

Home Learning Activities Year 5 Week 3

Weekly Maths activities	Weekly reading activities
<p>Look: https://www.bbc.co.uk/bitesize/topics/zsiqtfr</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>This week you will be doing 'Week 2' from the White Rose home learning link. It is adding and subtracting decimals.</p> <p>Try: Before starting each lesson, complete 5 addition and subtraction calculations without decimals. You can make this fun by using a random number generator or by rolling a dice. Remember – by year 5 we should be using 5 digit numbers or higher, however if you're not feeling confident with those do start on 3 or 4 digit numbers before challenging yourself.</p> <p>Time to teach your parents – Can you explain to them what we mean by 'exchanging'. Get your parents to send your teacher your explanation. Can you use a model or picture to show them how to do it?</p> <p>Tip: Remember your working on place value is very important here. You need to make sure you put each digit in the correct place value column.</p> <ul style="list-style-type: none"> • 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.ttrockstars.com/auth/school/student (your logins should be in your journals- if not ask your class teacher). <p style="text-align: center;">Well done on the Battle of the Bands! So far Kingfishers are beating Herons! You've got until Monday to win! Keep it up!</p> <p style="text-align: center;">There's a new Battle of the Bands starting on Friday- this time Boys vs Girls in Year 5! Good luck!</p>	<p>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.</p> <p style="text-align: center;">A Reminder</p> <p>Cambridgeshire offers an extensive free library service for ebooks. https://cambridgeshire.rbdigitalglobal.com/</p> <p>Audio books are a great way to "read" books, they make more difficult texts accessible for younger readers. Click here for a link to Alice's Adventures in Wonderland- free to listen to at the moment on Audible. https://stories.audible.com/pdp/B015D78L0U?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-2</p> <p>If your child is reading with you, ask them questions about the book. Example questions could be:</p> <ul style="list-style-type: none"> • 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? <p>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.</p>

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) : Using Apostrophes

The BBC Bitesize Daily Lesson on 28 April: Using Apostrophes

<https://www.bbc.co.uk/bitesize/articles/zdstbtk>

Shorter exercises:

Apostrophes: of Contraction:

<https://www.bbc.co.uk/bitesize/topics/zvwwxn/articles/zcv4qt>

Apostrophes: of Possession:

<https://www.bbc.co.uk/bitesize/topics/zvwwxn/articles/zx9ydxs>

Writing

<https://fiftiesweb.com/pop/inventions-60/>

The 1960s was also a time of some important inventions: microwave, heart transplant, laser, etc. Have a look at the list on the website above. Imagine that only one of those inventions can be 'saved', and that the rest will disappear, and so will human ability to rediscover them. Write a persuasive argument explaining why the invention you have chosen should be the one that is saved.

Your argument should have at least four paragraphs:

1. Introduction, simply stating your choice.
2. A description of the invention and what it does.
3. A persuasive argument explaining why the invention is so important to humanity. Make sure you make a point and then give supporting evidence/examples/explanations. This should also include an understanding that some may disagree with you, and then an explanation of why they are wrong.
4. A conclusion, restating your case and tying together your reasons.

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

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 3 spelling quiz. This has been set as a ‘to do’!

Group 1

<i>rain</i>
<i>wait</i>
<i>train</i>
<i>paid</i>
<i>afraid</i>
<i>oil</i>
<i>join</i>
<i>coin</i>
<i>point</i>
<i>soil</i>

Group 2

Spellings
<i>here</i>
<i>hear</i>
<i>knot</i>
<i>not</i>
<i>mail</i>
<i>male</i>
<i>ball</i>
<i>bawl</i>
<i>groan</i>
<i>grown</i>

Group 3

Spellings
<i>redecorate</i>
<i>mention</i>
<i>position</i>
<i>weather</i>
<i>whether</i>
<i>obvious</i>
<i>completion</i>
<i>mountainous</i>
<i>tongue</i>
<i>scheme</i>

Foundation subject activities

Science

Focus: Complete and incomplete metamorphosis

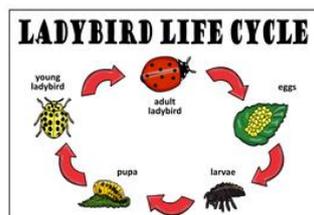
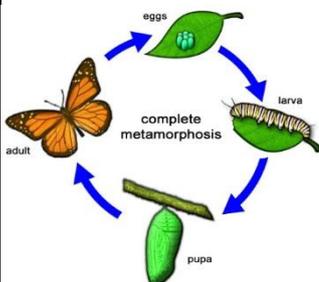
Watch these videos:

<https://www.youtube.com/watch?v=Ka3q7bj45x0>

<https://www.youtube.com/watch?v=nuPCu8IHC8I>

Insects have two different types of lifecycles:

- 1) Complete metamorphosis. Over the course of its lifecycle the insect will totally change how it looks. Like a butterfly or ladybird.



- 2) Incomplete metamorphosis. When it hatches the insect looks like a small version of the adult but might be missing some parts e.g. wings. As the nymph grows it will shed its skin (often more than once) until it emerges as the adult stage. These insects don't have the pupa stage. Like a dragon fly, cricket or preying mantis.

Topic

This term's topic is **The 1960's, 1970's and 1980's.**

Fashion of the 1960s

The 1960s saw a huge change in fashion. Skirts got shorter, colours became brighter, and patterns became bolder. Fashion focussed more on the male market. All in all, it was an exciting time, influenced by the music scene and the Space Race.

Look at some examples of '60s designs, whether it is the Psychedelic or Hippie style, and design your own 'His and Hers' clothes. Focus on shape, pattern and colours. Write a brief explanation of what has influenced your design.

<https://www.bbc.co.uk/bitesize/clips/zh72tfr>

This is also included as a Purple Mash 2Do task (see under ICT below).

ICT

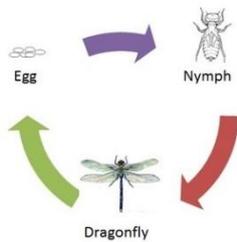
This is a Purple Mash task- the children should have logins already.

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

You're going on a time travelling mission to the 60s, 70s or 80s. Problem is you've got to look the part! Can you research fashion in the 60s, 70s or 80s (ask your grandparents perhaps or have a look at pictures of them from that time.) Now can you design an outfit from that time so you can fit in on your mission? This has been set as a To Do on Purple Mash.

Now you've got the outfit ready why don't you have a go at coding a 1980s dance floor (**Dancer**)? (set as a To Do on Purple Mash)

Too hard? Try the **Guard the Castle** coding scene.



Task

- 1) First, can you find some more examples of insects that have complete or incomplete metamorphosis?
- 2) You are an agony aunt. You've just received a letter from a sad larva. It's being teased by lots of other young insects who say that because it looks nothing like it's parents, it must have been adopted. Can you write a letter to the sad larva explaining complete and incomplete metamorphosis to reassure the insect that it's not adopted and will one day look like its parents? Try to include lots of examples and pictures (the insect needs lots of reassurance!)
- 3) It'd be lovely to read these- you could type it up onto purple mash if you'd like or you could post it to school and we can create a display when we're all back. (I'll create a To Do on Purple Mash in case)

Here's some good scientific vocabulary you can try to use:
complete metamorphosis incomplete metamorphosis egg larva pupa/cocoon moult adult life cycle change/morph nymph

Here's a copy of the letter you received:

Dear Dr K Fisher,
 I really need your help. I'm an insect larvae and I think I might have been adopted. I think this because I look nothing like my Mum and Dad and I'm really worried about it. I don't think I'll ever look so nice. Do you think I'm adopted?
 Please help!
 Yours sincerely,
 Unhappy Larva.



Sometimes typing is a bit hard going and takes a long time, which can be frustrating. How did you do last week with bubble pop? Why don't you try this touch typing game this week- **falling letters** (set as a To Do) to help you practise. Can you beat your score? Can you try speeding up the letters?

PE CHALLENGE:

Every morning see how many of these different animal activities you can do in a minute?

KIDS 7 MINUTE HIIT WORK
OUT FOR SELF-REGULATION
 Set an interval timer and complete each animal movement for 45 seconds, with 15 seconds of rest in between. Do as many as you can!

-  **FROG JUMPS**
Hop, hop, back and forth like a frog
-  **BEAR WALK**
Hands & feet on the floor, hips high - walk left and right
-  **GORILLA SHUFFLE**
Sink into a low sumo squat, with hands on the floor, shuffle around the room.
-  **STARFISH JUMPS**
Jumping jacks as fast as you can, with arms and legs spread wide.
-  **CHEETAH RUN**
Run in place, as FAST as you can! Just like the fastest animal in the Sahara.
-  **CRAB CRAWL**
Sit and place your palms flat on the floor behind you near your hips. Lift up off the ground and crawl.
-  **ELEPHANT STOMPS**
March in place lifting your knees as high as you can and stomping the ground as hard as you can!

RAISING AN EXTRAORDINARY PERSON
 HTTPS://HES-EXTRAORDINARY.COM

Music

Look:

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

Each week you'll be building on what you did last week until you are confidently performing the song either through singing or on an instrument.

Use your login emailed to you by your class teacher to access this term's unit 'Dancing in the street'. Click on Assignments – lesson 2

Find: Click on **Listen and Appraise "I can't help myself"** by Sugar Pie Honey Bunch. 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.

Recorder at home? Click on **Play your instruments (recorders)** and have a go at performing the song.

No recorder? Click on **Perform the song, dancing in the street**.

RE- Hinduism

Focus: How do Hindu's worship? Detailed look at a Hindu Temple (Mandir)

Watch:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39>

Go on a virtual tour of a Hindu Mandir in Cardiff

http://resources.hwb.wales.gov.uk/VTC/ngfl/re/cardiff_hindu_virtual_tour/e_index.htm

You need to download a file here and enable flash/shockwave which can be a bit temperamental, but this is an excellent tour/walkthrough if you can make it work.

If it won't work Twinkl has some useful information on Mandirs

<https://www.twinkl.co.uk/resource/t2-r-163-places-of-worship-hindu-mandirs-ks2-powerpoint>

Now prepare a leaflet for visitors to a Mandir showing what they can expect to find/see, why it is there and why it is so important to Hindus? Also, you can think how people should behave during a visit.

You could do this on paper or in Purple Mash. I'll set a To Do for a Mandir leaflet <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.