

Good morning,

First of all I would like to say a BIG Thank You for all your help and support with home learning during this difficult time. I just want to remind you that the home learning we offer is designed to ensure that your child has access to the same curriculum that is going on in school. I understand that there may be too many lessons for you to complete each week with your child and this situation may be made even more challenging if you are trying to home school and work from home, or if you have more than one child.

I just want to reassure you it does not matter if you are unable to cover all the lessons offered and would advise you to choose the Mathematics and English lessons first. If you require further support or guidance then please contact the Home Learning Team via email (HLteam@oldfletton.peterborough.sch.uk) and they will respond in the most appropriate way in order to answer your query.

Take care and keep safe.

Mr Dickson

Subject	Key Learning	Resources and Links	Suggested Activities	Parents' Role
Reading	<p>1) Choose books from your AR range – read these for 25 minutes each day.</p> <p>2) Finish reading 'The Wind in the Willows' and identify VIPs.</p> <p>3) To Use the VIPs to Build the Gist and summarise The Wind in the Willows.</p>	<p>Web Link 1 - The Accelerated Reader website, this is where your child can access quizzes on texts that they have read. https://ukhosted21.renlearn.co.uk/2233504/default.aspx (For anyone having trouble accessing quizzes for AR books, this web link should solve the problem)</p> <p>Web Link 2 - A website with online books https://readon.myon.co.uk/</p> <p>Web Link 3 - 'The Wind in the Willows' online text https://www.gutenberg.org/files/27805/27805-h/27805-h.htm</p> <p>Web Link 4 - A link on the school website for the reading strategies booklet. http://www.oldfletton.org.uk/page/?title=Whole+Class+Reading&pid=132</p> <p>Reading Resource 1 - Some ideas for summarising in various ways. (Included in Resource Pack)</p> <p>Web Link 6 - A video explaining how to summarise a text. https://study.com/academy/lesson/how-to-write-a-summary-lesson-for-kids.html</p>	<ul style="list-style-type: none"> Read books which are the correct range for you. As you read aloud, think aloud – jot down your questions, wonders and predictions. Talk to an adult about what you're reading. When you have finished, take an AR quiz. <p>- Review: How did chapter 10 end? Make a prediction about what you think will happen in the rest of the story.</p> <p>- Begin by jotting down what you think the VIPs of the story have been so far (Web Link 4 will remind you of this strategy).</p> <p>- Read the rest of the story (You can use Web Link 3 for the full story or Web Link 2 to find the graphic novel version and read from page 58 onwards). Remember, you can read to yourself, read to someone else or listen to someone else read. Share the story with others at home.</p> <p>- As you read through, jot down any VIPs from the end of the story.</p> <p>- Review: What reading strategy do we use when we are summarising?</p> <p>- Now you have finished the story, you are going to summarise it. You might want to look back through the graphic novel version to remind yourself of the VIPs (very important parts) of the story.</p> <p>- Make sure you have got all the VIPs written down or use post-its notes to mark them in the story (it's best to focus on only a few main, very important parts).</p> <p>- Now practise summarising the story verbally (use some of the ideas in web link 5).</p> <p>- Now watch the video on web link 6 which explains more about summarising.</p> <p>- Once you've decided on the VIPs you are going to include, you are going to write a summary for the story – remember, only include the really important parts. Write your summary, making sure it is no more than half a page of A4. You could use the 5 Finger Retell strategy (web link 4).</p>	<ul style="list-style-type: none"> Please ensure that your child has access to texts and that they read for 25 min per day. Ensure your child is reading 'The Wind in the Willows' online text. Ask what they have read and have a discussion with them about it (try to make use of the reading strategies). Help your child to access the resources. Ask them to share their summary with you and discuss what they have included and why.

Writing	<p>4) To create atmosphere for a given setting.</p> <p>5) To create atmosphere for a chosen setting.</p> <p>6) GRAMMAR: To understand and use relative pronouns.</p>	<p>Writing Resource 1 - A picture of the Wild Wood. (Included in Resource Pack)</p> <p>Writing Resource 2 - Example sentences for describing the Wild Wood. (Included in Resource Pack)</p> <p>Writing Resource 3 - A selection of pictures to choose from for your setting. (Included in Resource Pack)</p> <p>Writing Resource 4 - Sentence keys booklet (Included in Resource Pack)</p> <p>Web Link 1 - 3 videos which explain relative pronouns, and a practise task at the end. https://www.khanacademy.org/humanities/grammar/parts-of-speech-the-pronoun/relative-pronouns/v/relative-pronouns-the-parts-of-speech-grammar</p> <p>Web Link 2 - A worksheet to download. (You will need to sign up to TES, but this is free) https://www.tes.com/teaching-resource/relative-pronouns-worksheet-year-5-3004858</p>	<ul style="list-style-type: none"> - Review: remind yourself of the chapter 'The Wild Wood'. What sort of atmosphere is the author, Kenneth Graham, trying to create in this chapter? - Look at the picture of the Wild Wood - begin by annotating the picture with words or phrases related to the senses. What sights, sounds and smells would there be in the woods? What might Ratty feel (touch and emotions) as he walks through? - Now, use a thesaurus (either a book or online) to improve your word choices. What synonyms can you find to make your writing more interesting? - Lastly, you are going to use these words and phrases to write your own short paragraph to describe the Wild Wood, making sure you focus on building atmosphere - you might want to look back at previous work to remind yourself of some of the ways in which we can do this. There are example sentence in Resource 2 - can you include all of these sentence types in your paragraph? - Now you have written an atmospheric paragraph for a given setting (The Wild Wood), you are going to choose a setting to write another paragraph for. - Look at the pictures in Resource 3. Choose which setting you would like to write about. What sort of atmosphere do you want to create? - Now, annotate the picture with your ideas. Think about the senses. Remember, you can improve your vocabulary with a thesaurus. - Lastly, you are going to write your own paragraph for this setting. Remember to use a range of sentence types (see booklet - Resource 4) and focus on the particular atmosphere you want to create for your setting. - Review: What is a pronoun? Name 3 possessive pronouns. - Watch the videos on web link 1 and have a go at the practise activity at the end. - Then, download the worksheet on web link 2 and fill in the relative pronouns. - Lastly, write 3 sentences which could go in The Wind in the Willows narrative, making use of three different relative pronouns. 	<ul style="list-style-type: none"> - Help your child to access the web links and resources provided. - Assist them in completing the activities. - Ask them to share their learning with you. - Remember, you don't need to print off all the resources; your child can just write their answers down on separate paper.
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Spelling	<p>7) As we have now covered all the words from the Year 5 Word List, I will be sending some Theme-related words to spell each week. We will continue to review Word List words so keep practising any which you found tricky.</p> <p>Theme words: representation, depiction, design, technology, adventurous, activities</p> <p>Review: community, language</p>	<p>Spellings Resource 1 - the Year 5 Word List document which includes all the words which the children should learn to spell by the end of Year 5</p> <p>(This was sent home on the last day of school and also through MarvellousMe)</p>	<ul style="list-style-type: none"> Start by learning the meaning of each word using a dictionary or online dictionary, write out the word and definition on a piece of paper. Now try to use the word in a sentence – you could do this when talking with a friend online from your class or sibling. Practice learning the spelling by: Look at the word, cover it up, say it out loud, write it out from memory, check it – do this 5 times a day. 	<ul style="list-style-type: none"> Regular quizzing
Maths	<p>8) Times tables and division facts (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12)</p> <p>9) To complete, read and interpret information tables.</p> <p>10) To read and answer questions relating to bar graphs and tables.</p>	<p>Web Link 1 - This website replicates the National Times Table Test that was due to start this year. https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check</p> <p>Web Link 2 - Times table Rockstar page, a website where the children can practice their tables. https://trockstars.com</p> <p>Web Link 3 - Practise questions for reading and interpreting information in tables. (You will need to create an account, but this is free). https://www.lbq.org/search/mathematics/statistics/tables/complete-read-and-interpret-information-in-tables</p> <p>Web Link 4 - A downloadable worksheet to complete. https://mathsframe.co.uk/en/resources/category/449/complete-read-and-interpret-information-in-tables-including-timetables</p> <p>Web Link 5 - Videos explaining bar charts and practise opportunities. https://www.khanacademy.org/math/early-math/cc-early-math-measure-data-topic/cc-early-math-bar-graphs/v/reading-bar-graph-examples</p> <p>Web Link 6 - A downloadable pack of worksheets (various abilities) https://www.tes.com/teaching-resource/differentiated-bar-charts-with-addition-and-subtraction-questions-11017373</p>	<ul style="list-style-type: none"> Start by writing out the times table e.g. $1 \times 9 = 9$ $2 \times 9 = 18$ Now cover it up and try to write it out from memory. Now check your answers to see if you got it right. Now write it out again from memory and time yourself. Now check your answers and your time. Try to beat your time each day. Play Rockstars or try the Times Table Check. <p>- Work through the practise questions on web link 1. (You will need to create an account but this is free).</p> <p>- Now, download the sheet on web link 4. You will need to sign in to MathsFrame (USERNAME: ofps19 PASSWORD: 100Ye@rs) and click on Sports Day (Y5/6).</p> <p>- Complete the sheet and check your answers at the end.</p> <p>- Review: why are bar graphs useful for representing data?</p> <p>- Watch the video on web link 5 to learn about bar graphs – when you’ve finished the first video, keep working through the next 5 tabs on the left-hand side, which will explain more and give you a chance to practise.</p> <p>- Download the pack of worksheets (web link 6) and have a go at completing them. There are different levels, so start with the easier sheets and see how far you can go.</p> <p>- You can check your answers with the answer sheets.</p>	<ul style="list-style-type: none"> To quiz your child on both times table facts e.g. $4 \times 7 = 28$ and division facts $72 \div 6 = 12$ Assist your child in accessing the online information. Address any misconceptions. Help your child to access the online learning. When they have marked their work, go over any misconceptions with them.

<p>RE (Linked to Block 4)</p> <p>BIG QUESTION: Picturing Jesus; What was He like?</p>	<p>11) To understand that Jesus can be represented in many different ways.</p>	<p>Web Link 1 - A page on the school website where you can download the Year 5 RE Knowledge Organiser Block 4. http://www.oldfletton.org.uk/page/?title=Year+5&pid=76</p> <p>RE Resource 1 - A sheet to fill in with responses to the artwork. (Included in Resource Pack)</p>	<ul style="list-style-type: none"> - Review: download the knowledge organiser on web link 1 and use it to review your learning so far. Which stories have we heard? What did Jesus teach? How was He inspirational? - Read through the vocabulary and make sure you understand the meanings. - Now, look at the different depictions of Jesus. - For each piece of art work, you are going to record your thoughts and ideas - complete the sheet (RE Resource 1). - Why do you think all the depictions are so different? 	<ul style="list-style-type: none"> - Discuss previous learning with your child. - Ensure they understand the vocabulary. - Help them to access the resources. - Discuss the questions.
<p>DT (Linked to Block 4)</p> <p>Bird Boxes</p>	<p>12) To investigate and practise woodwork skills.</p>	<p>DT Resource 1 - A PDF with this week's lesson. (Included in Resource Pack)</p>	<ul style="list-style-type: none"> - Review: Remind yourself of the plans you drew for your bird box design. What bird is it suitable for? What materials do you need? - This week, you are going to practise your woodwork skills, so that you can build your bird box safely. - Download resource 1 and complete the task, then read through the safety tips for woodworking. - If you don't have the materials and tools available at home, don't worry. Perhaps you can practise using something else as a pretend tool? I will be sending home some other ideas for bird box making in our next lesson, so you don't need to have wood available at home. 	<ul style="list-style-type: none"> - Help your child to access the information and to safely practise their woodwork skills - this is something which needs adult supervision at all times. - If you don't have wood and tools available at home, not to worry - I will be sending some other ideas for bird boxes in our next DT lesson.
<p>PE (Linked to Block 4)</p> <p>Outdoor Adventurous Activities</p>	<p>13) Blindfold Journey!</p>	<p>None</p>	<ul style="list-style-type: none"> - Review: What skills do we need to work successfully as a team? - For this game you will need a partner and a blindfold. - Place an object in the garden/house. - Partner A is blindfolded. - Partner B has to guide Partner A to the item, using directions. You can only use your voice, you are not allowed to touch your partner. - Take care to make sure your partner doesn't bang into anything! - When you have reached the object, swap around and have another go. 	<ul style="list-style-type: none"> - Play the game with your child!