




Key Stage 2 Weekly Learning

Year 5 Pine and Fir	Theme: China and Shang Dynasty Science: Materials and Their Properties	Week beginning: 01/06/2020
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	
<p>Geography</p> <p>Our new topic this term is 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.</p> <p>This week- we are going to research the Great Wall of China. Did you know this is the only landmark that you can see from space!</p> <p>Your task this week is to create a travel leaflet for tourists to visit the Great Wall of China. Remember to include lots of amazing facts about the wall and why it is a must see destination. Do you know why the Great Wall was originally built? Remember to include lots of pictures to encourage others to visit it. Your leaflet can be folded whichever way you choose and have the layout that you choose.</p>	<p>Science</p> <p>Our Science theme this term is Materials and Their Properties.</p> <p>Look back at your material hunt from last week- how many different categories do you have? Can you sort them out again? There are lots of different scientific words to describe each one. Complete the sheet on the properties and see if you can match the definitions with each key term.</p> <p>Can you change any of these materials by twisting them or squeezing them? Does their shape change or the job they are used for change?</p> <p>What are the different changing states for all matter? Can you research 5 different ones and see if any of your materials match these properties. Use the attached sheets to help you.</p>
<p>RE</p> <p>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.</p> <p>This week you will explore the religion Hinduism. 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.</p> <p>You can draw a picture or decorate your page. I would love to hear these traditional stories.</p>	<p>Art</p> <p>To link with the topic of China. The Great Wall is dark at night and people struggle to see it. Your task this week is to design, create and make a Chinese Lantern. Remember it needs to have a hook so that it can be hung onto the wall. 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?</p> <p>Ask an adult to Tweet them @MsBowderyCTS1 @MissMonCTS1 or send them via email.</p> 
<p>Jigsaw</p> <p>Our Jigsaw theme this term is Changing Me.</p> <p>Think about the different ways that you have changed. Ask you parents to find a picture of you when you were a baby. Then compare it to how you look now. What has changed. Eg more hair, taller, more teeth. When you look at the picture of the baby what emotions can you see? What do you think the baby is thinking? Now do the same with a picture of you now- how can you tell what you are thinking or feeling just by looking at the picture. Everyone goes through different changes as they grow older both physically and mentally. This week we are going to explore how these changes affect our own emotions.</p> <p>Look into a mirror, create a list of all the positive things that you see and what you would tell someone about yourself eg I am good at drawing, I am a good friend, I have a nice smile. Think about how these things make you feel and help to develop your confidence and self-esteem. Greet others in your household with a</p>	

compliment and see how it then makes you and others feel. Share this emotion with you family. Keep a record of the feelings that you have when someone says something nice about you and you are nice back.

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!

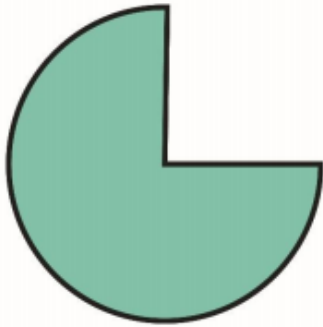
Spelling Key Words List

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	

Destination Questions

1 

Explain why this shape is not a polygon.



2 

Tanya says that this is a regular hexagon because all of the angles are the same size.

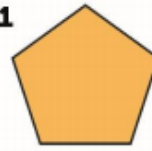


How do you know she **cannot** be right?

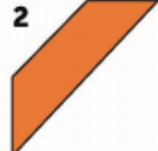
3 

Describe each shape in as much detail as you can using appropriate shape vocabulary.

1



2



4 

Ruth is building 2-D shapes using lollipop sticks.

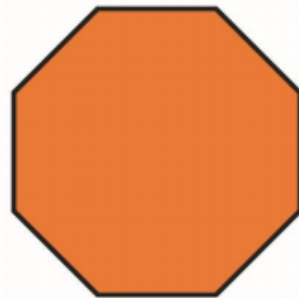
She has six lollipop sticks of equal length.

How many different shapes could she make?

How many of these are regular?

5 

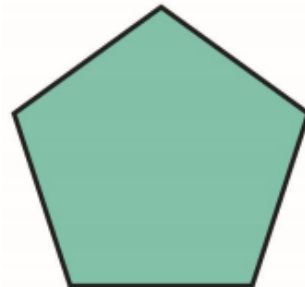
Amy says her regular octagon has internal angles of 67.5° .
Is this possible?



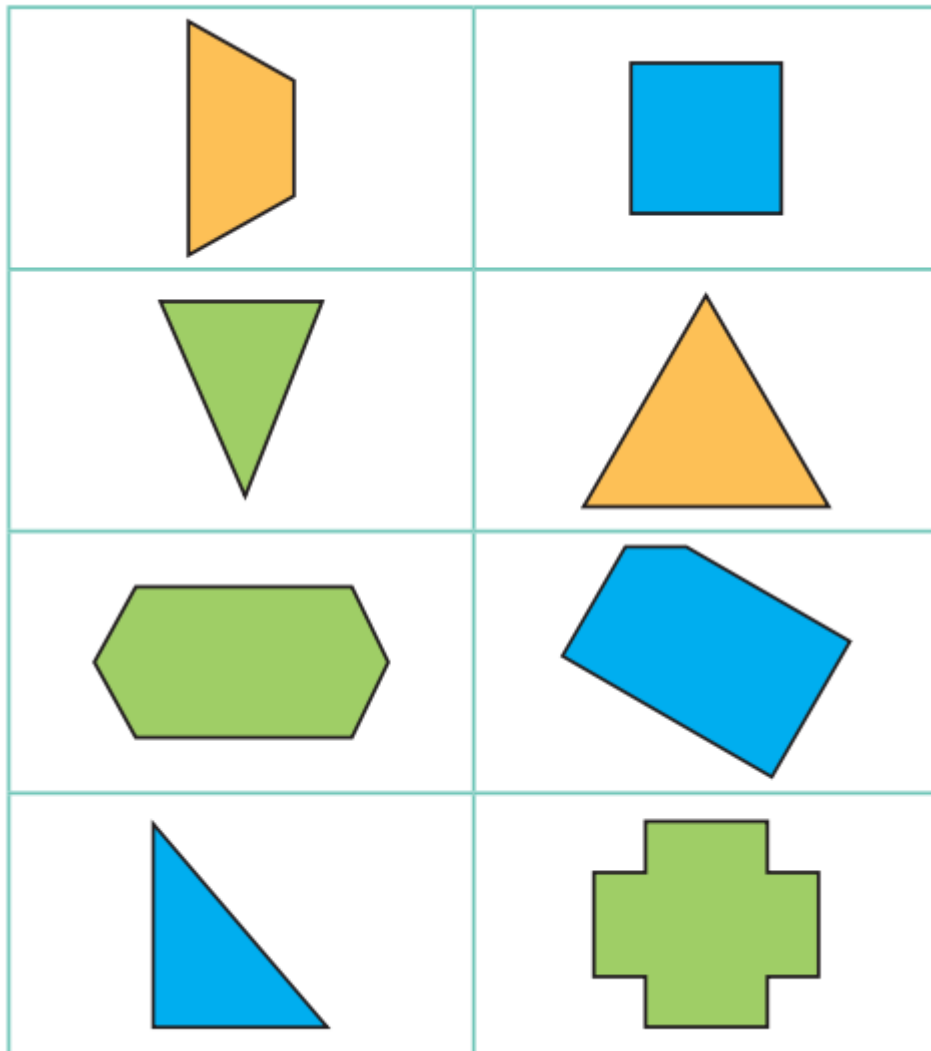
6 

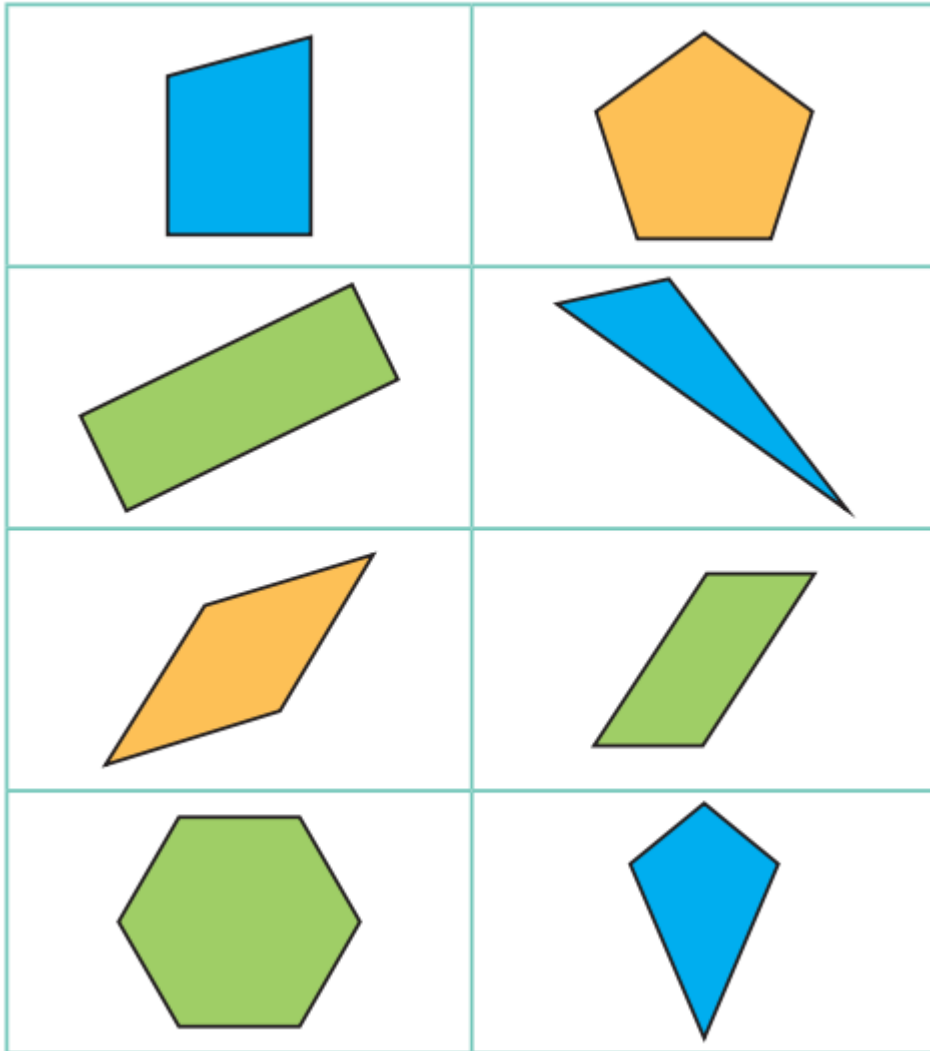
Hamid says his regular pentagon has 5 lines of symmetry.

Is this correct?



Label the following shapes Regular or Irregular Polygons





Characteristics of Materials

Look at objects around your school or home that you can write in the table below.

[illegible]

Materials Properties

Differentiated Property Words

Easy	Medium	Hard
smooth	flexible	non-magnetic
blunt	transparent	magnetic
strong	dull	reflective
soft	tough	absorbent
bendy	runny	permeable
stretchy	waterproof	brittle
hard	opaque	translucent
weak	solid	conductive
rough	rigid	slimy
sharp	shiny	liquid

Materials Properties and Definition


Put the correct definitions with the property words in this table.

magnetic	
reflective	
absorbent	
permeable	
translucent	
flexible	
hard	
flammable	
insulating	
transparent	



Is attracted to magnets.	Easy to bend.
Will bounce light off its surface.	Will easily catch fire and burn quickly.
Is able to soak up liquid easily.	Solid, firm and rigid, not easily broken, scratched or pierced.
Will allow liquids and gasses to pass through it.	Will stop energy such as electricity or heat from transferring through.
Will let some light pass through them but not enough to see detailed shapes.	Light passes through easily and objects are seen clearly.

Materials Properties and Definitions

What object is it?	What is it used for?
What materials are used?	Why choose those materials?
	



Materials Properties and Definition

Answers

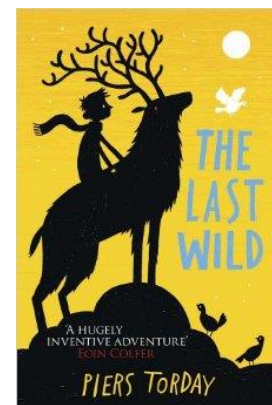
Put the correct definitions with the property words in this table.

magnetic	Is attracted to magnets.
reflective	Will bounce light off its surface.
absorbent	Is able to soak up liquid easily.
permeable	Will allow liquids and gasses to pass through it.
translucent	Will let some light pass through them but not enough to see detailed shapes.
flexible	Easy to bend.
hard	Solid, firm and rigid, not easily broken, scratched or pierced.
flammable	Will easily catch fire and burn quickly.
insulating	Will stop energy such as electricity or heat from transferring through.
transparent	Light passes through easily and objects are seen clearly.

Take 5: Ideas for Independent/Home Learning

The Last Wild by Piers Torday (Quercus)

1. Explore it



- Look at the map from the beginning of the book. What do you notice about the map? What can you see? Do you think it is somewhere real or imagined? Does it remind you of anything you have seen before? What questions does it raise for you?
- Using your knowledge of other stories, you have read, or films or television programmes you have seen, consider what kind of story this might be. What predictions do you have? What do the words and visual details in the map suggest about the likely shape and content of the story? Where do you think the story might take place? Who do you think the characters might be? Why?

2. Illustrate it

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

My story begins with me sitting on a bed, looking out of the window.

I know that doesn't sound like much. But let me tell you where the bed is, and what I can see from it. This bed is right in the corner of a room only just big enough for it, and the bed is only just big enough for a kid my age. (Twelve – just about to be thirteen – and skinny.)

The window is the size of the whole wall, made of special tinted glass that means the room stays the same temperature all the time. The room is locked shut and you need an electronic keycard to open the door. If you could open it, you would be in a long corridor with absolutely *nothing* in it apart from cameras in the ceiling and a fat man in a purple jacket and trousers sitting opposite on a plastic chair. Sleeping, most likely.

This fat man is called a *warden*. And there are lots of them here. But I think he is probably the fattest.

The corridor with the cameras and the fat warden is on the seventh floor of a building which is like a big upside-down boat made of glass and metal. Everywhere you look there are reflections – of you, other faces, the storm clouds. The curved glass walls stretch all the way down to the edge of some very high cliffs – only grass and mud for miles around, with rocks and sea below. The cliffs are in the north of the Island, in the middle of the Quarantine Zone – far away from the city and my home.

The name of this building is Spectrum Hall.

Or in full: Spectrum Hall Academy for Challenging Children.

It's just like a big school mainly. Only the most boring school in the world, that you can never, ever leave.

And as for what I can see out of the window?

I know that what is really there is sea and sky and rocks, but the light in the ceiling bounces off the glass into my eyes. So when I look out into the dark sky all I can actually see is my reflection. That and the hairy grey varmint

- What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences?
- 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?

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. Maybe other people, your friends or 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

Re-read the text again and think more deeply about the narrator and the situation they find themselves in.

- *Where are they? What is it like there? How do you know?*
- *What does the name of the building ‘**Spectrum Hall Academy for Challenging Children**’, suggest about the narrator? Does this come across in their character from what you have read so far?*
- *What do the use of the words ‘**warden**’ and the phrases ‘**locked shut with an electronic keypad**’ and ‘**cameras on the ceiling**’ suggest about this place?*
- *Why do you think the narrator might be in this place?*
- *What do you understand by the phrase ‘**Quarantine Zone**’? What might this suggest about the action that might take place in the story?*

4. Imagine it

Think about the scene that you have read. What do we know about the narrator’s room? What do you think twelve and thirteen year olds usually like to do? What feels missing from the room of a regular twelve or thirteen year old? How do you think it might feel for the narrator to be held in this place? Have you ever been in a place where you have felt bored, trapped and unstimulated? What was it like? What suggestions would you give to the narrator to keep their mind occupied while stuck in this place?

5. Create it

Think back to the extract you read. Can you imagine what would happen if the boy in the story managed to break out of his room? What do you think would happen? Where might he go? What challenges might lie in his path? What adventures might he have? 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.

You can read the whole of chapter one from the book on Piers Torday’s website if you are able:

<https://www.pierstorday.co.uk/book/the-last-wild/>

Watch the lesson on you tube

<https://youtu.be/tPGTS038bpc>

and then have a go at identifying these text types:

<p>Leamos la siguiente fábula</p> <p>La manzana</p> <p>Un tigre y un mono se encontraban conversando a la orilla de un lago.</p> <p>De pronto, de un árbol cercano cayó una manzana. Entonces, el tigre y el mono empezaron a pelearse.</p> <p>El tigre alegaba que la manzana era suya. El mono, muy egoísta, gritaba que le pertenecía a él. Estando en esa discusión, salió de la maleza un zorro, quien aprovechando la situación sonrió y disimuladamente guardo la manzana en su bolsillo.</p>   <p>Popular</p>	
<p>El gran tiburón blanco</p> <p>El pez depredador más grande del mundo</p> <p>Presas: leones marinos, focas, pequeños cetáceos, tortugas marinas, calamares, otros tiburones, carroña.</p> <p>Piel rugosa: sensible al movimiento hasta 250 m.</p> <p>Longitud: 4,6 - 6 m. Peso medio: 1.300 kg. Peso máximo: unos 2.200 kg.</p> <p>Rapidez de nado: hasta 50 km/h.</p> <p>Área de reparto: Un gran blanco fue seguido desde Sudáfrica hasta Australia.</p> <p>Amenazas: Pesca comercial por las aletas, Pesca deportiva, Quedar atrapados en redes de pesca, Destrucción del litoral.</p> <p>Estado de la especie: Vulnerable.</p> <p>Ataque rápido: por sorpresa, desde abajo, con un potente mordisco.</p> <p>La mayoría de mordeduras en humanos no son mortales, son mordiscos «de muestra».</p> <p>Características: 300 dientes en hasta 7 hileras. Tamaño máx: 5,7 cm. Oído preciso. Pequeñas orejas tras los ojos. Retina adaptable para visión diurna o nocturna. Puede oler una gota de sangre entre 10.000 millones de gotas de agua. Carcharodon carcharias. Madurez alcanzada hacia los 15 años. 350 - 400 millones de años de existencia. Esqueleto cartilaginoso. Un hígado enorme, graso y aceitoso le ayuda a flotar. Poros en el morro detectan las corrientes eléctricas.</p>   <p>Fuentes: National Geographic, Livescience.com, UICN, ocean.si.edu</p>	<p>LA RANA</p> <p>Como era domingo De buena mañana, Se fue de paseo, La señora rana.</p> <p>En esto se pone Muy fuerte a llover.</p> <p>¿Qué hará doña rana? ¿Se pondrá a correr?</p> <p>Con mucha calma Su paraguas sacó, ¡Ay que paraguaitas Que lindo color!</p> <p>Diréis que era verde, Seguro...pues no ¡Era un hongo Que en el bosque Se encontró!</p> 

Clues: poema, cómic, no ficción, fábula