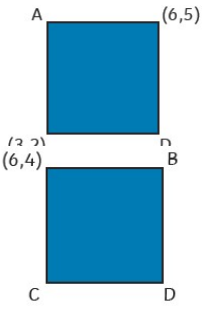
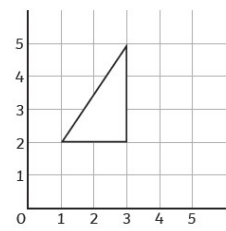
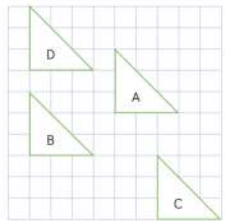


Maths			
<p>Online https://www.thenational.academy/year-5/maths/describe-position-after-translation-year-5-wk1-5 This is the last online lesson of the translation work. This includes describing, finding and translating coordinates of a shape on a four quadrant grid.</p>	<p>Offline</p>  <p>Shauna has translated a square in the first quadrant (2 left, 4 down). Here is the translated square. What were the original coordinates of vertex D?</p> <p>The same square has now been moved to a different place on the first quadrant. Celia has given one set of coordinates for one of the vertices. Describe the translation.</p>	<p>Offline</p>  <p>Look at the triangle on the 5 x 5 grid. How many different ways can you find of translating it so that it moves but stays entirely on the grid? Try to work systematically to find all the possibilities.</p>	<p>Offline These three coordinated have all been translated in the same way: (__, __) goes to (3, 1) (__ , 5) goes to (4, 3) (4, __) goes to (6, 1)</p> <p>Can you work out the missing coordinates? Describe the translation</p>
<p>Recap Task: Think back to last week when you completed work on translation, negative numbers and coordinates. Complete the task below to refresh your understanding of how to describe a translation. Describe the translation of Shape A to Shape B, C and then D. Use the stem sentence to help you: Shape A has been translated _____ left/right and _____ up/down.</p>			
			
English – Descriptive Writing			
<p>Online https://www.youtube.com/watch?v=DLePx0dH2TC Task available using your child’s individual teams’ login L1: Watch the video of Perseus and Medusa either via TEAMS or the link above. Make your own word bank to use later this week of nouns, verbs, adjectives and adverbs.</p>	<p>Online/Offline https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f Task available using your child’s individual teams’ login L2: Watch the clip above to remind yourself about Expanded Noun Phrase and then read the information underneath. After that, highlight the ENPs and take the quiz. Use your word bank from yesterday to create your own Expanded Noun Phrases (ENP). Complete at least 8 examples.</p>	<p>Online/Offline Task available using your child’s individual teams’ login L3: Write your own sentences using relative pronouns to create relative clauses. This will help when you write your paragraph tomorrow. I have created a video about relative clauses for you to watch on TEAMS.</p>	<p>Online/Offline Task available using your child’s individual teams’ login L4: Using everything you’ve practiced this week, write a descriptive paragraph about the head chopping scene. Remember to include the ENPs and relative clauses from the previous sessions.</p>
<p>Grammar/Spelling: Complete the activity by choosing a prefix (un, dis, pre, re) to the root words below to make a new word. More than one prefix may suit a root word. For example: ‘un’ and ‘dis’ would suit the root word. happy, able, arrange, believe, read, kind, appear, lock, honest. Now can you write another two examples for each of the prefixes above.</p>			
<p>Flashback: You can use your individual login for TEAMS or complete without. Think back to the vehicle called I’m a Survivor. Choose one of the following places: Sahara Desert, Amazon Rainforest or The Great Barrier Reef. Conduct research into one of these places, thinking about the climate, animals, structure of it, how much is being destroyed. Make a poster or information page about this place. Plan your own journey there over land and water only – no flying. You will need to locate where we live and then your end destination. Think about the journey, plan the route out, think about the countries you will travel through. How will you get over land? How will you travel on/through water? Think about the problems you may encounter and how to overcome them.</p>			
<p>New Weekly learning project In Ancient Greece, plays were performed as part of religious festivals for the God Dionysus. Click the link to find out more. The plays were always either a comedy or a tragedy. The actors wore masks to depict their character. Can you make your own mask using a paper plate, coloured crayons/pens, string, scissors and glue/tape? https://www.youtube.com/watch?v=-rDRnk-rhCg</p>			
<p>Well-being Next time you go for your walk, look up at the sky – watch the clouds. Can you spot different patterns? Draw a picture of the clouds, or imagine that you can see pictures in the different shapes.</p>			

Year group: 5

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Maths Lesson 3

W.b. 22/06/2020

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