

Year 5 Home Learning Week beginning: 29th June Quiz on: 3rd July

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) Diary reading comprehension: inference</p> <p>3) To use Detective Thinking skills to infer about a diary.</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 - An Oak National Academy lesson. https://classroom.thenational.academy/lessons/diary-entry-reading-comprehension-inference/</p> <p>Reading Resource 1 - An extract from 'The Wartime Diary by Eliza Beale' (Included in Resource Pack)</p> <p>Reading Resource 2 - Magnifying glasses to search for clues! (Included in Resource Pack)</p> <p>Reading Resource 3 - Some extracts from the text to use for Detective Thinking (Included in Resource Pack)</p>	<ul style="list-style-type: none"> Read books which are the correct range for you. As you read, visualise what's happening in the story. You could draw little sketches or create a storyboard for the book as you go. When you have finished, take an AR quiz. <p>- Review: What do you already know about diaries? What features can you remember? Discuss with an adult.</p> <p>- Work through the lesson on web link 3. Begin with the quiz, then watch the video, pausing when you need to. Complete the tasks set and check you answers with the teacher at the end.</p> <p>- Review: What reading strategy do we use when we are answering inference questions?</p> <p>- Now, read through the diary extract in Reading Resource 1 - as you read through, you are going to use your Detective Thinking and search for clues.</p> <p>- Annotate the text as you read, marking places where you think Eliza Beale is giving us a clue. You could write these in the magnifying glasses in Reading Resource 2.</p> <p>- Lastly, have a look at Reading Resource 3 - what clues do you think the author (Eliza) is giving us at these points in the diary entry?</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 has access to the online lesson. Discuss their learning with them. Help your child to access the resources. Ask them to discuss with you the clues they have found.

Writing	<p>4) GRAMMAR: What are modal verbs?</p> <p>5) Modal verbs: understanding meaning, use and form</p> <p>6) I can use modal verbs effectively.</p>	<p>Web Link 1 - An Oak National Academy lesson on modal verbs. https://classroom.thenational.academy/lessons/spag-focus-modal-verbs</p> <p>Web Link 2 - A modal verbs song. https://www.youtube.com/watch?v=j54a9u8Qx-4</p> <p>Web Link 3 - A short video and explanation of modal verbs, with a mini task and quiz to check understanding. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk</p> <p>Web Link 4 - A downloadable resource pack on modal verbs. https://classroomsecrets.co.uk/recognising-modal-verbs-year-5-modal-verbs-free-resource-pack/</p> <p>Web Link 5 - Online texts to read - search for The Wind in the Willows. https://readon.myon.co.uk/library/browse.html</p> <p>Web Link 6 - A video and information on adverbs, with a mini task and quiz to check understanding. https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr</p>	<ul style="list-style-type: none"> - Review: What is a verb? - Work through the Oak National Academy lesson on web link 1 - pause the video when you need to, complete the independent tasks and check your work with the teacher at the end. - Watch the video on web link 2 to help you remember which words are modal verbs. - Review: How many modal verbs can you list in 30 seconds? - Recap your understanding of modal verbs by watching the video on web link 3 - complete the mini task and quiz. - Then, download the pack of resources in web link 4. Begin by going through the PowerPoint to learn more about modal verbs and how to use them. - Now complete the 2 worksheets - begin with the VARIED FLUENCY sheet and then try the APPLICATION & REASONING sheet. You can check your answers at the end. - Review: read back through The Wind in the Willows graphic novel (web link 5). How many modal verbs can you find? - Now, you are going to write 8 sentences including modal verbs. These need to be suitable for going in The Wind in the Willows story. e.g. Badger knew he <u>must</u> do something to control Toad's behaviour, otherwise he'd end up in hospital! - Can you improve each sentence with adverbs? Think about how, when or where the verb was happening. e.g. Badger knew he <u>must urgently</u> do something to control Toad's behaviour, otherwise he'd <u>surely</u> end up in hospital! - Watch the video on web link 6 for a reminder of adverbs if you need to. 	<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 the 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.
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: picture, symbolism, habitats, evaluate, leaves, watercolours</p> <p>Review: ancient, desperate</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) Read and answer questions relating to line graphs.</p> <p>10) Compete, read and interpret timetables.</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://ttrockstars.com</p> <p>Web Link 3 - A video explaining line graphs and how to interpret them. https://www.youtube.com/watch?v=0WkqfJBfXic</p> <p>Web Link 4 - A downloadable resource pack on line graphs. https://classroomsecrets.co.uk/read-interpret-line-graphs-year-5-statistics-free-resource-pack/</p> <p>Web Link 5 - A video explaining how to read and interpret timetables. https://www.youtube.com/watch?v=40BJ0o0VD-0</p> <p>Web Link 6 - A worksheet to complete. (You will need to create a login, but this is free) https://www.tes.com/teaching-resource/year-5-timetables-11287515</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>- Review: What ways for representing data did you learn about last week?</p> <p>- Watch the video on web link 3 to learn about line graphs.</p> <p>- Now, download the resource pack on web link 4. Begin by working through the PowerPoint.</p> <p>- Then, complete the 2 worksheets – start with VARIED FLUENCY and then REASONING & PROBLEM SOLVING. You can check your answers at the end.</p> <p>- Review: Why are tables useful for presenting information?</p> <p>- Watch the video on web link 5 to learn about timetables and how to interpret them.</p> <p>- Now, download the worksheet on web link 6 – work through it as far as you can. Can you make it all the way to the end of the learning journey?</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 $72 \div 6 = 12$ <p>- Assist your child in accessing the online information.</p> <p>- Address any misconceptions.</p> <p>- Help your child to access the online learning.</p> <p>- Address any misconceptions with them.</p>
<p>RE (Linked to Block 4)</p> <p>BIG QUESTION: Picturing Jesus; What was He like?</p>	<p>11) I can plan my artwork to represent Jesus.</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 questions to consider when planning your artwork. (Included in Resource Pack)</p>	<p>- Review: Jesus has been represented in many different ways by artists all over the world. Have a look at the RE Block 4 Knowledge Organiser (web link 1) to remind yourself of some of the depictions of Jesus which we have looked at. Which is your favourite and why?</p> <p>- You are going to plan your own piece of artwork to depict Jesus. Consider; ideas/concepts which you wish to portray, images you wish to include, types of artwork, materials.</p> <p>- Complete the sheet in RE Resource 1 to plan your own piece of artwork to depict a certain aspect of Jesus.</p>	<p>- Discuss previous learning with your child.</p> <p>- Help your child decide which aspect of Jesus they would like to depict and how they will do this.</p> <p>- Ask them to share their plans with you.</p>
<p>Art (Linked to Block 4)</p> <p>Observational Drawing</p>	<p>12) To create a comparative observational painting of leaves using watercolours.</p>	<p>Art Resource 1 - A PDF with this week's lesson. (Included in Resource Pack)</p>	<p>- Review: Remind yourself of your leaf drawing. How did you create texture? How did you show light and shade?</p> <p>- You are now going to use colour to show detail. This lesson focusses on watercolours, but if you don't have any at home, you could create colour with pencils or other types of paint (e.g. acrylics, poster paints) which you can water down to give the effect of watercolours.</p> <p>- Look through the lesson (Art Resource 1) and watch the video links which are provided on there.</p> <p>- Take time and care to create your own observational painting of a leaf.</p>	<p>- Help your child to access the information and to safely practise their woodwork skills – this is something which needs adult supervision at all times.</p> <p>- 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>

<p>PE (Linked to Block 4)</p> <p>Outdoor Adventurous Activities</p>	13) Blindfold Shapes	None	<ul style="list-style-type: none"> - Review: When we are blindfolded, what do we have to rely on more than usual? - For this game you will need a blindfold and a rope (perhaps a skipping rope if you have one). - The aim is to make different 2D shapes using the rope, while blindfolded. For example: the first shape might be a square, then a triangle etc. - When you think you have made the shape with the rope, take the blindfold off to check. - Did you get it or do you need to put the blindfold back on and have another go? 	<ul style="list-style-type: none"> - Play the game with your child!
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