's arms; neither of them would be alone again for many years to come.

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Let's write our stories that feature one old character, one young character and an important object that has been broken...!

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I can write a story.

Plenary:

What are you proud of in your writing this week?

I can use reasoning to solve fraction problems

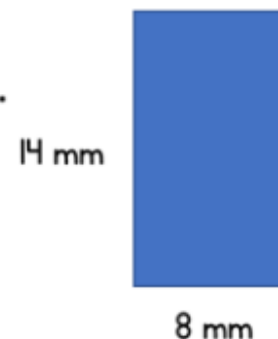
Flashback 4

Year 5 | Week 3 | Day 4

1) Complete $\frac{9}{12} = \frac{\square}{4}$

2) Work out $86 \div 5$

3) Work out the perimeter of the rectangle.



4) Add together 365 and 879



0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Reasoning:

Reasoning in maths is the process of applying logical and critical thinking to a mathematical problem in order to work out the correct strategy to use (and as importantly, not to use) in reaching a solution.

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Equivalent fractions:

<https://vimeo.com/498327611>

Improper fractions to mixed numbers

<https://vimeo.com/498991812>

Mixed numbers to improper fractions:

<https://vimeo.com/500361175>

Use the video to revise your understanding of multiplications and then have a go at the reasoning problems on the following slides.

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Eva has 7 bottles of juice.

Each bottle contains half a litre of juice.



How many litres of juice does Eva have altogether?

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

$$\text{○} \frac{3}{5} = \frac{\text{△}}{5}$$

The table shows some possible values of the circle.

Use this to find the corresponding value of the triangle.

○	△
1	
2	
4	
8	
16	
	88
	803

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Dexter is converting improper fractions.



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

Explain why Dexter is incorrect.

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Rosie says,



To find equivalent fractions, whatever you do to the numerator, you do to the denominator.

Using her method, here are the equivalent fractions

Rosie has found for $\frac{4}{8}$

$$\frac{4}{8} = \frac{8}{16}$$

$$\frac{4}{8} = \frac{6}{10}$$

$$\frac{4}{8} = \frac{2}{4}$$

$$\frac{4}{8} = \frac{1}{5}$$

Are all Rosie's fractions equivalent?

Does Rosie's method work?

Explain your reasons.

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Three children have incorrectly converted $3\frac{2}{5}$ into an improper fraction.



Annie

$$3\frac{2}{5} = \frac{6}{15}$$



Mo

$$3\frac{2}{5} = \frac{15}{5}$$



Dexter

$$3\frac{2}{5} = \frac{32}{5}$$

What mistake has each child made?

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Here are some equivalent fractions.

Find the values of A, B and C.

$$\frac{A}{9}$$

$$\frac{3}{B}$$

$$\frac{2}{18}$$

$$\frac{C}{90}$$

$$A = \boxed{}$$

$$B = \boxed{}$$

$$C = \boxed{}$$

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Find two possible values for ★ and ▲

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

$$\star = \square$$

$$\triangle = \square$$

$$\star = \square$$

$$\triangle = \square$$

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Find the value of ●

$$\frac{27}{\text{●}} = \text{●} \frac{2}{\text{●}}$$

$$\frac{1}{5} = \frac{3}{1 + \text{●}}$$

Find the value of ●

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Fill in the missing numbers.

How many different possibilities
can you find for each equation?

$$2 \frac{\square}{8} = \frac{\square}{8} \qquad 2 \frac{\square}{5} = \frac{\square}{5}$$

Compare the number of
possibilities you found.

0 3 . 0 2 . 2 2

I can use reasoning to solve fraction problems

Plenary:

What steps do we need to take when problem solving?

What is reasoning in Maths?

How did you find today's lesson?

I can use evidence to support my answers

Robert the Bruce and the Spider by Geraldine McCaughrean

'Robert the Bruce, lost, stolen or strayed!' read the English proclamation jeeringly, for the so-called King of Scotland had been gone all year and those trying to hunt him down could find no trace.

Dispossessed of his country by the English and driven to live as an outlaw, he and his companions were on the run, propping up branches for shelter, sleeping on animal skins, eating rabbits, berries and fish. With winter coming on, Robert the Bruce deemed it better the ladies should go to Kildrummie Castle into the care of his young brother Nigel, while he and his few companions headed further north.

The news that reached them was all bad. Though Bruce kept his comrades entertained with stories of questing knights and poems about the heroes of Scotland, his spirits sank lower and lower. Every day, relations and friends were being captured, imprisoned, put to death. Perhaps he should abandon his dreams of driving the English out of Scotland. Six battles he had fought with the enemy, and six times his fortunes had fallen still lower.

One night, sheltering in a dilapidated hut on the island of Rathlin, he lay looking up at the roof. A spider hung there from a single thread, trying to swing from one rafter to the next so as to establish a web. Again and again it tried, though surely the distance was too great. Four, five, six times it tried. What perseverance! Did it never know when to give up? Why did it not scuttle away into a corner and weave there?

Bruce found himself oddly caught up in the efforts of the spider. His eyes hurt with watching it too intently. I too have made six attempts, he thought. If this creature tries again – if it succeeds – then, by all that's holy *so will I!*

The little gossamer thread was barely visible, and yet from it hung the rest of Bruce's life. He forgot to swallow. He forgot to blink. The spider gathered its legs into a single black pellet. Swinging across the dark chasm of the roof, the little trapeze artist reached its goal and began, without respite, to construct a gossamer kingdom between the rafters.

In that moment, a surge of determination swept through Robert the Bruce which drove out all his weariness and despair. He would live to see the English driven out, and to be acknowledged King of Scotland!



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I can use evidence to support my answers

Using the text from the previous slide, what evidence can you find to answer the questions below?

How would you know from reading this text that Robert the Bruce is an historical figure who is not alive today? Give **two** ways.

How does Robert the Bruce's mood change between the start of paragraph 3 and the end?
Give **one** idea from each place in the text, using evidence from the text to support your answer.

Now let's have a go at answering comprehension questions independently.

The Librarian

from *A Career in Witchcraft* by Kaye Umansky

Mr Smike wasn't fond of children. Noisy, ill-mannered little brats with their shrill little voices and grubby little hands. The less he had to do with them, the better. Normally, he would be over in the reference section of the main library, but Miss Jaunty, the children's librarian, had rung in sick and there was nobody else to fill in.

He cast a jaundiced eye over the place. Picture books, hah! Cushions, jigsaw puzzles, mobiles, posters, murals, double hah! This wasn't a proper library. It didn't have QUIET notices all over the place. There wasn't even a box marked FINES. Great hordes of schoolchildren had been in and out all day, putting their unwashed fingers all over the books. The place had been chocka-block with chattering mums pushing buggies full of snotty-nosed toddlers who waddled around the place getting underfoot. They treated the place like a hotel. It wasn't his kind of library at all.

Oh well. Thankfully, it was nearly closing time. With a bit of luck, the jaunty creature would be back tomorrow dispensing books and smiles and organising poetry competitions and storytelling sessions and whatever else the silly woman did to keep the little monsters happy.

Briskly, he gathered up his papers, slipped them into his briefcase and clipped his pen into his breast pocket. He would finish the list of overdue books at home. It would

be something to look forward to after supper. Then, if there was time, he would write another of his complaining letters to the local paper. (Mr Smike wrote a lot of complaining letters to newspapers. It was a kind of hobby. He wrote letters about the state of the drains, the surliness of dustmen, the laziness of the unemployed and the trouble with Youth today. If the paper didn't publish them, he wrote and complained about that.)



1 Mr Smike "wasn't fond of children" (paragraph 1). Find and copy **two** phrases in the text that show this.

2g 2 marks

2 What does the word "hah!" (paragraph 2) tell you about Mr Smike's attitude towards picture books?

2d 1 mark

3 "... the Jaunty creature would be back tomorrow dispensing books". Which of the following words is closest in meaning to the word "dispensing" in this sentence? Tick **one**.

handing out ☐ medicating ☐ sharing ☐ withholding ☐

2a 1 mark

4 "With a bit of luck, the Jaunty creature would be back tomorrow." (paragraph 3). What does the underlined phrase tell us about Mr Smike's view of his colleague?

2g 1 mark

5 The author tells us that Mr Smike does not like children. Find **two** other ways she makes him seem an unpleasant character.

2d 2 marks

6 List **two** things Mr Smike would expect to find in a 'proper' library.

2b 1 mark

7 Using information from the text, tick **one** box in each row to show whether each statement from the text is a **fact** or one of Mr Smike's **opinions**.

	Fact	Opinion
Miss Jaunty had rung in sick.		
This was not a proper library.		
Thankfully, it was nearly closing time.		
Mr Smike wrote a lot of complaining letters to the newspaper.		

2b 1 mark

8 Match the paragraph number to its summary statement.

paragraph 1	How Miss Jaunty encourages people into the library
paragraph 2	How the children's library is used by the community
paragraph 3	What Mr Smike likes to do after work
paragraph 4	Why Mr Smike is in the children's library

2c 1 mark

9 How does Mr Smike's mood change between the beginning and end of this extract?

Give **one** idea from each place in the text, using evidence from the text to support your answer.

2h 2 marks

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**I can explain the consequences of giving
into temptation.**

**What can happen when we give into
temptation?**

Vocabulary:
temptation,
scenario,
strategy,
resist,
consequences.

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**I can explain the consequences of giving
into temptation.**

**Can you think of examples where actions
you've taken have had a consequence?**

Vocabulary:
temptation,
scenario,
strategy,
resist,
consequences.

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I can explain the consequences of giving into temptation.

Have you ever been told: 'Don't play on the stairs?'

What are the possible consequences of playing on the stairs?



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I can explain the consequences of giving
into temptation.

**What are the possible consequences of
playing on the stairs?**

Positive

Negative

Vocabulary:
temptation,
scenario,
strategy,
resist,
consequences.