

Weekly Maths activities

Weekly reading activities

Look: <https://whiterosemaths.com/homelearning/year-5/>

Find: The daily video explaining your task for the day. This week, have a go at the week beginning the 4th of May. It will consolidate your learning from last week on multiplication and division. It will then reintroduce yourself to perimeter and, if you want to continue to challenge yourself, area using the following week's learning.

Summer Term - Week 3 (w/c 4th May)

Lesson 1 - Multiply 2-digit numbers (area model)

Summer Term - Week 4 (w/c 11th May)

Lesson 1 - Area of rectangles

- Use a tape measure to calculate the area and perimeter of your bedroom, your garden and your kitchen table.
- Write some word problems requiring someone to work out the area or perimeter. Email these to your teacher or show them to your parents, can they work out the answer?

Tip: <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1> Have some supportive material to remind you how to find area and perimeter.

- <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).

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. Click here for a link to **Five Children and It**- free to listen to at the moment on Audible. https://stories.audible.com/pdp/B007BFXGB2?ref=adbl_ent_anon_ds_pdp_pc_pg-2-cntr-0-35

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.

Reading Bingo

The idea behind reading bingo is that you have a card with all sorts of reading 'tasks' that have to be completed. These tasks range from the type of text that you are reading, to where you are reading, who you are reading with etc. It is intended to be an entertaining challenge for you to vary the type and manner of your reading choices. There are several examples online (Google Reading Bingo), but here's one put together by teachers:

<https://www.twinkl.co.uk/resource/t2-e-2347-r8025-book-reading-bingo>

Weekly writing activitiesPlaying 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.cambsearntogether.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

For Grammar: Two areas to explore:

Modal verbs:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk>

Relative Clauses:

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

Reading Comprehension : Tell Me No Lies by Malorie Blackman

One of the daily lessons from BBC Bitesize (8 May), focussing on inference and characterisation.

<https://www.bbc.co.uk/bitesize/articles/znr47h>

See also **Reading Bingo**, above, in the Reading section.

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 based on using an apostrophe. <https://www.bbc.co.uk/bitesize/articles/zdsthbk>

Group 1 – Find the two words that have been combined using an apostrophe. Can you use them in a sentence?

You’re
Haven’t
Won’t
Can’t
Wouldn’t
Shouldn’t
It’s

Group 2 – Here are some words with contractions and some with possessive apostrophes. Can you sort them out into two separate groups?

You’re
Neighbour’s
Haven’t
Won’t
Cat’s
Can’t
Wouldn’t
Sister’s
Shouldn’t
Bees’
It’s

Group 3 – Here are some words with contractions and some with possessive apostrophes. Can you create sentences involving contractions and possessive apostrophes? There is a twinkl sheet for you to complete.

You’re
Neighbour’s
Haven’t
Won’t
Cat’s
Can’t
Wouldn’t
Sister’s
Shouldn’t
Bee’s
It’s

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

Foundation subject activities

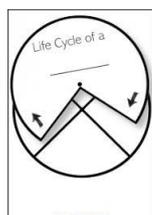
Science

Focus: Lifecycles and invent your own creature.
Over the past few weeks you’ve been finding out a lot of about different animals, their lifecycles and how they reproduce.

Your task today.

- 1) Choose an animal- could be a mammal, amphibian, bird, reptile, fish, invertebrate or plant- produce a lifecycle wheel for that animal showing all the stages with lots of information and labels. Here is a template you could use, but all you need is a circular piece of paper.
<https://www.twinkl.co.uk/resource/tp2-s-242-planit-science-year-5-living-things-and-their-habitats-unit-home-learning-tasks>

You could also put a split pin in it so you reveal a stage at a time if you’d like to. E.g.



Topic

This term’s topic is **The 1950’s, 1960’s and 1970’s.**

The 1970s

Explore some of the changes of the 1970s:

Newsround began in 1972; here is a programme that revisits the 1970s.

<https://www.bbc.co.uk/newsround/17567813>

Also go to

<http://www.primaryhomeworkhelp.co.uk/war/1970s.html>

When you have found out some of the music, fashion, politics, inventions, sport that marked this decade,

EITHER :

Put together a Timeline with as many different features of the decade. **Where possible, include pictures or drawings.**

OR :

Do your own ‘Newsround’ that summarises the decade.

OR :

Do an in-depth investigation into one aspect of the decade of your choosing.

- 2) Now you're confident with animal/plant lifecycles I want you to imagine you are a great explorer. On your travels to a newly discovered island you've just encountered a new species! You'll be famous! You need to document this creature to show off when you arrive home.

Task:

Produce a detailed fact file for your new creature (including its lifecycle of course!)

Include:

- Name
- Type of living organism (mammal, invertebrate, plant etc)
- Stages of its lifecycle
- Appearance
- Behaviours
- Diet
- Any other interesting facts about it
- Make sure you include lots of labelled diagrams!

ICT

<https://www.bbc.co.uk/bitesize/articles/z6rhnr>

Algorithms and debugging

Part of [Daily Lessons](#) | [Year 5 and P6 Lessons](#)

+ Add to My Bitesize

Daily lessons

Learn about programming and debugging.

This lesson includes:

- two videos to help you understand debugging
- three activities to try out

Activity 1

Try this World Cup algorithm programming adventure.

Plan a route through the grid to the World Cup. Write instructions using forward, left or right turn and how many degrees.

Then work with a partner to practise testing and debugging your algorithm.

Explore more computing resources with [Teachit Primary](#).



World cup debugging

from Teachit Primary

Activity 2

Learn about code cracking in World War Two and use your evaluation skills to help stop the invasion!

Try more coding activities with [Barefoot by BT and Computing At School](#).



Play Code Cracking

from Barefoot by BT and Computing At School

Activity 3

Try these mini activities for home learning designed to help practise computational thinking skills.

Try more coding activities with [Barefoot by BT and Computing At School](#).

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 4

Find: Click on **Listen and Appraise "Ain't no mountain high enough"** by Nickolas Ashford. Listen to the some and click on questions to consider as you listen. How is it similar or different to Dancing in the Street?

Try: Click on **warm up and flexible games**. Practise moving and singing to the beat.

Try: Click on **improvise with the song**. Have a go building on what you did last week.

New challenge: **Try:** Click on **compose with the song**.

Click on **Perform the song, dancing in the street**.

RE- Hinduism- Focus: Diwali

Watch the story of Rama and Sita, told in the RAMAYANA. <https://www.youtube.com/watch?v=pp59n0So-XE>

What do you think is the meaning of this story?

Other videos/resources for extra information:

<http://www.bbc.co.uk/learningzone/clips/celebrating-diwali/3627.html>

<https://www.bbc.co.uk/bitesize/topics/zh86n39/articles/zjpp92p>

Design a Diwali postcard – you must make sure it is eye catching and contains lots of detail about the event e.g. date, what they have to do to be a part of it, where it might be, why it is celebrated. You could include rangoli or traditional henna patterns (mehndi).

You could do this on paper or on Purple Mash- I've set a To Do for a Diwali Postcard.

<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.