

Year 5**Learning for the week beginning Monday 4th May**

Monday	Maths	<p>LO: to solve problems involving addition Task: to complete page 6 in the Key Stage 2 Maths Workout CGP book Mathletics: 15 minutes TTRS: 15 minutes</p>
	English and Guided Reading	<p>LO: to read chapter 1 of Harry Potter Task 1: summarise the chapter. Think about characters' emotions, the plot and themes that run through that chapter. Remember to be able to summarise is a skill we have been working on. You only need to include key events! You could do this using bullet points, a paragraph or picture form. Task 2: complete Guided Reading activity on the PDF Audible version: https://www.wizardingworld.com/discover/books/harry-potter-and-the-philosophers-ston</p>
	Humanities	<p><u>History – Learning from objects</u> Find a handful of coins from a purse, piggy bank or wallet. Younger children: Whose picture can you see on the coin? When was the coin made? Can you find a coin that was made in the year you were born? This coin is the same age as you! Draw and label it. Older children: Look carefully at the coins you have found and arrange them in chronological order (from oldest to newest) and answer these questions.. How old is the oldest coin? How many coins are older than you? Do all the coins have the same picture of the queen on? Why or why not? What two languages are used on British coins? What patterns or pictures are shown on the 'tail' side of the coins? If an archaeologist was to dig up a handful of old coins what do you think he would learn about the past from them? Challenge: Find out what the inscription found on British coins means: Elizabeth II D.G. REG F.D</p>
Tuesday	Maths	<p>LO: to solve problems involving addition Task: to complete page 7 in the Key Stage 2 Maths Workout CGP book Mathletics: 15 minutes TTRS: 15 minutes</p>
	English and Guided Reading	<p>LO: to read chapter 2 of Harry Potter Task 1: summarise the chapter. Think about characters' emotions, the plot and themes that run through that chapter. Remember to be able to summarise is a skill we have been working on. You only need to include key events! You could do this using bullet points, a paragraph or picture form. Task 2: complete Guided Reading activity on the PDF Audible version: https://www.wizardingworld.com/discover/books/harry-potter-and-the-philosophers-ston</p>
	Science	Please see below.

Wednesday	Maths	<p>LO: to solve reasoning and problem solving questions involving addition Task: answer 5 reasoning/problem solving questions from the White Rose pdf documents attached Mathletics: 15 minutes TTRS: 15 minutes</p>
	English and Guided Reading	<p>LO: to read chapter 3 of Harry Potter Task1: summarise the chapter. Think about characters' emotions, the plot and themes that run through that chapter. Remember to be able to summarise is a skill we have been working on. You only need to include key events! You could do this using bullet points, a paragraph or picture form. Task 2: complete Guided Reading activity on the PDF Audible version: https://www.wizardingworld.com/discover/books/harry-potter-and-the-philosophers-ston</p>
	Art/DT	<p>Pointillism</p> <p>Pointillism is when you make a picture using lots of small dots or 'points' You will need: cotton buds and paint or a paintbrush and paint or felt tip colouring pens.</p> <p>Younger children</p>  <ol style="list-style-type: none"> 1. You can either draw a rainbow (or any other object or animal you like) or you may already have a template you can use. 2. Divide up the rainbow as each part will need to be a different colour. 3. Use cotton buds or a small paintbrush to make small dots in one section of the rainbow with your chosen colour. Felt tip pencils work just as well so you can use those instead to make small dots/circles. 4. Once you have done one section, clean your paintbrush or use the other end of your cotton bud and select a new colour paint and fill the next section of your rainbow with coloured dots. 5. Continue to fill each section with coloured dots until you have finished. <p>Older children</p>  <ol style="list-style-type: none"> 1. Choose an animal(s) and draw an outline softly with a pencil. You can either draw lines inside the animal to make different sections or leave it blank and fill it with just one colour of dots.

		<ol style="list-style-type: none"> 2. Use either cotton buds and paint, a small paint brush and paint or felt tip pens 3. Start making small dots of one colour inside the animal or section of the animal. 4. Choose a different colour for each section of the animal if you have divided it up. 5. Choose a different colour to go around the outline of the animal. 6. Now you can do the background - you might like to do it all in one colour or make different rows of colour or even swirls and waves. <p>For more information and inspiration look at:</p> <p>https://art-educ4kids.weebly.com/aboriginal-art-and-patterning.html</p>
Thursday	Maths	<p>LO: to solve reasoning and problem solving questions involving addition Task: answer 5 reasoning/problem solving questions from the White Rose pdf documents attached Mathletics: 15 minutes TTRS: 15 minutes</p>
	English and Guided Reading	<p>LO: to read chapter 4 of Harry Potter Task 1: summarise the chapter. Think about characters' emotions, the plot and themes that run through that chapter. Remember to be able to summarise is a skill we have been working on. You only need to include key events! You could do this using bullet points, a paragraph or picture form. Task 2: complete Guided Reading activity on the PDF Audible version: https://www.wizardingworld.com/discover/books/harry-potter-and-the-philosophers-ston</p>
	RE	<p>The Ascension Read the story of the Ascension from the Bible - (Acts, 1:6-12) or listen to the story: https://www.youtube.com/watch?v=UcFw8pLBSIo Choose one of the following activities to do:</p> <ul style="list-style-type: none"> ● Draw a picture of Jesus ascending into Heaven and add speech bubbles around him - What might the Disciples say to Jesus? ● Write down a set of questions the Disciples might have had after Jesus ascended into Heaven. - Can you try to answer any of the questions? ● The Disciples must have been very worried and scared because Jesus (their friend and teacher) had left them. Can you write a letter to one of the Disciples to explain why they should not be worried or scared? <p>Reflection - Can you think of a time when you have felt worried or scared? What made you feel better? What advice would you give to someone else feeling worried or scared?</p>
Friday (today's work is all optional as it is a Bank Holiday but just in case you wanted something to do!)	Maths	<p>LO: to solve challenge questions involving addition. Task: Solve the three challenge questions on the page attached. Mathletics: 15 minutes TTRS: 15 minutes</p>
	English and Guided Reading	<p>LO: to read chapter 5 of Harry Potter Task 1: summarise the chapter. Think about characters' emotions, the plot and themes that run through that chapter. Remember to be able to summarise is a skill we have been working on. You only need to include key events! You could do this using bullet points, a paragraph or picture form. Task 2: complete Guided Reading activity on the PDF</p>

		<p>Audible version: https://www.wizardingworld.com/discover/books/harry-potter-and-the-philosophers-ston</p>
PSHE		<p>LO: to understand why sleep is important A good night's sleep is essential to feeling good, being able to learn and staying healthy. A lack of sleep might make you feel poorly or cause you to be a little grumpy or tearful. Did you know that having a bedtime routine makes it easier to go to sleep? Younger children: Spend some time making sure your room is tidy; this helps to prepare your room for sleep. It also really helps the adults in your home! Create a list of things you think are helpful and unhelpful when you are trying to go to sleep. Older children: Create a checklist for things you need to do before you go to bed to ensure you get a good night's sleep. Maybe you want to research some tips for having a good night's sleep and try them to see if they help. Create a sleep chart for this week that logs your bedtime routine; the hours of sleep you had and how you felt when you woke up. Either use the one attached or create your own. Consider what helped you sleep and what had the most impact. Challenge: Can you write your own rap or song about a way to keep yourself safe?</p>

Science Week 3: Enquiry Type - Identifying and Classifying

Question



How can you identify objects in your house?

Select at least 10-15 random objects in your house. Consider how they are similar and how they are different to each other.

Question

Predict

Observe

Record

Analyse

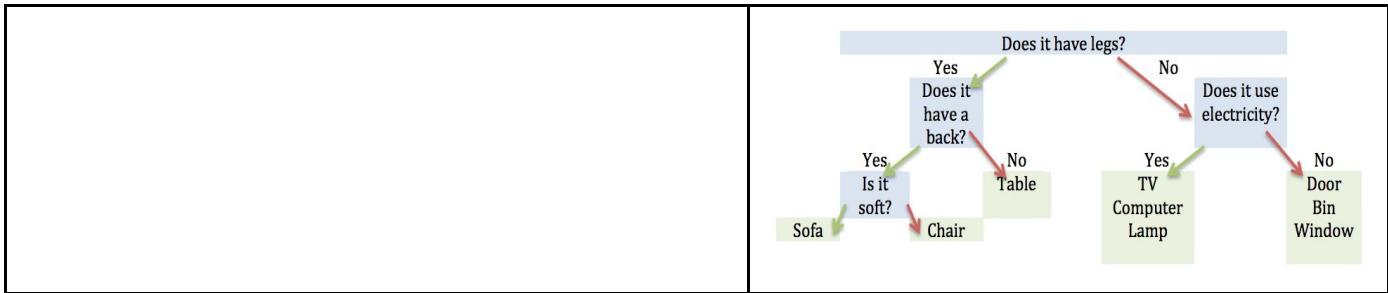
Report

Younger Children

Older Children

Draw the selected objects into groups based on what they have in common. Eg. Size, colour, shape,

Create a classification key to identify your selected objects.e.g:



Challenge	About this type of Scientific Enquiry
<p>Research Carl Linnaeus who created the system of taxonomy, which is how we classify living things.</p> <p>https://www.linnean.org/learning/who-was-linnaeus</p> <p>https://www.bbc.co.uk/teach/class-clips-video/science-ks2-the-work-of-carl-linnaeus/zhnjf4j</p>	<p>Identifying and classifying is how we can make sense and order of the world around us. This enquiry type requires using observation and reasoning skills. Examples of classifying include how we classify animals, plants and foods.</p> <p>Identifying and classifying is used by scientists to help learn about the natural world and therefore assist in conservation projects. You can often help scientists to identify and classify using websites such as Zooniverse.org</p>