

Home Learning Activities Year 5 Week 2

<https://www.cambslearntogether.co.uk/asset-library/CCC-Home-Learning-Parents-Guide.pdf>

Use this exciting link to find indoor and outdoor challenges. Email Mr White, Mrs Gleed-Owen and Miss Davidson your pictures completing some of the challenges.

<https://museumofzoologyblog.com/2020/04/06/open-your-window-bingo/>

Look outside and see all the fascinating British wildlife outside of your window. How many can you spot?

Weekly Maths activities

Look: <https://www.bbc.co.uk/bitesize/topics/zsiqtfr>

On here you will find two clips explaining place value and decimals.

Find: Watch the videos to remind yourself of the learning we did in class about decimals and place value. You could write down anything new that you learn.

Try: This week, we will be reintroducing ourselves to decimals. Use the information to have a go at some of these tasks.

- You could role two dice and then add, multiply, subtract or divide these two numbers together to create a target number. For example 1500. Who can get the closest to the target number.
- <https://nrich.maths.org/6499> This is a great interactive game of Countdown, using the same principles as explained above.
- When cooking, can the children add the amounts of the ingredients required? To make this more difficult, you could reverse the questions. For example, I have 1.25kg of flour and I need 750g, how much is left in the bag of flour after I have finished baking?
- Similarly when using money; I have £11.72 in my pocket and I give you £3.46. How much money have I got left? You could make this more difficult by telling your child the types of coins you have and ask them to work out the amount. For example, I have 4 20ps, 2 £1 coins and 3 1ps.
- Ensure that your children show you a clear method of working out and can verbally explain it to you too.

Tip: Ask your children for the place value of each part of the number. For example £13.72 has 1 ten, 3 ones, 7 tenths and 2 hundredths.

- <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>
Have a go at the Year 4 Multiplication check. How well do you do? Write your score down and then have another go, can you beat it?
- <https://whiterosemaths.com/resources/classroom-resources/problems/>
Have a go at the white rose problem of the day to keep practising your reasoning and problem solving skills.
- Don't forget to be practising on Times Table Rockstars <https://play.trockstars.com/auth/school/student> (your logins should be in your journals- if not ask your class teacher). This week we've set up a "Battle of the Bands" between Herons and Kingfishers! Which class will be victorious? You've got all week to battle it out to be Top Rocker! The more questions you get right the higher your class score!

Weekly reading activities

Read every day for 30 minutes a day. This can be your child reading for pleasure or reading to you. You could also read to them.

Audio books are a great way to "read" books, they make more difficult texts accessible for younger readers. Harry Potter is a great place to start: **Click here for a link to The Philosopher's Stone- free to listen to at the moment on Audible.**

https://stories.audible.com/pdp/B017V54W6O?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-0

If your child is reading with you, ask them questions about the book.

Example questions could be:

- Could you summarise the last page/chapter/paragraph?
- What predictions can you make based on what you have read so far? If you're starting a new book, before you begin, write three predictions based on the front cover.
- Choose a word. Find a synonym/antonym for the word.
- Why has the writer chosen to use the vocabulary to create an atmosphere?
- What clues can you infer based on the text about a character?

Encourage your child to read a range of texts: fiction (all styles and genres), non-fiction (history, science, nature etc), comics, graphic novels, magazines, newspapers, advertisements, leaflets, brochures, instructions (e.g cooking) etc.

Shoebox Show & Tell

This is something you could work on now, ready to present to your class when we do all meet again.

Think of your favourite fiction book. It could be a novel, or a Greek myth, or a short story, or a much-loved picture book. Decorate the inside of a shoebox (and the outside if you choose – it looks even better) with pictures and models of the main setting of the novel. Use either clay, or existing toy creatures/people, to add the main characters. Around the outside of the box you could draw/paint more images from the story, or write key words or phrases linked to the story. All in all, you are creating a sort of model theatre set for your story, with all the main characters present.

Examples:

A **Harry Potter** would probably have Hogwarts in the box, with owls, maybe dementors, Dumbledore, Voldemort, a scar, and of course, Harry, Hermione and Ron somewhere in and around the box.

Cosmic would have a space rocket maybe in a painted space background, with a tall boy, and several other children. Dinah Drax would also feature, as would perhaps a mobile phone.

Above, make it fun, lively and interesting. You will have a chance to explain it to your class when 'we meet again'.

Here are some examples to get you thinking:

<https://www.herefordcs.com/news/article/pupils-bring-books-life-shoebox-challenge>

Weekly writing activities

Playing with sentences.

There are a number of games designed to develop the children's sentence writing. They encourage greater variety of structure and more ambitious language choices. They can take anything from 5 - 15 minutes. Visit <https://www.cambslearntogether.co.uk/home-learning> and look under 'English'.

The radio blog <https://radioblogging.net/> is a daily blog at 9am with poets and writers. It is a live broadcast that you can join in on, and post your own ideas and writing, or you can visit the recorded blogs from previous days as you wish.

Spelling, Punctuation & Grammar (SP&G) and Reading Comprehension

Given the range of other writing opportunities (see Topic), two further lessons from BBC Bitesize:

1. SP&G **Expanded Noun Phrases** (April 23) <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>
2. Reading Comprehension: **To be a Cat** (April 24) <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-lessons/1>

Spelling Focus

<https://www.purplemash.com/#tab/pm-home>

Purple mash has a fantastic spelling resource with specific activities for each year group. You can find this under “English” then “Spelling Resources”- “Year 5”. This week’s spellings are revising some tricky spellings from last year.

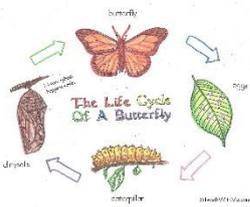
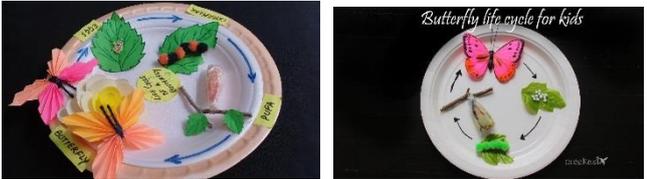
Spellings: illuminate admiration foundation forgotten gardening great grate fascinate expression possession

Here there are quizzes, dictations and Look, Say, Cover, Write, Check sheets.

If you are unsure of the year group spellings that your child is currently working on, please contact their class teacher.

You can complete the Autumn 1, Week 2 spelling quiz. This has been set as a ‘to do’!

Foundation subject activities

Science	Topic
<p>Focus: Life cycles Watch these video clips on life cycles: https://www.bbc.co.uk/bitesize/clips/zt96sg8</p> <p>https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-the-life-cycles-of-different-organisms/zvh8qp3</p> <p>All living creatures have a life cycle- they’re born, grow, some change dramatically, some just get bigger Then they make more living creatures by reproduction.</p> <p>One of the most dramatic changes can be found in butterflies, which undergo “metamorphosis”. Egg----larva-----pupa-----butterfly-----reproduction-----egg etc</p> <p>Task: You can:</p> <p>a) Make a poster showing the life cycle of a butterfly with pictures and labels to show each stage.</p>  <p>b) Make a 3D model of the life cycle of a butterfly - you can use craft materials and a paper plate (or circular piece of paper) Here is a bigger 3D model it you have the time or energy- but it is fiddlier. https://www.youtube.com/watch?v=v3t0f3kcCas The items used in these pictures are just a guide- do use whatever you have to hand. (we’d love to see these- please send in your pictures!)</p>  <p>Having fun? Try doing it for the lifecycle of a frog! (which also goes through metamorphosis.)</p>	<p>This term’s topic is The 1950’s, 1960’s and 1970’s.</p> <p>Music of the ‘60s The 1960s saw the arrival of a lively music and fashion scene, as the babies born during or just after the war became young men and women in their twenties.</p> <p>There were many pop and rock bands that emerged during this decade, most notably the Beatles (ask your parents or grandparents!) There are, however, numerous other important musicians from this time, both in the UK and in America (and beyond, of course). Below are a number of possible activities you could do to explore this era of music in greater detail:</p> <p>Biography: research one of the musicians from a 1960s band, and produce a biography of him/her.</p> <p>Song: write a ‘history’ of one particular song, explaining where the idea came from, who wrote it, what it is about, why you chose it etc.</p> <p>Art : Record covers: Back in the 1960s, music came in the form of vinyl records (ask your parents or grandparents!) that were kept in cardboard cases. The covers for these records became very important artwork – the most famous, perhaps, is Sergeant Pepper’s Lonely Hearts Club Band by the Beatles. You could design your own record cover for your favourite song, or do a 2020 version of Sgt Pepper’s cover.</p> <p>Video: Plan, storyboard and create a piece of film for which a 1960s song is the soundtrack. Try to make the film storyline fit the lyrics.</p> <p>Cover versions: Many songs from the 1960s have been copied by other artists over the years. Find one that has several versions, and put them together for your class to listen to and compare.</p> <p>Music Festivals: the 1960s also saw the growth of the Music festival (when lots of bands play over three or four days. The most famous was Woodstock, held in America in August 1969, near New York. Research the festival, the size of the crowd, the details, the traffic jam, the weather (it rained) etc.</p> <p>ICT</p> <p>This is a Purple Mash task- the children should all have logins already. https://www.purplemash.com/sch/bellbird You’ve been finding out A LOT about music in the 60s 70s and 80s this week.</p> <p>Use Purple mash to create a quiz about it to test your friends. Don’t want to do it about 50s 60s 70s? Pick a topic that really interests you- could be about space or science instead! This has been set as a To do on Purple Mash.</p> <p>Sometimes typing is a bit hard going and takes a long time, which can be frustrating. Try the touch typing pop game (set as a To Do) to help you practise. How many letter can you pop in 3 minutes? Can you beat your score? Can you try speeding up the letters?</p>

Music

Look:

Visit <https://charanga.com/yumu>

Use your login emailed to you by your class teacher to access this term’s unit ‘Dancing in the street’. Click on Assignments – lesson 1

Find: Click on Listen and Appraise “Dancing in the Street” by Marvin Gaye. Listen to the some and click on questions to consider as you listen.
Try: Click on Learn to sing the song – Dancing in the Street. Practise singing along to the song.
If you’d like to, have a go at the games track to play some pulse and rhythm games (start with bronze).

RE- Hinduism- Focus: Festival of Holi

Watch:

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/z4qqy9q>

The festival of Holi (Hindu festival of colours) is celebrated in March and is to help Hindus to remember celebrate the love between Krishna and Radha.

Hindus all over the world have a big colourful party involving lots of paint (they throw it around a lot but please don’t do this at home!)

This week’s activity is an art activity based around Holi. Maybe choose a sunny day so you can take this activity outside.

On this page is a downloadable Taj Mahal template, but you could draw your own if you don’t have a printer.

<https://thecraftyclassroom.com/crafts/india-crafts-for-kids/taj-mahal-art-project/>

Instead of the bleeding tissue paper it suggests, use straws/paintbrushes/sponges to flick and blow different coloured paint to create the colourful effects of Holi on your picture.

Too messy? I’ve also set a virtual Holi art activity on a To Do on Purple Mash.

<https://www.purplemash.com/sch/bellbird>

NB: Please use these activities as a guide only. Do not feel obliged to complete all of these activities. They are simply to give you some ideas of the sort of themes we might be following if we were in school. Please adapt them to suit your child’s individual abilities and interests and continue to use any of the other home learning suggestions if you are finding them helpful and your child is enjoying them.