




Key Stage 2 Weekly Learning

Year 5 Pine and Fir	Theme: China and Shang Dynasty Science: Materials and Their Properties	Week beginning: 15/06/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance and BBC super movers. Don't forget the Daily Mile- how many laps of your garden is a mile?	
Reading 10-20 Min	Continue to enjoy reading book from home, school or online. Can you create your own book or questions to write about the book you have been reading? Complete the "Take 5" comprehension sheet, using good quality reading comprehension techniques.	
Maths 20-30 Min	Use a Maths website to practise Year 5 shape recognition, identifying Roman Numeral, Properties of Shapes, Symmetry, Reflection as well as continuing to work on your addition, subtraction, multiplication and division skills. Log on to Mathletics/Prodigy or practice a key skill from the box below	
BREAK	Eat a healthy snack, exercise or relax with some mindfulness. Take some time to reflect on your morning.	
Times Tables 10-15 Min	Log on to Time Tables Rock Stars or a similar Maths website to practise your tables.	
Spelling 5 - 10 Min	Choose 10 Common Exception Words from the list below to practise this week. What are the definitions of each one? Then write 10 creative sentence using each spelling in turn.	
Handwriting 5 - 10 Min	Use your book to practise your 10 spellings. Make sure it's neat, joined and on the line.	
Writing 15 - 20 Min	The writing task this week is to write a descriptive passage. Pretend that you are a deep sea diver. What can you see under the sea? What does it look like and sound like? How many different colours and shapes can you see? Use similes and metaphors to help expand your sentences.	
Value for the Term		This term our value is Cooperation . Make your own poster to show what this word means and why it is so important to cooperate.

These are the Key Skills that we are teaching in Year 5. They are the skills we work with across the school year. Please continue to help and support your child at home with their learning and choose any of these key skills. Some of these will change from week to week and it is important to try and do some different one's every time.

Key Mathematical skills	Key Reading skills	Key Writing skills
<ul style="list-style-type: none"> • Times tables up to 12x12 • Knowing the multiplication and division facts fluently • Add and subtracting numbers with more than 4 digit • Multiplying 3/2-digit numbers by 1digit numbers • Converting different metric units eg g ,Kg, cm, M, ml, L, p to £ • Telling the time to the nearest minute. • Reading a range of time tables to find start and finish times 	<ul style="list-style-type: none"> • Use phonics to decode new words. • Summarise what has been read • Predicting what will come next • Sharing opinions using the text • Retrieving facts • Identify the meaning of new words • Make comparisons between two different pieces of information • To arrange facts into chronological order • To use a spelling aid to identify meanings and definitions of new words. 	<ul style="list-style-type: none"> • Capital letters at the start of a sentence and for proper nouns • Neat, joined handwriting • Conjunctions to join ideas (and/but/so/because/which) • Adjectives to describe • Using past or present tense • Using 1st person (I) or 3rd person (he/she/they) • Adverbs (then/next/after) • Prepositions (below/in front of/under) • Use of bullet points, sub headings and paragraphs

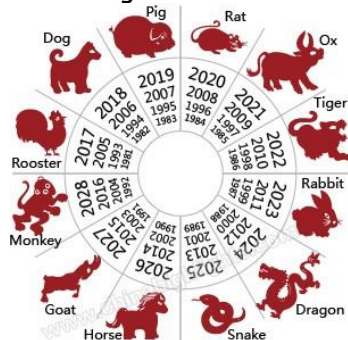
<ul style="list-style-type: none"> Number of seconds in a minute, minutes in an hour, hours in a day, days in a month, months in a year. 	<ul style="list-style-type: none"> Can you read the start of a new book and then predict what might happen next? Was your prediction correct? Identify key words and clues that show the emotions that different characters might be feeling. 	<ul style="list-style-type: none"> Use of diagrams and images to help support the writing.
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Weekly Activities

Geography

Our new topic this term in China. We are going to be looking into the Ancient History of China from the Willow Pattern Story, along the Great Wall of China, and into the Dynasty standing in line with the Terracotta Army.

This week- we are going to research "The Chinese New Year". Chinese new year is the most important festival in China. Research and find out what is the Chinese new year and when it is celebrated and how people in china or around world celebrated. Find out this year Chinese Zodiac sign. What are the other Chinese zodiac signs are there? What is your Chinese Zodiac sign? Find out the meaning for each Chinese Zodiac sign.



Science

Our Science theme this term is Materials and Their Properties.

Oh No!

Panic Stations!!

The Great Wall has started to crumble and break- how can we fix it??

Using your research and knowledge about different materials- which one/ones would be the best one to fix it?

Remember some materials aren't waterproof- others don't bend or shape very well- some are destroyed by the rain

Can you mix different materials together to make a super material to fix the Great Wall?

How are you going to stick them together? You would need a lot of super glue! Would cement be best?

Investigate lots of different materials and rocks and decide which would be the best to re-built the wall.

RE

This term in RE we are learning about the different creation stories of in a variety of Religions. We will explore: Christianity, Hinduism, Islam and Sikhism. Within each religion is a different story about how the world was created and by who, which is found in their Holy Book. What is creation? Why is it important? Discuss this with your family. Share your views and ideas.

This week you will explore the religion Islam.

Research the creation story that they would tell others and re-write it in your own words. You can do this through pictures, Comic Strip, drama or song or simply write it down on the page.

You can draw a picture or decorate your page. I would love to hear these traditional stories.

Art

To link with the topic of China. The Chinese Dragon is a symbol that represents luck, fire, passion and the heart. People in China use it as a symbol of power.

Your task this week is to design, create and make a Chinese Dragon. Remember it needs to have sticks to hung the dragon up. So that the body can move as you play with it. What colours will you choose to use, will it have a pattern on it. Are you going to make it out of paper or fabric? Check out the template attached and remember to use red paper for the body as the Chinese people believe red represents good fortune.

Ask an adult to Tweet them @MsBowderyCTS1

@MissMonCTS1 or send them via email.



Jigsaw

Our Jigsaw theme this term is Changing Me.

As we get older our bodies go through lots of different changes to prepare us to become an adult. These changes can happen at different times and not always when it's happening to your friend. These changes are perfectly normal and although can seem scary to start with- they are just another step into your journey of life and into adult hood.

Boys and Girls go through their own different changes- while things happen on the outside of the body for boys- things happen on the inside for girls.

Draw an outline of a person- a bit like a ginger bread man- what changes do you know will happen to you eg voice changes, get more hair, sweat more.

Write a list of parts in your body that have changed or will begin to change- what things are you worried about? Talk through some of these changes with a family member and remember its perfectly normal.

Have a chat about it with a family member if you are comfortable.

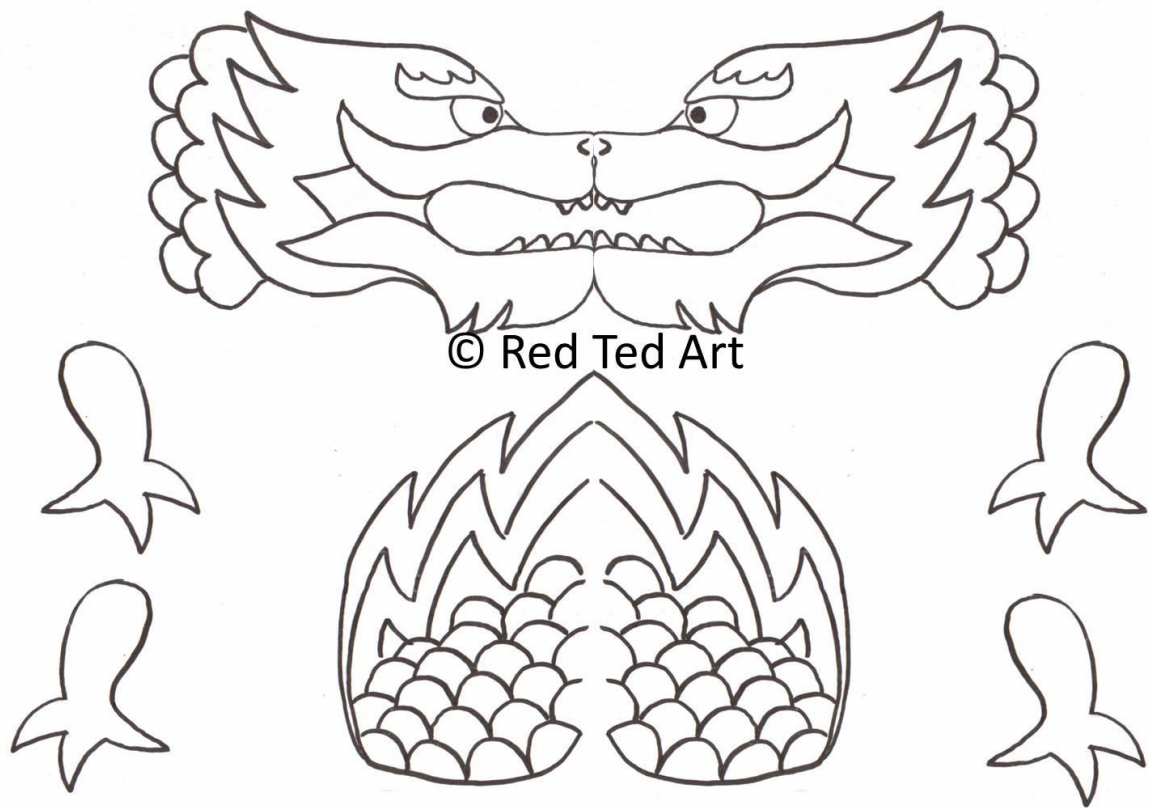


Extra Activities for the Half Term



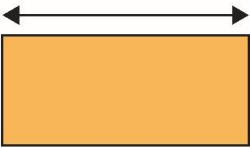

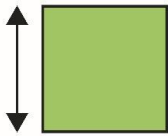

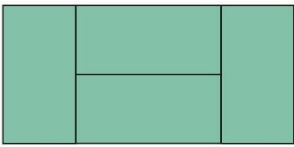

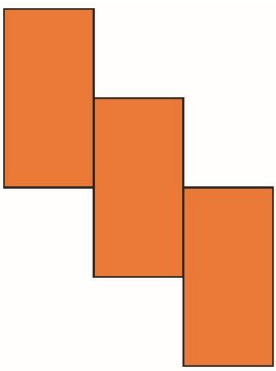

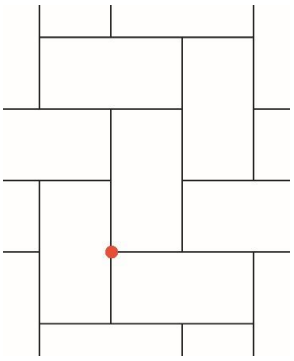

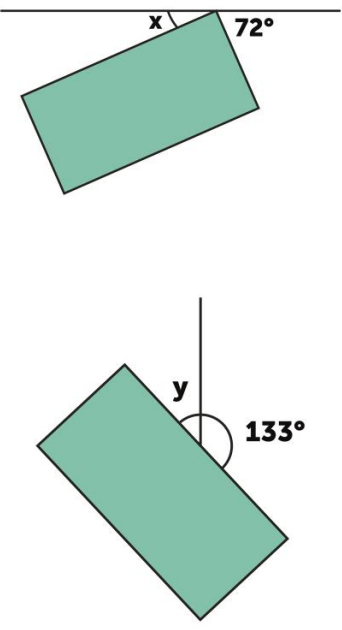
- Reread the Willow Pattern story. T'so Ling sent his soldiers to kill Koong-se and Chang. Make up a new ending, one in which the family escapes. How? Where did they go? What happened next? Write a happy ending to the story.
- Look at books which help to identify common trees. Find pictures of the weeping willow. Why do you think the tree is so named? Make a scrap book of trees which you can identify. Draw the tree in summer and winter. Some trees are deciduous. Others are evergreen. Which kind of tree is the weeping willow?
- We will be making money containers this half term but how would you keep your money safe? Design your own piggy bank - be creative and label the features.
- This half term we will be developing different printing techniques. Research work by Brice Marden (String printing) and have a go at your own version! Complete the **reading challenge** on the reverse of this sheet!

Spelling Key Words List

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



Print this out for your Chinese Dragon Artwork

Destination Questions 		
<p>1 </p> <p>The perimeter of the rectangle is 35cm. What is the length of each of the shorter sides?</p> <p style="text-align: center;">11cm</p> 	<p>2 </p> <p>The area of a rectangular playground at a school is 550m^2.</p> <p>The longer sides are 25m.</p> <p>What are the lengths of the two shorter sides?</p> <p style="text-align: center;">25m</p> 	<p>3 </p> <p>This is part of a rectangular floor tile pattern. The rectangles are all the same size.</p>  <p>If the longer side of each rectangle is 18cm and the shorter side is half of this, what is the area and perimeter of the whole section of the pattern?</p>
<p>4 </p> <p>This section of pattern is made up of 3 identical rectangles.</p>  <p>The longer sides are double the length of the shorter sides.</p> <p>The total area of all three rectangles is 24cm^2.</p> <p>What are the lengths of the sides in each rectangle?</p> <p>What is the perimeter of the pattern?</p>	<p>5 </p> <p>This pattern is made up of identical rectangles.</p>  <p>Looking at the point marked with a dot, check that everything around it adds up to the total you expect.</p> <p>What calculation could you use to check?</p>	<p>6 </p> <p>Calculate the value of the missing angles x and y on these images:</p> 

Anti-Litter Poster Competition

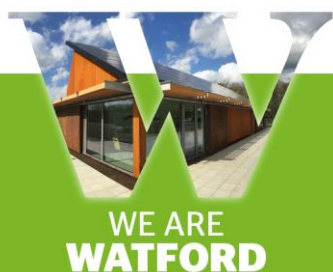
Cassiobury Park and other local green spaces have recently been affected by increased littering. To help us in our battle against the litter, we are asking children to design a poster with imaginative drawings and phrase to help spread an anti-litter message. The best posters will be used to help keep the park a clean and pleasant space for everyone to enjoy. Plus a winner will be chosen from Keystage 1 and Keystage 2 categories and will receive prize of £15 Amazon gift voucher.

Requirements/ how to enter

- Submit an A4 size design – artwork to fill up the whole page
- Use bright and bold colours to help your poster stand out
- Must have our anti-litter message - Love Watford Hate Litter
- Take a photo or scan of your completed posters in high resolution. We recommend camera setting of minimum of 20 megapixels & resolution of 300 pixel/inch and please send entries to Victoria.D'Souza@watford.gov.uk
- Along with the photo/ scan, please include name of child, year group and school the entries are from
- Deadline for poster entries: 13th July 2020

Once all the entries have been received they will then be narrowed down to one winner. The winning poster will be made into banners and displayed at Cassiobury Park and at your school. Also, the poster will be posted on Watford Council's social media and used as part of Cassiobury Park's anti-litter campaign.

If your school is interested in joining Cassiobury Park's Anti-litter Poster Competition or would like further details, please email Vicky on **Victoria.D'Souza@watford.gov.uk**



watford.gov.uk/cassioburypark



Take 5: Ideas for Independent/Home Learning

Varjak Paw by S.F. Said, illustrated by Dave McKean (Corgi)

1. Explore it

Read this story opening. You might want to hear it read aloud as well as reading it for yourself.

Chapter One

The Elder Paw was telling a story.

It was a Jalal tale, one of the best. Varjak loved to hear his grandfather's tales of their famous ancestor: how Jalal fought the fiercest warrior cats, how he was the mightiest hunter, how he came out of Mesopotamia and travelled to the ends of the earth, further than any cat had been before.

But today, the Elder Paw's tale just made Varjak restless. So what if Jalal had such exciting adventures? Varjak never would. Jalal had ended his days in the Contessa's house. His family of Mesopotamian Blues had stayed here ever since.

The old place must have been full of light and life in Jalal's time, generations ago – but now it was full of dust and musty smells. The windows were always closed, the doors locked. There was a garden, but it was surrounded by a high stone wall. Jalal was the last to cross it. In all the years since then, no one had ever left the Contessa's house.

Now, no one except Varjak was even listening to the tale of Jalal's adventures. Father, Mother and Aunt Juni were dozing in the late afternoon light that trickled through the thick green windows. His big brother Julius was flexing his muscles; his cousin Jasmine was fiddling with her collar. His litter brothers Jay, Jethro and Jerome were playing one of those kittenish games that Varjak could never see the point of, and wasn't allowed to join in anyway.

No one was looking at him. This was his chance. He'd been in the garden before, but the family didn't like it out there, and never let him stay very long.

Talk about how this story opening makes you feel and what you like or dislike about it. Does it remind you of anything you know in stories or real life? How? Think about how it is written. What parts of this really stick in your mind? Which words and phrases do you like the best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind? What do other people think?

2. Illustrate it

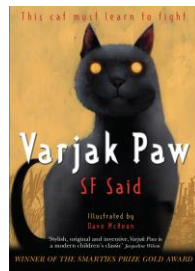
After you have read it a few times, take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope or cereal packet; whatever is to hand. Draw what you see in your imagination. It can be shapes or shading - anything that captures the place and the mood of this story opening. Maybe other people in your family want to draw what they imagine as well. Remember, everyone has their own ideas and imagines things their own way. This is a good thing!

To get started, ask yourself: *Where does this story begin? What happens? How do you know? How does it make me feel? How can I show this in a drawing?*

Re-read the opening and write some words and phrases that have helped you make your picture. Share what you have drawn with someone else: Why have you chosen to draw it this way? Which words and phrases helped you make a picture?

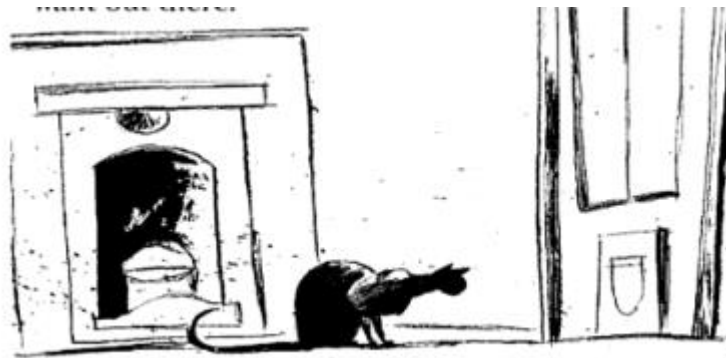
3. Talk about it

Look at the front cover of the book.



How do you think Varjak Paw is feeling? What might he be thinking? How do you know? What might he be looking at? What might have happened just before this image? What might be about to happen? What could *'This cat must learn to fight.'* mean? What does the cover make you think the story will be about?

4. Imagine it



Look at this picture from inside the first chapter. What further detail does the picture give you about Varjak's life? Why do you think Varjak is shown staring at the cat flap? How do you think he feels in this moment? What do you imagine is outside the cat flap?

Can you imagine what it might be like for a cat to be stuck inside all the time? How does it feel for you when you can't get outside? What do you do to keep yourself busy and entertained when you are stuck inside? How do these things help you?

5. Create it

Can you imagine what would happen if Varjak took the risk and left the house? What do you think would happen?

Draw and write your story ideas, trying out different ideas. Remember to use stories you already know and like for ideas. You could even publish your story in a handmade book by folding a piece of paper or on the computer, ready to share it with your teacher or your friends and family.

Watch the lesson on you tube. <https://youtu.be/bO7SPaYfZl0>



Materiales

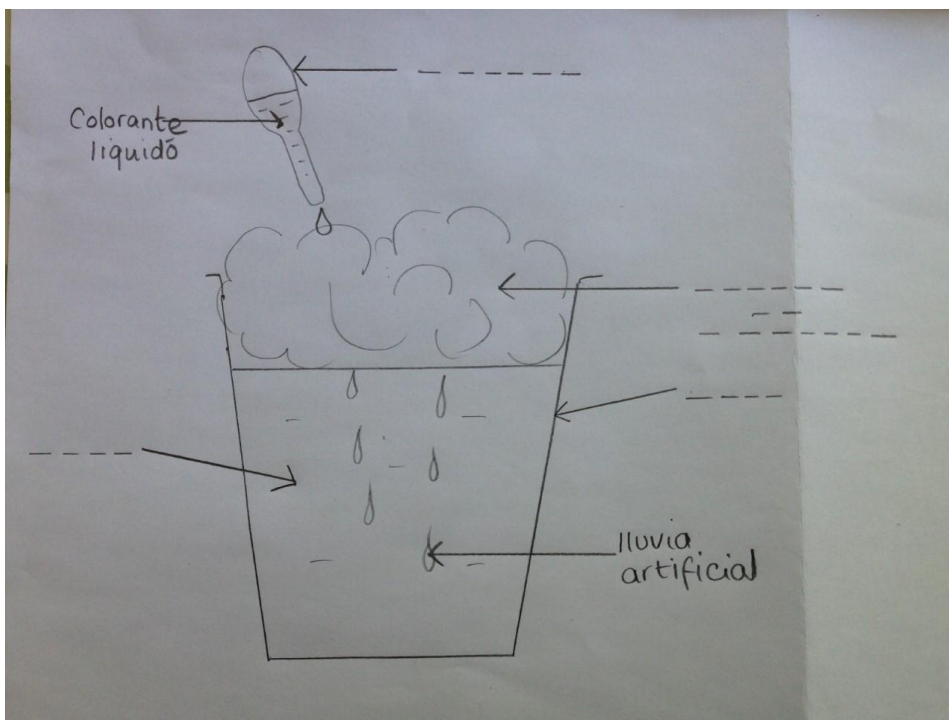
Necesitarás los siguientes materiales:

- ✓ Espuma de afeitar o espuma para el cabello
- ✓ Vaso
- ✓ Agua
- ✓ Colorante alimentario o acuarela líquida
- ✓ Gotero, pipeta o cuchara pequeña

Procedimiento

Llena $\frac{3}{4}$ de tu vaso o frasco con agua del grifo. Usa la espuma para crear una nube en la superficie del agua, espera un minuto a que la espuma se asiente un poco. A continuación, agrega varias gotas del colorante de alimentos encima de la nube de espuma. A medida que la nube se hace más pesada por el colorante, observarás que el colorante cae al agua creando un efecto similar a la lluvia.

Label the diagram using words from above



La Cancion del Tiempo, por Señor Jordan



Cuando
**hace sol,
hace sol,**
necesito usar
bloqueador.



Cuando
**hace calor,
hace calor,**
¡quiero
más helado
por favor!



Cuando
hace frío,
me pongo
los guantes
y un abrigo.

x2



Cuando
hace fresco,
cerca del fuego
permanezco.



Cuando **hace viento,**
hace viento,
normalmente
camino
más
lento.



Cuando **está despejado,**
está despejado
hace sol y no está nublado.



Cuando
**está
lloviendo,**
quiero estar
en mi cama
durmiendo.



x2

Cuando
**está
nevando,**
chocolate
caliente
estoy
tomando.



Cuando
afuera está feo,
afuera está feo,
los truenos escucho
y los rayos veo.



Cuando
está bonito,
está bonito
afuera,
¡hacer un picnic
yo quisiera!



Cuando
el clima
no sé,
necesito preguntar:
"¿Qué tiempo hace?"



x2

Cuando
el clima
no sé,
necesito preguntar:
"¿Qué tiempo hace?"

