

Year 5 Home learning overview for Week 7 - Week beginning Monday 18<sup>th</sup> May 2020

We are moving over to using the **Oak National Academy Website** for **some** of our home learning activities. Please find below activities and links to each subject we would like your child to complete.

Remember, everything we provide is here to give you ideas. If you have been completing other things that work for your child, please continue to do so.

**English**

This week you will be following a series of online lessons from the **Oak National Academy** all about persuasive writing.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Day 1: Today you are going to learn about <b>inference</b> (inferring from a text). Click the link below for today's lesson - <a href="http://www.thenational.academy/year-5/english/persuasive-letter-reading-comprehension-inference-year-5-wk3-1">www.thenational.academy/year-5/english/persuasive-letter-reading-comprehension-inference-year-5-wk3-1</a>	Day 2: Today you are going to be looking at <b>word meaning</b> . Click the link below for today's lesson - <a href="http://www.thenational.academy/year-5/english/persuasive-letter-reading-comprehension-word-meaning-year-5-wk3-2">http://www.thenational.academy/year-5/english/persuasive-letter-reading-comprehension-word-meaning-year-5-wk3-2</a>	Day 3: Today you are going to explore the <b>features of a persuasive letter</b> . Click the link below for today's lesson - <a href="http://www.thenational.academy/year-5/english/persuasive-letter-identifying-the-features-of-a-text-year-5-wk3-3">www.thenational.academy/year-5/english/persuasive-letter-identifying-the-features-of-a-text-year-5-wk3-3</a>	Day 4: In today's lesson you are going to <b>focus on the use of a list of three</b> . Click the link below for today's lesson - <a href="http://www.thenational.academy/year-5/english/persuasive-letter-spag-focus-list-of-three-year-5-wk3-4">www.thenational.academy/year-5/english/persuasive-letter-spag-focus-list-of-three-year-5-wk3-4</a>	Day 5: Today you are going to put all your learning together and <b>write a persuasive letter</b> . Click the link below for today's lesson - <a href="http://www.thenational.academy/year-5/english/persuasive-letter-write-a-persuasive-letter-year-5-wk3-5">www.thenational.academy/year-5/english/persuasive-letter-write-a-persuasive-letter-year-5-wk3-5</a>

**Maths: Like English**, this week you will be following a series of online lessons from the **Oak National Academy**. You will need a **sharp pencil** and your **home learning book (or paper)** to write your answers down.

<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
Day 1: Today you will be looking at <b>transformations</b> . Transformations are a way of changing the size or position of the shape. Click on the link below to access the lesson. <a href="https://www.thenational.academy/year-5/maths/an-introduction-to-translation-year-5-wk1-1">https://www.thenational.academy/year-5/maths/an-introduction-to-translation-year-5-wk1-1</a>	Day 2: Today you will be continuing to look at <b>transformations</b> . Click on the link below to access the lesson. <a href="https://www.thenational.academy/year-5/maths/describing-translations-year-5-wk1-2">https://www.thenational.academy/year-5/maths/describing-translations-year-5-wk1-2</a>	Day 3: Today you will be learning about <b>describing positions and coordinates</b> . Click on the link below to access the lesson. <a href="https://www.thenational.academy/year-5/maths/describing-positions-and-coordinates-year-5-wk1-3">https://www.thenational.academy/year-5/maths/describing-positions-and-coordinates-year-5-wk1-3</a>	Day 4: Today we will be looking at <b>plotting coordinates on a grid with four quadrants</b> . Click on the link below to access the lesson. <a href="https://www.thenational.academy/year-5/maths/describe-position-after-translation-year-5-wk1-4">https://www.thenational.academy/year-5/maths/describe-position-after-translation-year-5-wk1-4</a>	Day 5: Today you will be exploring how to <b>translate more than one coordinate across a grid</b> . Click on the link below to access the lesson. <a href="https://www.thenational.academy/year-5/maths/describe-position-after-translation-year-5-wk1-5">https://www.thenational.academy/year-5/maths/describe-position-after-translation-year-5-wk1-5</a>

## Reading

- **Reading Plus** – as directed by your teacher (feel free to do more if you want).
- **Home Reading book** 4 x weekly (this could be a magazine, newspaper...).

Pick an activity from the **Reading Grid** - found at the end of this overview.

### Need a new book?

Oxford Owl has reading books for each level for you to read .

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

Find a new book to read or listen to on here: <https://magicblox.com>

**Spelling:** Continue with your learning and revision of the Year 3 \* 4 and 5 & spelling lists.

**SPAG:** Complete the SPAG quiz found at the end of this overview.

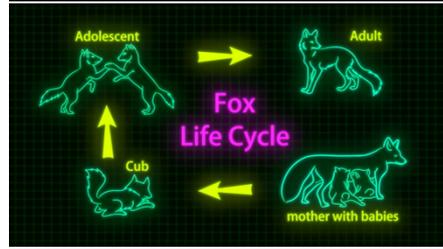
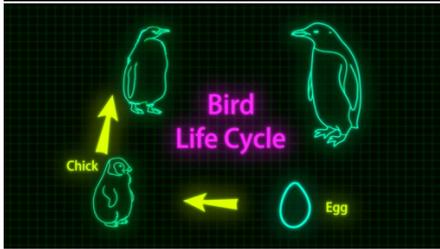
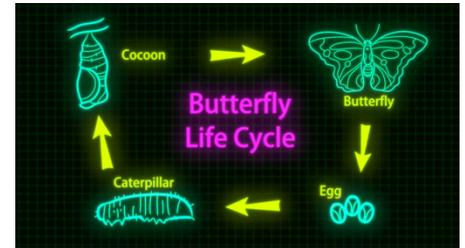
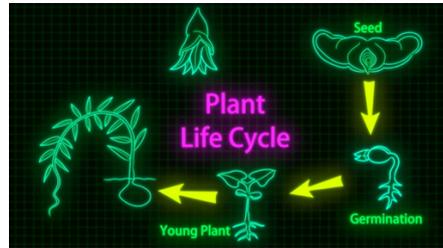
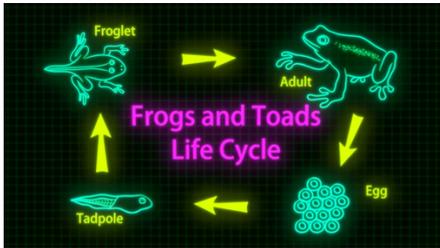
## Foundation subjects

Here is a **suggested** timetable – the activities can be completed **on any day**. PE can be completed as often as you wish.

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Science</b></p> <p>Watch the video and/or look at the different diagrams at the end of this overview to explore the <b>life cycles</b> of mammals, amphibians, insects, birds and plants.</p> <p><a href="https://www.bbc.co.uk/teach/class-clips-video/the-life-cycles-of-different-organisms/zvh8qp3">https://www.bbc.co.uk/teach/class-clips-video/the-life-cycles-of-different-organisms/zvh8qp3</a></p> <p>Pick two of these (e.g. birds and mammals) and <b>compare their life cycles</b>. What is <b>similar</b>? What is <b>different</b>?</p>	<p><b>RE</b></p> <p><a href="https://www.bbc.co.uk/bitesize/clips/z834wmn">https://www.bbc.co.uk/bitesize/clips/z834wmn</a> watch this video and look at the information below to see what it is like in a <b>Jewish Synagogue</b>.</p> <p>Your task is either to write a <b>description</b> of what you would see in a <b>Jewish Synagogue</b> or use the worksheet (at the end of this overview) to draw your own Synagogue.</p> <p>Draw lines to label the things you would expect to see.</p>	<p><b>TOPIC : 2 week of Project task</b></p> <p>This is your second week combining all your topic and computing skills together to produce an introductory piece of work for our next topic - <b>Ancient Greece</b>.</p> <p>Pick from <b>one</b> of these activities. You will need to research using the information below and the internet if you have access to it.</p> <ul style="list-style-type: none"><li>• Make a replica of an ancient Greek building using junk modelling</li><li>• Create a fact file on Ancient Greece</li><li>• Write a message using the Ancient Greek alphabet</li><li>• Draw a map of Ancient Greece</li></ul>		<p><b>PE</b></p> <p><b>You MUST let an adult know what you are doing before your start.</b></p> <p>Complete your own exercise session:</p> <ul style="list-style-type: none"><li>• Joe Wicks PE session YouTube 30-minute activity twice a week.</li><li>• Personal Best Goal</li><li>• PE at Home challenges</li></ul> <p>Cosmic Yoga</p> <p><b>French</b> - use the vocab found at the end of the overview to accurately write a few <b>sentences describing yourself</b>.</p>



**Science:**



**French**

J'ai les cheveux courts.

plural

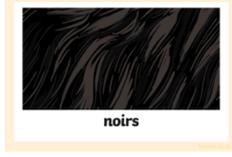
noun adjective



J'ai les yeux verts et les cheveux bouclés.

plural

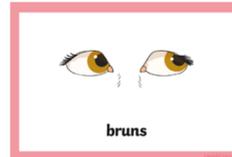
noun adjective



J'ai les cheveux blonds et ondulés et les yeux bruns.

plural

noun adjective



## Jewish Synagogues Around the World



## What is it like inside a Jewish Synagogue?



Photos courtesy of arsher10 (Dennis), SusanAshby and Sine Pi (@flickr.com) - granted under creative commons licence - attribution



**Ark**  
The Ark is a cupboard in which the Torah scrolls are kept.



**Siddur**  
This is the main prayer book.

## Important Features of a Jewish Synagogue

**Bimah**  
A raised platform where most of the service takes place. The Torah readings happen here.





**Torah Scrolls**  
The scrolls contain the words of the Hebrew Bible.



**Memorial Boards**  
These are boards full of name plates. Each name plate remembers someone who has died.

### Important Features of a Jewish Synagogue



**The Eternal Light**  
This hangs above the Ark and is always burning to remind everyone that God is always with them.

### Why do people go to a Jewish Synagogue?



People go to the synagogue to worship but also to study. Many synagogues are also community centres where local Jewish people can meet and take part in different activities and events.

A synagogue is a house of prayer where Jewish people can get together to feel closer to God, and each other.

The services are led by a rabbi or a worshipper.

### Showing Respect



During the service everyone, except women who aren't married, must wear a hat to show respect to God; this is called a kippah.



Adult men wear a prayer shawl for morning prayer which has fringes along the edge to remind the worshipper to follow God's way.

## Reading Grid

Read or reread a chapter/section of your book. Now choose and complete one of the response activities. Try to choose a different one each day.

<p><b>Predict</b> What will happen to the main character in the next chapter/section? Write the opening paragraph.</p>	<p><b>Clarify</b> Make a list of the words you don't know yet. Find and write the definition using a dictionary. Use them in a sentence.</p>	<p><b>Question</b> Write a quiz about the book/section you have reread. Ask the adult you read with at home to put their finger on the answer!</p>	<p><b>Summarise</b> What were the <b>three</b> main events/ideas in this book/chapter/section? What is your opinion about them? Write three paragraphs to explain each one.</p>
<p><b>Predict</b> What do you think will happen at the end of the book? Write the ending you imagine.</p>	<p><b>Clarify</b> Research the <u>setting</u> of your book. Is it set in a different country, or a different time? Gather information and images and write a fact file about the setting.</p>	<p><b>Question</b> Ask the adult you read with at home to ask you at least 10 questions about your book. Ask this adult to sign and date this box, to show you've completed this.</p>	<p><b>Summarise</b> Design and illustrate a new front cover for the book. Write a blurb for the back which is no more than 50 words long.</p>
<p><b>Analyse</b> How many different ways has the author used to start sentences? Rewrite 10 of the author's sentences by changing their word order, or adding in your own sentence starter. Can you improve the author's sentences with other vocabulary?</p>	<p><b>Analyse</b> Make a list of 7 powerful <u>vocabulary</u> choices the author has made. (Words / phrases / sentences.) Write next to each one why you feel it is powerful and what image it created in your mind.</p>	<p><b>Analyse</b> Make a list of all the author's tricks can you spot e.g. similes, metaphors, alliteration, personification. Choose one trick and draw the picture it makes you imagine. Explain below what you have drawn.</p>	<p><b>Summarise</b> Draw a picture of the main character(s) in the book/chapter you are reading. Write a paragraph about one thing they want most in the world and why.</p>
<p>Draw a picture of your main character(s) and surround your illustration with at least 10 adjectives to describe the character.</p>	<p>Write a diary entry from the point of view of your main character(s) during an important part of the story. What are they thinking and how do they feel?</p>	<p>Make a graph showing the main character's feelings, or their progress towards their goals. Under the graph, explain what happens in the story to make it go up or down.</p>	<p>Draw a cartoon strip showing the most important events in the story. Underneath each picture, explain what is happening.</p>
<p>Using speech bubbles, write an imaginary conversation between two characters from the story.</p>	<p>Write a letter to another character in the role of your main character.</p>	<p>Write a poem, paint a picture, or create a model to explain the main events of the book you are reading.</p>	<p>Make a graph of the storyline - and plot out the main events to show which parts were least or most exciting/scary/happy/sad etc. Under the graph, explain what happens in the story to make it go up or down.</p>
<p><b>Fiction</b>—Compare two very different characters found in your book.  <b>Non-fiction</b>— Compare two different opinions or ideas found in your book. Write at least one paragraph on each.</p>	<p><b>Fiction</b>—Write a script to turn your story into a play.  <b>Non-fiction</b>— Write a script for a TV documentary on the topic you are reading about. Have a go at filming it!</p>	<p><b>Non-fiction</b>—Make a chart of new facts you have learnt. Make a column for the questions you still have about the topic.</p>	<p>Research a topic or issue you have discovered from your reading that interests you. Make a poster or booklet.</p>

### **Design your own Synagogue**

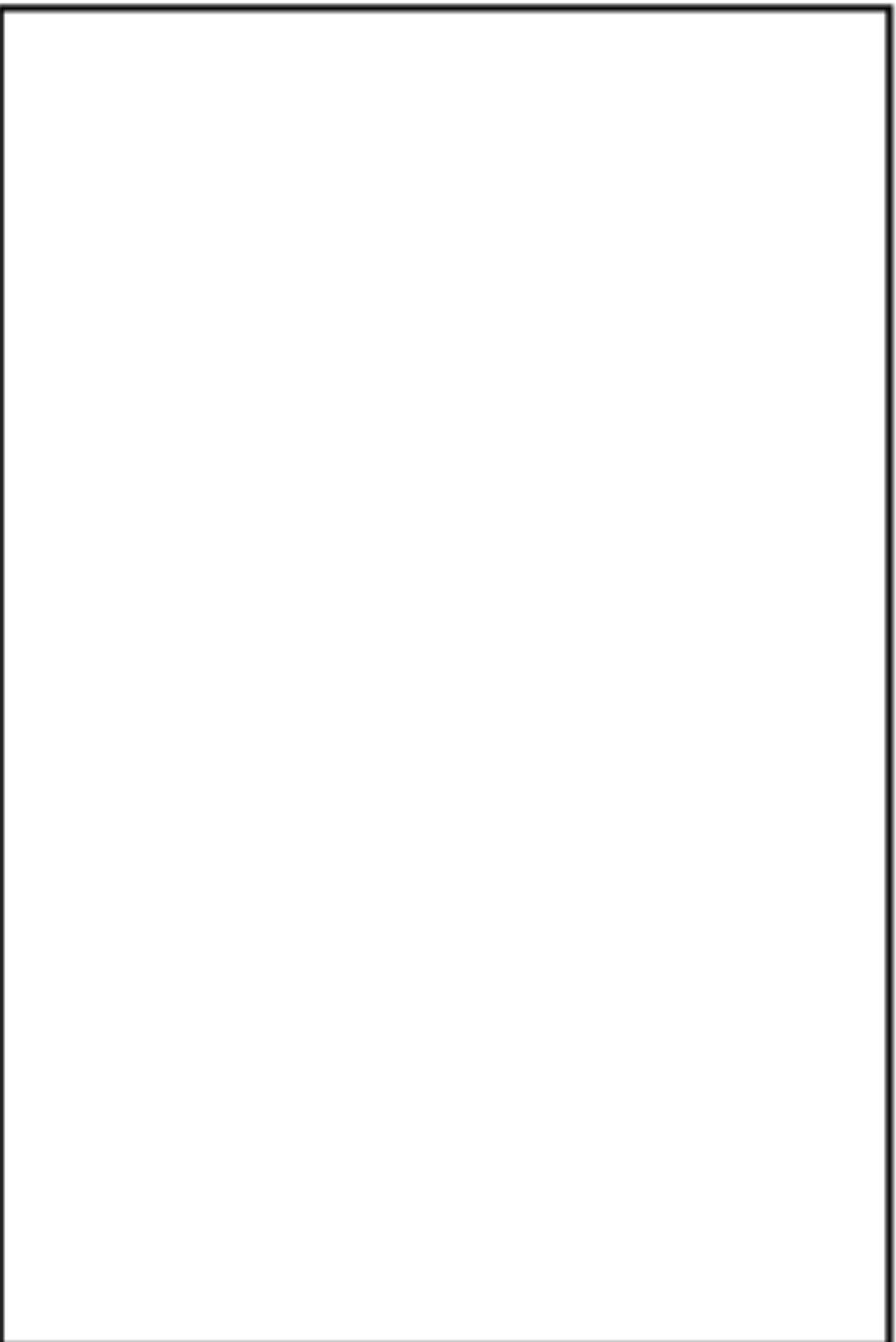
Use the space below to draw your own Synagogue and draw lines to label the things that you would expect to see.

**The Menorah**  
Seven-branched candlestick

**The Star of David**

**The Siddur**  
The Jewish prayer book.

**The Bimah**  
The stand from which the Torah scrolls are read.



**The Commandments**  
The first letters or numbers of the Ten Commandments are displayed on the outside of the Ark or on the curtain drawn across the Ark.

**Prayers in Hebrew**  
These are mounted on the wall and may be prayers for Israel and the British Royal Family.

**The Holy Ark**  
This is a cupboard where the holy Torah Scrolls are kept. It often has a curtain across it.

**The Ner Tamid**  
The eternal, everlasting light. It hangs above the Ark.

**The Torah Scrolls**  
The holy book of the Jewish people. It is the first five books of the Old Testament.