

Year 5 Home learning overview for Week 7 - Week beginning Monday 18th 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.

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

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.

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

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

SPAG Quiz - have a go at answering these questions.

1. Circle the **conjunction** in each sentence below.

We all had to dance but I really didn't want to.

Although it was November, it was still very warm.

We decided to play a game as we were early.

2. Which sentence uses **brackets** correctly?

Mrs Wood our (new teacher) is from Wales.

Mrs Wood (our new teacher) is from Wales.

Mrs Wood our new teacher is (from Wales).

Mrs Wood our new teacher (is from Wales).

Tick **one**

☐
☐
☐
☐

3. Tick one box in each row to show whether the sentence is written in the **past** or **present tense**.

Sentence	Past tense	Present tense
Everyone wanted to have a go.	<input type="checkbox"/>	<input type="checkbox"/>
He has a brand new notebook.	<input type="checkbox"/>	<input type="checkbox"/>
She brought her pet dog to school.	<input type="checkbox"/>	<input type="checkbox"/>
They are excited about the trip.	<input type="checkbox"/>	<input type="checkbox"/>

4. Underline the **relative clause** in each sentence.

Gymnasts, who have to be very fit, exercise every day.

I was waiting to see a film that was about wizards.

5. Which sentence shows that Emma is **most likely** to visit her grandma?

Emma will visit her grandma next week.

Emma should visit her grandma after school.

Emma can visit her grandma today.

Emma may visit her grandma at lunchtime.

Tick **one**

☐
☐
☐
☐

6. Replace the underlined words with the correct **pronouns**.

Mo and Jenny bought a new scooter from town and

later on Mo and Jenny took turns to ride the scooter.

7. Add a **suffix** to each noun to make it an **adjective**. One has been done for you.

Noun	Adjective
boss	bossy
friend	
truth	
self	

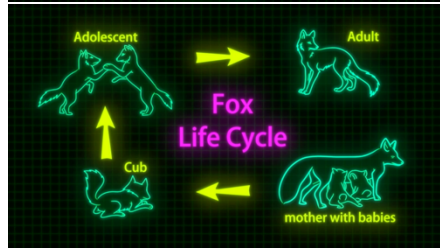
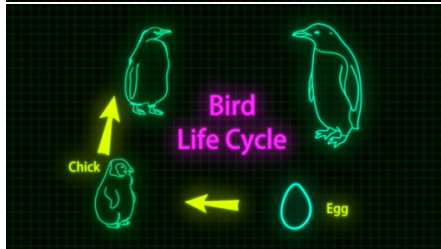
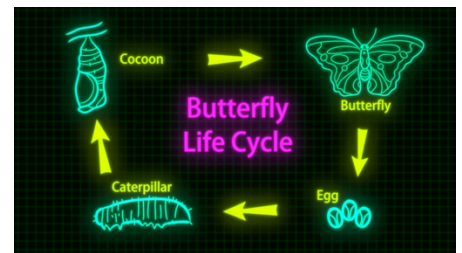
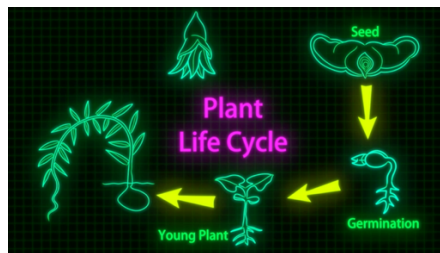
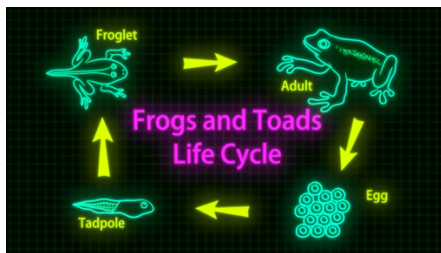
8. Change the following statement to a **question**.

Do not use any additional words.

Punctuate your sentence correctly.

They are late for school.

Science:



French

J'ai les **cheveux courts**.

plural

noun adjective

J'ai les **yeux verts** et les **cheveux bouclés**.

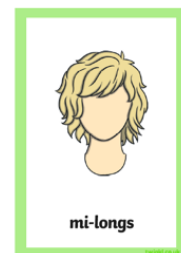
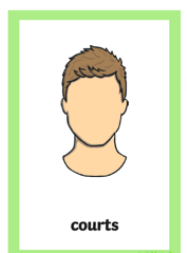
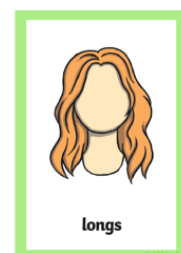
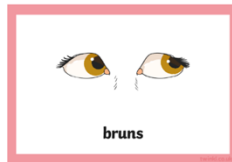
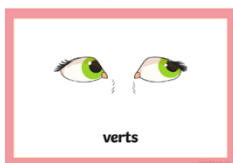
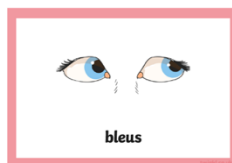
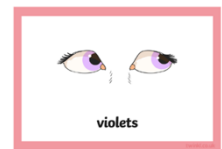
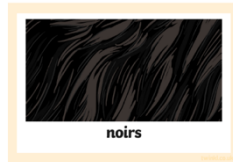
plural

noun adjective

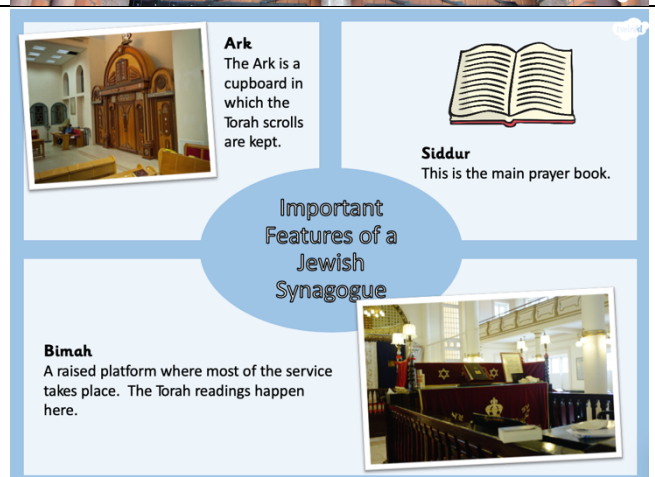
J'ai les **cheveux blonds** et **ondulés** et les **yeux bruns**.


plural

noun adjective




RE:






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.



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

Important Features of a Jewish Synagogue




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.

Predict What will happen to the main character in the next chapter/section? Write the opening paragraph.	Clarify Make a list of the words you don't know yet. Find and write the definition using a dictionary. Use them in a sentence.	Question 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!	Summarise What were the three main events/ideas in this book/chapter/section? What is your opinion about them? Write three paragraphs to explain each one.
Predict What do you think will happen at the end of the book? Write the ending you imagine.	Clarify 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.	Question 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.	Summarise Design and illustrate a new front cover for the book. Write a blurb for the back which is no more than 50 words long.
Analyse 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?	Analyse 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.	Analyse 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.	Summarise 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.
Draw a picture of your main character(s) and surround your illustration with at least 10 adjectives to describe the character.	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?	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.	Draw a cartoon strip showing the most important events in the story. Underneath each picture, explain what is happening.
Using speech bubbles, write an imaginary conversation between two characters from the story.	Write a letter to another character in the role of your main character.	Write a poem, paint a picture, or create a model to explain the main events of the book you are reading.	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.
Fiction —Compare two very different characters found in your book. Non-fiction — Compare two different opinions or ideas found in your book. Write at least one paragraph on each.	Fiction —Write a script to turn your story into a play. Non-fiction — Write a script for a TV documentary on the topic you are reading about. Have a go at filming it!	Non-fiction —Make a chart of new facts you have learnt. Make a column for the questions you still have about the topic.	Research a topic or issue you have discovered from your reading that interests you. Make a poster or booklet.

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.