

Dear Parents

Please find below the timetable of suggested activities for Wednesday and Thursday of this week. Following on from general feedback, nothing (hopefully) below needs printing out and all written work can be completed in their home learning books. Please could they write the date and LO for these activities. I have written suggested time scales for each activity – but this is just a guide. Please use your judgement. I have also included a session called Life Skills, which has come out of our thinking that in school we vary the type of learning style from session to session and within a session. So that children are not just looking at a screen or writing in their home learning books, I'm including an activity each week that is very hands on, potentially helps you around the home, focuses on a key life skill the children may not yet have and hopefully is a bit of fun too!

I hope you and the children enjoy them. Please do share any photos of completed work with me.

Ms Garnett

Wednesday 25th March

Session 1	Maths (50 minutes) LO: I can work systematically to find all possibilities LO: I can use my mental arithmetic skills to add amounts of money
Session 2	Life skill (30 – 40 minutes) LO: What is the quickest way to change a duvet cover, sheet and pillow case on my bed
	Break
Session 3	Computing (50 minutes) LO: Create a repeating pattern using Microsoft Paint (or a hand held device)
	Lunch
Session 4	PE (50 minutes) LO: Raise your heart rate and have some fun!
Session 5	Maths Meeting (20 minutes) LO: Practise your times tables - you know your target.

Thursday 26th March

Session 1	Maths (50 minutes) LO: To solve mathematical problems and puzzles LO: To add two digit numbers mentally
Session 2	SPAG (50 minutes) LO: I have learnt my spellings and know words that are homophones.
	Break
Session 3	Spanish (40 minutes) LO: describing themselves and members of their family
	Lunch
Session 4	Science (1.5 hours) LO: Explain the differences and similarities of the life cycle for an insect and an amphibian (Feel free to have a break half way through)
EXTN – if you need more to do!	Write a diary entry in your home learning book explaining the planting session we did last Thursday, and include an update - has anything grown yet. Remember to keep watering them. The compost should be damp, not soaking

Reading EVERY day! Did you know that Audible, from Amazon is now free whilst schools are closed?

Wednesday 25th March

Maths

5 coins in my pocket

LO: I can work systematically to find all possibilities

LO: I can use my mental arithmetic skills to add amounts of money



I have 5 silver coins in my pocket.

1. What is the most I could have?
2. What is the least I could have?
3. What other amounts could I have in my pocket? Try to work out all the possibilities. Are you able to come up with a system to help you?

Please write the LO and answer the questions, including listing all the possibilities in your home learning book.

EXTN - How many of these possibilities are between 5p and £1

Life skill

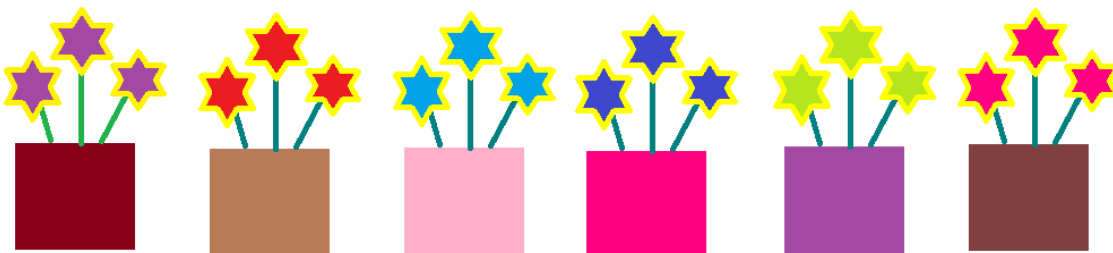
LO: What is the quickest way to change a duvet cover, sheet and pillowcase on my bed

Whilst you are at home it would be good to learn some life skills. Ask a grown up or an older sibling to work with you / teach you how to change the sheets on your bed.

Challenge: what is the quickest and easiest way to put a duvet cover on? Please share you ideas / solutions. Photos most welcome.

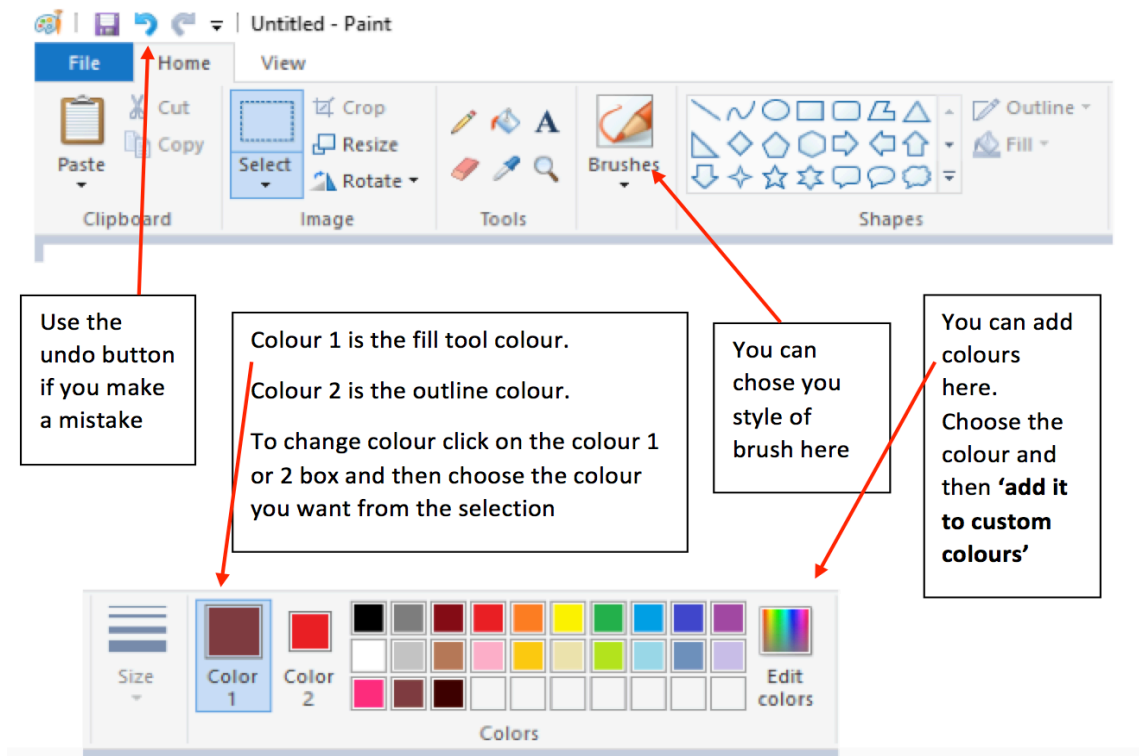
Computing

LO: Create a repeating pattern using Microsoft Paint (or a hand held device)



Use Paint, which is freely available on a PC or other painting program if you have one on an iPad. Paint is found in Windows Accessories. Alternatively use a hand held device like an iPad, take the same photo 8 times and then use the editing tools to change how each photo looks.

Start with a blank page. Play around and use the tools to get used to them. Find the 'undo tool' - it will be most useful.



Draw a picture of your choice in the top left of the screen. Once complete, use the selection tool to drag over it (don't have a lot of space around it), then copy and paste. It may paste over the top of the original drawing. Move it to the side and paste again. TOP TIP - you can move the picture whilst the dotted lines are showing, once these have gone your picture is stuck. This is where the undo tool helps you.

Use the fill tool to change the colours in your repeating pattern.

You can save your finished picture as a JPEG. I would love to see them so feel free to email them to me.

PE

Complete the Joe Wicks work out for Tuesday (there is always Monday to do too if you didn't do that) <https://www.youtube.com/user/thebodycoach1/videos>

Dance like ABBA - the Mama Mia dance workout. Choose to be Agnetha, Björn, Benny, or Anni-Frid and copy their moves. You can even sing along too.

<https://www.youtube.com/watch?v=ZNFZ-vsgxrU>

Maths Meeting

Please practise your times tables. Teach a grown up or an adult to play 'pass the bomb' - it is attached to the email. Or use some of these website that we have used in school

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

Thursday 26th March

Maths

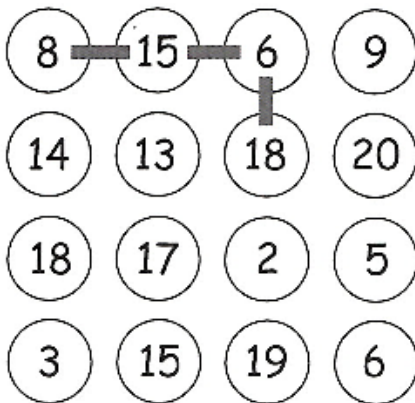
Joins!

LO: To solve mathematical problems and puzzles

LO: To add two digit numbers mentally

Copy this grid of numbers into your home learning book using a pen or **colour** pencil - not a pencil.

Joins can go up, down or sideways, but not diagonally. The score shown is $8 + 15 + 6 + 18 = 47$. Use a pencil for your working out.



1. Find the highest possible score
2. Find the lowest possible score.
3. Challenge - try joining 5 numbers, what are the highest and lowest scores now?

Extension - what if you can join numbers diagonally? What are the highest and lowest scores now for 4 or 5 numbers?

SPAG

Hello Year 5!

I hope you are all well. I will miss seeing you today. Despite being at home, I would like you to keep up your SPAG learning...

It's **SPELLING TEST DAY!** (Hooray! Groan!)

Task 1 Ask someone to test you on your spellings – the list is below. Whoever tests you will need to say the word in a sentence so that you know which word to write. (They could use the sentences you did for homework – I have filled in the correct answers.)

Task 2 Mark your work and, if you've made any mistakes, notice where you've gone wrong.

I'd love to know how you get on. Do email me to let me know: cross@ccht.rbkc.sch.uk. (I'd love to hear from you!)

Task 3 Recap all the words we've done this term. (This is the **only page that might need printing**, if you haven't got the lists at home. If you can't print, you may need to copy out the words.) Only go over the words you have already learnt – don't learn any new ones.

Good luck!

Best wishes

Mrs Ross

Task 1

	Words to be tested
1	past
2	pass
3	passed

Adults – the words are homophones so please read out these sentences when doing the test so your child knows which word it is. The sentences below are in a random order.
I hope I <u>pass</u> my exam.
They are hanging up <u>their</u> coats.
The bride smiled as she walked down the <u>aisle</u> .

4	there
5	their
6	they're
7	isle
8	aisle
9	alter
10	altar
11	series
12	serial
13	cereal

_____ They're _____ having a picnic outside.
Please put the box down over _____ there _____.
For our holidays, we often go to the _____ Isle _____ of Wight.
As the carriage _____ passed _____ by, I caught a glimpse of the queen.
The racing car zoomed _____ past _____ at great speed.
It was pouring with rain, but that didn't _____ alter _____ the fact that the children were sent out into the garden to play.
The priest placed the bread and wine upon the _____ altar _____.
He has read all the books in the _____ series _____.
The newspaper headline announced the capture of the _____ serial _____ killer.
What's your favourite breakfast _____ cereal _____ ?

Task 3

Recap of Spring Term Spelling Words – for a test next week.

Focus: /shul/ written as tial or cial	Focus: Endings -cious and -tious	Focus: More homophones (Words that sound the same but are spelt differently)	Focus: More homophones (Words that sound the same but are spelt differently)
special	delicious	aloud	past
social	precious	allow	pass
antisocial	vicious	allowed	passed
official	suspicious	guest	there
artificial	spacious	guess	their
essential	ambitious	guessed	they're
confidential	nutritious	herd	isle
initial	infectious	heard	aisle
partial	cautious	morning	alter
potential	disastrous	mourning	altar
influential	conscious	effect (noun)	series
torrential	malicious	affect (verb)	serial
commercial	fictitious	affected	cereal
financial	conscientious		
beneficial	repetitious		

Spanish

Dear Parents/Carers,

While I wish this was not the way we involved families in the children's Spanish learning, I thought it would be a good opportunity to tell you about what we've been learning, and leave you with a few links to fun videos to watch during this time, as well as some work to, for now, review what we have been doing, and perhaps in the future slowly make our way into simple new lessons.

In year 5 we have been doing Spanish for a while, and the first thing we did was to review what we had done before (Colours and numbers, basic instructions...) always adding a few pieces of new vocabulary. The topics we have covered this year have been the parts of the body, descriptions, Spanish speaking countries, introduced masculine and feminine nouns, and a bit of culture (Dia de Muertos, Carnaval, Halloween...). We also did a project about magical creatures, we did research on our computers and came up with some impressive writing! We are also doing some video and reading comprehension, as their level is getting better!

To work on these topics we normally watch videos, sing songs, talk about the topic and learn the vocabulary and do a few worksheets on each of them. I would recommend that during this time we continue watching videos at home, and if possible, take extra time to watch one small episode of their cartoon of choice in Spanish every now and then - Netflix and other streaming services allow you to change the language (button is at the right bottom of the screen), but Youtube also has got many children's series that you can watch in Spanish.

For the **parts of the body**, we retook the song "Head Shoulders Knees and Toes" in Spanish, as it is quite fun and upbeat. The video we use is this one <https://www.youtube.com/watch?v=71hiB8Z-03k>, as it includes a bit that they love to dance to.

This year, we have added this video, as we are adding a lot of vocabulary

<https://www.youtube.com/watch?v=pOg6y-Q59eM>

The last topic we have done has been the family. We've learned how to talk about our families! Here's a useful video: <https://rockalingua.com/videos/family-members>

As homework, I'd like them to describe themselves and some members of their family of their choice using the template in the next page. They can also draw that person next to their description!

Wish you all the best,

Aina Manresa

Example:

Todo sobre Mi profesora!

Se llama Aina

Tiene 26 años

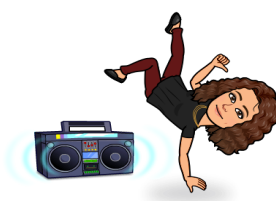
Su color favorito es rojo

Su comida favorita es pasta con

broccoli

Le gusta bailar

No le gusta el pescado



Copy this into your home learning book 3 or four times. Complete it for you and several family members.

Todo sobre mi _____ ! (what family member you're describing, like mama, papa, abuelo....)

Se llama _____

Tiene _____ años

Su color favorito es _____

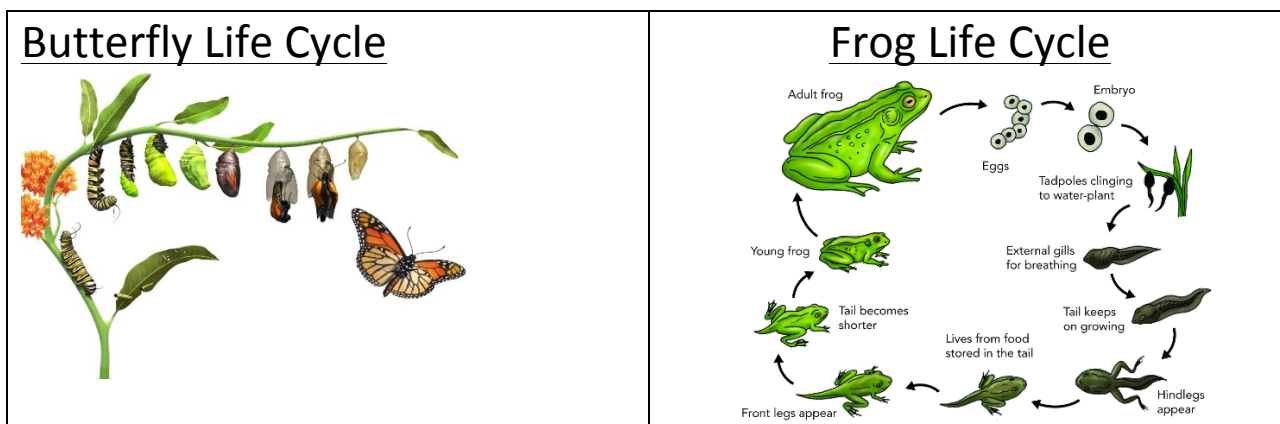
Su comida favorita es _____

Le gusta _____

No le gusta _____

Science

LO: Explain the differences and similarities of the life cycle for an insect and an amphibian



Please do some research on the life cycles of a frog (amphibian) and a butterfly (insect). There are plenty of websites online but these resources may help you

Watch this video showing the life cycle of a frog
<https://www.youtube.com/watch?v=wAcwjWi6I9Y>

You can also use the Espresso resources that we have in school.
https://central.espresso.co.uk/espresso/primary_uk/subject/module/video_index/item648876/grade2/index.html

Username: student21597 Password: ccpc123

Watch this video showing the life cycle of a butterfly
<https://www.youtube.com/watch?v=O1S8WzwLPIM>

1. Draw your own life cycles of a butterfly and a frog in your home learning book.

Make sure you include these words on the life cycles
Butterfly - egg, larva, caterpillar, adult, cocoon, chrysalis
Frog - egg, spawn, froglet

2. What are the differences and similarities between these life cycles?