



READING

◦ Monday 1st February



| | |
|------------|---|
| Vocabulary | What does it mean if you 'skive'? Find a phrase which means the same as 'tipping water'. Define 'beckoning'. What does it mean if you're 'rambling'? What is a 'procession'? |
| Infer | Find evidence which indicates the doctor is friendly. Find and copy a sentence which shows Grandad is ill. Why do you think Lil didn't cry in front of Grandad? What do you think Lil was thinking as she left the hospital? |

Reading

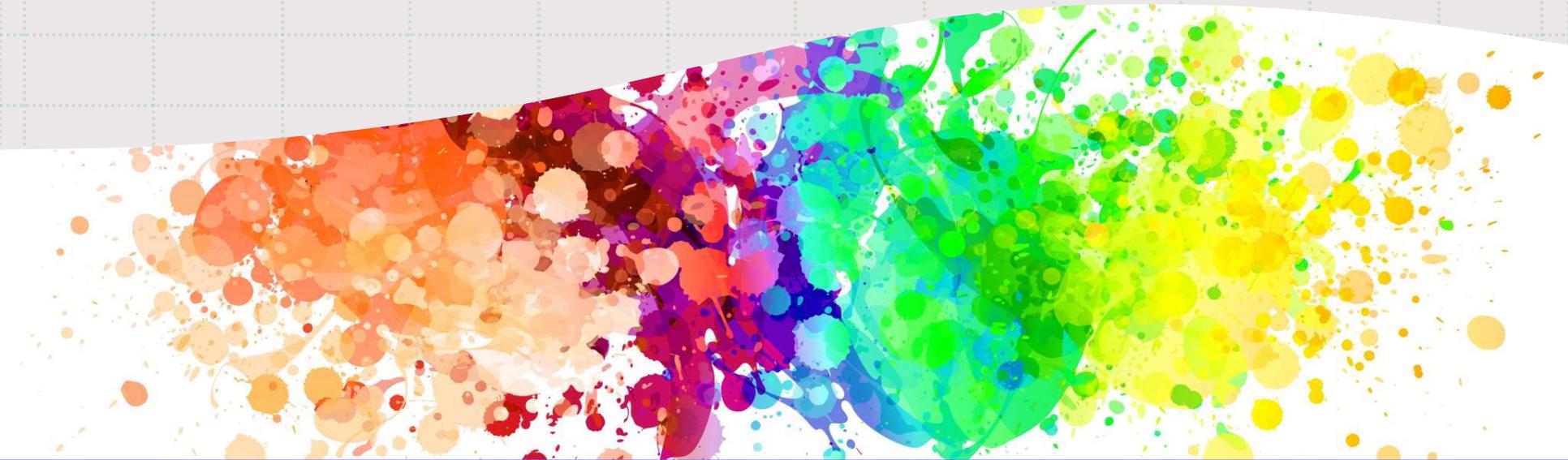
Read/ Listen to Chapter 4 on Teams (assigned every morning at 9:00am)

Answer VIPERS questions

Monday 2nd
February 2021

English

WALT: Understand how cohesive devices can be used to build cohesion in paragraphs.



What are cohesive devices?

What are paragraphs?

How do we link ideas within paragraphs?

What are cohesive devices?

Why do we use them?

1. It keeps order in the paragraph.
2. Related ideas are kept together.
3. It makes it easier for the reader to understand the text.
4. Ideas flow more smoothly.
5. It provides links between ideas.



How are cohesive devices used in writing?

In this piece of writing, you can see that cohesive devices have been used, they are highlighted in a different colour.



What words are they?

What effect do they have?



When a person in Egypt died, their body was taken to be mummified immediately. It took 70 days to complete the process.

First, the brain was removed through the nostrils with a hook. *Then* a cut was made in the side of the body, through which the organs were removed. *These* were put into canopic jars decorated with the heads of gods. The heart was left in the body *so* that it could be weighed against a feather in the afterlife. The body was washed with wine and water mixed with spices. The inside of the body was filled with sweet-smelling herbs *and* sewn up.

Later, the body was dried out in a bath of natron, which was a kind of salt. After forty days, it would have dried out to look like leather. It was oiled, stuffed and wrapped carefully with bandages. Charms called amulets were placed in certain places in the bandages *because* Egyptians believed the body needed to be protected from evil spirits. *Finally*, a mask was put over the head.

How will I be using cohesive devices in my writing?

Connect ideas in **separate sentences**,  connecting adverbs. Connecting adverbs (and adverbial phrases and clauses) maintain the cohesion of a text in several ways, including:

emphasis/addition - furthermore, moreover, also

opposition - however, nevertheless, on the other hand, instead, in contrast, looking at it another way.

reinforcing - besides, anyway, after

explaining - for example, in other words, that is to say

listing - first of all,

indicating result - therefore, consequently, as a result

indicating time - just then, meanwhile, later, after



Building cohesion

Connecting adverbs/adverbials can help to create cohesion within paragraphs.

They join separate sentences together and ensure that ideas flow more smoothly.

They are mobile and can be used in different places in sentences, for example:

The brown bear looks cuddly. **However**, he is not a friendly animal.

The brown bear looks cuddly. He is not, **however**, a friendly animal.

Task



When the ideas within paragraphs link well together we say the paragraph has cohesion. You can think of cohesion like glue holding the text together. You can connect ideas in separate sentences by using connecting adverbs.

Read the information and highlight the connecting adverbs / adverbials.

1. Wearing Uniform

Many schools have a rule that children wear school uniform. Some children and parents are quite happy to follow these rules, but others disagree. On one side, wearing school uniform means that nobody looks smarter or more fashionable than anybody else. Also, having to wear a school uniform prevents children from asking for expensive fashionable clothes. Children, however, cannot show that they are individuals if they are all dressed alike. Furthermore, children grow quickly, so wearing a uniform means that they don't get the wear out of their ordinary clothes. In conclusion, there are many reasons both for and against wearing school uniform. It is important, whatever is decided, that every child feels comfortable with what they are wearing.



SPAG

SPAG-Monday 1st February

SPAG live lesson: Task 1

To explore subject, verb, object (thenational.academy,



Dear Mr. Councillor,

I have decided to corespond with you to try and persuede you to not let the local council close Whoopsville Leisuer Centre. Could you please recomend that it remain open at your next council meeting? Because you occupy such an important position, I am certain that they would listen to your opinion. If the closure does occer, there are no other local facilities for people to visit to work on their fizzical fitness and it would have a definatue effect on the health of our community. Before I started visiting their gym, I didn't have one visible mussel in my stumach, and now I'm boasting a very impressive six-pack!

To accompenny my letter, I have also included a petition that contains over a hundred signetuers.

Yours sinserley,

Mr. Whoops

Which words does Mr Whoops need to practise?

Can you tell me which words do I need to practise?



Year 5 and 6 Statutory Spellings

| | | | | | | |
|-------------|-------------|-------------|-------------|-------------|---------------|-------------|
| accommodate | category | determined | forty | marvellous | programme | soldier |
| accompany | cemetery | develop | frequently | mischievous | pronunciation | stomach |
| according | committee | dictionary | government | muscle | queue | sufficient |
| achieve | communicate | disastrous | guarantee | necessary | recognise | suggest |
| aggressive | community | embarrass | harass | neighbour | recommend | symbol |
| amateur | competition | environment | hindrance | nuisance | relevant | system |
| ancient | conscience | equipment | identity | occupy | restaurant | temperature |
| apparent | conscious | equipped | immediate | occur | rhyme | thorough |
| appreciate | controversy | especially | immediately | opportunity | rhythm | twelfth |
| attached | convenience | exaggerate | individual | parliament | sacrifice | variety |
| available | correspond | excellent | interfere | persuade | secretary | vegetable |
| average | criticise | existence | interrupt | physical | shoulder | vehicle |
| awkward | curiosity | explanation | language | prejudice | signature | yacht |
| bargain | definite | familiar | leisure | privilege | sincere | |
| bruise | desperate | foreign | lightning | profession | sincerely | |

MONDAY 1ST FEBRUARY 2021 – ALL HOME LEARNING RESOURCES

MATHS

Flashback 4 Year 5 | Week 1 | Day 1

1) What is the area of a square with a side length of 6 cm?

2) What is 24×3 ?

3) Find the sum of £1,250 and £3,940

4) Write down a 4-digit number with 3 in the hundreds column.



Watch the video and complete the worksheets. <https://vimeo.com/486774671>

True or False ?

Multiply 2-digits by 1-digit

Tommy has 8 boxes of cakes with 24 cakes in each box.

Eva has 4 boxes with 48 cakes in each box.



They have the same number of cakes.

SCIENCE

<https://classroom.thenational.academy/lessons/how-does-the-lifecycle-of-an-insect-compare-to-an-amphibian-cmrked>

Watch the video and pause when you are told to. You can find the Hercules Beetle and Tadpole video on the worksheet slides.

Sketch and annotate:

Can you draw and annotate the life cycle of a frog?

Word bank:

- eggs
- embryos
- tadpole
- frog
- reproduce
- metamorphosis

Life Cycle of a frog.

Answer this question:

What is the main difference between insects who undergo a complete metamorphosis and those who don't?

Draw a Venn Diagram

Include the similarities in the section in the middle and the differences in the sections for Amphibians and Insects

