

Year 5

Week beginning: 6.7.20

It is really important to make the most of all learning opportunities during this strange time. To help you do this, we expect Year 5 children to do the following each day:

English - 20 minutes	Times Table Rockstars - 15 minutes
Reading - 20 minutes	Teacher activities - 30 minutes
Spellings - 15 minutes	PE - 30 minutes
Maths - 20 minutes	

As teachers are back in school now, you won't hear from us quite as much as you did before. We still love to receive your home learning though so please continue to email us (year5@hollylodge.kite.academy).

Best wishes,

Miss Hawton and Mr. Drew

Maths

Watch the videos and complete the activities from BBC Bitesize:

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Monday - Regular and irregular polygons

Tuesday - Identifying 3D shapes from 2D representations

Wednesday - Reflection

Thursday - Translation

Friday - Challenge of the Week



The pattern above has been made using reflection and translation. Can you make your own pattern and then reflect it or translate it to create a more complicated design? You could also try this online kaleidoscope tool: http://www.zefrank.com/dtoy_vs_byokal/.

Keep practising your times tables on Times Table Rockstars:

<https://play.ttrockstars.com/auth/school>

English

Improve your grammar and punctuation skills with BBC Bitesize:

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Monday - Reading and using a text

Tuesday - Romeo and Juliet

Wednesday - The Tempest

Thursday - Shakespeare reimagined: Henry V: A Soldier's Tale

Friday - Reading activity



Reading

Which books have you enjoyed reading recently? Produce a book review on a book you have read while you have been at home. You can find a template here, or design your own:

<https://toppsta.com/blog/view/book-review-template>

Spelling

Learn to spell the words on the Look-Say-Cover-Write-Check list towards the back of this pack by completing one spelling activity from the "Spelling Menu" each day.

Remember to practise a few of the Statutory Spellings every day too.

Topic

Use all the research and planning you have done over the last few weeks to produce a project on the habitat of your choice, inspired by David Attenborough. Some ideas of what you could produce include a short film, script or book.

Make sure your project is carefully presented and of the highest quality you can produce.



Top tips:

- Make sure what you say or write is the appropriate style: full sentences with lots of extra description and detail. For example, instead of saying "This deer lives in the woods" you could say "This majestic creature is often seen in British woodland."
- Books should be colourful with neat writing. You could stick in photos or create it on a computer or tablet.
- Scripts must be written up in neat handwriting or typed up carefully in the correct format.
- Films should use pictures of the habitat and animals. Your narration could be recorded over the top. iMovie works well for this type of project, but it is also possible to make videos on PowerPoint and other apps.

Remember: David Attenborough is well known for his documentaries, which can be found on iPlayer.

<https://www.bbc.co.uk/iplayer/group/p06m42d9>

If you would like to watch any David Attenborough documentaries, make sure you have permission from an adult.



David Attenborough also produces books, usually to accompany the TV series. You can find examples here: <https://www.waterstones.com/author/sir-david-attenborough/433>

Computing

Try the games and activities on the "Think u know" website. They can help you find out about more about staying safe online. https://www.thinkuknow.co.uk/8_10/

You can also try the activities here:

<https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-8-10s-home-activity-sheet-7.pdf>

Science

This week you will be learning about mammal life cycles. Watch this video about the life cycle of a mammal: https://www.youtube.com/watch?v=V4j20B66t_O

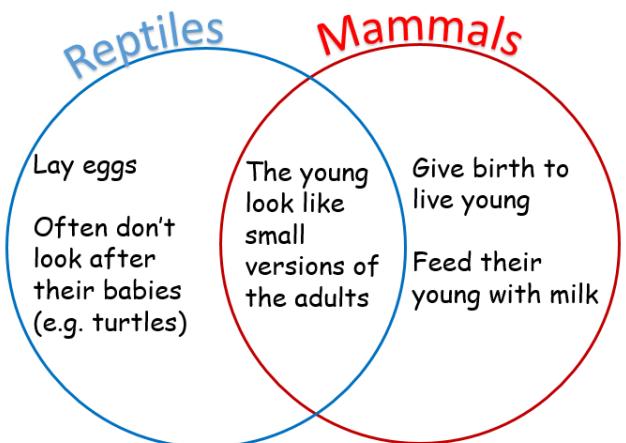
Always ask for an adult's permission before using YouTube and make sure you are supervised.

Draw the life cycle of a mammal. Include all the stages mentioned in the video above!



Now spend some time thinking about two different animal group life cycles. Compare their life cycles. Choose how to explain what you have found out. You could produce a table of similarities and differences, a diagram (e.g. Venn or Carroll) or write a paragraph. For example, a Venn diagram:

Optional Extra: Want to recap some of the life cycles we learnt about? Try this game:



http://www.sheppardsoftware.com/scienceforkids/life_cycle/games.htm

Music

Listen to this piece of music. You don't have to listen to the whole piece if you don't want to.

<https://www.youtube.com/watch?v=ItAxKVP3jIU>

Always ask for an adult's permission before using YouTube and make sure you are supervised.

What does this music make you think of? Does it make you think of flowing water? A raging river or a calm current? Or both? Which instruments can you hear?

This piece of music is called **The Moldau** by Bedřich Smetana. It tells the story of the Moldau River (also known as the Vltava River) as it flows from the mountains of the Bohemian forest, through the Czech countryside to the city of Prague. Smetana wanted to capture in music how much he loved the countryside near his home.

Task: Can you draw a picture of the river Smetana is trying to describe? (Maybe while listening to the music.)

R.E.

The Bible is a special book for Christians and is made up of two sections: Old Testament and New Testament. It has lots of stories and teachings, which help Christians lead their lives. The parable of the Good Samaritan, as told by Jesus is in one of the gospels of the New Testament. A **Samaritan** is a person from Samaria and it also represents a person who helps other people. Have a look at the video of the parable here: <https://www.bbc.co.uk/bitesize/clips/zcyr87h>

What do you think Jesus was trying to teach Christians?

What things in the story show acts of kindness?

Think of a time when someone has been kind to you. What did they do and how did it make you feel?

How could you be kind to the people around you?

Task: Make a poster showing different ways you can look after someone or something, e.g. family members, friends, animals, the world.



PSHE

Keeping Calm

Knowing how to calm down when you feel worried or upset is very important for your wellbeing.

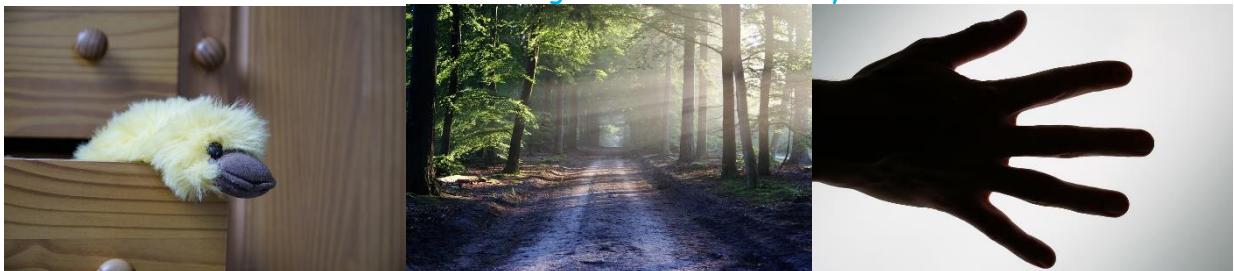
How do you usually calm down when you are upset? What helps you feel calm?

Try these calming tools. Do they work for you?

Sense drawer: Make a space in a cupboard or drawer for things that will help you calm down. Choose things with a nice smell, taste, feel, colour or that make a noise.

Nature: Spend 5 or 10 minutes every day connecting with nature. You could look out of the window, go for a walk with an adult or look carefully at a park or garden.

Helping hand: Draw around your hand. Trace the outline with your finger, starting at the thumb as you breathe in. Trace back from the little finger to the thumb as you breathe out.



Ideas from: <https://www.childline.org.uk/toolbox/calm-zone/>

There are lots more to try on the Childline website. Which calm tool helps you most?

Practise using your calming tools as often as you can.

Can you make a poster or video about staying calm?

Art

Create 3D sculptures of animals using origami.

You can use origami paper, or cut A4 paper into a square.

There are lots of instructions here, but you can also find video instructions on other websites.

<https://www.origamiway.com/origami-animals.shtml>



P.E.

Try "Knock, Knock" (striking and fielding) challenge from the Virtual Surrey School Games.

If you want to enter either of the competitions, you will need a parent to enter for you.

Parents: These competitions are not run by Holly Lodge. More information (including terms and conditions and online safety information) is here: <http://www.activesurrey.com/events/games/VSSG>

Keen to learn more? Try some of these activities: <https://www.thenational.academy/online-classroom/year-5>

Want to get outside? Try some outdoor learning activities with Learning through Landscapes (under the home learning activities or [here](#))

Spelling Menu

Choose how you want to practise your weekly spelling rule/words.

Try to choose a different activity each day.

<p>Look-Say-Cover-Write-Check</p> <p><u>Look</u> at the words on your spelling list and say each one aloud. <u>Copy</u> each of the words. <u>Cover</u> the word then <u>write</u> the word. Repeat for each word in your list. <u>Check</u> that you have spelled the words correctly. If incorrect, write out the words correctly.</p>	<p>Book Search</p>  <p>How many of your spelling words or words that follow the spelling rule can you find in your reading book? Write out each word that you find.</p>
<p>Word Parts - <i>Syl-la-bles</i></p> <p>Write out your spelling words in pencil. Use different colours to divide each word into syllables. Remember to count the syllables in a word, count the number of "jaw drops" or tap the beat of the word.</p> <p>jumping → jump-ing amazing → a-ma-zing petrified → pet-ri-fied</p>	<p>Spelling Pyramid</p> <p>Write out each of your spelling words one letter at a time in the style of a pyramid.</p> <p>w wh whi whil while</p>
<p>Blue Vowels and Red Consonants</p> <p>Vowels are the letters: a e i o u</p> <p>Consonants are all the other letters of the alphabet.</p> <p>Write out each of your spelling words using blue for vowels and red for consonants.</p>	<p>Words on Back</p> <p>This is an activity for two. Ask an adult at home to sit with their back to you. Now use your finger to 'write' one of your spelling words on their back. If you spell it correctly, you get a point. If it is incorrect, write out the word three times correctly. Swap roles. 😊</p>
<p>Spelling Artist</p> <p>Draw a very simple scene or a series of 2D shapes. Now use coloured pencils to 'colour' the scene or shapes with your spelling words. To do this, simply fill up each image you have drawn with your spelling words written over and over again.</p>	<p>Silly Sentences/Write a Story</p> <p>Have a go with using each of your spelling words in a silly sentence. Alternatively, can you write a 100 word or less story using words from your spelling list? <u>Underline</u> each of your spelling words.</p>
<p>Cut-out Words</p> <p>(Ask for permission before using any magazines or newspapers.) Cut out letters from an old newspaper or magazine and use them to spell your words by gluing them onto a piece of paper.</p> <p></p>	<p>Rainbow Spelling</p>  <p>First write each of your spelling words in pencil. Then trace over each word using a different coloured pencil or felt tip for each word.</p> <p>Alternative: Trace over each individual letter using a different coloured pencil or felt tip.</p>
<p>Mirror Image</p> <p>Write out each of your spelling words correctly. Next to each word, write the word again, but this time in reverse.</p> <p></p>	<p>Beat the Clock</p> <p>Set a timer for 2 minutes. How many times can you <u>neatly</u> write each spelling word within that time?</p> <p></p>

Look – Say – Cover – Write – Check

Look at the words. Say the words aloud. Copy the words. Cover the words.

Write the words. Check the words. Correct the words.

Spelling Rule

Homophones: 'ce', 'se'

- A **homophone** is a word that sounds the same as another but is spelt differently.
- A **homophone** can also be spelt the same as another word but have a different meaning.
- **Nouns** are naming words (boy, cat, chair).
- **Verbs** are doing or action words (run, jump, shout).
- 'c' can be hard (sounds like a 'k' in cat) or soft (sounds like a 's' in cell).

The rule to remember here involves word type.

Is the word a noun?

e.g. The choir **practice** will take place at lunchtime. I have lost my driving **licence**.

If so, the word has **-ce ending**.

Is the word a verb?

e.g. I am going to **practise** my Year 5/6 Statutory Word List until I can spell all the words correctly. I am **licensed** to play music at the event.

If so, the word has **-se ending**.

Word list	Copy your spelling words.	Cover the words and write them without looking.	Check and correct.
advice			
advise			
device			
devise			
practice			
practise			
These homophones also use a soft 'c'. It sounds like an 's' and goes before an 'e', 'i' or 'y'.			
ascent			
assent			
cereal			
serial			

NB: This activity could be completed on a piece of paper divided into three columns if you are unable to print it.



accident(ally)	decide	guard	naughty	recent
actual(lly)	describe	guide	notice	regular
address	different	heard	occasion(ally)	reign
answer	difficult	heart	often	remember
appear	disappear	height	opposite	sentence
arrive	early	history	ordinary	separate
believe	earth	imagine	particular	special
bicycle	eight/eighth	increase	peculiar	straight
breath	enough	important	perhaps	strange
breathe	exercise	interest	popular	suppose
build	experience	island	position	surprise
busy/business	experiment	knowledge	possess(ion)	therefore
calendar	extreme	learn	possible	though/although
caught	famous	length	potatoes	thought
centre	favourite	library	pressure	through
century	February	material	probably	various
certain	forward(s)	medicine	promise	weight
circle	fruit	mention	purpose	woman/women
consider	grammar	minute	quarter	
continue	group	natural	question	



accommodate	competition	existence	muscle	rhyme
accompany	conscience	explanation	necessary	rhythm
according	conscious	familiar	neighbour	sacrifice
achieve	controversy	foreign	nuisance	secretary
aggressive	convenience	forty	occupy	shoulder
amateur	correspond	frequently	occur	signature
ancient	criticise (critic + ise)	government	opportunity	sincerely
apparent	curiosity	guarantee	parliament	soldier
appreciate	definite	harass	persuade	stomach
attached	desperate	hindrance	physical	sufficient
available	determined	identity	prejudice	suggest
average	develop	immediate(lly)	privilege	symbol
awkward	dictionary	individual	profession	system
bargain	disastrous	interfere	programme	temperature
bruise	embarrass	interrupt	pronunciation	thorough
category	environment	language	queue	twelfth
cemetery	equip (-ped, -ment)	leisure	recognise	variety
committee	especially	lightning	recommend	vegetable
communicate	exaggerate	marvellous	relevant	vehicle
community	excellent	mischiefous	restaurant	yacht