

## Home Learning: Year Five Maths

We have set out each week's learning as a series of suggested daily activities. However, the time may look very different for each family. Building in time to look after each other, be physical, creative and relax is as important as completing the set activities. You need to decide what works for you and your family. You could do more of the activities on one day and fewer on another, or you may find it helpful to have a more structured approach. It may help to give clear times for doing activities and clear times for breaks. You will also notice that some of the science, history and DT activities are the same and therefore can be done as a family.

Year 5	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Factual Fluency</b>	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> square numbers	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> square numbers	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> square numberS	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> <u>Division Facts</u>	<a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a> <u>Division Facts</u>
<b>Four Days of Reasoning (Monday-Thursday)</b>	<a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a> Decimals	<p>Click onto the link each day. There is a video to watch for each day and then activities to complete. White Rose is an excellent resource and one often used by teachers in our schools. As you support your child, you will see that it presents concepts clearly and incrementally. The lessons will start very simply – however, we do not recommend that you race ahead; spend time on the straightforward before moving onto more complex, abstract ideas.</p> <p><i>If you feel your child needs greater challenge click onto this link, they could work on the learning set for Y6.</i></p> <p><i>If your child struggles with maths, they could work on the learning set for year groups lower down the school.</i></p>			
<b>Friday</b>	<a href="https://www.studyzone.tv/game274-code0677c4940c4306a3a90514b2246a093f">https://www.studyzone.tv/game274-code0677c4940c4306a3a90514b2246a093f</a> Revise any aspects of this week's learning that you have been unsure of. You can simply repeat the lesson. You can also practise your skills by clicking on the link above.				

## Home Learning: Year 5 English

Year Five	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Reading</b>	Make sure you have some quiet time for daily reading of your own book. Record your reading in your Reading Record as you normally do. <a href="https://www.literacyshed.com/the-poetry-shed.html">https://www.literacyshed.com/the-poetry-shed.html</a> Listen/read <i>Budapest</i> . You may like to respond <i>artfully</i> ...				
<b>Writing</b>	<p><b>LO: tell stories from different viewpoints</b>            Watch the stimulus 'There's an Orangutan in my bedroom'  <a href="https://www.literacyshedblog.com/blog/category/orangutan">https://www.literacyshedblog.com/blog/category/orangutan</a>            In 2 paragraphs, re-tell this story.            Paragraph 1: from the girl's point of view.            Paragraph 2: from the orangutan's point of view</p>	<p><b>LO: Research and take notes</b>            Find out what the word 'Biome' means. Write a definition in your books.            Find out about an animal under threat in a biome of your choice.            Q. What is the animal like?            Q. What is the biome like?            Q. What threats are there to the biome?            Q. How could the biome be protected? E.g. polar bears in Polar biome, Turtle in Marine biome, Gorilla in Rainforest biome, or any other animal and biome of your choice. Make notes that answer the questions above.</p>	<p><b>LO: plan and write poem</b>            Plan your own poem based on the animal and biome you have chosen. Some possible ideas are: there's a polar bear in my freezer; there's a penguin in my bath; there's a camel in my garden. You could follow the pattern of the poem you listened to on day one, although your poem doesn't <i>have</i> to rhyme.            Remember to include two different viewpoints: a human and an animal.  <b>Extra Challenge (optional)</b>            Once you have written your poem, you can challenge yourself further by turning your poem into a short story. Aim for about 500 words (these will be easier to count if you type onto a computer)            Look at some tips for writing short stories: <a href="https://www.bbc.co.uk/programmes/p03j7zf8">https://www.bbc.co.uk/programmes/p03j7zf8</a> and see 'Day 4 Sentence Openers' below. Write your story, making sure you: introduce the animal and biome; explain the threat to its existence; suggest an action to reduce the threat. If you accept this challenge, your teachers look forward to reading these cautionary tales!</p>	<p><b>LO: Edit and Improve your poem/story</b>            Edit and improve your story/poem. Add illustrations. Find an audience! Read to someone in the family <i>or</i> you could read to someone over the phone <i>or</i> you could make a video of you reading your story.</p>	

## Home Learning: Year 5 Curriculum

Day 1	Day 2	Day 3	Day 4	Day 5
Geography/Science	Science	History	RE	Science
<p><b>LO: to understand global climate zones</b></p> <p>Why are the North and South Poles so cold? Watch <a href="https://www.bbc.co.uk/bitesize/clips/zr7hyrd">https://www.bbc.co.uk/bitesize/clips/zr7hyrd</a></p> <p>Use diagrams, labels and your own written explanation to show why the North and South poles are so cold? See diagram the below – you could print this off or draw this into your book.</p>	<p><b>LO: to revise understanding or forces</b></p> <p>Try to design a boat that can carry a coin from one side of a sink/bath to the other without sinking. Use kitchen foil only. How many coins can it carry? Can you build another one to carry even more? How many coins can it hold? Explain what happens using diagrams, tables to help with your explanation. If you want some help: <a href="https://www.youtube.com/watch?v=yzk1rkN9UAQ">https://www.youtube.com/watch?v=yzk1rkN9UAQ</a> <a href="https://www.youtube.com/watch?v=CvWrkxzCiaY">https://www.youtube.com/watch?v=CvWrkxzCiaY</a></p>	<p><b>LO: Research Primary Sources</b></p> <p>Family History Project. This week you are going to be Interviewing a family member (see below for instructions and resources), A sibling may also be doing this project, so you could work on this together.</p>	<p><b>St George’s Day</b></p> <p>Find out about the real St George who was known for his courage and Faith: <a href="https://www.youtube.com/watch?v=iLiyPqYfZxQ">https://www.youtube.com/watch?v=iLiyPqYfZxQ</a></p> <p>Draw some of the symbols of St George.</p> <p><b>Reflection:</b> Can you think of a time when you have had to be brave?</p>	<p><b>LO: to revise understanding or forces</b></p> <p>Use two identical pieces of paper and drop them from the same height. Can you think of ways to make one fall to the floor slower or faster than the other? (Remember to maintain fair testing: what do you need to keep the same to compare the speed the paper falls?). What happens if you change the size of the paper? What about the type of paper? Check this for ideas: <a href="https://www.youtube.com/watch?v=O-KYLxp2MG4">https://www.youtube.com/watch?v=O-KYLxp2MG4</a></p> <p>You could ask someone at home to video or record your experiment.</p>

# SENTENCE OPENINGS

Why not try...

Day 4 Writing Challenge

**-ing**

eg **Waiting on the step**, Max saw a shadow amongst the trees.

**-ed**

eg **Startled**, a crow flew out of its nest, cawing loudly.

**Use a simile**

eg **Like an arrow**, Max shot after it.

**Use an adverb**

eg **Silently**, he edged his way through the dense forest.

**Use a connective**

eg **Although** he felt terrified, he headed towards the door.

**Speech**

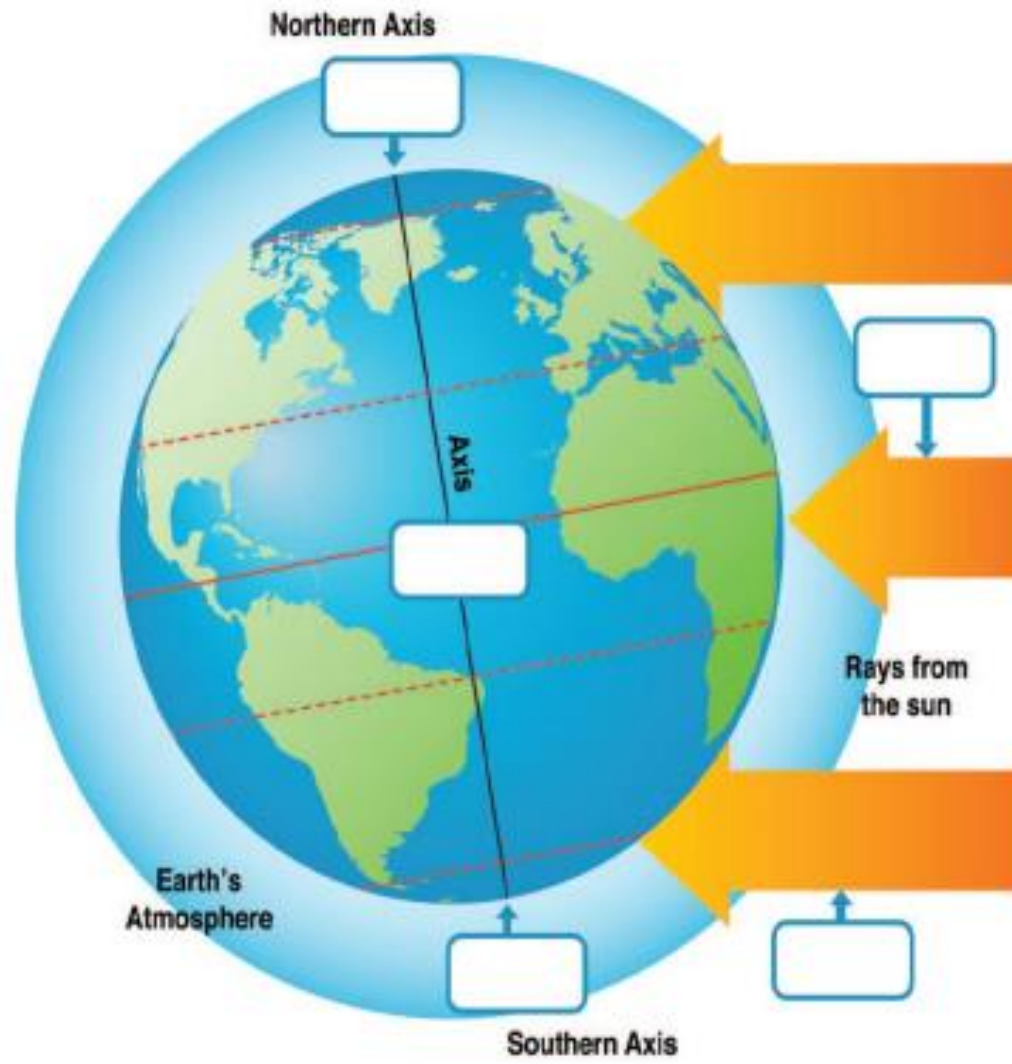
eg **"Over there..."** Max gestured vaguely.

**Use a preposition phrase**

eg **In the clearing**, Max saw a derelict cottage.

**Other ways**

Geography/Science Day 1



## History Day 3

### Family History Project

**There is history in everyone we meet ....**

**Task:** To interview a family member or someone who you know well (preferably an older person)

#### **Presentation:**

You will decide how you present the information – you may be as creative as you wish.

#### **Before the interview:**

- Decide on who you might want to talk to.
- Arrange a time or times that work for you both. This can be on the phone, on FaceTime, Skype if they do not live nearby or you cannot see them.
- Do ask if there are any photos or objects that might be able to see.
- Read the questions. Decide on at least 15 you want to ask.
- You may have other questions you want to ask too. Go ahead! This is your project. You could do it in one go or at different times if that works best.

#### **Do the interview**

- **Listen carefully!**
- **Take notes if you need to but not if that stops you listening....**

#### **After the interview:**

- Don't wait too long before making notes of the main things that you learned.
- Think about how best to present what you have learned about your person and how life has changed.
- You can present your information in any way you like – in your book, in a separate book. Be creative, include all you have learned.
- You are making a new historical source.

**Possible interview questions:**

1. What is your full name? Why did your parents select this name for you? Did you have a nickname?
2. When and where were you born?
3. How did your family come to live there?
4. Were there other family members in the area? Who?
5. What was the house (apartment, farm, etc.) like? How many rooms? Bathrooms? Did it have electricity? Indoor plumbing? Telephones?
6. Were there any special items in the house that you remember?
7. What is your earliest childhood memory?
8. Describe the personalities of your family members.
9. What kind of games did you play growing up?
10. What was your favourite toy and why?
11. What was your favourite thing to do for fun (eg sport, dancing, cinema)?
12. Did you have family chores? What were they? Which was your least favourite?
13. Did you receive an allowance? How much? Did you save your money or spend it?
14. What was school like for you as a child? What were your best and worst subjects?
15. What school activities and sports did you participate in?
16. Do you remember any trends from your youth? Popular hairstyles? Clothes?
17. Who were your childhood heroes?
18. What were your favourite songs and music genres?
19. Did you have any pets? If so, what kind and what were their names?
20. Who were your friends when you were growing up?
21. What world events had the most impact on you when you were a child? Did any of them personally affect your family?
22. Describe a typical family dinner. Did you all eat together as a family? Who did the cooking? What were your favourite foods?
23. How were holidays celebrated in your family? Did your family have special traditions?
24. How is the world today different from what it was like when you were a child?
25. Who was the oldest relative you remember as a child? What do you remember about them?
26. What do you know about your family surname?
27. Is there a naming tradition in your family?
28. What stories have come down to you about your parents? Grandparents?
29. Have any recipes been passed down to you from family members?
30. Are there any physical characteristics that run in your family?
31. Are there any special items eg photos, furniture or other things that have been passed down in your family?
32. What was it like when you proposed (or were proposed to)? Where and when did it happen? How did you feel?
33. Where and when did you get married?
34. Why did you choose your children's names?
35. What was your proudest moment?
36. What was your profession and how did you choose it?
37. If you could have had any other profession, what would it have been? Why wasn't this your first choice?
38. Of all the things you learned from your parents, what do you feel was the most valuable?
39. What is the one thing you most want people to remember about you?