

Year 5 Home Learning WB 1.2.21

Reading

Please ensure that you are keeping up with Reading Plus and your home reading book. Here are some book reviews that you may like to complete and send to me.

Remember there are a number of websites which give you access to e-books which you can read for free.

We continue our reading of Ice Trap by Meredith Hooper this week.

[Video Resources available](#)

Monday:

Today's focus: Can I make comparisons between books?

Look at the two maps – one from Ice Trap and the other from Shackleton's Journey.

What are the similarities and differences between the 2 maps? Which gives you more information? Which do you prefer and why?

Now choose your own adventure – What unexplored part of the world would you like to discover? Draw a map to explain to others how you will get there.

Tuesday:

Today's focus: Can I make comparisons between books?

Read the first pages of Shackleton's Journey by William Gryll. How is this book similar/different to Ice Trap?

Look at these words and identify what they mean.

Word	Definition	Synonym	Antonym
peril			
recruitment			
cargo			
meticulous			
conventional and unconventional			

Wednesday and Thursday

Today's focus: Can I retrieve information from a text?

You are going to write an inventory for what/who was going on Shackleton's Journey. Using the information from the text to fill in the table. Use as much detail as possible when adding the information. You should be able to populate the table with quite a lot of information.

Voyage - destination		
Crew	E.g. Frank Worsley - Captain	
Dogs		
Ship		
Equipment and supplies		

Friday

For focused reading today, I would like you to complete a ten minute challenge from <https://authorfy.com/10minutechallenges/>
You can choose which one you would like to do. I look forward to seeing lots of wonderful challenges.

Spelling

Use Spellingframe.co.uk to complete activities for Year 3/4 and Year 5/6 common exception words. This can also be used to practise the spelling patterns that we are looking at below.

This week we will continue to look at the word ending -ough.

Watch this video to start your week... <https://www.bbc.co.uk/bitesize/topics/zt62mnb/articles/z9f2b82>

Work through an activity each day.

[See spelling activities](#)

Handwriting

It is really important that you keep practising your handwriting. As some of you are doing lots of work on the computer, this will be even more important.

Try these activities.

English

Video resources available in the daily Dropbox file.

This week in English we will be writing a setting description which will help us next week when we write an adventure story. We will focus on fronted adverbials and parenthesis this week but I would also like you to really think about all the other skills that you have learned too.

This week try some of these vocabulary games <https://games.vocabularyninja.co.uk/teachers/>

<p>Monday L.I. Can I identify and use adverbial phrases?</p> <p>Today you will recap fronted adverbial phrases and how they are used in writing. You will complete a number of activities which enable you to practise and identify them within writing.</p>
<p>Tuesday – Can I analyse setting descriptions?</p> <p>Today you will be looking at a number of setting descriptions and identify the language features within the setting descriptions.</p>
<p>Wednesday – L.I. Can I use parenthesis to add additional information?</p> <p>Today you will be recapping on parenthesis and how we can use this to add additional information to a sentence. I would like you to look at the PowerPoint or watch the video and then complete the activity.</p>
<p>Thursday – L.I. Can I plan to write a setting description?</p> <p>Today you will use the planning sheet to think about a setting description. You will think about your setting and build a bank of vocabulary/phrases that you could use to help you. Watch this video https://www.literacyshed.com/23-degrees-5-minutes.html first as this is what our setting will be based on (as well as a story we will be writing next week).</p>
<p>Friday – L.I Can I use descriptive techniques and a range of sentence types to write a setting description?</p> <p>Today you will write a setting description thinking about using a wide range of descriptive techniques and sentence structures. It needs to build images in a reader's mind as well as hook them in. Watch this video again https://www.literacyshed.com/23-degrees-5-minutes.html and also look at the modelled writing (on the video and resource sheet) to support your own writing.</p>

<p>Maths</p> <p>Remember to keep practising your times tables. Mrs Lee has begun to put challenges on to TTRS too.</p> <p>This week we are going to be using the White Rose videos to support our learning. Please ensure that you watch the video which corresponds with the correct title. Here is the link to the videos: https://whiterosemaths.com/homelearning/year-5/week-6-statistics/</p>	
Monday	L.I. Can I read and interpret charts? (Interpret charts)
Tuesday	L.I. Can I ask and answer questions about the data presented (comparison, sum and difference)
Wednesday	L.I. Can I read and create line graphs? (introducing line graphs)
Thursday	L.I. Can I read and interpret line graphs? (read and interpret line graphs)
Friday	L.I. Can I draw line graphs? (draw line graphs)
Extra challenges	<p>Can you collect 2 different types of data from speaking to friends, family or even messaging your teachers and present this in an appropriate graph.</p> <p>1st type of data: Discrete data (usually presented as a pie chart, bar chart or pictogram). Some ideas of data you could collect: people's favourite breakfast cereal, where people have been going for walks during lockdown, what pets people have.</p> <p>2nd type of data: Continuous data (usually presented as a line graph). Some ideas of data you could collect: The number of cars that pass by where you live throughout a morning/hour, amount of milk left in the bottle throughout the day, temperature outside over a morning/week.</p>

Miss Banks' Maths Group

Here are some mental starters that you could use before each lesson to get your brain working.

<https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=3>

Guidance: This week you will focus on working systematically and measurement (money).

Please ensure you watch the video which corresponds to the title provided.

Monday	<p>Focus: Can I work systematically to find all possible ways?</p> <p>Children list systematically the possible combinations resulting from two groups of objects. Encourage the use of practical equipment and ensure that children take a systematic approach to each problem. Children should be encouraged to calculate the total number of ways without listing all the possibilities. e.g. Each T-shirt can be matched with 4 pairs of trousers so altogether $3 \times 4 = 12$ outfits.</p> <p>Maths Talk...</p> <p>What are the names of the shapes on the shape cards? How do you know you have found all of the ways? Would making a table help? Without listing, can you tell me how many possibilities there would be if there are 5 different shape cards and 4 different number cards?</p> <p>Watch the video: https://whiterosemaths.com/homelearning/year-3/spring-week-3-number-multiplication-division/</p> <p>Now complete How many ways 1 worksheet.</p>
Tuesday	<p>Focus: Can I work systematically to find all possible ways?</p> <p>You could watch the video from yesterday again if you feel you need a little recap.</p> <p>Now complete How many ways 2 worksheet.</p>
Wednesday	<p>Focus: Can I count money (pence)?</p> <p>Children need to know the value of each coin and note and understand what these values represent. They should understand that money can be represented in different ways but still have the same value. Children will need to be able to add coin values together to find the total amount.</p> <p>Maths Talk:</p> <p>What is the value of the coin/note? What does p mean? Why do we have different values of coins and notes? What's the difference between £5 and 5p?</p>

	<p>Watch Count Money (pence) video: https://whiterosemaths.com/homelearning/year-3/spring-week-4-measurement-money/</p> <p>Now complete the activities.</p>
Thursday	<p>Focus: Can I count money (pounds)?</p> <p>Children will continue counting but this time it will be in pounds, not pence. The £ symbol will be introduced. Children must be aware that both coins and notes are used to represent amounts in pounds. Children will count in £1, £2, £5, £10 and £20s. In this year group, children work within 100, therefore they will not count in £50s.</p> <p>Maths Talk</p> <p>Do the notes have a greater value than the coins? Which is the hardest to count? Which is the easiest? Why? What do you notice about the amounts? Does it matter which side the equals sign is? Can you find the total in a different way?</p> <p>Watch the video Count money (pounds): https://whiterosemaths.com/homelearning/year-3/spring-week-4-measurement-money/</p> <p>Now complete the worksheet.</p>
Friday	<p>Focus: Can I count money (pence and pounds)?</p> <p>Children need to know the value of each coin and note and understand what these values represent. They should understand that money can be represented in different ways but still have the same value. Children will need to be able to add coin values together to find the total amount.</p> <p>Maths Talk</p> <p>What is the value of the coin/note? What does p mean? Why do we have different values of coins and notes? What's the difference between £5 and 5p?</p> <p>Watch the video Count money (pence and pounds): https://whiterosemaths.com/homelearning/year-3/spring-week-4-measurement-money/</p> <p>Now complete the worksheet.</p>

TOPIC: Antarctic

Focus: I wonder, who lives/visits the Antarctic and who looks after it?

This week, we would like you to find out about who (humans) live and visit Antarctica and what they do there? What impact do humans have on Antarctica? We would also like you to find out about environmental agencies that look after Antarctica. Why is it important to preserve Antarctica? What things are there to preserve?

Design a poster. Split your paper in half: on one half think about the humans who live/work on Antarctica and on the other half think about an environmental agency that helps preserve the Antarctica. Add in as much information as you can about both aspects.

<https://www.slideshare.net/AlexOCNZ/antarctica-assessment-parts-1-2>

SCIENCE: Earth and Space

Focus: Can I describe the movement of the Moon relative to the Earth?

First of all, let's see what the moon is like. Have a look at some or all of these websites.

This video introduces the Moon.

<https://www.bbc.co.uk/programmes/p0119mgn>

Pictures of the whole lunar cycle for the date you are doing this unit can be found at:

http://www.moonconnection.com/moon_phases_calendar.phtml

You can look at particular areas on the Moon at NASA's website:

<http://moon.nasa.gov/home.cfm>

Deep thinking time - How does the shape of the Moon appear to change over time?

Watch this video about myths - <https://www.bbc.co.uk/programmes/p00n91dx>

I would like you to think about these following statements:

1. Bits of the Moon fall off and then grow back again
2. The Moon can only be seen at night
3. There is Moon that is a shape of a circle, and there is another Moon that sometimes replaces it that is shaped like a crescent.

Can you think of some evidence that could prove or disprove these statements?

Lastly watch this clip (you could complete the activity too if you can).

<https://www.bbc.co.uk/programmes/p00n6zh1>

Finally, create an explanation text to explain how the Moon changes.

Use the poster on explanation texts to ensure that you have the correct format and are using the appropriate words/phrases.

RE: People of God – Video Resource to accompany this lesson.

Focus: I wonder, which commandment would have the most impact on the world today if everyone followed it?

Can you answer/find out the answers to these questions which are related to last weeks learning?

God rescues his people in the story of Moses by delivering them from Egypt and then making a covenant with them – not demanding that they obey the commands first and only rescuing them if they manage it.

What does a 'covenant' mean?

What difference does this make?

Think about this Units big question:

From the story of the Exodus: how far does following God bring freedom and justice?

I wonder, why do you think God make a covenant with the Israelites?

Do you think making a covenant with God brought freedom and justice to the Israelites? Explain why.

Let's think about what happened next... <https://www.youtube.com/watch?v=BRWNrk7FxG4>

Look at the extract from Exodus 20 – The Ten Commandments.

What must some people have been doing, if the People of God had to be given these commands?

Do you need rules to do something if you're already doing it?

Now look at these questions and think about what your responses would be.

What is similar or different in the world today, how many of these things are still going on? Give three good reasons why Christians (and Jewish people) argue that the ten commandments are still important today?

Is it possible to keep all ten commandments always?

What might an atheist say about the value of these commandments?

Which commandment do you think is the hardest for a Christian to keep? Explain why.

Is it hard not to kill, or is it harder to never be greedy, or to always tell the truth?

What happens when humans fail to live up the standard? Should a person be punished or helped?

Now answer at least 3 of these questions. There is a model on the PowerPoint to support your own writing.

PE: Tennis

Tennis

This week we have some 'Tennis at home' activities for you to do. These are exercises which help you with fitness and movements that you need for tennis.

This week's activity is called Pirate Catch...<https://youtu.be/OmX6vFun-ao>

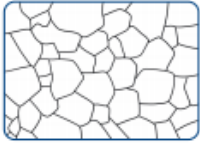
Dance

Try these Just Dance Space dances.

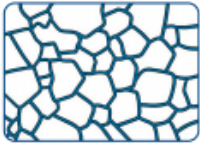
https://www.youtube.com/watch?v=zRkPmgmZLOI&feature=emb_title

Art

1. Start with the A4 page of white paper.
2. Use scissors to cut the paper into irregular shapes, like this:



3. These shapes are now your pieces of ice.
4. Place the ice shapes over your blue paper (the sea).
5. Move your ice shapes apart so that there is space between them.
6. Stick your ice shapes in place over the sea, like this:



7. You could add Antarctic animals to your scene.

Create your own Antarctic landscape image using the instructions.

Can you add in some animals which you might spot in Antarctica to the landscape when you are finished.

Music

L.I Can I sing a song based on Gustav Holst's Jupiter?

Here is Gustav Holst's Jupiter: <https://www.youtube.com/watch?v=OYdzb6TZW7M>

In Roman mythology, Jupiter was the king of heaven and Earth, and of all the Olympian gods.

The music to Jupiter the Bringer of Jollity has been used many times in recent English history. I wonder, can you find out at which famous events this piece of music has been played at?

It was used as the tune to a very famous English poem too. I wonder, can you find out what poem this was and what the poem/music is now used for?

Here is that piece of music: <https://www.youtube.com/watch?v=9MkiNrkoBg>

Listen to The World in Union, looking at the lyrics (words) and well as learning the tune. Which of the human values does The World in Union remind you of?

PSHE

Watch the video: <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world-tokyo-london/zv9pbdm>

Then discuss or write the answers to these questions.

1. How are the lives of these children the same as yours?
2. How are the lives of these children different from yours?
3. What aspirations/dreams might these children have?
4. How are their dreams the same/different to yours?
5. Why do you think it's important to be aware of how children in different cultures to our own live?

Computing

If you have access to a computer, you could use Scratch to make a space invader game. Follow these instructions...

<https://scratchprogrammingforkids.com/how-to-make-simple-space-invaders-scratch-game-step-by-step-scratch-game-tutorial/>

