

Year 5 Home Learning WB 11.1.21

Reading

[Video Resources available](#)

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

Monday: Today's focuses are: ***Can I find words or phrases that evoke emotion? *Can I provide reasons (justifications) for thoughts and opinions?**

Read the page which begins "*Endurance* entered the pack ice". Visualise and discuss the images they could see in their minds as you read.

Look up some of the words you are unsure of (e.g. **ice floe, striven, plummeted**)

Which lines do you find memorable? Give reasons for your choices.

[Extract 1](#)

Tuesday: Today's focus: ***Can I make inferences about characters?**

Read the next extract (beginning - '*Winter came with fearful cold. Think about what happened to the crew.*

Prepare a short playscript thinking about what happened in these 2 pages.

[Extract 2](#)

Wednesday: Today's focus: **Can I draw inferences about characters and how they are feeling?**

What should Shackleton and his men do now that the ship is sinking?

Read the next page beginning '*Shackleton looked away*' and think about the illustration of the men pulling a lifeboat.

Using the resource sheet – add captions to the men. What would they be saying? Remember that you need to convey how they would be feeling at the same time.

[Resource 1](#)

[Extract 3](#)

Thursday: Today's Focus: **Can I draw inferences about characters and how they are feeling?**

Read the page that begins... 'Life on the flow wasn't bad'. What was the crews reaction to the boat sinking? How did the men feel? Why did they feel like this? How did Shackleton feel as the leader?

Write an entry into Shackleton's log after the sinking of the Endurance. Think about what might have been written that would sum up how Shackleton's feelings and emotions.

[Extract 4](#)

Friday: Today's Focus: Can I answer a range of questions about what the text?

Today you will complete a number of questions about Ice Trap.

[Comprehension](#)

Spelling

This week we will continue to look at the suffices ify, ate and ise.

Work through an activity each day.

[See spelling activities](#)

English

Video resources available in the daily Dropbox file.

This week in English we will be writing a diary entry. We will be taking the role of one of the crew members of the Endurance and writing in role. The focus for this week will be relative clauses and apostrophes for possession.

Monday and Tuesday – L.I. Can I identify and use relative clauses to add information about the noun in my writing?

Watch these videos all about relative clauses and complete the quizzes.

<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt>

<https://www.bbc.co.uk/bitesize/articles/zkcd7sg>

Now complete the tasks in the resource pack

Wednesday – L.I. Can I use apostrophes for possession?

Watch these videos about using apostrophes for possession and complete the quizzes.

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs>

Now complete the tasks in the resource pack.

Thursday – L.I. Can I use relative clauses and apostrophes for possession in my writing?

If you need to, recap what a relative clause is and an apostrophe for possession.

In your writing today, I would like to see examples of both of these.

Your task today is to write about the picture. Think about what you can see and describe it. This will help when writing your diary entry tomorrow.

Friday – L.I. Can I write a diary entry in role?

Today, you are going to put all your learning into practice.

Using subordinate and relative clauses and apostrophes for possession, you need to take the role of one of the crew of the Endurance.

The ship has got stuck in an ice floe and they are now having to set up camp as the ship is sinking.

You need to think carefully about the feelings and emotions of the crew member as well as explaining what has been going on. Remember that a diary entry will be in first person and written in past tense.

Maths

Video resources available

This week in maths we will continue to learn about fractions and start to learn about the link between fractions and decimals.

Monday

L.I. Can I compare and order fractions? (more than 1).

Tuesday

L.I. Can I make and read numbers with up to 2 decimal places.

Wednesday	L.I. Can I understand the link between decimals and fractions?
Thursday	L.I. Can I understand the link between decimals and fractions?
Friday	L.I. Can I read and understand numbers with up to 3 decimal places?

See Maths daily worksheets.

Miss Banks' Maths Group

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

Monday	<p><u>L.I. Can I use related calculations?</u></p> <p>Watch the video on related calculations and think about the questions below. Now answer the questions on today's activity sheet.</p> <p>https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/</p> <p>Think about:</p> <p>What is the same and what is different about the place value counters?</p> <p>How does this fact help us solve this problem?</p> <p>If we know these facts, what other facts do we know?</p> <p>Can you prove your answer using manipulatives?</p>
Tuesday	<p><u>L.I. Can I solve problems using related calculations?</u></p> <p>Watch the video again.</p> <p>https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/</p> <p>Look at the information on yesterday's worksheet and the worked example on today's. Now completed the problem-solving questions on today's activity sheet.</p>
Wednesday	<p><u>L.I. Can I multiply 2-digit numbers by 1-digit numbers?</u></p> <p>Watch the videos titled Multiply 2-digits by 1-digit (no exchange) activity and Multiply 2-digits by 1-digit (1)</p> <p>https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/</p> <p>Now think about these questions...</p>

	<p>How does multiplication link to addition? How does partitioning help you to multiply 2-digits by a 1-digit number? How does the written method match the concrete representation?</p> <p>Use the videos and the information sheet to complete today's activity sheet.</p>
Thursday	<p><u>L.I. Can I multiply 2-digit numbers by 1-digit numbers?</u></p> <p>Watch the videos titled Multiply 2-digits by 1-digit (no exchange) activity and Multiply 2-digits by 1-digit (1) again. https://whiterosemaths.com/homelearning/year-3/week-1-number-multiplication-division/</p> <p>Use the videos and the information sheet to complete today's problem-solving activity sheet.</p>
Friday	<p><u>L.I. Can I multiply 2-digit numbers by 1-digit numbers with exchange?</u></p> <p>Watch the videos titled Multiply 2-digits by 1-digit (with exchange) and Multiply 2-digits by 1-digit (2) https://whiterosemaths.com/homelearning/year-3/spring-week-2-number-multiplication-division/</p> <p>Use the videos and the information sheet to complete today's fluency questions. This is an opportunity to practise this skill. You could try and make some of your own questions up too. Maybe use a dice to create the numbers.</p>

TOPIC: Antarctic

[Video resource available](#)

Perplexing Poles

The focus for this lesson is to find out about the physical geography of the poles and what it is like on the poles?

You will be thinking about: What do you think it looks like on the Antarctic? Do you know what Antarctica means? What do you think the seasons are like in Antarctica?

I wonder, when would be the best time to plan an expedition to Antarctica?

Your task for this week is to make a fact-file all about the Physical Geography of Antarctica. This can be drawn/written or created using PowerPoint or similar.

The areas that you need to find out about and display on your fact-file are:

- Time zones at the South Pole (including length of the 'day' with sun)
- Mountain ranges and volcanoes
- Changing ice mass and glaciers throughout the seasons – the climate
- What flora and fauna (plants and animals) you might find there.

Videos to support your learning.

- KS2 simple facts: [Antarctica: Simple Facts and Figures](#)
- YouTube: [Tourism in Antarctica](#)
- <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4>
- <https://divediscover.who.edu/archives/antarctica/index.html>

From your fact finding, can you now answer the initial questions...

I wonder, when would be the best time to plan an expedition to Antarctica?

SCIENCE: Earth and Space

[Video Resource available](#)

Focus: To be able to describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

This week you will be looking at how the movement of the earth and how this affects seasons and day and night.

Watch these videos <https://www.bbc.co.uk/programmes/p0118w9l>

How do we have day and night on planet Earth?

How do you think we have day and night on our planet? What would need to happen so that we were stuck in day or night?

Watch this video...

<https://www.bbc.co.uk/bitesize/clips/zrd9wmn>

Have a go at this activity but use a light in your house as the sun – a light that doesn't move!

Now write a paragraph and draw a diagram to show how night and day occur. You can use the resource sheet to help you.

[Science Resource 1](#)

Rotating Earth Instruction Sheet

This task is based on if you were viewing the Earth from above the North Pole.

Warning! Do not look directly at the Sun!

Task 1	Task 2	Task 3	Task 4	Task 5
You are going to pretend to be the Earth. Begin with your back to the picture of the sun on the board. Can you see the Sun? Does that mean it is night or day?	Slowly rotate, anti-clockwise, until you can see the first part of the Sun. This is like a sunrise. How much of the Sun can you see? Where can you see it?	Carry on rotating until you are facing the picture of the sun on the board. Does this mean that it is night or day?	Keep rotating until you can only see the last part of the Sun. This is like a sunset. How much of the Sun can you see? Where can you see it?	Repeat Tasks 1 - 4 again then answer the following questions Did the Sun move? Can you explain what is happening? If you have time record what you see. Play it back. What happens?

RE: People of God

[Video resource available](#)

Firstly, can you think about these 2 questions about last week's learning.

If God appeared to you through a burning bush and asked you to go back to Egypt to set the Hebrews free, would you do it? Explain as fully as you can.

Why did Moses follow God?

I wonder, why did Moses follow God's will to get the slaves released?

Recap on what the first 4 parts of Moses' life were –

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-jewish-story-of-moses/zmfp382>

The Jews prayed to God to help them as their life was miserable. God answered their prayers.

<https://www.youtube.com/watch?v=omn08jyfN3s>

Complete the 2 conscience alley activities about what Moses and the Pharaoh should do.

Finally complete the 10 Plague activity sheet.

<p><u>PE: Tennis</u></p> <p>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. Hand Ball Rally https://youtu.be/TJqPpsQx7W8</p> <p>Continue with the tennis activity cards that you could try to do too. Remember some of them may require some research.</p>	<p><u>French</u></p> <p>Over the next few weeks you are going to learn how to say different animals in French and ask what they are.</p> <p>The worksheet has 4 different tasks to complete. You can do one a week.</p> <p>Use the PowerPoint and the video to help you.</p>
<p><u>Art</u> This week we are going to draw and shade spheres.</p> <p>https://www.youtube.com/watch?v=TeVjwQd_kkE</p> <p>Watch the video and then watch and pause it again to try it for yourself. Send me your creations.</p>	<p><u>PSHE</u></p> <p>Research your ideal job/ career using the internet. Record this on the 'My Ideal Job' resource sheet.</p> <p>You will need to find out about and record:</p> <ul style="list-style-type: none"> • Job title • Job description/main duties • Qualifications needed • Salary <p>3 steps needed to take to achieve my dream job, e.g. work hard at school, get some relevant work experience (mechanic/hairdresser), go to university, work in my dad's shop, etc.</p>
<p><u>Music – Gustav Holst – The Planet Suite – Mars – the bringer of war.</u> Watch video clip: http://www.youtube.com/watch?v=AGGIL1wexQk</p> <p>While you listen, draw a picture of how the music makes you feel. In this piece of music, you hear a lot of string or bowed instruments. Holst gave an instruction for the instrumentalists to strike the string with their bow, rather than draw it across the strings. This gave the string instruments a more percussive sound. See a demonstration of col legno here https://www.youtube.com/watch?v=XThtp5a69ik&feature=related</p> <p><u>Space Music</u></p> <ul style="list-style-type: none"> • Many modern pieces of music for space films have been based on Mars, the bringer of war. • Listen to this piece of music, and see what instruments you can hear. • http://www.youtube.com/watch?v=EjMNNplksal <p>How does it sound similar to Mars the bringer of war? What does it make you think of? How does it make you feel?</p>	<p><u>Additional Activities</u></p> <p>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/</p>



If you can...

- Make a tissue box banjo
 - Make a 2 inch hole in one end of the box.
 - Insert a kitchen roll tube 3 inches in and tape in place.
 - Tape down 4 elastic bands stretched around the box, covering the centre hole.
 - Experiment with different widths and lengths of bands.
 - Pluck the strings with your fingers.
 - Use different size elastic bands – what happens to the sound.