



Year 5 Home Learning Thursday 3rd December 2020

I have set out each day'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.

| Session 1 | SPAG |
|-----------|---|
| | <ul style="list-style-type: none"> • Revise all spellings from the Autumn term (Appendix 1). • We have a spelling test in the last week of term. • What spelling strategies help you the most? Check out appendix 2 for examples and diagrams to follow: <ol style="list-style-type: none"> 1. Saying and listening 2. Action memory 3. Visual 4. The meaning and how a word is 'built' |
| Session 2 | Math |
| | <p>Warm-up: Times table Rock stars – who is going to be our champion rock star this week? https://trockstars.com/</p> <p>Main activity: Zoom lesson at 10am with Miss Birmingham</p> <ul style="list-style-type: none"> • During the Zoom today we will be continuing our focus of fractions: improper fractions and mixed numbers. • Challenge questions: You'll be attempting to multiply proper fractions and mixed numbers. • Below is the task - Appendix 3 and Appendix 4 (challenge Math questions). <p>Mathletics: https://login.mathletics.com/</p> <ul style="list-style-type: none"> • Jump onto Mathletics and complete 1 task of choice. • Finding a question or concept a bit tricky? Remember to click the 'i' on the side of the task. This will open a video or step by step guide to help you understand. • Are your assigned tasks easy peasy lemon squeezy? OR are finding them a little bit tricky? Send Miss Birmingham a message on Class Dojo and she can set some new tasks 😊 |
| | Mindup |
| | <p>Start your day, the positive way! Write an affirmation for what you are grateful for this morning</p> <p>https://mindup.org/activities-for-you-and-your-child-at-home/</p> |
| Session 3 | English |
| | <p>Dahlicious Descriptions</p> <p>Charlie and the Chocolate Factory - current whole class reading book</p> |

| | |
|------------------|--|
| | <p>Warm Up:</p> <ul style="list-style-type: none"> • Take a look at the character you started to create yesterday. • At this stage you will have, the full name (first and last name) and a behaviour or habit that is unique to this character. You may even have a drawing of this character. <p>Main Activity: Zoom lesson at 1pm with Miss Birmingham</p> <p>Part 1:</p> <ul style="list-style-type: none"> • Appendix 5: Build your character – using the worksheet below fill in the boxes for appearance, habit or behaviour. • Can you think of some of the similes that Roald Dahl used to describe Augustus Gloop. (eg. his face was like a monstrous ball of dough) <ol style="list-style-type: none"> 1. Can you think of any for your new character? • Remember that a simile is describing something ‘like’ or ‘as’ something else. Here are some examples: <ol style="list-style-type: none"> 1. Her hair is as red as a flame. 2. His arms spread like an eagles wings. 3. She eats like a pig. 4. He swam as fast as a fish. <p>Part 2:</p> <ul style="list-style-type: none"> • Write in full sentences your character’s description. • Introduce your character as the next Golden Ticket finder. • Aim to write between 1-2 paragraphs. Don’t forget – its quality not quantity that I look for in your writing. Less is sometimes more 😊 <p>Tomorrow:</p> <ul style="list-style-type: none"> • We will share our character descriptions over Zoom. Bring something to draw on as we will attempt to draw each other’s characters and then compare! |
| | Reading |
| | <ul style="list-style-type: none"> • Take some time to find a quiet space and read. OR • Read to a family member, or friend over the phone. • Remember to fill in your reading record each day! |
| Session 4 | Science |
| | <p>Ahoy Ahoy, it’s Buoyancy time!</p> <ul style="list-style-type: none"> • Try to design a boat that can carry a coin from one side of a sink/bath to the other. • Before you begin, write a hypothesis (what you predict will happen). • For your first attempt, the boat can only be made out of kitchen foil! • How many coins can it carry? If you don’t have coins, you could use something of a similar size (eg. counters, pasta, lego, magnets etc.) • Can you build another one that will carry even more? This time you can change one variable – this is a feature of the experiment. You could change the material that the boat is made out of (eg. Foil and cardboard, foil and plastic OR could you change the shape of the boat?) |

| | |
|--|---|
| | <ul style="list-style-type: none"> Explain what happens by drawing and labelling diagrams. Was your hypothesis correct? These videos could be super helpful https://www.youtube.com/watch?v=CvWrkxzCiaY https://www.youtube.com/watch?v=yzk1rkN9UAQ Oh Buoy, this is going to be fun Don't forget to take photos too! |
|--|---|

Appendix: 1

| | ce | ce | Ce C+1 C+y | The sound /s/ written <u>ss, s</u> or <u>ce</u> and word list words (in bold) | Common Mistakes |
|---|-------------|-----------------|----------------------------|--|-----------------|
| <p>Please go over all the words YOU have learnt this term. (Don't learn extra words at this stage.)</p> <p>1. Double-check the words you think you can spell easily and then focus particularly on any words you got wrong in the test at school or words that you don't feel 100% sure of spelling correctly.</p> <p>2. Please ask someone at home to test you on all your words (several times if necessary).</p> <p>3. Keep working on any words you still find tricky!</p> <p>You will be tested on all the green words and then a few random blue and red words.</p> | scent | cent (money) | city | dance | perhaps |
| | scented | recent | circle | police | remember |
| | scene | recently | concentrate | decide | often |
| | scenery | century | bicycle | notice | difficult |
| | scissors | central | accident | sentence | different |
| | science | centre | accidentally | palace | vegetable |
| | scientific | centimetre | cylinder | piece (of pie) | chocolate |
| | muscle | certain | receive | peace (quiet) | camera |
| | ascend | celebrate | reception | suppose | separate |
| | descend | necessary | excited | surprise | recognise |
| | descendant | deceive | exercise | bruise | prisoner |
| | fascinating | cemetery | criticise (critic +ise) | prejudice | vehicle |
| | disciple | excellent | medicine (medic +ine) | sacrifice | amateur |
| | discipline | sincere | pronounce | hindrance | familiar |
| | crescent | sincerely | pronunciation | nuisance | category |

Appendix: 2

WAYS TO LEARN SPELLING

(Everyone is different so find what works for YOU)

Saying and Listening Strategies

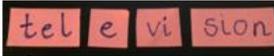
- Say or sing the letters aloud to a rhythm
- Make up a rhyme or saying to help you remember the spelling
- Say the word as it looks, not how it actually sounds
e.g. DEF IN **ITE** LY
- Split the word into syllables (A good strategy for EVERYONE!)
 - Say the word out loud
 - With your fingers, or toes, tap out the syllables (the beats or chunks)
 - Draw syllable lines for each chunk in the word
eg (misbehave)
 - Then write out the word but split it into syllables by leaving gaps eg mis be have
 - Finally write out the whole word with no gaps: misbehave
(Important: Sound out each chunk as you write the word)



Action Memory Practice

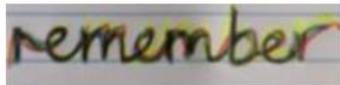
(Often good if you find spelling tricky)



- Practise writing the words with your eyes closed!
- Write the words out at least 3 times - in the boxes on your spelling homework sheet or on scrap paper (small to large if you like!)
- Paint the words
- Finger-write them in the air - or on your hand/the table/ your bed/ in bubbles in the bath
- Make the words with letter tiles (eg Scrabble letters) - practise unscrambling each word and then putting it back together 
- Write the word on scrap paper, then rip or cut into individual letters or whole syllables, muddle up and reassemble 
- Jump or do an action each time you spell out a letter
- Write the word on someone's back. Can they work out what the word is? Then swap over. Can you work out the word being written on your back?

Visual Strategies

- Write the word (or just some of the word) in colour
- Make the base word or the prefix stand out: unwrap unwrap
- Underline or make any tricky bits stand out: climb could interesting
- Rainbow writing - write the word over and over again using different colours



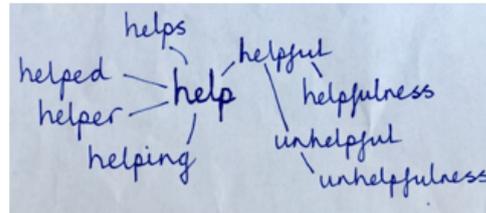
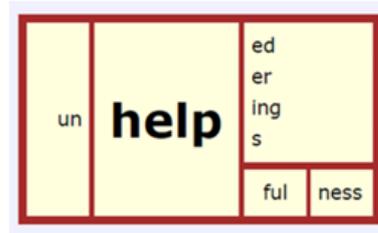
- Make a picture of the word in your head - then write it out (in the air or on paper; you could write it *small*, medium, **large**...)
- Write 'Pyramid Words' - a letter at a time in a pyramid shape. (This also helps action/muscle memory.) 
- Spot any words within the words:
There's a hat hiding in what!
There's a leg hiding in illegal and illegible!
- Think of any other words which have similar letter patterns
eg race, face, place; rough, although, cough; circle, circus, circuit

Think about the meaning of the word and how it has been

"built"

(Extension activities for good spellers - we will practise these in class too)

- Write a **definition** of the word
- What is the **base word** or root?
- Find any **prefixes** or **suffixes** which you could add to make a new word - think about how they change the meaning
- Make a **word map** showing words that originate from the root word - use a range of prefixes and suffixes and "build" as many words as you can



- Make a list of **synonyms** or **antonyms** for the word
synonym = word with a similar meaning (eg synonyms for happy: cheerful, joyful, jolly)
antonym = word with opposite meaning (eg antonyms for happy: unhappy, sad, miserable)

Appendix: 3

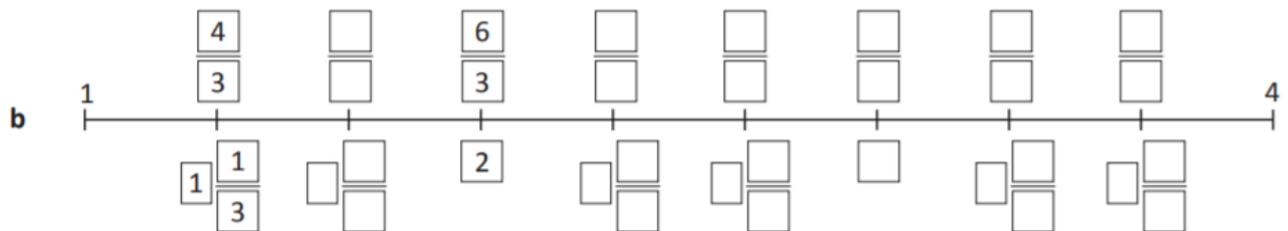
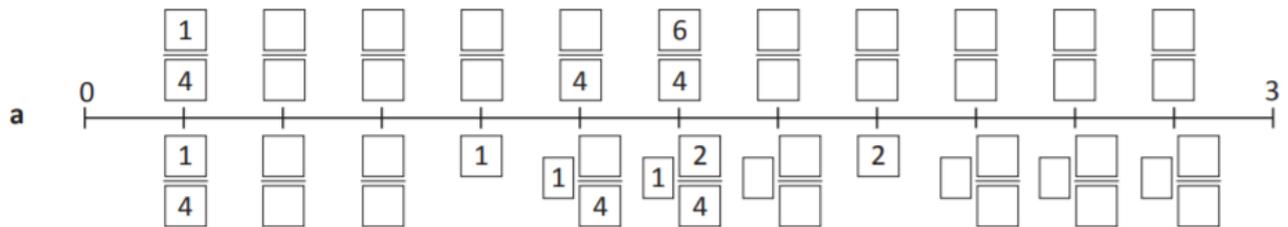
Thursday 4th December 2020

WT WA WP WI

Learning Objective: I can read and interpret mixed numbers and improper fractions

| Success Criteria: | Me | Miss B |
|---|----|--------|
| I can label a number line with mixed numbers and improper fractions | | |

7 Complete the number lines by filling in the boxes:



8 Use your completed number lines to help you answer these questions:

- a What is $2\frac{1}{4}$ expressed as an improper fraction?
- b Write $\frac{13}{11}$ as a mixed number.
- c Find an improper fraction that is greater than $1\frac{1}{3}$ but less than $\frac{10}{3}$.
- d Your teacher offers you the choice between $\frac{10}{4}$ or $2\frac{1}{4}$ hours of litter duty. Are they doing you any favours?

9 Show the improper fractions. The number line at the top of the page will help:

a $1\frac{1}{3} = \frac{\text{ }}{\text{ }}$

b $2\frac{1}{3} = \frac{\text{ }}{\text{ }}$

c $2\frac{1}{4} = \frac{\text{ }}{\text{ }}$

d $\frac{\text{ }}{\text{ }} = 2\frac{1}{3}$

e $\frac{7}{\text{ }} = 1\frac{3}{4}$

f $\frac{\text{ }}{\text{ }} = 1\frac{2}{3}$

g $\frac{6}{4} = \text{ } \frac{\text{ }}{\text{ }}$

h $\frac{4}{3} = \text{ } \frac{\text{ }}{\text{ }}$

i $\frac{\text{ }}{\text{ }} = 2\frac{3}{4}$

Appendix 4: Are you up for a challenge?

Thursday 3rd December 2020

WT WA WP WI

Learning Objective: I can read and interpret mixed numbers and improper fractions

| | | |
|---|----|--------|
| Success Criteria: | Me | Miss B |
| I can multiply proper fractions and mixed numbers | | |

Fractions – multiplying proper fractions and mixed numbers

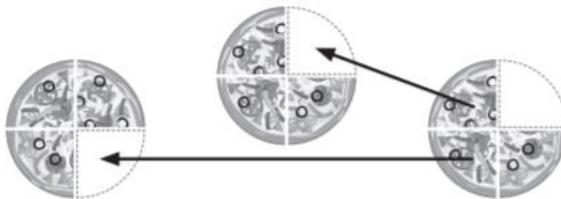
A proper fraction is a number less than 1.
Its numerator (the top number) is less than its denominator (the bottom number).

proper fraction → $\frac{3}{4}$

improper fraction → $\frac{4}{3}$

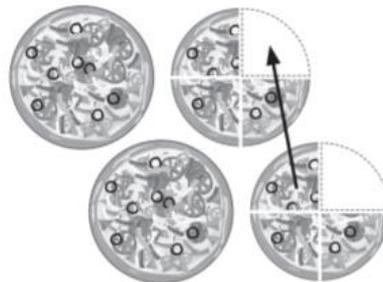
If we multiply a proper fraction by a whole number, we simply multiply the numerator to create an improper fraction, and then divide the total by the denominator.

$$\frac{3}{4} \times 3 = \frac{9}{4} = 2\frac{1}{4}$$



To multiply a mixed number by a whole number, first convert the mixed number into an improper fraction, then multiply the numerator by the whole number and, finally, divide the total by the denominator.

$$1\frac{3}{4} \times 2 = \frac{7}{4} \times 2 = \frac{14}{4} = 3\frac{1}{2}$$



1 Multiply these proper fractions and mixed numbers:

a $\frac{3}{4} \times 2 = \frac{\square}{4} = \square \frac{\square}{\square}$

b $\frac{2}{3} \times 4 = \frac{\square}{3} = \square \frac{\square}{\square}$

c $\frac{2}{5} \times 7 = \frac{\square}{5} = \square \frac{\square}{\square}$

d $\frac{3}{7} \times 6 = \frac{\square}{7} = \square \frac{\square}{\square}$

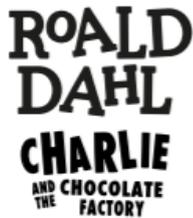
e $2\frac{1}{4} \times 2 = \frac{\square}{4} \times 2 = \frac{\square}{4} = \square \frac{\square}{\square}$

f $3\frac{1}{3} \times 4 = \frac{\square}{3} \times 4 = \frac{\square}{3} = \square \frac{\square}{\square}$

g $2\frac{2}{5} \times 3 = \frac{\square}{5} \times 3 = \frac{\square}{5} = \square \frac{\square}{\square}$

h $1\frac{2}{7} \times 2 = \frac{\square}{7} \times 2 = \frac{\square}{7} = \square \frac{\square}{\square}$

Appendix 5:



DAHLICIOUS DESCRIPTIONS



Roald Dahl's wonderful descriptions help us to build very clear pictures of his characters in our minds. Now you have a name for your character, you should be starting to build a picture of them. **Use the prompts below to make some notes.**

| | |
|--|---|
| My character's name: | |
| APPEARANCE: (Are they tall or short? Overweight or skinny? Smiley or miserable?) | HABIT OR BEHAVIOUR: (Are they cheerful or bad-tempered? A whinger? A loyal friend?) |
| A simile to describe my character's appearance: | A simile to describe my character's behaviour: |

Now use your notes to write a paragraph describing your character as vividly as possible.
