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| **Year 5 Alternative Learning (26.2.21)**  |
| **Exercise** Have a look at the poster. Choose four activities and do each one for a minute each. |
| **English** Learning intention: to use reported speech.Alternative 1: Re read or watch the PowerPoint on direct and reported speech. Can you re write your paragraph from yesterday to include reported speech?Alternative 2Learning objective: to talk about a story. Look at the picture, what can you see? What do you think? What do you wonder about the picture? |
| **Maths**Alternative 1:Learning Intention: to convert mixed number fractions into improper fractions. Watch the PowerPoint from yesterday to recap on mixed number and improper fractions. Then complete the worksheet, using the shapes to help.  The videos at: <https://www.bbc.co.uk/bitesize/articles/z4ypscw> also shows you how to convert the fractions.Alternative 2: Learning intention: to compare fractions.Look at the fractions of a shapes, can you find which fraction is larger? Use < or > to show this.   |
| **PSHE**Learning Intention: To learn what positively or negatively affects physical and mental healthy* Alternative 1: Watch the PowerPoint. Then sort the given examples into the table to show whether they affect your physical and mental health positively or negatively.
* Alternative 2: Draw examples of what can affect your physical and mental health in a good way √ or in a bad way X.
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| **Reading**Learning Intention: To investigate author’s use of language * Alternative 1: Read Chapter 1 of ‘Beach Detectives’ on the PowerPoint and answer the questions as you go.
* Alternative 2: Practise your speed sounds, red words and read ‘Fright Night’ on the PowerPoint.
 | **Spelling** Today we are looking at spelling words which contain the ‘ir’ digraph. Practise spelling these words, write them in a sentence and play hangman with them. **twirl stir dirty**Remember school website is: <http://www.moorside.newcastle.sch.uk/website>If stuck or want to send completed work then email linda.hall@moorside.newcastle.sch.uk  |