


Year 5



Learning for the week beginning Monday 15th June

Monday	Maths	LO: to solve problems involving multiples, factors and prime numbers Task: to complete pages 18, 19 and 20 in the Key Stage 2 Maths Targeted question CGP book Mathletics: 15 minutes TTRS: 15 minutes
	English	LO: To plan an explanation text. Task: One of the features of an explanation text was subheadings. Come up with a range of subheadings that will be appropriate to help navigate the explanation text. <i>E.g. Overview of Quidditch, The players, The equipment, The rules, conclusion etc.</i> Write a few bullet points underneath each subheading on what you will be including under each one.
	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	<u>Geography - Climate</u> The pattern of weather in a place over a long period of time is known as the climate . In the United Kingdom the climate is a temperate climate . Younger children: A temperate climate has four seasons, spring, summer, autumn and winter. <ul style="list-style-type: none">• Divide a piece of paper into four and draw a picture of yourself in each season. Think about what you might be wearing and what you might be doing in each of the four seasons.• You can also write a sentence about each season if you'd like to. Older children: The UK has a temperate climate : temperate means moderate or mild, we do not have extremes of temperature or frequent extreme weather. We have four seasons. Tropical climates only have two seasons, dry and wet. This week you are going to compare the weather in London with the weather in a tropical climate. <ul style="list-style-type: none">• Choose a city in a tropical climate, e.g Singapore, Kingston (Jamaica), Lagos (Nigeria).• Divide your page in two and create a chart to compare the weather in London with the city in a tropical climate which you have chosen.• Use a weather app or the internet to find out what the weather is like each day in London and the tropical city of your choice and record it in your chart. You could record temperature, chance of precipitation (rain) or any other weather such as thunder storms.• At the end of the week analyse your results - what differences can you see?

		Challenge: Research which other cities and countries have a temperate climate zone like the UK. Why does the UK have a temperate climate and not a tropical one?
Tuesday	Maths	LO: to solve problems involving multiplying and dividing by 10, 100 and 1000 Task: to complete pages 21 and 22 in the Key Stage 2 Maths Targeted question CGP book Mathletics: 15 minutes TTRS: 15 minutes
	English	LO: To draft an explanation text. Task: Look at the success criteria. You will be using everything you have generated over the last few days to draft your explanation text. Draft the first two paragraphs of your explanation text. Remember, we must assume that our reader has never heard of Quidditch! Your success criteria is: <ul style="list-style-type: none"> ● Title ● Subheadings and paragraphs. ● Present tense (unless historical) ● Technical vocabulary ● Diagrams/Illustrations ● Cause and effect conjunctions (causal) ● Formal tone
	Guided Reading	LO: To answer questions about a text. Task: Use the attached PDF and the Harry Potter PDF to answer the comprehension questions.
	Science	Please see the sheet below.
Wednesday	Maths	LO: to solve problems involving multiplication Task: to complete pages 23 and 24 in the Key Stage 2 Maths Targeted question CGP book Mathletics: 15 minutes TTRS: 15 minutes
	English	LO: To draft an explanation text. 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. Have you used technical vocabulary? Have you included causal conjunctions? Draft your remaining paragraphs today. Your success criteria is: <ul style="list-style-type: none"> ● Title ● Subheadings and paragraphs. ● Present tense (unless historical) ● Technical vocabulary

		<ul style="list-style-type: none"> • Diagrams/Illustrations • Cause and effect conjunctions (causal) • Formal tone
	Guided Reading	<p>LO: To learn the meaning of a new word. Task: Use the attached PDF to fill out the vocabulary quadrant.</p>
	Art/DT	<p><u>Pebble painting</u></p>  <p>You will need: Smooth rocks/pebbles Paintbrush Acrylic paint if possible (you can also use chalk, paint pens and sharpies)</p> <ol style="list-style-type: none"> 1. Wash and dry stones. 2. Sketch/plan design on paper first, planning your paint steps 3. Paint your backgrounds first, and layers of paint are added one at a time, allowing paint to dry thoroughly between layers. 4. Use a pencil to draw your main design onto the painted stone. 5. Start painting. Fill in large areas of color first and allow everything to dry thoroughly before adding additional layers. If you make a mistake, let it dry and then you can paint over it.
Thursday	Maths	<p>LO: to solve problems involving multiplication and division Task: to complete pages 25 and 26 in the Key Stage 2 Maths Targeted question CGP book Mathematics: 15 minutes TTRS: 15 minutes</p>
	English	<p>LO: To edit and redraft your explanation text.</p>

		<p>Task: Look back at your draft. Make sure to read through it and ensure that you have included everything from the success criteria. Do you have the relevant information under the correct subheading?</p> <p>Choose another 3 sentences you are going to uplevel.</p> <p>You are going to edit and redraft your explanation text, just like we do at school! Keep looking for opportunities to improve your writing. We are so excited to read these!</p> <p>Your success criteria is:</p> <ul style="list-style-type: none"> ● Title ● Subheadings and paragraphs. ● Present tense (unless historical) ● Technical vocabulary ● Diagrams/Illustrations ● Cause and effect conjunctions (causal) ● Formal tone
	Guided Reading	<p>LO: To make inferences about an image.</p> <p>Task: Use the attached PDF to fill out the inference quadrant.</p>
	RE	<p><u>Endurance</u></p> <p>Read the story of 'Moses defeats the Amalekites' from the Bible - (Exodus 17 vs 8 - 13) or listen to the story: https://www.youtube.com/watch?v=6Dw9ag8OyRQ</p> <p>Choose one of the following activities to do:</p> <ul style="list-style-type: none"> ● Draw a picture of a time where you have had to do something for a long time or wait a long time for something - write down the emotions you felt at the time ● Create a motivational poster/ video for someone to encourage them with keeping going when things are difficult. ● Write a diary recount of a time when you had to show endurance and what was challenging about it <p>Reflection - <i>Moses was able to endure because he had the help of others and the help of God. Who has helped you when you have had to endure difficult times? Thank God for them - and maybe write them a note or a card to say thank you. Do you know anyone who needs to endure right now? How could you help and encourage them?</i></p>
Friday	Maths	<p>LO: To explore and solve challenges involving multiplication, division and a knowledge of factors.</p> <p>Task: Tasks on the PDF attached</p> <p>Mathletics: 15 minutes</p> <p>TTRS: 15 minutes</p>
	English	<p>LO: To edit and redraft your explanation text.</p> <p>Task: This is the final day to write your explanation text. Remember to keep referring back to the success criteria to make sure you have included all the features of an explanation text. Look at areas to uplevel your writing.</p> <p>Your success criteria is:</p> <ul style="list-style-type: none"> ● Title ● Subheadings and paragraphs.

	<ul style="list-style-type: none"> ● Present tense (unless historical) ● Technical vocabulary ● Diagrams/Illustrations ● Cause and effect conjunctions (causal) ● Formal tone <p>We are looking forward to reading these!</p>
Guided Reading	<p>LO: To answer questions about a text. Task: Use the attached PDF and the Harry Potter PDF to answer the comprehension questions.</p>
PSHE	<p>LO: To explain how to keep safe at home What does it mean to keep safe? What might this look like when we are at home? Can you think how it might be in different areas of the house? Who keeps you safe when you're at home?</p> <p>Younger children: Draw a picture of a room in your house. Think about the different objects and things you need to be careful of and circle them.</p> <p>Older children: Draw a picture of your kitchen. Think about the different things in the kitchen that you need to be careful of. Circle these and give a reason as to why you need to be careful and what you can do to keep yourself safe.</p> <p>Challenge: https://www.youtube.com/watch?v=aCvScgII MCs Watch the video and create a poster on electricity safety.</p>

Science Week 3: Skill Focus - Analysing



Question: Do your reactions get better the more you exercise?

1. Test your reaction time by holding a ruler (or stick) just above your other hand.
2. Drop the ruler and try to catch it.
3. Measure how far the ruler dropped before catching it. (If you don't have a ruler, use a long thin object, lay object on paper and draw length)
4. Record the distance dropped.
5. Do 10 star jumps or sit ups.
6. Repeat steps 1-5.
7. Do another 10 star jumps or sit ups.
8. Continue repeating to see if your reaction time changes. (The shorter the distance the quicker your reaction).

Question
Predict
Observe
Record
Analyse
Report

Younger Children	Older Children
<p>Create a diagram to show how you set up your experiment. What did you find? Did your reaction time speed up or slow down?</p>	<p>Record your results using a bar chart or graph. Analyse your results. Did carrying out star jumps affect your reaction time? Why do you think that is? How could you improve the experiment? What else could you test? Eg. Reaction time versus age or time of day?</p>

Challenge	About this type of Science
<p>Close your eyes and get somebody else to drop the ruler. Make sure they say 'Go' when they drop it. Is your reaction time quicker or slower with your eyes closed? How about if they tapped you on the shoulder instead of saying 'Go'. Do you respond quicker to sound or touch?</p>	<p>Reactions are how long it takes to respond to a stimulus. Some reactions are automatic, meaning you act before you think about it. Eg. removing your hand if you touch something too hot or closing your eyes if something flies towards them. Astronauts, pilots, sports people and surgeons all need to be able to react quickly.</p>