

## Year 5



### Learning for the week beginning Monday 1st June

Monday	Maths	LO: To complete a short test Task: Use the new CGP Year Targeted Question Book to complete the short test on pages 2, 3, 4 and 5. Make a note of your score. Mathletics: 15 minutes TTRS: 15 minutes
	English	This is a one week English unit on a setting description of The Great Hall and a character description of Dumbledore! LO: To generate vocabulary Task: Read the extract attached (also available on Google Classroom). Focus on the description of The Great Hall. Begin to create a word bank of as many adjectives (expanded noun phrases), adverbs and verbs you can find from this extract either describing The Great Hall, Dumbledore or The Sorting Hat. Next, google images of The Great Hall, Dumbledore and even The Sorting Hat. Add as much powerful vocabulary as you can to your word bank. <b>This extract from the end of Chapter 1 may also help you -</b> 'He was tall, thin and very old, judging by the silver of his hair and beard, which were both long enough to tuck into his belt. He was wearing long robes, a purple cloak which swept the ground and high-heeled, buckled boots. His blue eyes were light, bright and sparkling behind half-moon spectacles and his nose was very long and crooked, as though it had been broken at least twice.'
	Guided Reading	LO: To use words in context. Task: Use the PDF attached to work out what the covered up word is under the box. Remember to use your inference skills!
	Humanities	<b><u>Geography - Observing Daily Weather Patterns</u></b> <b>Younger Children:</b> Make a <a href="#">daily weather chart</a> for the week. Each day at approximately the same time go outside and observe the weather. <ul style="list-style-type: none"><li>● Record through words or pictures what you <b>feel</b> (is it cold, cool, warm or hot?) (is it still, breezy, windy?)</li><li>● Record through words or pictures what you <b>see</b> (is it cloudy, sunny, grey, rainy?)</li></ul> At the end of the week look at how the weather has changed over the course of the week. Were all the days the same? Which days were different? <b>Older Children:</b> Make a <a href="#">daily weather chart</a> for the week. <ul style="list-style-type: none"><li>● At the beginning of each day look at a weather app on a mobile phone, e.g. BBC Weather, or watch the weather forecast on TV. Record on your chart what the weather forecast says the weather will be like for the day in London: look at temperature, wind speed and direction and chance of precipitation (rain).</li><li>● Observe the weather each day and record on your chart next to the forecast what you see and feel when you go outside.</li><li>● Look at your chart and analyse how accurate the weather forecast is. Is it usually reliable?</li></ul> <b>Challenge:</b> Someone who forecasts the weather is a <b>meteorologist</b> . How do they make predictions? Do some research to find out!

Tuesday	Maths	<p>LO: to solve problems involving number and place value</p> <p>Task: to complete pages 6, 7 and 8 in the Key Stage 2 Maths Targeted question CGP book</p> <p>Mathletics: 15 minutes</p> <p>TTRS: 15 minutes</p>
	English	<p>LO: To generate figurative language.</p> <p>Task: To make your setting/character description more exciting, we would like you to generate figurative language. You need to generate a simile, a metaphor, some personification, alliteration and onomatopoeia that you can include in your setting/character description. Remember similes usually contain 'as' or 'like' whereas metaphors are when you say something is something else. For example -</p> <p>He was as fierce as a lion - Simile.</p> <p>He was a fierce lion - Metaphor.</p>
	Guided Reading	<p>LO: To make inferences from an image.</p> <p>Task: Use the attached PDF to fill out the inference quadrant.</p>
	Science	Please see the sheet below.
Wednesday	Maths	<p>LO: to solve problems involving number and place value</p> <p>Task: to complete pages 9, 10 and 11 in the Key Stage 2 Maths Targeted question CGP book</p> <p>Mathletics: 15 minutes</p> <p>TTRS: 15 minutes</p>
	English	<p>LO: To use semicolons to link two main clauses.</p> <p>Task: To write 5 semicolon sentences that you can use in your setting/character description. Remember semicolons can be used to link two MAIN CLAUSES that are LINKED.</p> <p>For example: The trees swayed gently in the light summer's breeze; Emerald-green leaves fell to the ground covering it like a blanket.</p>
	Guided Reading	<p>LO: To explore new words.</p> <p>Task: Use the attached PDF to fill out the vocabulary quadrant.</p>
	Art/DT	<p><b><u>Kandinsky Tree Collage</u></b></p> <p>You will need:</p> <p>Warm coloured card/paper for the leaves</p> <p>Cool card/paper for the ground and sky</p> <p>Black/Brown card/paper for the trunk</p> <p>Scissors</p> <p>Glue stick</p> <ol style="list-style-type: none"> <li>1. Cut a grass shape, and then a tree and glue down.</li> <li>2. Use small squares to turn into layered circles. Start with making the smallest circle first, you can do this by drawing a circle with a pencil and then cut it out and stick it on to a different coloured piece of card.</li> </ol>



3. Draw a circle around the first one and cut it out. Stick the two circles on to a different coloured card and draw another circle around this and cut it out.
4. Continue this until you have four or five layered coloured circles.



5. Glue the layered circles to the tree.



6. Repeat with large and small layered circles until complete.



Thursday

Maths

LO: To solve negative number problems.  
 Task: Use the PDF attached to solve the White Rose Negative Number problems.  
 Mathematics: 15 minutes  
 TTRS: 15 minutes

English

LO: To create a first draft of your setting/character description.  
 Task: Use everything you have generated over the last few days to draft your setting/character description. This doesn't have to be an extremely long piece. Two paragraphs is enough. Quality not quantity!  
 Your success criteria is -

- To use exciting, high-level adjectives
- To use powerful verbs and adverbs

		<ul style="list-style-type: none"> <li>- To use figurative language</li> <li>- To use high-level punctuation (semicolons and punctuation for parenthesis)</li> </ul>
	Guided Reading	<p>LO: To answer comprehension questions.          Task: To answer a range of comprehension questions on Chapter 4 of Harry Potter.</p>
	RE	<p><b>Hope</b>          Read the story about 'Jacob's dream' from the Bible - (Genesis Ch 28 vs 10-16) or listen to the story on:  <a href="https://www.youtube.com/watch?v=gmaHi3zPIRA">https://www.youtube.com/watch?v=gmaHi3zPIRA</a>          Choose one of the following activities to do:</p> <ul style="list-style-type: none"> <li>● Draw a picture of the stairway to heaven and explain how you think Jacob would be feeling.</li> <li>● Imagine you are Jacob. Write a diary entry describing the dream you had and what you think it means.</li> <li>● When Jacob had his dream he was all alone and a long way from home in a strange place. Think about each aspect of the dream and write about how each aspect may have helped Jacob and given him hope.</li> </ul> <p><b>Reflection</b> - <i>Hope is something we all need to keep going during difficult times. The bible teaches us that true hope is not just a vague wish, but hope is something that is certain that we can look forward to in the future - like heaven! What 'hopes' have been helping you during these difficult weeks of lockdown?</i></p>
Friday	Maths	<p>LO: To solve negative number problems.          Task: Use the PDF attached to solve the negative numbers puzzle. The answers are on the second sheet. Don't cheat!          Mathematics: 15 minutes          TTRS: 15 minutes</p>
	English	<p>LO: To edit and redraft your setting/character description          Task: First, look back at yesterday's draft. Go through and highlight your success criteria. Have you included everything? If you notice you have missed something, get ready to add it in today!          Next, choose 3 sentences you are going to uplevel even further. Have you used the best verbs? The best adjectives? Can you include more similes or more personification.          Just like we do in class, edit and redraft your final piece. Make it a piece to be proud of. Your teachers are excited to see it!!</p>
	Guided Reading	<p>LO: To decide between statements of fact and opinion.          Task: Use the PDF attached to decide whether the statements are fact or opinion.</p>
	PSHE	<p>LO: To explain what makes us proud          What does it mean to be proud? Can you think of a time you felt proud about something you did? How did it feel? How do you feel when other people are proud of you? Why is it important to feel proud of yourself?  <b>Younger children:</b> Tell an adult something about yourself that makes you feel proud. Draw yourself at a time you were proud of yourself. Include a speech bubble saying how you felt.  <b>Older children:</b> Think of a time you felt proud of something you did or said. Write a diary entry (it need only be a short paragraph) and talk about your feelings at the time.  <b>Challenge:</b> Can you write a poem, song or rap about pride in yourself. (The poem could be as short as 2 lines that rhyme.)</p>

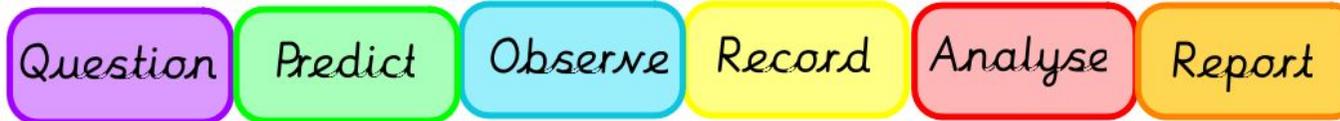
## Science Week 1: Skill Focus - Observation

### National Competition: The Great Bug Hunt



Bugs are everywhere - you just have to look carefully. Find a habitat (eg. hedgerow, grass, stones, trees, flower bed) and search for some bugs. Maybe you'll find a spider under a bed or go on an indoor bug hunt. Can you count how many you find? Can you identify (name) them? Can you observe carefully to find out how many legs it has? Make sure you are careful to not disturb the bugs or their habitat and make sure to wash your hands after exploring.

This is a competition for the whole country and your entries can be submitted online: <http://www.schoolscience.co.uk/bughunt> or emailed to [gold@cts-school.org](mailto:gold@cts-school.org) to enter for you. If you want to enter the competition the deadline for entries is the 11th June. The national winner will win a microscope.



Younger Children	Older Children
Look carefully at a bug that you have found. Create a drawing or model of a bug that you have found. Think carefully about the different parts of the bug. Eg. How many legs does it have?	Create a graph showing the number of different bugs you could find. Can you see any patterns in the number or location of the bugs found?

Challenge	About this type of Science
Create a fact-file about a bug that you find. You could answer: What does it look like? How does it move? Where does it live? What does it eat? Your fact-file could be a poster, a story, a poem or even a video.	<p><i>The study of bugs (insects) is called entomology.</i> Farmers need to know which bugs are good for their crops. Doctors learn about which insects carry diseases and which help cure diseases. Engineers are inspired by bugs to make smaller flying objects. Some scientists are finding out if insects could be a protein source for the future - could insect burgers replace beef burgers?</p> <p><a href="https://www.nationalinsectweek.co.uk/">https://www.nationalinsectweek.co.uk/</a></p>