

Home Learning Activities Year 5

Week 9 week beginning 22nd June

Weekly Maths activities

Decimals: Week 7

Look: Visit the White Rose website here

<https://whiterosemaths.com/homelearning/year-5/> and click on 'Week 7 for wb 8th June'. There are four short videos for you to watch – you could watch one each day.

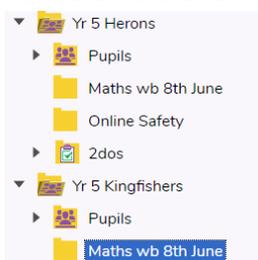
Find:

Watch the videos to remind yourself of the learning we did in class about decimals. You can write down anything new that you learn about these areas. Do a lesson a day, then self-mark. Don't feel you need to print out the sheets, you can just do them on a separate piece of paper.

Try:

Use the information to have a go at some of these tasks:

- There are Worksheets to accompany the videos which can be found on Purple Mash. The worksheets have been set as 2Dos, but can also be found if you click **Work > Class > Herons/kingfishers > Maths wb 22nd June**. Now that twinkl sheets are no longer free, any referenced sheets can also be found in this folder in purple mash.



Try:

- Have a go at this rounding decimals football game https://www.math-play.com/rounding-decimals-game-1/rounding-decimals-soccer-game_html5.html
- Try this NRICH task problem for rounding decimals <https://nrich.maths.org/10428>
- There is a rounding decimals game you can play against a sibling or a grown up saved on Purple Mash (*Rounding Decimals Game*)
- Have a go at making the *fraction, decimals, percentage fortune teller* saved on Purple Mash. Once you've finished can you design your own?
- Have a go at this ordering decimals balloon pop game: <http://www.sheppardsoftware.com/mathgames/decimals/BalloonPopDecimals1.htm>
- Too easy? Try this one: <http://www.sheppardsoftware.com/mathgames/decimals/BalloonPopDecimals2.htm>
- Fancy a challenge? Can you hit the target number by adding and subtracting with decimal numbers? <https://education.abc.net.au/home#!/media/32408/wishb-all-thousandths>

Rehearse:

Have a go at the **Friday Maths Challenge- Premier League Primary Stars**

Don't forget there are lots of maths games on Purple Mash and activities on Mathletics. <https://www.purplemash.com/sch/bellbird>

Keep practising your Times tables on Times Table Rockstars.

<https://play.trockstars.com/auth/school/student>

How would you have done in the year 4 times table check? Have a go: <https://www.timestables.co.uk/multiplication-tables-check/>

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.

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.

Serpents of the Nebula

Look: Purple Mash produces a daily reading task, following a book chapter by chapter. This book, called *Serpents of the Nebula*, continues throughout the week (in this case, Week 6 on the Purple Mash weekly activity. See the link below.

https://www.purplemash.com/#tab/pm-home/weekly_activities/weekly_activities/weekly_activities_9_11/weekly_9_11_wk6/weekly_9_11_wk6_tues

Find: Every day this week, a chapter from *Serpents of the Nebula* is read and then there are questions linked to them in the comprehension section (see below).

Try: There are comprehension activities linked with each day's chapter, Tues-Fri which you can attempt.

Weekly writing activities

Look: Time Capsule

This strange period of lockdown will be studied by future historians, and studies will be done of how families coped with the time at home. If they were to come across a time capsule in a few hundred years' time, it may end up in a museum

Find: Find a sealable container (a glass or plastic bottle, a plastic or metal box that you can bury in the garden or hide in an attic)

Try: Your task is to put together an account for future generations to learn about what it was like under lockdown. Remember, this may not be found for 100 or more years, so the more information you can provide, the more useful it will be to future generations. Include all the things you have been doing during this lockdown: schoolwork, games, reading, drawing, cooking, building, zooming, designing, and the people that have been part of your lockdown: family, pets, neighbours etc.

Use **pictures, writing, photos, models, memory sticks ...**

Try to include a record of a '**normal**' day under lockdown. Don't be afraid to mention the **difficulties, frustrations and temptations** that you have had to deal with as well as the surprises and joys.

Spellings and Grammar focus	Weekly spellings
<p>Look and Find: Setting and Subordinating conjunctions. (BBC Bitesize 3 June). https://www.bbc.co.uk/bitesize/articles/zrmdqp3 The focus this week is on using a range of methods for including subordinate clauses in sentences, by either using conjunctions or punctuation to move the clauses to different parts of the sentence.</p> <p>Try: Look at the picture below. Write five sentences inspired by the picture, in which you use subordinate clauses in different ways. Look at the sea, the house lights, the dusk, the colours of the houses, the cliff faces. What do you think it must be like living in one of the houses clinging to the rocks? What is going on inside?</p> 	<p>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”</p> <p>Revising High Frequency Words: Group 1:</p> <p>1. would 2. wild 3. whole 4. who 5. water 6. told 7. sure 8. sugar</p> <p>Revising Year 4, 5 & 6 word lists Group 2 :</p> <p>1. popular 2. position 3. possess 4. possible 5. potatoes 6. Pressure 7. probably 8. promise 9. purpose 10. quarter</p> <p>Group 3 :</p> <p>1. prejudice 2. privilege 3. profession 4. programme 5. pronunciation 6. queue 7. recognise 8. recommend 9. relevant 10. restaurant</p> <p>Practise your spellings in a range of ways... Rainbow writing – different colours for each word Look, cover, say, write, check Pyramid writing</p> <p style="text-align: center;">S Sc Sci Scie Scien Scienc Science</p> <p>Check you understand what each word means and write 5 spellings in a sentence.</p>

Foundation subject activities

<p>Science: The Human Body – smoking</p> <p>Look & Find: Take a look at these videos about how the lungs work and why it’s important to keep them healthy</p> <ul style="list-style-type: none"> • https://www.bbc.co.uk/bitesize/clips/zrgvr82 • Look through the powerpoint saved on Purple Mash on the Dangers of Smoking • Take a look at this website which has information about why smoking is bad for you and why people start smoking- http://www.cyh.com/HealthTopics/HealthTopicDetailsKids.aspx?p=335&np=289&id=1607 <p>Try:</p> <ul style="list-style-type: none"> • Can you label the body worksheet (found in the other curriculum folder in the purple mash work file) with all the ways in which smoking can affect the body? If you don’t want to use the worksheet you can draw your own. • Can you make a power point or a poster to tell year 6 children moving up to the Village College about the risks of smoking and why they should say “No, thank you” if offered a cigarette. • Write and perform a health video/drama explaining why smoking is bad for you and giving tips on how to respond to a friend who offers them a cigarette. Remember it’s better to politely say no and explain why smoking is harmful than to shout at them. Can you show people how to explain to their friend why it’s important they should quit smoking? <p><i>It’s important to know that whilst smoking can increase the risk of diseases it’s not 100% certain, so don’t be scared if someone you love smokes. If you’re worried, talk to your parents about your feelings.</i></p>	<p>The Windrush Generation 1948 to the Present Day</p> <p>Look and Find: Watch the Newsround report by Floella Benjamin on the arrival of the ship the Empire Windrush: https://www.bbc.co.uk/newsround/43793769</p> <p>Find out more about the Windrush generation, and how they have contributed to British culture: https://www.bbc.co.uk/bitesize/articles/z6grnrd</p> <p>There is an old news film (Pathe News) in which men on the Windrush are interviewed as they arrive at Tilbury Docks. The film starts with a famous actor , Ingrid Bergman, arriving at Heathrow, but then moves onto interview passengers from the Caribbean: https://www.thehistorypress.co.uk/articles/windrush-a-landmark-in-the-history-of-modern-britain/</p> <p>Further information can be found at: https://kids.kiddle.co/MV_Empire_Windrush</p> <p>There are a number of interesting interviews, photos, performance etc on: https://www.bl.uk/windrush/articles/windrush-stories-creative-writing-activities-primary-students# It also includes a number of suggested activities.</p> <p>When you think you have begun to appreciate what a challenging time it was and has been for the Windrush Generation, and how racial inequalities and injustices still exist in Britain in Britain in 2020 - note the Black Lives Matter campaign, try one of these activities:</p> <ul style="list-style-type: none"> • Producing a timeline of significant events in the development of multi-cultural Britain since World War Two (include a wide range of immigrants from all over the world, especially the Commonwealth).
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	<ul style="list-style-type: none"> • Produce a biography of one character whose life has particularly interested you> • Look at the effect of Caribbean culture on British culture (arts, literature, music, sport etc) • Explore the growth of BAME (Black, Asian and Minority Ethnic) groups in positions of power and decision making (politics, business, public bodies, medicine, science etc).
<p>Outdoor/Indoor</p> <p>Look: June 20th is the mid-point of the year, when, in theory, the Northern Hemisphere has the longest period of day light, and the shortest night-time – of course it can feel different if there is plenty of dark cloud cover! It is known as the Summer Solstice. Find out about the solstice at: https://www.twinkl.co.uk/resource/t2-s-1172-summer-solstice-information-powerpoint.</p> <p>Find and Try: There are a number of activities that relate to using the sun, either building, searching, or painting, suggested on the site below. Get out into nature and enjoy summer at its peak.</p> <p>https://www.waterford.org/resources/summer-solstice-activities-for-children/</p>	<p>Art: Wind rush Generation in art. (See Topic Work).</p> <p>Look and Find: Look at a range of artworks from BAME artists, whether about Britain or other countries in the world. There are some names suggested - Sir Anish Kapoor, Chris Ofili, Mona Hatoum, Steve McQueen (note his Primary School Year 3 project) - but there are plenty more that research could uncover, or you may already have your own ideas.</p> <p>Try: Put together a collage of figures from the BAME community who have made contributions to Britain’s history over the last 60 years. Use what you have learned from your research into Topic work. Decide what shape the work might be – the shape of Great Britain?</p> <p>Research into a range of BAME artists. Using one of the above styles, design either: Using any of the above names as inspiration, produce your own piece of artwork – painting, sculpture. Using images/photographs from the 1940s onwards, provide a visual record in any which way you choose of what life might have been like for immigrant communities over the last 60 years.</p>
<p>French-Tu es comment? – What do you look like?</p> <ol style="list-style-type: none"> Listen to this fun song https://www.youtube.com/watch?v=4kNeFGBAcw . Can you recognise the word for eyes? Do you recognise the colours? Rouge, jaune, vert, gris. Listen again - can you sing along? Go to this website http://www.rachelhawkes.com/Resources/Y4_French/Yr4SummerFr.php and click on ‘Lesson 29 with audio’. Put the presentation in ‘slideshow mode.’ Play slides 1-4 and hear and repeat the French words 3 times or more. On slide 5, click the text to hear it. Practise aloud 3 or more times. Then either: <ol style="list-style-type: none"> Copy the pictures and words and colour the pictures in according to the descriptions or print the slide and colour it in according to the descriptions. <p>Additionally Mrs MacFarlane has also kindly created a private YouTube channel with her reading a French story for year 5. Please do not share it around. It is for invitees only</p> <p>https://youtu.be/0w4z8DC26pY</p>	<p>Music/dance: This term’s science topic is all about the human body as well as keeping healthy. To stay healthy it’s important to get moving and exercising.</p> <p>Look: This week’s music lesson comes from the BBC and the Royal Opera House and Royal Ballet School and is based on a very famous piece of music- The Nutcracker by Tchaikovsky. https://www.bbc.co.uk/teach/live-lessons/ten-pieces-and-the-nutcracker-live-lesson/znhycqt</p> <p>Some of the activities involve making and holding dance shapes and creating a dance routine. Please make sure you have plenty of space to move about (no breakable items nearby!) and that you’re wearing suitable clothes (no shoes/socks on).</p> <p>There is some partner work involved- if possible see if you can get a sibling to join you! But don’t worry if you’re working on your own.</p> <p>Want some more? Here is a follow up live lesson with more moves. This site also has shorter clips with different moves and motifs and information. https://www.bbc.co.uk/teach/live-lessons/ten-pieces-and-the-nutcracker-live-lesson-additional-clips/z6xnbdm</p> <p>Try: Now you’ve been shown lots of moves and been introduced to The Nutcracker- can you come up with your own short dance to this famous piece of music. The Russian Dance from The Nutcracker by Tchaikovsky https://www.youtube.com/watch?v=z2ISRMSlyX8</p>



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.