

Home Learning Activities Year 5																									
Week 6 week beginning 1 st June																									
Weekly Maths activities	Weekly reading activities																								
<p>Area and perimeter Week 4 Look: Visit the White Rose website here https://whiterosemaths.com/homelearning/year-5/ and click on 'Week 4'. There are five short videos for you to watch – you could watch one each day.</p> <p>Find: Watch the videos to remind yourself of the learning we did in class about fractions. You can write down anything new that you learn about these areas.</p> <p>Try: Use the information to have a go at some of these tasks:</p> <ul style="list-style-type: none"> • Complete the activity sheets to practise these skills. • Use the "Build it, Draw it, Write it, Say it" to show a fraction in four different ways e.g. $\frac{1}{4}$. Can you find and some equivalent fractions using this method? • Can you create a poster demonstrating equivalent fractions using pictures or models? You could draw them/cut them out/or ice buns to demonstrate them if you're feeling adventurous! • Have a go at this fraction mosaic challenge: https://www.twinkl.co.uk/resource/ks2-summer-themed-equivalent-fractions-mosaic-worksheet-t2-m-254779 • Paul thinks denominators with bigger numbers are bigger fractions. Can you prove to him using models/diagrams that $\frac{1}{4}$ is bigger than $\frac{1}{8}$? • On a 3x4 grid write 12 fractions that are less than 1 which have a multiple of 2 as it's denominator (e.g. $\frac{1}{2}$, $\frac{3}{4}$, $\frac{5}{12}$ etc.) Player A goes first and chooses a fraction, crossing it off. Player B then must find a smaller fraction. Player A then finds a bigger fraction and so on. Whoever can't find a fraction first loses. E.g. <table border="1" style="margin-left: 20px;"> <tbody> <tr><td>17</td><td>17</td><td>2</td></tr> <tr><td>20</td><td>32</td><td>16</td></tr> <tr><td>10</td><td>2</td><td>20</td></tr> <tr><td>28</td><td>4</td><td>36</td></tr> <tr><td>18</td><td>35</td><td>5</td></tr> <tr><td>44</td><td>48</td><td>8</td></tr> <tr><td>2</td><td>22</td><td>23</td></tr> <tr><td>12</td><td>40</td><td>24</td></tr> </tbody> </table> <p>Rehearse: Have a go at the Friday Maths Challenge. Don't forget there are lots of maths games on Purple Mash and activities on Mathletics. A couple of quizzes have been set as a "To Do" but feel free to explore others. https://www.purplemash.com/sch/bellbird</p> <p>Keep practising your Times tables on Times Table Rockstars. This week a Battle of the Bands has been set up between you and Year 4. Who will be victorious? https://play.trockstars.com/auth/school/student</p>	17	17	2	20	32	16	10	2	20	28	4	36	18	35	5	44	48	8	2	22	23	12	40	24	<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>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> <p>Look: <u>Just William short stories</u></p> <p>Find: https://www.bbc.co.uk/programmes/m000jfyf</p> <p>Try: The above website takes you to some short stories from the Just William series, read out loud. William is a young boy who is always getting into awkward situations – a sort of Horrid Henry, but nicer. The stories were written a little under 100 years ago, but remain very fresh. They were written by a woman called Richmal Crompton.</p>
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Weekly writing activities																									
	<p>Look: <u>Percy Jackson and the Lightning Thief by Rick Riordan</u></p> <p>Find: This week, the focus is on Reading Comprehension, and exploring an author's writing style. It is based on a BBC Bitesize lesson on a Percy Jackson story. https://www.bbc.co.uk/bitesize/articles/zkmd6f</p> <p>Try: Follow the guidance of the Daily Lesson from 15 May, on Percy Jackson and the Lightning Thief by Rick Riordan</p> <p>Finally, look again at the opening to the Percy Jackson story (the first extract). Imagine you have a strange or particular power/ condition/ difficulty. Write an introduction to a character that provides a sense of mystery and a hook to encourage the reader to read on.</p>																								
Spellings and Grammar focus	Weekly spellings																								
<p>Look: The focus this week on how to use inverted commas.</p> <p>Find: Use the BBC Bitesize site : https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/ztcp97h</p> <p>Try: Write a brief dialogue between two characters in which you make sure you include the following: Inverted commas New speaker, new line. A range of synonyms for 'said'.</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 Year 4, 5 & 6 Word Lists Group 1 : 1. woman 2. women 3. various 4. through 5. thought 6. although 7. therefore 8. surprise 9. suppose 10. strength</p> <p>Group 2 & 3 : 1. yacht 2. vehicle 3. vegetable 4. variety 5. twelfth 6. thorough 7. temperature 8. system 9. symbol 10. suggest</p>																								

	<p>Practise your spellings in a range of ways...</p> <p>Rainbow writing – science</p> <p>Look, cover, say, write, check</p> <p>Pyramid writing</p> <p>Mrs. Pruden’s group :</p> <p>1. even, 2. every, 3. everybody, 4. eye, 5. fast, 6. father</p> <p>Check you understand what each word means and write each spelling in a sentence.</p>
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Foundation subject activities

<p>Science: The Human Body – The heart</p> <p>Look: Watch these videos about the job of the heart and how it works. http://www.bbc.co.uk/education/clips/z9dg9j6 https://www.youtube.com/watch?v=oHMmtqKgs50</p> <p>Find: Have a read through this website to answer any questions you might have. https://www.bhf.org.uk/information-support/how-a-healthy-heart-works</p> <p>Try:</p> <ul style="list-style-type: none"> Have a go at labelling the different parts of the heart. Label this diagram: https://www.twinkl.co.uk/resource/t2-s-434-the-human-heart-cardiovascular-system-labelling-worksheet Use two different colours to show oxygenated blood and deoxygenated blood. Have a go labelling the heart interactively: https://www.sciencelearn.org.nz/labelling_interactives/1-label-the-heart Make a 2D or 3D model of the heart and add labels. Pretend you’re a doctor and make a video demonstrating how the blood flows through the heart using a diagram and paper “blood cells” (use two different colours to show if the cells are carrying oxygen or not- oxygenated or deoxygenated). Watch this video: https://www.youtube.com/watch?v=-sSiCoCaofc . Write a story or a cartoon strip as if you were a red blood cell. What do you see on your travels around the body? Take the heart quiz! https://kidshealth.org/en/kids/csquiz.html This activity MUST be done alongside a parent and only with their permission. Buy a pig or sheep’s heart from the butchers. Dissect it together finding all chambers and blood vessels in the heart. Here is a “How to” guide with questions https://learning-center.homesciencetools.com/article/heart-dissection-project/ Take pictures or make a video explaining what you see. 	<p>Topic : Mapping the World. Over the next few weeks we are going to look at the world, familiarising ourselves with continents, countries Oceans, mountains, rivers, counties etc.</p> <p>Look : The daily lesson from BBC Bitesize, called The World, dated 28 April : https://www.bbc.co.uk/bitesize/articles/zk3nscw</p> <p>Find : If you can find an atlas, either at home or online, then spend some time browsing through it. Look at the different continents, countries, oceans etc.</p> <p>Try: There are a range of activities that you can take part in. If you can then label your own world map, you can go to : https://www.twinkl.co.uk/resources/ks2-subjects/ks2-geography/ks2-around-the-world Label a world map with the 7 continents and the main oceans and seas.</p> <p>Art: Pop Art</p> <p>Look: Watch the video on Pop Art produced by Tate Modern Gallery https://www.tate.org.uk/kids/explore/what-is/pop-art. If you look further into the website (scroll down, you can find out about Andy Warhol, Patrick Caulfield and many others. Note how some had influences from advertising (Warhol), some from comic books (Lichtenstein) and some from magazine images (Paolizzi and Blake).</p> <p>Try: There are a number of activities that the site suggest, including ‘Make a Pop Art Hat’ and ‘Make your own Andy Warhol’. Choose one of those, or create your own Pop Art style artwork, perhaps in the style of Caulfield, Lichtenstein, Blake or Paolizzi.</p>
<p>Outdoor/Indoor</p> <p>Look: At the website listed below, which plays the birdsong of many of the UK’s birds. https://www.british-birdsongs.uk/</p> <p>Find: Either sit in your garden or go for a walk – woodland would be good – and attempt to identify the birds that you can hear.</p> <p>Try:</p> <p>Put together a list of the birds that you have heard. You could then :</p> <ul style="list-style-type: none"> Find a picture and draw the bird/birds. Create some onomatopoeic words to describe the sound the birds make i.e cheep, cheep – but try to be much more original than that! Practise imitating their call. You could then go out again and see whether you can call and respond with your new friend! 	<p>Music: This term’s science topic is all about the human body as well as keeping healthy. This charanga unit is all about Staying Healthy.</p> <p>Look: Visit https://charanga.com/yumu Use your login. Click on Assignments</p> <p>Find: Click on Staying Healthy - Vegetables.</p> <p>Try:</p> <ul style="list-style-type: none"> Click on Hot food by Michael Rosen. Can you learn this and perform it like Michael Rosen? There are lots of different songs on there- have a listen and practise your favourite. Can you come up with actions for the song? Feeling adventurous? Click on Vegetables- learn to sing the song. Collect up the vegetables (or draw pictures of them) and film yourself performing the song (singing or lip-syncing). Alongside a parent: Have a look at carrot clarinet (don’t try this at home!) Have a look at the different instruments you can make out of vegetables. Can you have a go at the pepper scraper, the onion whistle or the watermelon drum? http://salfordacoustics.co.uk/vegetable-instruments

French: Tu es comment? – What do you look like?

1. Listen to this [song](#) about describing hair and eyes in French?
2. Can you **recognise** the colours for describing eyes - *les yeux*?
3. Can you **guess** what these words mean? Listen again to help you. They all describe hair - *les cheveux*.
blonds, roux, longs, courts
4. Go to this [website](#) and click on 'Lesson 28 with audio'. Put the presentation in 'slideshow mode.' Play the slides up to slide 12 and **listen and repeat** the French words 3 times or more.
5. On slide 13, **write** down some sentences to describe the 4 people. Slide 14 shows some possible answers.
6. Now **describe** your own hair and eyes.
J'ai les yeux + colour.
J'ai les cheveux + colour and style.

Notice that the adjectives that describe hair and eyes (which are plural words) all end in -s. Check your spellings carefully.

**Tu es comment?
J'ai les yeux bleus.**



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.