



Year 5 Learning at home: week 13 beginning 15.06.20

Good morning everyone! Keep up the good work!

NEW!

The Oak National Academy is an online school backed by the government. Recorded lessons, ideas and resources for all primary year groups are available for free and with no login required. If you would like to use these resources either to supplement the Welwyn St Mary's learning grids or just as a change of scene please follow the link below and select for your year group and subjects required.

<https://classroom.thenational.academy/year-groups/>

Summer term:

- Use our **learning skills steps**. Use these every day and see how high you can climb. Can you get higher in different subjects?
- The school magazine is out and regularly updated. Look out for recipes, jokes, inspiring photos, interviews and news! What can you add about things you are up to, maybe some outdoor pictures to make us smile?
- We enjoyed reading the spring poems from year 5 in the last issue - well done!

Have fun and keep smiling. 😊

Go for Goals!

Climb the learning skills steps! Aim to get as high as you can.

I can organise what I need to use when I am learning and I can pack away when I have finished.	I can get started on my own or with just a little help.	I can concentrate and keep going on a task.	I can set my own learning goals I can talk about / evaluate my success.	I have good ideas, ask interesting questions and find solutions to problems.	I can talk clearly about what I have learnt and tell someone else about it.
Step 1: get organised.	Step 2: be independent.	Step 3: focus and persevere.	Step 4: set your own standards.	Step 5: be creative and use your initiative.	Step 6: secure what you know.

<p style="text-align: center;">Reading</p> <p style="text-align: center;">USE BOTH COLUMNS FOR READING AND WRITING TASKS</p>	<p style="text-align: center;">Writing</p> <p style="text-align: center;">USE BOTH COLUMNS FOR READING AND WRITING TASKS</p>	<p style="text-align: center;">Maths</p>
<p>On-going</p> <ul style="list-style-type: none"> Daily reading using a home book or other reading materials e.g. a recipe, magazines, National Geographic for kids' website, BBC Bitesize reading materials. Continue to share your reading with an adult and record all reading in some way. Treat yourself to a story read by David Walliams every day at 11am online. https://www.worldofdavidwalliams.com/elevenses/ <p>Read aloud to an adult every day.</p> <p>Focus on:</p> <ul style="list-style-type: none"> Expression and fluency Following the punctuation accurately <p>Use a variety of strategies to decode unknown words</p> <p>Listen to a good book: https://www.storylineonline.net/ https://www.storynory.com/</p> <p>Talk with an adult about your book.</p> <p>Focus:</p> <ul style="list-style-type: none"> Find out about possessive adjectives and find them in your reading book. 	<p>On-going</p> <ul style="list-style-type: none"> Learn your weekly spellings (see below). Get an adult to test you and keep a record of your score. Handwriting - use your spelling lists to practise your joined handwriting. 	<p>On-going</p> <ul style="list-style-type: none"> Do a page from your mental maths homework book each week. Use the Times Tables Rockstars website daily.

<ul style="list-style-type: none"> • Look up the meaning of unknown words • Summarise the main ideas • Describe how the story might be seen from different points of view of any of the characters. <p>USE BOTH COLUMNS FOR READING AND WRITING TASKS</p>		
<p>New for this week:</p> <p>READING AND WRITING TOGETHER THIS WEEK.</p> <p>MONDAY I can identify word class. I can plan ideas for my own story. I can box-up my ideas - to create a basic structure for my story.</p> <p>Grammar starter Name 5 verbs, 5 nouns, 5 adjectives and 5 adverbs.</p> <p>SPAG starter: Can you match the word types to the descriptions? Discuss. https://www.twinkl.co.uk/resource/t2-e-355-match-the-correct-word-type-worksheet (see below). Next turn over your sheet. Now look at this sentence from the text: '<i>Susie looked at Danny and raised her eyebrows</i>' (p7). Can you identify the word class of each word? What about this one: '<i>Quickly, they scabbled around to find the box underneath all the mess.</i>' (p6). Main task: Look at page 21. Decide on a setting for</p>	<p>WEDNESDAY I can identify word class. I know how to punctuate direct speech. I can write the build up to a story and punctuate my sentences correctly.</p> <p>SPAG starter: Identify some of the word classes: <i>They sat down in a quiet corner and lifted the lid and took out the board (p5).</i> Re-read the 'build up' part again - finding the game. Have a look at page 5 in more detail, starting: '<i>I've never seen this game before.....</i> What do you notice about the layout of the next few sentences? Revise direct speech https://www.twinkl.co.uk/resource/t2-e-2025-inverted-commas-rules-powerpoint , or see below for some reminders. Try to include speech in your writing today. Main task: On rough paper write your build up. Edit and improve, focussing on punctuation, and then copy it up onto page 2 of your book. If finished, work on your front cover and any illustrations.</p> <p>THURSDAY I know that you can start sentences in different</p>	<p>New for this week:</p> <p>KEEP WORKING HARD ON SUMDOG!</p> <p>I can use a standard written method to solve addition and subtraction problems. I can estimate and read different examples of measures.</p> <p>MONDAY Starter https://corbettmathsprimary.com/content/ Watch video 1 on addition. Generate your own calculations using a dice and solve them. Work at the level that is right for you. Can you add 3 or 4 numbers accurately together? Shape https://www.purplemash.com/#tab/pm-home/maths/patterns_and_shapes/maths_shape_properties https://corbettmathsprimary.com/content/Video 58 Use Purple mash to revise work on shape looking at work in the age 7-9 years. Remind yourself about the language of shape. Can you remember the names of 2D shapes? Can you describe each shape talking about the number of its sides (curved or straight?), angles (how many?)</p>

your story. What alternative object could be found? Or, it could be Billy finding the game, next time it's wet play. What's going to happen when the object is found? Discuss ideas. Next, go back to page 4 and remind yourself of the basic story structure. Now add more detail to your plan - page 21.

Look at page 24. Can you make yourself a book? If you have A3 paper, this is best. Otherwise, A4 will do but you will have to write very small!

TUESDAY

I can make a sentence more interesting.

I can write the opening to a story and punctuate my sentences correctly.

SPAG starter: Up-level a sentence (i.e. make it more exciting / less boring!)

e.g. *The mouse ate the cheese.*

1. Add words in - adjectives and an adverb -
The greedy mouse carefully ate the stale cheese.
2. Add words at the end - because it was hungry.
3. Add words at the beginning - While it was waiting,....
4. Change words: The rodent gnawed the cheddar.
5. Add in a simile: The mouse, like a tiny vampire, sank its teeth into the cheese.

ways - using a fronted adverbial.

I know that a comma comes after a fronted adverbial.

I can write the problem to a story and punctuate my sentences correctly

SPAG starter: There are lots of different ways to start a sentence. Here are some ways:

1. Using a subordinating conjunction -
While Tom waited, ...
2. Using ing - Waiting for the others,
Megan...
3. Using ed - Surprised by the bang, ...
4. Using a simile - Like a fish, she swam...
5. Using ly - Carefully, she removed...
6. Using a prepositional phrase - At the end of the lane, stood ...

Orally, complete each of the above sentences?

Can you think of another example of each one?

What do we call these openers? (Fronted adverbials). After each fronted adverbial (word, phrase or clause), there needs to be a comma. Can you use some of these openers today?

Re-read the problem - where something goes wrong. **Main task:** On rough paper write your problem part of the story. Edit and improve, focussing on punctuation, and then copy it up onto page 3 of your book. If finished, work on your front cover and any illustrations.

FRIDAY

size?)parallel and perpendicular lines, Play a guessing game where you describe a shape and the other person has to guess its name.

TUESDAY

Starter

<https://corbettmathsprimary.com/content/>

Watch video 63 on subtraction

Generate your own calculations using a dice and solve them. Work at the level that is right for you. Create 2 numbers of 3 or 4 digits. Decide which is the largest number to write out first in your calculation, Subtract the smaller number and check your answer with a calculator.

Shape video2 and 7

<https://corbettmathsprimary.com/content/>

See Monday to use Purple Mash. Today use section for 9-11. Explore games on angles. Make sure you know the names of angles, and what they look like. Which shapes have right angles? Look for right angles in your class or home. Write some sentences that help you remember angle names, use pictures too.

WEDNESDAY

Starter

Generate your own addition and subtraction with digit cards or dice. Do 3 of each. Challenge yourself.

Shape video 3

<https://corbettmathsprimary.com/content/>

You will need a protractor and a ruler. Draw two straight lines to create an angle. Use the video to help you to know how to measure the angle. Estimate the angle size (bigger or smaller than a right angle?) Draw an angle arc and write in your measurement. Draw both acute and obtuse angles.

6. Add alliteration: The mischievous mouse munched the mouldy mound of cheese cheerfully.

Try it with the sentence above and then have a go at this one: *A spider walked out of the game.* Use the back of page 22 to record your work.

Main task: Re-read paragraph 1. This sets the scene and introduces your main characters. On rough paper write your opening. Edit and improve, focussing on punctuation, and then copy it up onto page 1 of your book. If finished, work on your front cover and any illustrations.

I can write the resolution and ending to a story, punctuating my work correctly..

Main task: Re-read the resolution and ending. On rough paper write the last two parts of your story. Edit and improve, focussing on punctuation, and then copy it up into your book.

Talk about setting. Think about where your favourite books are set.

Where else could your story take place? Complete page 20. You could draw your setting and the problem and annotate (make notes) around your drawings. Have a go at writing about this new problem, in the new setting.

SPELLING TEST - If at home, ask a parent to test you. New words given out (Find them at the end of this learning grid.)

Draw a large triangle and carefully measure the angles then add them together. Do this several times. What do you notice about the total of the 3 angles in a triangle?

THURSDAY

Starter

Generate your own addition and subtraction with digit cards or dice. Do 3 of each. Challenge yourself.

Shape

In Purple mash look at estimating angles and angle in a triangle.

Use video 6 and do questions from this video

<https://corbettmathsprimary.com/content/>

FRIDAY

Starter

Generate your own addition and subtraction by using the 6 digits in your date of birth. Eg 20.07.10, so with the number 200,710 add and subtract other family members date of births? Do older people have higher numbers?

Shape

Video 64

<https://corbettmathsprimary.com/content/>

Look at the symmetry of 2D shapes.

Answer the questions on lines of symmetry.

Finally create your own symmetrical pattern and make it into a thank you card for Mum or dad for helping you this week!!

Family challenge project for the week beginning 15.06.20

'The Human Body'

Who would you like to find out? You choose.

Science

Have a look on these websites and see what you can discover about your body

<https://www.natgeokids.com/uk/discover/science/general-science/15-facts-about-the-human-body/>

<https://www.natgeokids.com/uk/discover/science/general-science/your-digestive-system/>

<https://www.natgeokids.com/uk/discover/science/general-science/human-brain/>

<https://www.natgeokids.com/uk/discover/science/general-science/human-eye/>

Could you do an experiment to look at germs? You could get 5 slices of bread. Each one will need labelling. For the first piece, put it in a bag labelled 'untouched'. For the second piece of bread, touch the bread all over, do not wash your hands before doing so. Label this unwashed. For the third piece, wash your hands thoroughly, then touch the bread all over. This should be labelled washed hands. For the fourth, use hand sanitizer on your hands. For the final piece of bread, wipe it over things like your computer, your TV remote. Put each bag in the same place and observe over a few days what happens. Can you make predictions? Why do you think this happened?

How many bones are in the human body? Can you research and find any animals with the same number or similar? We have the same number of bones in our neck as a giraffe. Can you compare the differences between our bones such as the length, the position of the bones or the flexibility of our necks?

We have 5 senses, sight, taste, touch, smell and hearing. Could you conduct an experiment to see what happens if you have 1 sense that isn't used. You could cover your eyes and see how it feels to walk. You could hold your nose and try to taste different foods, guessing what they are.

Follow this link and explore a wide range of activities. You could find out how to stop the spread of sneezes as well as other activities. <https://www.globalhealthhomeschool.org/activities/>

<https://www.science-sparks.com/breathing-making-a-fake-lung/> Could you create a model lung to see how we breathe?

Can you create your stomach and how it works? <https://www.stem.org.uk/resources/elibrary/resource/35396/digestive-system-experiment>

Computing	Now that you have had a lot of practise decoding, see if you can debug these routines coded by someone else. We have set a 2do.
History and Geography	In ancient Egypt, bodies were mummified when someone died. Could you have a go at mummifying some fruit? What could you use? What would be the best thing to prevent it rotting? You could try a few different methods and compare at the end. https://www.teachprimary.com/learning_resources/view/ks2-science-ancient-egypt
Art and DT	<p>Can you create a self-portrait using different materials? Which one enables you to get the most detail? Pencils? Paint? Why?</p> <p>Can you create a human body out of pasta? You could use different types of pasta to represent different bones. Can you label the parts of the body? If you are in KS2, what else do you know about these parts of the body?</p> <p>Can you create your body using food? This time, think about the organs, you could use a cauliflower for the brain, lychees for eyes?</p> <p>Could you create your own x-ray art? You will need black paper, flour or icing sugar, cotton wool buds or pasta. Lay a part of your body on the paper, this could be your hand. Cover it in flour, remove and see the outline. Then create the bones inside using the cotton wool or pasta.</p>
RE	<p>Use this link to learn all about Henna hand decoration and how to create the patterns https://www.art-is-fun.com/henna-hand-designs</p> <p>At the heart of the Buddhist faith is the ability to meditate and appreciate the moment (mindfulness.)</p> <p>Use this link https://www.ltl.org.uk/free-resources/ and click on Buddhism lesson idea to create a miniature Zen garden, a Labyrinth or a Mandala and enjoy being present in the moment. Take time to just be.</p>



Upload your pictures onto Purple Mash and tell us how it made you feel.

Music

Can you use different parts of your body to create music? You could use your hands, your feet, your voice. What about your legs? What about your cheeks? Could you record yourself creating music with your body?

Watch clips of Stomp (they are a percussion group that uses parts of their bodies to make music and also everyday objects like brooms) <https://www.nigelclarkepresenter.co.uk/stomp-play-annos-africa-charity-gig/> scroll down the page to click on the video.

Could you learn the words to Heads, shoulders, knees and toes? Can you change the body parts? Can you miss one each round? <https://www.youtube.com/watch?v=fvEtwhui1k0>

Other ideas

Sensory games: play games which use your senses.

Make a feely box/ feely bag, get someone to hide an object in it. Can you use your sense of touch to work out what it is? Get someone to blindfold you then listen to them make a noise. Can you work out what the noise is without seeing it? Play 'There's a monster in the garden' with a blindfold. Can you work out who was speaking in a funny voice? Play 'Blind man's bluff' Try to work out what you can taste or smell when you are blindfolded. Did you guess correctly? How do people who are deaf communicate? Learn some simple sign language starting with letters of the alphabet at

<https://www.youtube.com/watch?v=lyhAAMDQI-Q> Then join in with Jack Hartman to 'see it, say it, sign it'

<https://www.youtube.com/watch?v=WP1bIVh1ZQM> Optical illusions are fun to try and work out. Take a look at this site

<https://kids.niehs.nih.gov/games/riddles/illusions/index.htm>

Also try Forest Bathing to explore your senses. <https://www.ltl.org.uk/free-resources/> Scroll down until you find 'Forest Bathing'

and click on the tab. 'It is simply spending time in and with nature, letting it invade our being using all of our senses. It is good for your health and wellbeing - encouraging the children to use mindfulness to absorb their surroundings.' When you get home you could draw a picture and write about all the things you experienced. Get creative and make a picture using natural materials (twigs, leaves, stones etc) or even write a poem.

Here are some books linked to the human body. Could you read them then make your own information book?

<https://www.oxfordowl.co.uk/api/interactives/12969.html> – Your body, Inside out

https://www.oxfordowl.co.uk/api/digital_books/2098.html – What's inside me?

https://www.oxfordowl.co.uk/api/digital_books/1464.html – What's that noise?

<https://www.oxfordowl.co.uk/api/interactives/26343.html> – A hole in my tooth

Challenge

Can you design a book token? You could win £10 for all of your class. <https://www.nationalbooktokens.com/create-a-national-book-token-for-your-class>

FRENCH

Bonjour les enfants

This week the theme is continuing the human body so have a look at the songs and stories on Unit 4 on Babelzone by following the link below

<https://www.lcclubs.com/babelzoneNEW/FR-Unit04.asp>

Listen to the song Je vais chez le docteur a few times and sing along

http://www.lcclubs.com/babelzoneNEW/flashsongsFR/doctor_fr/

Have a look at the lyrics and underline or copy the words for different parts of the body. Can you translate any of the other vocabulary in the song?

Perform a role play for a visit to the doctor using some of the vocabulary from the song

Qu'est-ce que tu as aujourd'hui? - What is wrong with you today ?

J'ai mal aux pieds. – My feet hurt.

Follow this link if you need some help with the vocabulary.

https://www.lcfclubs.com/babelzoneNEW/Pictionary_FR/p03/

This is also a link to a word mat you may like to look at

<https://www.lightbulblanguages.co.uk/resources/PrimaryFrench/corps-mat.pdf>

<u>Tutankhamun</u>	<u>Imhotep</u>	<u>Osiris</u>	<u>Anubis</u>
Use a dictionary to find the meaning of these words. Know how to spell them and how to use them in your writing. You will write interesting and varied sentences using these words.	Use a dictionary to find the meaning of these words. Know how to spell them and how to use them in your writing. You will write interesting and varied sentences using these words.	Use a dictionary to find the meaning of these words. Know how to spell them and how to use them in your writing. You will write interesting and varied sentences using these words.	Use a dictionary to find the meaning of these words. Know how to spell them and how to use them in your writing. You will write interesting and varied sentences using these words.
Revision	Revision	Useful 'tricky' words	Useful 'tricky' words
Date given: 15-06-20	Date given: 15-06-20	Date given: 15-06-20	Date given: 15-06-20
Date tested: 22-06-20	Date tested: 22-06-20	Date tested: 22-06-20	Date tested: 22-06-20
1. swim	1. create	1. leisure	1. available
2. swimmer	2. creation	2. loneliness	2. average
3. swimming	3. creativity	3. miniature	3. awkward
4. stop	4. bored (it's boring)	4. mischievous	4. communicate
5. stopper	5. board	5. mysterious	5. convenience

6. stopped	6. beach (by the sea)	6. neighbour	6. criticise
7. slip	7. beech (tree)	7. occasion	7. curiosity
8. slipping	8. (shout) aloud	8. pantomime	8. disastrous
9. slipped	9. (not) allowed	9. quarrelling	9. embarrass
10. slippery	10. mention	10. queue	10. exaggerate