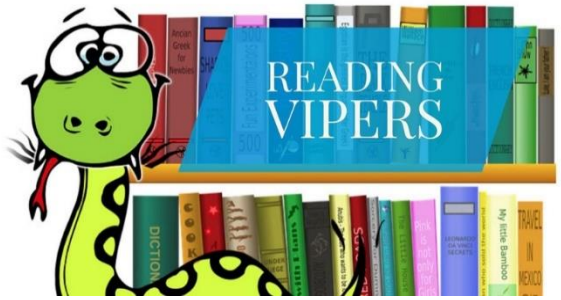


Click here for your VIPERS reading material and questions

CVPS

English Year 5

It is not necessary to print off this document for your child's distance learning.

WEEK COMMENCING

29.06.20

Click here for 'catch up' day suggestions

Your schedule for the week:

Group	Monday	Tuesday	Wednesday	Thursday	Friday
A	English: LIVE LESSON (Biographies)	CGP Writing: p.16, 17 (Q2,3,4) CGP Grammar: p. 24-5	CGP Grammar: p.26-7 Research & Plan Task	CGP Grammar: p. 31-2 Draft, Edit and Publish Biography	Catch up day: English – VIPERS Bug Club, Discovery, Votes for Schools, music,
	Maths: CGP Maths page 4-5, p.7, p.13 Answer the challenge questions on the next slides of the PowerPoint	Watch Video CGP Maths p.16 Additional questions on PowerPoint	Maths: LIVE LESSON Equivalent Fractions & percentages	Watch video CGP Maths p. 17, 18, 20, 21 Additional questions on Powerpoint	
B	Catch up day: English – VIPERS Bug Club, Discovery, Votes for Schools, music,	English: LIVE LESSON (Biographies)	CGP Writing: p.16, 17 (Q2,3,4) CGP Grammar: p. 24-5	CGP Grammar: p.26-7 Research & Plan Task	CGP Grammar: p. 31-2 Draft, Edit and Publish Biography
		Maths: CGP Maths page 4-5, p.7, p.13 Answer the challenge questions on the next slides of the PowerPoint	Watch Video CGP Maths p.16 Additional questions on PowerPoint	Maths: LIVE LESSON Equivalent Fractions & percentages	Watch video CGP Maths p. 17, 18, 20, 21 Additional questions on Powerpoint

Group A – Monday
Group B - Tuesday

Day 1

Today is your LIVE LESSON!
See you at 10am, 11am or 1pm!

Welcome to your Live lesson!

You will need:

- Distance learning book/paper
- CGP Writing and Grammar books
- Pen/pencil, ruler, rubber

Session outline

Biography writing – features, analyse examples

Explain tasks for the week

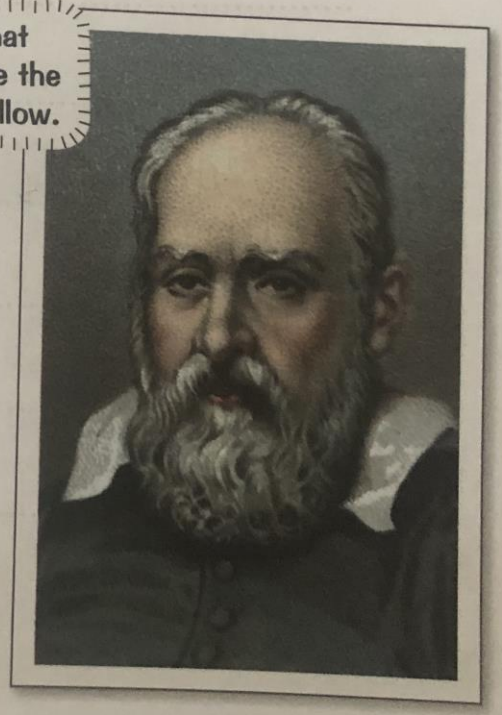
Starter: CGP Writing p.15 task 1

1 **These are the topics to be included in a biography of Galileo Galilei. Write the topics in a sensible order on the lines below.**

- Galileo's education
- Galileo's early life
- Discoveries about space (1609-1617)
- Galileo's death
- Physics experiments (1638)
- Placed under house arrest by the Church (1633)

Think about what order would make the text easiest to follow.

1. .....
2. .....
3. .....
4. .....
5. .....
6. .....

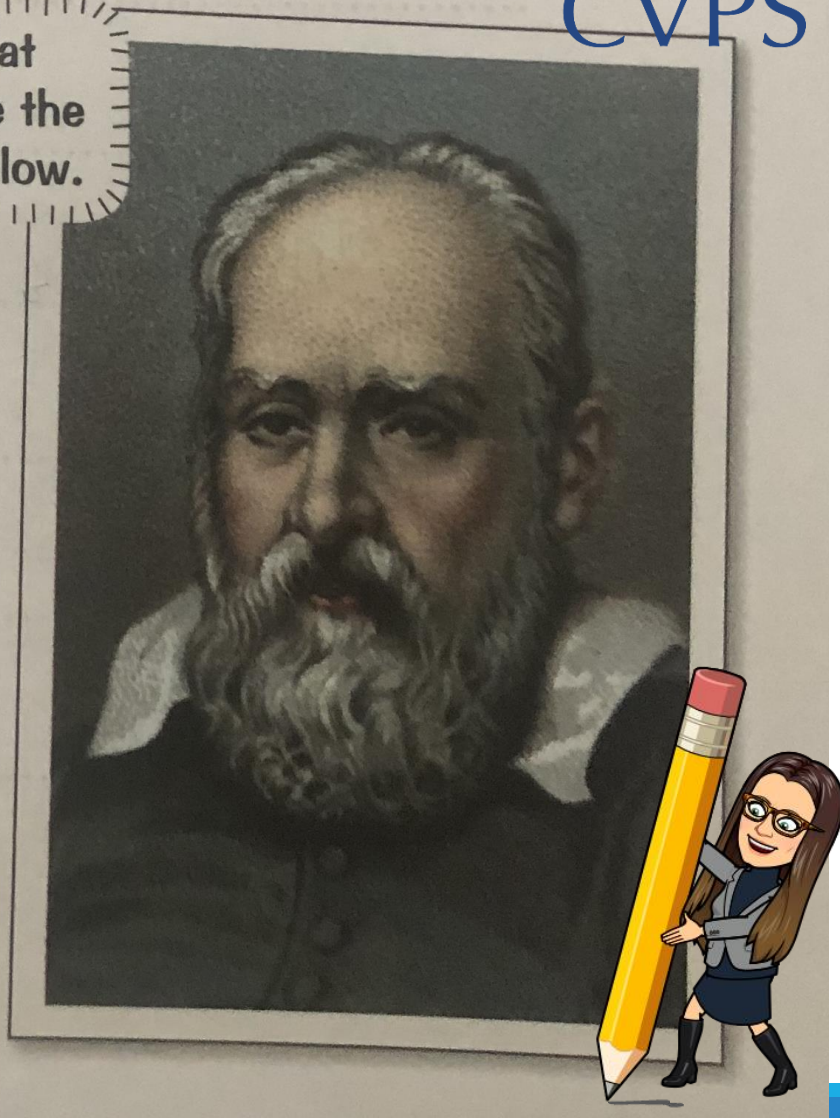


In your CGP book, write the topics in the most sensible order for a biography.

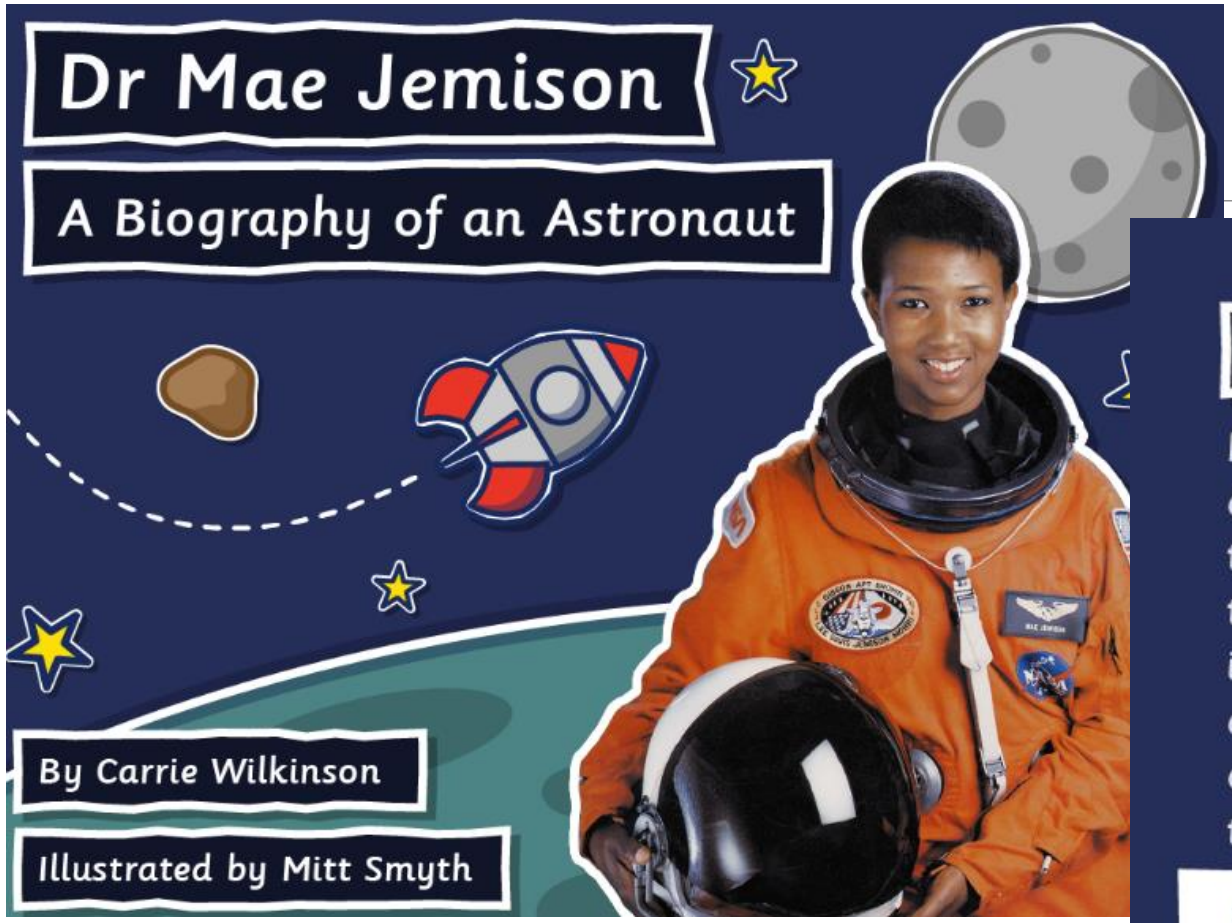
Starter: CGP Writing p.15 (answers)

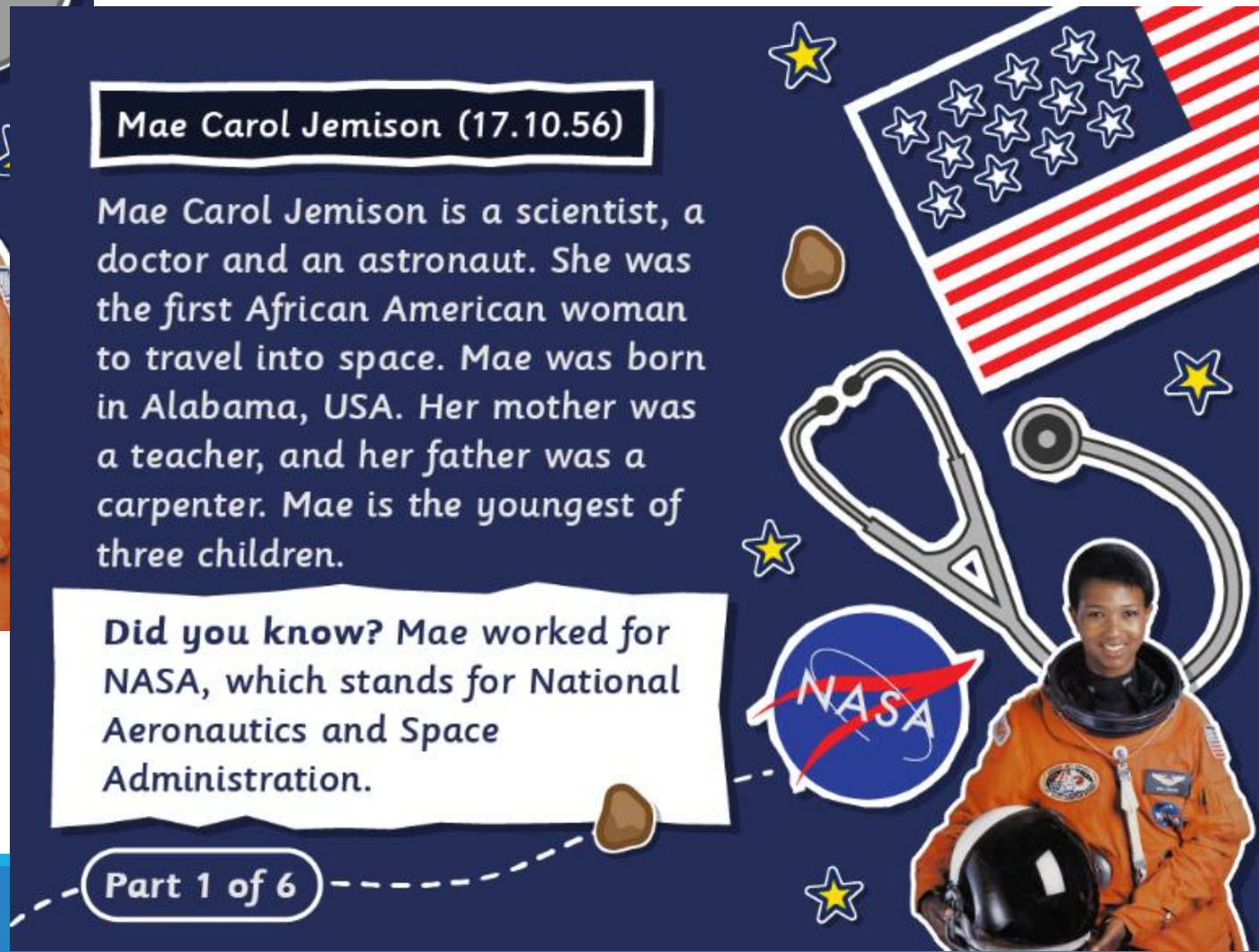
Think about what order would make the text easiest to follow.

1. Galileo's early life
2. Galileo's education
3. Discoveries about space (1609-1617)
4. Placed under house arrest by the Church(1633)
5. Physics experiments (1638)
6. Galileo's death



Features of a Biography





Early Life

Mae's family moved to Chicago, USA, when she was three years old.

"Growing up, I was just like any other kid. I loved space, stars and dinosaurs."

Mae loved science from a very early age, and her parents encouraged her interest.

"My parents were the best scientists I knew because they were always asking questions."

Mae worked hard at school, and she was very clever. She left high school and went to university at the age of sixteen.

Education and Training

Mae studied both science and medicine at university, and she became a doctor in 1981. She worked as a doctor in West Africa for a few years before deciding in 1985 that she wanted to be an astronaut. Mae joined NASA's training programme in 1987.

Fun fact. Mae loved dancing, and she went to lots of different dance classes. She didn't want to choose between science and dancing. Mae's mum told her, "You can always dance if you're a doctor, but you can't doctor if you're a dancer."

The Endeavour

Mae travelled on a Space Shuttle called the Endeavour. The Endeavour flew 300 kilometres above Earth. The astronauts didn't feel the pull of gravity from Earth because the shuttle orbited the planet at speeds of 28,000 kilometres per hour! Mae travelled over 5 million kilometres in total during her trip. It's hard to imagine travelling so far and so fast!

Did you know? Mae's Space Shuttle was named after Captain Cook's ship Bark Endeavour. The Bark Endeavour was the first ship to reach the east coast of Australia in 1770.

CVPS

Mae's Mission

Mae went on a Space Shuttle mission that orbited the Earth for nearly eight days. The Endeavour contained a space lab where Mae could do experiments. While on board the Endeavour, Mae ran experiments to answer the following questions:

- What are the effects of zero gravity on human bones?
- Why can being in space make you feel sick?
- How do tadpoles and other animals grow and develop in orbit?

Fun Fact. Mae speaks four languages: English, Japanese, Russian and Swahili.

Life After NASA

Mae left NASA in 1993. She became a teacher at a university called Dartmouth College. She also set up her own company called the Jemison Group. The Jemison Group develops science and technology for daily life. Mae has written a book for children called 'Find Where The Wind Goes,' which is about her life. She has continued working hard to help children from all backgrounds to study science.

Fun Fact. Mae is a huge fan of the science fiction show Star Trek. She even appeared in an episode of the show in 1993.

Part 6 of 6

CVPS

What is the most interesting thing you have found out after reading this biography?

Analysing the text

Positives

- Logically ordered paragraphs
- Factual information
- Fun facts
- Images
- Quote from Mae Jemison

Things to improve

- Repetition of sentence openers (Mae, She etc.)
- Simple sentences
- Factual information could be developed and include more details

Tim Peake: A Biography of a British Astronaut

By June 2016, the name 'Tim Peake' had become a household name in the United Kingdom. Tim had just returned to Earth after six months aboard the International Space Station. Amongst his many achievements, he had become the first British astronaut to complete a spacewalk.

part 1 of 3

How does this introduction compare to the biography of Mae Jemison?

Childhood

Tim was born in Chichester, England on 7th April, 1972. His mother was a midwife and his father was a journalist. As a child, his father would often take him to see airshows. Tim developed a fascination with all things airborne. By the age of 16, Tim had decided to become a pilot in the army.

part 2 of 3

CVPS

Notice the different sentence openers and how a similar paragraph can become more 'Year 5 worthy'!

Group A – Monday
Group B - Tuesday

Day 1 – follow-up work

- Watch this recap video about biographies https://www.youtube.com/watch?v=YmDAvD2y9X8
- Start to think about a famous person you would like to write a biography about. This could be a sportsperson, historical figure, musician, member of the royal family, politician, environmentalist, scientist etc.
- What questions do you have about their life? What would you like to find out about them?
- Make a plan like the one on the next page

Group A – Monday
Group B - Tuesday

Day 1 – research plan (example)

Where and when was she born?

What jobs did her parents have?

Did she have any siblings?

What happened to her in early childhood?

Frida Kahlo

Why is she famous?

What impact did she have on society?

What can we learn from her?

Day 2

- CGP Writing: p.16, 17 (Q2,3,4)
- CGP Grammar: p. 24-5

Group A – Tuesday
Group B - Wednesday

- Now we have discussed the two biographies and ways in which you can improve your writing, please complete the CGP Writing book pages 16 and 17.
- The challenge activity will be completed over the course of this week, so you don't need to do that today!
- Don't forget to complete the CGP Grammar pages 24-5

CVPS

Day 3

- CGP Grammar: p. 26-7

Group A – Wednesday
Group B – Thursday

- After you have completed CGP Grammar pages 26-7, you will need your research plan/list of questions
- Use books or the internet to research as much as you can about the person you chose to write a biography about.
- Make lots of notes so you will have plenty of content for your biography!
- Finally, create a plan to order your paragraphs (look back at the Galileo work to help)

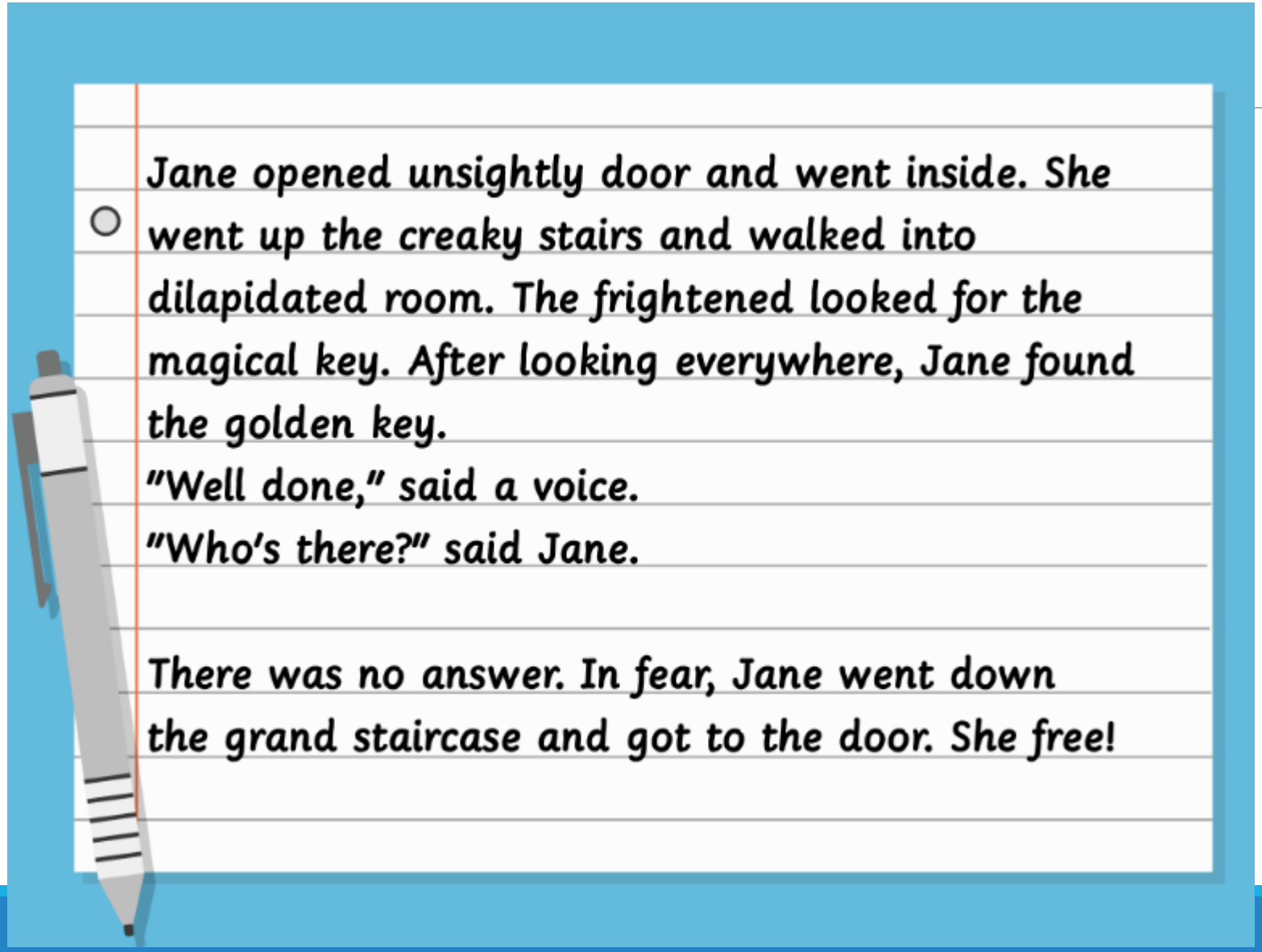
Group A – Thursday
Group B - Friday

Day 4

- Today you will be drafting, editing and publishing your biography.
- Use the activities on the next slides to help support these tasks

Day 4 – Task 1

Group A – Thursday
Group B - Friday



Read this piece of writing by a child in Year 5. Select two ways you could improve it.

- Use more adventurous adjectives.
- Use the correct punctuation.
- Use more powerful verbs and adverbs.
- Use paragraphs.
- Include some dialogue.
- Make sure all sentences make sense.

Now, re-write the text with the improvements you have suggested

Day 4 – Tasks 2, 3 &4

Group A – Thursday
Group B - Friday

- Write your biography
- Try to follow your plan to ensure your paragraphs are organised, include detailed information and are linked.
- Read your biography carefully, with a critical eye, correcting any mistakes, editing and perfecting your writing.
- Publish/present the final version of your biography. If typing, include an image. If writing by hand, ensure it is clear to read and you use your neatest handwriting

Group A – Friday
Group B - Monday

Catch-up Day!

- Complete the **reading VIPERS** on the next slides – write answers in your distance learning books
- If you have finished, use this extra time to work on:
  - Discovery
  - Votes for Schools
  - YUMU Charanga unit (music)

VIPERS – answer questions in your distance learning book

Group A – Friday
Group B - Monday

Britain in the Blitz

The Blitz

The 'Blitz' or 'Blitzkrieg' ('Blitzkrieg' is German for 'lightning war') was a period of heavy bombing raids by the German Air Force in World War 2. During the Blitz, German planes dropped thousands of bombs on British cities, especially London.

The Blitz lasted from September 1940 to May 1941. It was a dangerous and frightening time for the British public, and many civilians were killed.

In spite of the many difficulties during the Blitz, the people of Britain tried to remain brave and 'do their bit' for the **war effort**.

part 1 of 6

1. What does 'Blitzkrieg' mean?

- dangerous and frightening
- British public
- lightning war
- war effort

2. Write one word from the text that means people who are not in the armed forces.

VIPERS – answer questions in your distance learning book

Group A – Friday
Group B - Monday

Britain in the Blitz

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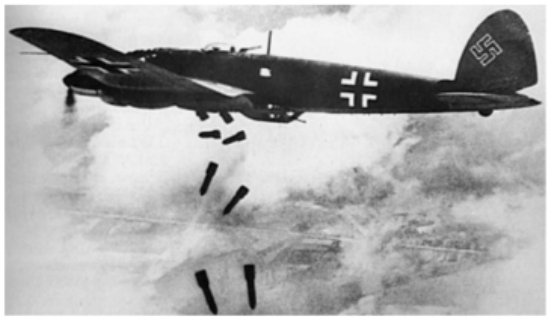

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In spite of the many difficulties during the Blitz, the people of Britain tried to remain brave and 'do their bit' for the **war effort**.

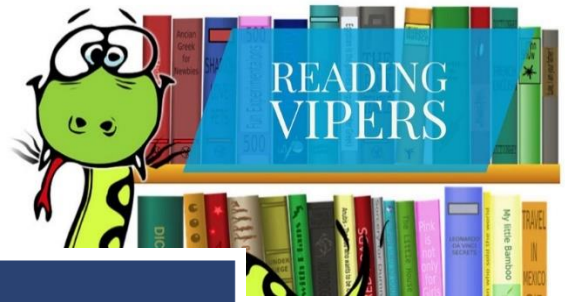
part 1 of 6

3. Write one word from the text that means devices that make long, loud sounds.

4. What is 'shrapnel'?

- falling bricks or tiles from a bombed building
- pieces of metal scattered from an exploding bomb
- the noise from air raid sirens
- a type of air raid shelter

VIPERS – answer questions in your distance learning book



Group A – Friday
Group B - Monday

Evacuees

Because the air raids were targeting British cities, many children were evacuated to keep them safe from the bombing. Children from big cities were separated from their parents and sent to the countryside.

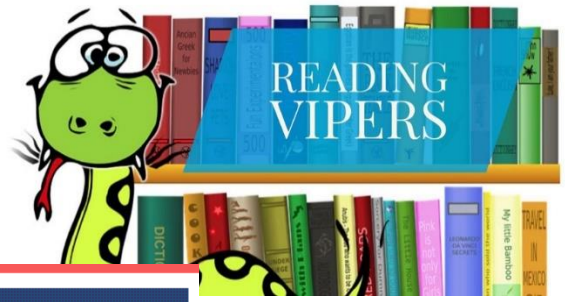
The evacuees (some as young as three years old) often had identity labels pinned to them as though they were parcels! The children carried a few belongings and their **gas masks**, and they were taken by train to rural villages.

Most evacuees stayed with families who cared for them kindly, but others suffered terribly and were desperate to return home.

part 3 of 6

5. Write one word from the text that means in the countryside, not in the town.

VIPERS – answer questions in your distance learning book



Group A – Friday
Group B - Monday

Volunteers

The Women's Voluntary Service (WVS) helped to evacuate children during the Blitz, but they also did many other jobs. The WVS provided meals, hot drinks, clothing and shelter for families who had been made homeless by the bombing, and they would also make clothes for those who were away fighting.

Other people volunteered for the Air Raid Precautions (ARP) as ambulance drivers and air raid wardens. Air raid wardens helped to make sure that people kept the 'Blackout', which meant hiding all light sources on the ground so that the **Luftwaffe** couldn't see or target the cities.

part 4 of 6

6. What does 'volunteered' mean?

- offered to do something without being forced to
- did something because they were forced to
- offered to do something because the pay was good
- worked as an ambulance driver

VIPERS – answer questions in your distance learning book

Group A – Friday
Group B - Monday

The Home Guard

Some men weren't allowed to join the army because their jobs were necessary to keep the country running. Other men were too old, too young or not medically fit to join the army. These men could volunteer to be in the 'Home Guard'.

The Home Guard volunteered for duties such as patrolling fields to check for German airmen, bomb disposal, firing **anti-aircraft guns** and protecting the factories and waterways.

Home Guard Volunteers

When the Home Guard began in May 1940, the men were often badly equipped and untrained. Later, it became a well-trained and useful army of around 1.7 million men.

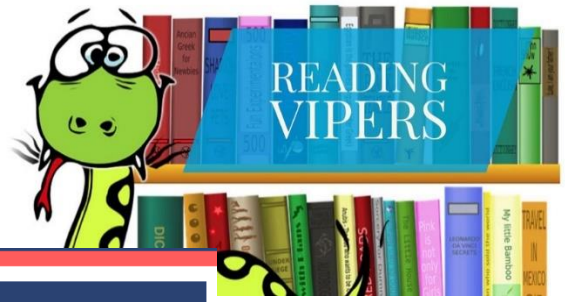
part 5 of 6

7. Write one word from the text that means rivers or canals.

8. List the duties of the Home Guard volunteers

9. Why do you think men volunteered for the Home Guard. Explain your answer in detail.

VIPERS – answer questions in your distance learning book

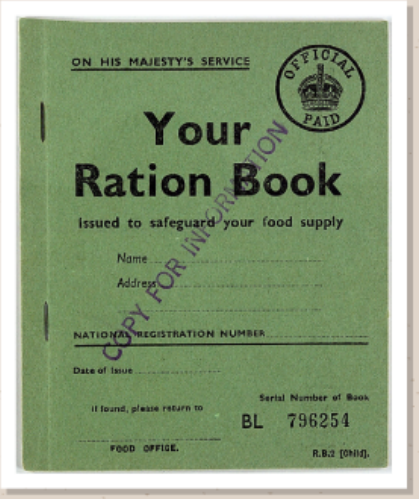


Group A – Friday
Group B - Monday

Rationing

During WW2, many of the ships that brought food supplies to Britain were attacked by the German **U-boats**. This caused a food shortage, so the British government had to ration food.

A ration book showed the amount of food that each person was allowed each week. Only small amounts of meat, butter, milk, cheese and sugar were allowed, so cakes and biscuits were a luxury. Fruit and vegetables weren't rationed, but they were in short supply, so people were encouraged to grow their own in allotments.



Imagine everyone's excitement when rationing ended and cakes, biscuits and sweets were back on the menu!

10. What are 'allotments'?

- large ceramic plant pots
- small plots of land used for growing fruit or vegetables
- greenhouses made of glass panels
- bags of compost that you put on a windowsill