

Year 5

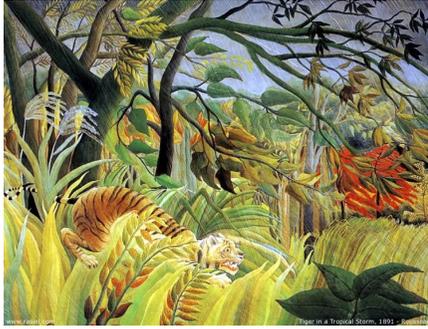
Learning for the week beginning Monday 29th June



Monday

Maths	<p>LO: to solve problems involving metric and imperial units Task: to complete pages 44, 45, 46 and 47 in the Key Stage 2 Maths Targeted question CGP book Mathletics: 15 minutes TTRS: 15 minutes</p>
English	<p>Over the next two weeks, you are going to write the last three parts of a mystery story, using Harry's time in the forest as the opening and build-up. If you've read the story before, try to make your version different to J.K. Rowling's. Look at the success criteria today so that you know what you're working towards.</p> <p>Read Chapter 15 up to 'Their ears seemed sharper than usual. Harry's seemed to be picking up every sigh of the wind, every cracking twig. What was going on? Where were the others?'</p> <p>LO: To recognise the 5 part structure of a story Task: To illustrate an extract and annotate with extended noun phrases.</p>
Guided Reading	<p>LO: to make an inference from an image Task: use the PDF provided to complete inference activity</p>
Humanities	<p><u>Geography - Map Skills</u></p> <p>A map is a bird's eye view of a place. Map makers try and make their maps as accurate as possible.</p> <p>Younger Children: Choose a room in your house, for example your bedroom, the kitchen or the living room. Imagine what it would look like from above. Try and draw what you would see if you were looking down on the room from above. Talk about your map with an adult and use positional language to describe what you can see, e.g. the bed is next to the window, the door is opposite the table, the chair is far from the bed.</p> <p>Older Children: Choose a room in your house, you are going to draw a map of the room to scale. This means that the measurements of your map represent the true size of the room and the objects in real life.</p> <ul style="list-style-type: none">• Measure the length and width of your room with a tape measure or use your feet - How many steps long is your room? How many steps wide?• Choose a scale for your map - e.g. 1 step could be 2cm on the map of your room, so if your room is 7 steps long you would draw it 14cm long. Or if you have measured your room, 100cm (1m) in real life could be 5cm on your map, so if your room is 4m long it would be 20cm on your map.

	<ul style="list-style-type: none"> Once you have drawn the shape of the room, measure each object, e.g. the bed, the table, the wardrobe, the chair, in the same way. Draw each object to scale in the correct place in the room. Remember to write the scale on your map e.g. 1 step: 2cm <p>Challenge: Search your house for a map. Look at the map and find the scale. Ask an adult to help you understand what the scale means. Can you measure between two points on the map and use the scale to work out what the actual measurement is?</p>
Tuesday	
Maths	<p>LO: to solve problems involving perimeter and area</p> <p>Task: to complete pages 48, 49, 50 and 51 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 brainstorm clues of a mystery story.</p> <p>To plan the ending of a mystery story.</p> <p>Task:</p> <p>To brainstorm creatures that might live in the forest and the clues they would leave behind.</p> <p>To use planning prompts to plan an ending (bullet points)</p>
Guided Reading	<p>LO: to use words in context</p> <p>Task: use the PDF attached to work out the missing word in the boxes</p>
Science	Please see the sheet below.
Wednesday	
Maths	<p>LO: to solve problems involving volume and capacity</p> <p>Task: to complete pages 52 and 53 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 plan the problem and resolution of a mystery story</p> <p>Task: Use the scaffold provided to plan possible problems and resolutions (bullet points)</p>
Guided Reading	<p>LO: to explore a new word</p> <p>Task: use the PDF attached to explore the word 'toppled'</p>
Art/DT	<u>Rousseau collage</u>



You need a large piece of paper, or you could tape 2 pieces of A4 together. (with the tape on the back!)

Do a speed wash in paint, preferably watercolour. Wet the paper and quickly paint the top half blue and the bottom half green, set it aside to dry.

You need jungly coloured paper (greens, yellows, browns, reds). If you want to you can make some of your own coloured paper with paints and leave them to dry. Or use plain paper

Draw on the back of the paper so there will be no pencil marks in your final artwork. I made grasses, bushes, trees, leaves and flowers.

Thursday

Maths

LO: to solve problems involving time and measure

Task: to complete pages 54 and 55 in the Key Stage 2 Maths Targeted question CGP book

Mathletics: 15 minutes

TTRS: 15 minutes

English

LO: To build a word bank

Task: Use the extract to build a table of powerful verbs, adverbs and adjectives. Add your own ideas to your table.

Guided Reading

LO: to answer a set of comprehension questions

Task: use the PDF attached to answer the comprehension questions on chapter 14.

RE

Friendship

Read the story of 'Elijah and Elisha's friendship' from the Bible - (2 Kings 2 Chapter 1 - 18) or listen to the story:

<https://www.youtube.com/watch?v=Faf-K4qe-VW0>

Choose one of the following activities to do:

- Create a friendship recipe - What makes a good friend (1 cup of happiness, 2 sprinkles of trust etc.)
- Create a friendship poster that could be put up at school - Include some top tips for being a good friend and how to make new friends
- What is a true friend? Explain how Elisha and Elijah showed that they were true friends to each other, what qualities did they show that you would like to see in your own friendships?

Reflection - Thank God for the friends you have. Is there something special you could do for a friend, even if you haven't seen them for a while, to let them know that you value their friendship?

Friday

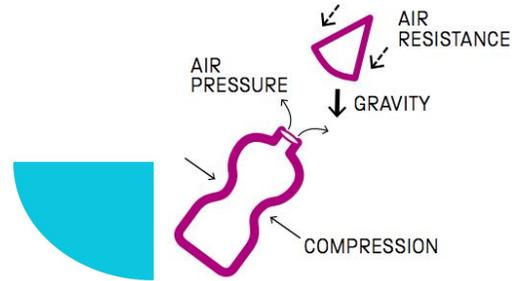
<p>Maths</p>	<p>LO: To answer questions about time. Task: Read the questions carefully about the football match. Answer the questions. Once you have finished, play this game on telling the time: https://mathsframe.co.uk/en/resources/resource/116/telling-the-time Mathematics: 15 minutes TTRS: 15 minutes</p>
<p>English</p>	<p>LO: To write descriptions using figurative language. Task: https://www.youtube.com/watch?v=u0SBVNUO2LU https://www.youtube.com/watch?v=98l2gZh-2X0& https://www.youtube.com/watch?v=rVW4DtZGxjq0 Use figurative language to write descriptive sentences about the forest.</p>
<p>Guided Reading</p>	<p>LO: to explore the meanings of words in context Task: use the PDF to find the meanings of the new words and try and use them in a sentence</p>
<p>PSHE</p>	<p>LO: To understand how to keep our teeth clean It's really important to brush your teeth at least twice daily. Most people do this in the morning and before they go to bed. Strong, healthy teeth help you chew the right foods to help you grow; they help you speak clearly and yes, they help give you a lovely smile. Younger Children: Draw a picture of somebody with a beautiful, healthy smile. Write down 3 things you should do to keep your teeth healthy. Older Children: We all know that brushing your teeth is important but do you know why? What does brushing your teeth actually do to them and is there a right or wrong way to do it? Research why it is important to brush your teeth and write down your 5 top tips for keeping your teeth healthy. Challenge: Can you find the answers to these questions: Has the advice for brushing your teeth always been the same? When was the toothbrush invented? When was toothpaste invented?</p>

Science Week 5: Skill Focus - Making Improvements

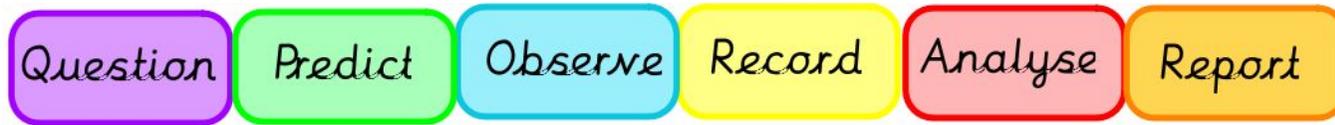


Question: How far can you make a rocket fly?

Cut a piece of paper into a curve (blue shape):
 Fold and tape to make a cone
 Decorate the cone
 Fit on top of an empty milk bottle
 Squeeze the bottle
 Watch the rocket fly.



<https://learning.sciencemuseumgroup.org.uk/resources/rocket-mice/>



Younger Children	Older Children
How far can you make the rocket go? Decorate the rocket. Does adding wings or decorations change how far the rocket flies?	Can you change the rocket or launcher to improve the rocket flight? Repeat each design 3 times to improve the reliability of your results. Create a labelled diagram of your rocket and measure the distance flown.

Challenge	About this type of Science
Investigate the forces used to allow a rocket to fly. You might consider: Which forces must be overcome? How are rockets designed to reduce air resistance? How do rockets land safely?	Using your results to try and make improvements to your results is a crucial part of science. By continually questioning why scientists got their results and what happens when it is changed a bit, some incredible technology and advancements of our understanding of the world has occurred. James Dyson, bagless vacuum inventor made 5271 vacuums before he finally made one that worked.