**Week beginning 25/01/2021 Year 5 Don’t forget about P.E with Joe Wicks every morning Extra resources will be uploaded separately**

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| English: Analyse Greek Myths  Use the lesson below to support your learning today. There is a video and activities.  [Analysing myths - Year 5 - P6 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/ztk9vwx)  Using you learning from the previous week can you identify the features in the myth. (See resources for the table)  Your main activity today is to write your own ending based on the myth we have read today. Use the information we have read and you have identified to alter the ending to the myth. | English: Predicting the ending of a Greek Myth  Only part of a myth has been given to you today… What will happen at the end?  Your task today, using all your knowledge of Greek myths, the key features, common themes and  Can you predict what will happen to our hero, monster and how will the problem be solved?  Use knowledge of other myths to help you create ideas and then write your own ending to the myth  We will upload the ending of the myth tomorrow! | English: Plan your Alternate myth ending  [What is a myth? - BBC Bitesize](https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/ztxwsrd)  Recap over the features of a myth. Use the video in the link to support your planning.  Today using the writing template, you are going to make a mind map and notes on your alternate myth ending. To write an effective and interesting ending make sure you are familiar with the structure, common themes of myths and the key features.  Resolution after your hero has been on their journey  Have they been successful?  Does the ending tie back to the beginning of the myth?  Have you used your 5 senses? | English: Draft write of an alternate ending.  [Writing a myth - Year 5 - P6 - English - Catch Up Lessons - Home Learning with BBC Bitesize - BBC Bitesize](https://www.bbc.co.uk/bitesize/articles/zgwwr2p)  Use the above clips to help remind you the key features and activities to support your writing. You can use the clips to help create a success criteria.  Remember before you write to read over your plan. You are going to create a.  The opening paragraph must an alternate ending to the Greek myth. You must include the resolution to the problem, what lesson did the hero learn from their journey?  Link the ending of the myth back to the beginning of the myth. | English: Full write of myth alternate ending  Start today with your spelling test.  Following on from writing your first draft, use the tips in the video to help you edit your work.  After you have carefully edited and improved your draft myth, it is time to write up the final version of your alternate ending to the Greek Myth |
| Maths: Multiples  [Multiples](https://www.bbc.co.uk/bitesize/topics/zqbg87h/articles/zgbpnbk)  Using the above link- revisit multiples: these are really just extended times tables. For example the multiples of 2 are any number that would be said when counting up in 2’s from 0 and the multiples of 3 are any number that would be said when counting up in 3’s from 0 etc. Multiples can also be ‘common multiples’- these are the numbers that appear in more than one set of extended times tables for example common multiples of 4 and 5 are: 20, because 4 x 5 = 20 and 5 x 4 = 20; 40, because 4 x 10 = 40 and 5 x 8 = 40; 60, because 4 x 15 = 60 and 5 x 12 = 60 and so on…  Complete the worksheet entitled ‘Multiples’. | Maths: Factors  [factors](https://www.bbc.co.uk/bitesize/topics/zfq7hyc/articles/zp6wfcw)  Using the above link- revisit factors: these are the numbers that divide exactly into another number. For example the factors of 12 are: 1, 2, 3, 4, 6 and 12 because 12 divided by each of these numbers would give us another integer (positive whole number). Remember that multiples usually come in pairs i.e. 12 ÷ 2 = 6 and 12 ÷ 6 = 2 so 2 and 6 are a factor pair of 12. Factors can also be ‘common factors’- these are the numbers that will divide exactly into more than one number- for example the factors of 8 are: 1, 2, 4 and 8, the factors of 12 are 1, 2, 3, 4, 6 and 12- the ‘common factors’ are the numbers which will divide into both so the common factors of 8 and 12 are: 1, 2 and 4.  Complete the worksheet entitled ‘Factors’. | Maths: Prime Numbers  [Prime Numbers](https://www.bbc.co.uk/bitesize/topics/zfq7hyc/articles/z2q26fr)  Using the above link- revisit prime numbers: these are numbers greater than 1 that have exactly two factors, themselves and 1. For example 11 is a prime number because it can only be divided exactly by 11 (itself) and 1. 23 is a prime number because it can only be divided exactly by 23 (itself) and 1. Etc. Remember we call non-prime numbers (numbers greater than 1 with more than two factors): composite.  Identify all the prime and composite numbers (using a colour coded key) onto the 100 square entitled ‘prime and composite numbers’ then complete the ‘prime numbers investigations’. | Maths: Prime Factors  Using the ‘Prime Factor Trees’ PowerPoint- explore how numbers can be expressed as the product of their Prime Factors- in other words you can make any number by multiplying together prime numbers i.e. 18 = 2 x 3 x 3.  factortreeWe can find the prime numbers which will multiply together to make any number by using factor trees i.e.  More examples and details of how to do this are on the ‘Prime Factor Trees’ PowerPoint.  Complete the worksheet entitled ‘Prime Factors’. | Maths: Square and Cube Numbers  [Square and Cube Numbers](https://www.bbc.co.uk/bitesize/topics/zyhs7p3/articles/z2ndsrd)  Using the above link revisit square and cube numbers. A square number is the product of a number multiplied by itself i.e. 9 is a square number because  9 = 3 x 3. 100 is also a square number because 100 = 10 x 10 etc. A cube number is the product of a number multiplied by itself 3 times i.e. 8 is a cube number because 8 = 2 x 2 x 2. 27 is a square number because 27 = 3 x 3 x 3 etc.  Complete the worksheet entitled ‘Square and Cube Numbers’. |
| History: What was Alexander the Great’s impact on the Greek Empire?  Using the ‘Alexander the Great and the Greek Empire’ PowerPoint start by looking at the 4 images commemorating Alexander: the statue in Greece, the medallion from France, the painting from Afghanistan and the Egyptian cartouche. Try to think what these sources can tell us about Alexander- make notes. Then read the slides retelling Alexander’s story and the expansion of the Greek empire- making notes of the key events and dates around which they occurred. Finally, using the ‘Alexander the Great- Conquest Map’ colour in the different parts of the map and the dates he conquered them (further instructions on the sheet) and write a brief description about how each part of the expansion conquest took place (using your notes from the slides). | Geography: Why do people visit Greece?  Approximately 11 million people live in Greece whereas before the pandemic approximately 26 million people visited Greece each year. Your task today is to find out why so many people visit Greece.  In your research you will want to find out about the landmarks in Greece, Greek climate, popular holiday destinations within the mainland and on the Greek islands, things to see and do, Greek food and Greek culture.  Try to organise your research underneath the different headings and include pictures where possible as this will provide the basis for next week’s lesson in which you will be creating a ‘holiday brochure’ persuading people to visit Greece.  **TT Rockstars** | R.E: The Beatitudes (Matt 5:3-11)    As usual, a large crowd was following Jesus eager to hear his teaching. He went up a hill, so that he could see the crowd and they could see him. Jesus sat down and taught people about the **blessings** they will have if they follow his teachings.  [The Beatitudes, Matthew 5:3-11 - YouTube](https://www.youtube.com/watch?v=rmnyQtQ4vXs)  Using the video above research what the Beatitudes are.  Write out the Beatitudes.  Choose one of the Beatitudes and write a modern day version of how you or someone can put this Beatitude in to practice.  **TT Rockstars** | Art: Parthenon of Athens  Today you are going to be researching the Parthenon temple and the different columns designs invented by the ancient Greeks.  Using the resources and the internet (with an adult’s permission) research key information on the Parthenon to enable you to answer the questions.  [The Parthenon (timetrips.co.uk)](https://www.timetrips.co.uk/parthenon.htm)  [360° Explore the ancient Acropolis in Athens - BBC - YouTube](https://www.youtube.com/watch?v=8A63jbyk4bM)  [Let's Visit the Parthenon - History Tour in AC: Odyssey Discovery Mode - YouTube](https://www.youtube.com/watch?v=VRuHLCpOoF0)  Chess  Continue to practise your opening and different techniques recently taught. If possible you can use chesskid.com to practise and play.  **Handwriting Practise**  **Home reading oxford reading tree**  **Don’t forget to be having a go at the well-being activities as well.** | Science: Contact forces  Gravity is a force which works even when objects aren’t touching. If you drop a ball it will fall down to the ground because it is pulled down by gravity. Some forces only work when objects are in contact. Watch this video and carry out the activities to learn about 3 contact forces. Record your answers on a piece of paper or in a book so that you can share them with your teachers.  <https://classroom.thenational.academy/lessons/what-are-contact-forces-74t3gc?step=2&activity=video>  Don’t forget to try the exit quiz.  **TT Rockstars**  **Home reading oxford reading tree** |