



Key Stage 2 Weekly Learning

Year 5 Pine and Fir	Theme: Rio De Janerio Science: Life Cycles and Metamorphosis	Week beginning: 04/5/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance. Don't forget the Daily Mile- how many laps of your garden is a mile?	
Reading - 10- 20 mins	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 mins	Use a Maths website to practise Year 5 scaling, telling the time, reading time tables for buses, trains and cooking 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 mins	Log on to Time Tables Rock Stars or a similar Maths website to practise your tables.	
Spelling- 5 - 10 mins	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 mins	Use your book to practise your 10 spellings. Make sure it's neat, joined and on the line. Or you can practice the words from our Rio Word Bank-see below	
Writing- 15 - 20 mins	We are going to explore VE Day this week. An important time from WW2. We would like you to think about what the soldier's had been through and their perseverance and produce some creative writing, Use the sheet below to help you write a recount.	
Homework Menu	Have a look at our new themes this half term. Which ones will you choose to complete. If you can think of any of your own, then let us know and we can share them with the others. How many different tasks can you complete?	
Value for the Term	This terms value is perseverance. Read the attached sheet with the Superhero and the bubbles. Just remember " The more you try, the higher you fly " Can you create your own superhero with its own scenario to solve using this value. Maybe you can do it in a comic book style.	

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. 	<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 	<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)

<ul style="list-style-type: none"> • Reading a range of time tables to find start and finish times • 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"> • To use a spelling aid to identify meanings and definitions of new words. • 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 bullet points, sub headings and paragraphs • Use of diagrams and images to help support the writing.
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Weekly Activities	
<p>Geography</p> <p>Our theme this term is Rio De Janerio.</p> <p>Rio is famous for many things, sculptures and breath taking views but also they hosted the Olympic Games in 2016. What do you know about The Olympics? As a family have an idea collecting session writing your ideas down.</p> <p>Research the Olympics in Rio. What different events did they have? When was it? What was their mascot? Every country that holds a games performs an opening ceremony- Describe the colours and themes and emotions of the performers and the spectators. Lots of different events took part in the different areas of Rio. What is your favourite event from the Olympics? Did any athletes break any records here? chart.</p> <p>Don't forget to include some more amazing facts and Did You Know statements. Which event would you rather attend?</p>	<p>Science</p> <p>Our Science theme this term is Life Cycles.</p> <p>All animals and insects need to eat in order to survive and be ready for the changes in life. Lots of different animals rely on each other as a source of food- this is called a food chain. The different animals, insects and organisms follow an order from Producer, to consumer, to predator. Each one relies on the other. Your task is to first find the definitions of each of the categories that they animals fit into to- can you put them in order. Next choose 5 animals of your choice and draw or make their food chain. How many stages does each one have? Do any of them contain humans? Draw or cut and stick the animals into the correct sections and label each one.</p> <p>Explain to a family member what you have learnt this week. Did anything surprise you?</p> <p>I would love to see your creations.</p>
<p>RE</p> <p>This term in RE we are learning about the Key Roles of Leaders in a variety of Religions. We will explore: Christianity, Hinduism, Islam, Buddhism and Sikhism. Within each religion is a Leader who has key roles and responsibilities surrounding their Holy Book. They also provide a sources of wisdom, stories and guidance on the way we live.</p> <p>What is wisdom?</p> <p>Discuss this with your family. Share your views and ideas.</p> <p>This week you will explore the religion Islam.</p> <p>Who is the Key Leader?</p> <p>What Holy Text do they use?</p> <p>Do they wear any interesting clothes or items?</p> <p>Where is their Holy Place of Worship? What is it like?</p> <p>Research one of the stories 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.</p> <p>You can draw a picture or decorate your page. I would love to hear these traditional stories.</p>	<p>Art</p> <p>This week is a very important day in History, the 75th Anniversary of VE Day- Victory in Europe.</p> <p>This day is to mark the end of WW2. The soldiers that survived were awarded medals of honour. Your task is to design and where possible make a medal to award the soldiers for their bravery. What colours would you use? Would there be an important message or caption written on it?</p> <p>Many people lined the streets and celebrated with colourful banners and flags of red, white and blue and sang songs and danced.</p> <p>Close your eyes and imagine what that would look like. Draw, sketch, paint, collage a picture of a scene from that day, can you find a way to record their emotions on the people's faces?</p> 

Jigsaw

Our Jigsaw theme this term is Relationships.

Share with your family what Jigsaw is in class.

Your task this week is to create your own board game based on staying safe online and when using other electronic devices.

You will need to create your own counters to move, the rules and some chance cards- might be easier to base it a bit like monopoly. Work your way around the board asking different questions and discussing different scenarios in order to move forward or backwards.

Maybe one square could be a home square or a square for someone who can help you. Play the game with your parents or a sibling how many squares will they get round?

I would love to see your amazing creations.

Extra Activities for the Half Term

Have a go at these different creative tasks. You can present the work in any way you choose. Why not trying one a week?

Ask an adult to take a picture and email it to us or post it on Twitter- We would LOVE to see your amazing creations.

-Find a timetable for a bus, cinema, tv schedule or create your own. Remember it needs a start time, finish time and duration. Stick in onto a piece of paper and write 10 questions of your choice for a family member to answer.

Challenge: Can you include a question that will need a time conversion?

-Research a traditional dish served in Rio and have a go at making your own? What different ingredients would you need? What different colours of foods and flavours do they use? Write down the recipe and take a picture of your food. I would love to see it.

- Create a poster with a powerful statement to encourage athletes to sign up for the Olympic Games in Rio. Remember it needs to have a catchy slogan and lots of bright colours and interesting facts. Can you persuade them?

- Write an information poster to show at least 5 different animals that are native to Rio De Janerio.

Remember to include lots of interesting facts and a picture.

- Create a comparison chart to show the differences between England and Rio. How is the climate different? The weather, the population? Where would you rather live? England or Rio? Why would you choose this country. Present your information in any way of your choice.

-Choose a religion of your choice and research a traditional story. Re write the story in your own words and make it as creative as you choose. Why is did you choose this story? Is there a moral or a message that is important in it?

- Make a collage of the different stages in a life cycle- which one will you choose? Remember to label each stage.

-Choose your favourite sport from the Olympic Games. Complete a case study about a famous athlete who competes. EG 100m Sprint Usain Bolt. Remember to include facts and a picture.

- Create a leaflet or a holiday brochure encouraging people to visit Rio De Janerio. What important information would you need to include? What activities could they do and what important sights would they see?

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	

Creative Writitng-

Multiply by tens, hundreds and thousands



Remember – to multiply by 20, multiply by 10 and then by 2....or the other way round, multiply by 2 and then 10.

To multiply by 30, multiply by 10 and then by 3.

Complete these written questions:

1. $20 \times 600 =$

2. $30 \times 400 =$

3. $40 \times 500 =$

4. $50 \times 200 =$

5. $60 \times 300 =$

6. $70 \times 500 =$

7. $80 \times 400 =$

8. $90 \times 600 =$

9. $60 \times$ $= 180\ 000$

10. $40 \times$ $= 160\ 000$

11. $50 \times$ $= 250\ 000$

12. $30 \times$ $= 240\ 000$

13. $70 \times$ $= 490\ 000$

14. $40 \times$ $= 360\ 000$

Multiply by tens, hundreds and thousands



Some pretty big answers here -make sure that you can read the numbers out correctly - most of them are hundreds of thousands.

Complete these written questions:

1. $30 \times 300 =$

2. $40 \times 600 =$

3. $50 \times 700 =$

4. $60 \times 300 =$

5. $70 \times 400 =$

6. $80 \times 600 =$

7. $90 \times 700 =$

8. $20 \times 800 =$

9. $70 \times$ $= 420\ 000$

10. $50 \times$ $= 450\ 000$

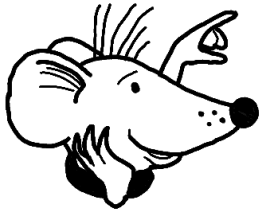
11. $60 \times$ $= 420\ 000$

12. $40 \times$ $= 360\ 000$

13. $30 \times$ $= 210\ 000$

14. $90 \times$ $= 540\ 000$

Dividing by 10, 100 and 1 000



As division is the opposite of multiplication, move each digit one place to the right to divide by 10, two places to divide by 100 and three to divide by 1 000.

Try these:

1. $3\,400 \div 10 =$ 2. $5\,500 \div 10 =$ 3. $6\,800 \div 10 =$

4. $8\,400 \div 100 =$ 5. $7\,600 \div 100 =$ 6. $9\,800 \div 100 =$

7. $70\,000 \div 1\,000 =$ 8. $65\,000 \div 1\,000 =$

9. $45\,000 \div 1\,000 =$ 10. $32\,000 \div 1\,000 =$

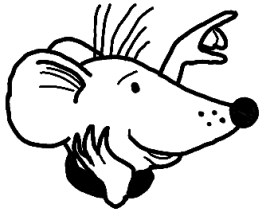
11. Find one thousandth of 3 000

12. Find one thousandth of 23 000

13. Find one hundredth of 8 000 14. Find one hundredth of 6 500

15. Find one tenth of 8 400 16. Find one tenth of 6 000

Dividing by 10, 100 and 1 000



Remember, move the digits to the right to divide by 10 or 100 or 1 000.

Try these:

1. $4\,400 \div 10 =$ 2. $6\,400 \div 10 =$ 3. $7\,700 \div 10 =$

4. $4\,500 \div 100 =$ 5. $6\,700 \div 100 =$ 6. $1\,900 \div 100 =$

7. $80\,000 \div 1\,000 =$ 8. $56\,000 \div 1\,000 =$

9. $37\,000 \div 1\,000 =$ 10. $23\,000 \div 1\,000 =$

11. Find one thousandth of 2 000

12. Find one thousandth of 14 000

13. Find one hundredth of 7 000

14. Find one hundredth of 5 900

15. Find one tenth of 7 500

16. Find one tenth of 4 000

Take 5: Ideas for Independent/Home Learning

There's a Boy in the Girls' Bathroom by Louis Sachar (Bloomsbury)



Bradley Chalkers sat at his desk in the back of the room—last seat, last row. No one sat at the desk next to him or at the one in front of him. He was an island.

If he could have, he would have sat in the closet. Then he could shut the door so he wouldn't have to listen to Mrs. Ebbel. He didn't think she'd mind. She'd probably like it better that way too. So would the rest of the class. All in all, he thought everyone would be much happier if he sat in the closet, but, unfortunately, his desk didn't fit.

"Class," said Mrs. Ebbel. "I would like you all to meet Jeff Fishkin. Jeff has just moved here from Washington, D.C., which, as you know, is our nation's capital."

Bradley looked up at the new kid who was standing at the front of the room next to Mrs. Ebbel.

"Why don't you tell the class a little bit about yourself, Jeff," urged Mrs. Ebbel. The new kid shrugged.

"There's no reason to be shy," said Mrs. Ebbel.

The new kid mumbled something, but Bradley couldn't hear what it was.

"Have you ever been to the White House, Jeff?" Mrs. Ebbel asked. "I'm sure the class would be very interested to hear about that."

No, I've never been there," the new kid said very quickly as he shook his head.

Mrs. Ebbel smiled at him. "Well, I guess we'd better find you a place to sit." She looked around the room. "Hmm, I don't see any place except, I suppose you can sit there, at the back."

"No, not next to Bradley!" a girl in the front row exclaimed.

"At least it's better than in front of Bradley," said the boy next to her.

Mrs. Ebbel frowned. She turned to Jeff. "I'm sorry, but there are no other empty desks."

"I don't mind where I sit," Jeff mumbled.

"Well, nobody likes sitting ... there," said Mrs. Ebbel.

"That's right," Bradley spoke up. "Nobody likes sitting next to me!" He smiled a strange smile. He stretched his mouth so wide, it was hard to tell whether it was a smile or a frown.

He stared at Jeff with bulging eyes as Jeff awkwardly sat down next to him. Jeff smiled back at him, so he looked away.

As Mrs. Ebbel began the lesson, Bradley took out a pencil and a piece of paper, and scribbled. He scribbled most of the morning, sometimes on the paper and sometimes on his desk. Sometimes he scribbled so hard his pencil point broke. Every time that happened he laughed. Then he'd tape the broken point to one of the gobs of junk in his desk, sharpen his pencil, and scribble again.

1. Explore it

Without sharing the book title, read this story opening. You might want to hear it read aloud as well as reading it for yourself. What do you think is happening in this extract? Who are the central characters? Where is it set? Can you summarise what you've read in a couple of sentences? What questions do you have about it?

Think about the main character, Bradley. In the extract, he is described as **'an island.'** What does this tell us about him? How do you think Bradley feels being in this class? Why do you think this?

How do you think the teacher and the other kids feel about him? Why do you think this? How do they treat him? Is their behaviour fair?

Re-read the extract and think about how this story opening makes you feel. What do you like or dislike about it? Does it remind you of anything you know from stories or real life? How? Think about how it is

written. Do any parts really stick in your mind? Which words and phrases do you like best? What do you like about them? Do they look or sound interesting? Do they help you make a picture in your mind?

2. Illustrate it

Read the text again and think about the different characters in the opening of the novel. What impression are you given of Bradley Chalkers? Which words and phrases help you to imagine him?

What impression do you have of Jeff Fishkin? Which different words and phrases suggest what he is like? Does he seem friendly to you? You might like to highlight or underline the parts of the text that help you to visualise these two different characters.

Now draw a sketch of Bradley Chalkers from Jeff's perspective. What would you need to include in the drawing? What do you think Jeff's first impression of Bradley is? Why? How might you show this in your drawing? What might his body language be like? Do you think he would look confident or shy and nervous? What kind of expression might you draw on his face? Why?

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

3. Talk about it

Re-read the opening of the story and consider the relationship between the different characters.

- What do you notice about the way Bradley is treated in the class, is this what you would expect from a teacher and other children?
- Why do you think Bradley would rather sit in the cupboard than in the classroom?
- Why do you think the other children and Mrs Ebbel behave in this way?
- Why do you think he smiles a 'strange smile' as Jeff sits next to him? Why do you think he looks away when Jeff smiles back?
- What do you think Bradley really feels? Why do you think he just scribbles all day? Is this what you would have expected?

4. Imagine it

Imagine that you are Jeff and that you have just joined this class.

- Do you think you'd like to be in this class? Why or why not?
- What might you ask the other children and Mrs Ebbel?
- Do you think you might behave differently from the children in this class?
- How do you imagine they will make you feel welcome?
- Would you talk to Bradley? What might you say or ask?
- What do you think would be a better way to behave towards Bradley?

5. Create it

Thinking about the experiences of Bradley and Jeff, can you create a list of ways in which a class can make someone feel welcome, either a new student or someone who is finding school challenging? What would make people feel welcome? What behaviour would help someone to feel more confident and happier in a new space?

Our value for this term is perseverance

“The more you try the higher you fly”

THE POWER OF YET!



Your Task:

Create your own quote using this picture to do with perseverance.

Make up a cartoon strip about a character overcoming a crime.

Y5 Spanish Home Learning Spanish - Week 2 Summer 1 (27.04.20)

1] This work is intended for the international project. All of the foods below are growing in our school allotment, (well actually Miss Bowdery's garden at the moment). Think of a recipe that uses one or more of the following ingredients:

Broccoli	cucumber	courgette	lettuce	sweetcorn
chives	spring onions	peas	beans	turnips
tomatoes	beetroot	onion	potato	garlic

2] write it down for a cooking book or if you prefer make your own cooking programme for you tube or radio. You can do it in **any language** you choose. (Don't forget to send me the links or files to gcocks@cherrytree.herts.sch.uk)