



Key Stage 2 Weekly Learning

Year 5 Pine and Fir	Theme: Rio De Janerio Science: Life Cycles and Metamorphosis	Week beginning: 20/4/2020
Daily Activities		
Wake up & Shake up	Exercise with Joe Wicks (online videos), go for a walk, run or dance.	
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.	
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 Homophones Words to practise this week. (Words that sound the same but are spelt differently eg witch and which)	
Handwriting - 5 - 10 mins	Use your handwriting book to practise your 10 spellings.	
Writing - 15 - 20 mins	We have a new topic this half term. We are going to create a Case Study all about Rio De Janerio and compare it to the UK. This topic will have strong geographical links and some history links. Complete some research all about Rio you can use the page provided to help you.	
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?	

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 • 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"> • 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 • Use of diagrams and images to help support the writing.

Weekly Activities

Geography

Our theme this term is Rio De Janerio.

What do you know about Rio? As a family have an idea collecting session writing down, onto the mindmap attached, all the things you know about this amazing country.

Next find out where in the world it is. Make/print a world map and show where it is. Which countries are its nearest neighbours? What seas and oceans surround it? How big is Rio and how many people live there?

Next week we will be building on our understanding of this amazing place but this week continue to add all that you have found out onto your mindmap.

Science

Our Science theme this term is Life Cycles.

What is a life cycle? Who uses life cycles?

What life cycles do you know?

Find out what a life cycle is and why it is called a cycle, copy your favourite one down explaining each stage, how many stages does it have?

Do all life cycles have the same number of stages?

Can you find different life cycles that have different number of stages?

Once you have done your research make a fact file to share with someone in your family to explain what Life Cycles are and why they are called a cycle.

RE

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.

What is wisdom?

Discuss this with your family. Share your views and ideas.

This week you will explore the religion Christianity.

Who is the Key Leader?

What Holy Text do they use?

Do they wear any interesting clothes or items?

Where is their Holy Place of Worship? What is it like?

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 or simply write it down on the page.

You can draw a picture or decorate your page.

Art

To link with the topic of Rio. Choose one of its famous landmarks or views and have a go at recreating it anyway you like. You could make a sculpture, sketch or paint your landmark. Could you collect natural resources or junk modelling? You could even chalk onto the garden path. We would love to see your amazing creations. Ask an adult to Tweet them @MsBowderyCTS1 @MissMonCTS1 or send them via email.



Jigsaw

Our Jigsaw theme this term is Relationships.

Share with your family what Jigsaw is in class.

The first task this term is to think about the different people and their special qualities that you admire about them. What does admire mean? Draw or find a picture of your person, family, friend or celebrity and state what you admire about them.

Next think about the words 'personality' and 'self-esteem' What do these words mean? Have a discussion with a member of your family about these words. What are some different ways that you can boost your self-esteem? Create a list of your ideas.

Draw a picture of yourself in the middle of a piece of paper (it can be a stick man) around the outside write down all of your personal qualities eg I am good at drawing, I am a good listener. Keep this piece of paper.

Next play a game with a family member, draw a picture of each other onto another piece of paper, set a timer for 5 mins, and around the outside of your picture write down as many personal qualities that you admire about the person as you can. Then share with each other and talk through your ideas- is there anything that surprised you? Look back at your original sheet did you have the same things? How do you know feel about yourself and the amazing qualities that you have. It's always nice to give someone a compliment and help to boost their self-esteem.

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?

Geography

Our theme this half term is Rio De Janeiro . What do you know about Rio De Janeiro? As a family have an idea collection session writing down, onto the mindmap attached, all the things you know about this amazing country.



Take 5: Ideas for Independent/Home Learning

Cosmic by Frank Cottrell Boyce (Macmillan)



1. Explore it

Read the extract from the book below, thinking about what is happening and the characters you meet:

On my very first day at Waterloo High, I was the tallest person on the lower-school site.

The new uniform Mum had bought at the beginning of the summer didn't fit any more and they had to send off for an extra-large lower-school blazer. I got a special dispensation to wear my own clothes for the first half-term.

When we went to get my travel pass for the bus to school, the woman in the office wouldn't believe I was school age so we had to go home and get my birth certificate. And then the next morning, when I showed it to the bus driver, she wouldn't believe it was mine, and I had to get off the bus and text Mum, and she came down and explained to the driver of the next bus that I was unusually tall for my age.

'It's not the height, love,' said the driver 'It's the stubble.'

Mum said, 'Am I going to have to do this every morning?'

'Only till we all get used to him.'

In the end, Mum sent off for a passport for me. I kept it in my pocket in case I got questioned again. Dad said, 'That'll keep you out of trouble.'

How wrong can a person be, by the way?

Dad also gave me his old mobile phone, so that if he ever lost me again he would be able to find me. His phone's got DraxWorld on it. In case you don't know, that's this cosmic application that shows you your present location, directions to anywhere from anywhere, and also live satellite photographs of anything in the world. You can use it to look at

volcanoes erupting. Tidal waves. Forest fires. Anything. Dad uses it to make sure the traffic is flowing smoothly on the bypass.

That first day at Waterloo High, I was on DraxWorld all the way to school on the 61. I used it to look at theme parks and thrill rides. I found Oblivion in Alton Towers, Space Mountain in Eurodisney, the Terror in Camelot, Thunder Dolphin, Air... all of them. As the bus was crawling along Waterloo Road I typed in Waterloo, wondering if I'd be able to get a satellite view of me on the bus. Instead the screen filled up with ten thousand options. There were Waterloos everywhere. Waterloo Station in London. Waterloo the port in Sierra Leone. Waterloo in Belgium. You could go round the whole world from Waterloo to Waterloo.

I found Waterloos with waterfalls, Waterloos in the jungle, Waterloos in snowy mountains and Waterloos with sandy white beaches. I couldn't figure out why anyone who wanted to live in a Waterloo would think — yes, Waterloo, but not the one with the big beach, or the limitless white wastes of Siberia; no, the one with the flyover, handy for the New Strand Shopping Centre.

DraxWorld gives you directions to anywhere, so it's not like it would be hard. If you were a proper grown-up and not just a stubby boy — if you were my dad, for instance - all you'd have to do is fill your car with petrol, turn left, turn right, go straight on and next thing you know: white beaches, snowy mountains, coral reefs. Truly, grown-upness is wasted on grown-ups.

What is happening in this extract? Who are the central characters? Can you summarise what you've read in a couple of sentences? Now, think about how this extract 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. Do any parts of the extract 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?

Think about Liam, the central character whose voice we hear. What do you think you know about him, his start to secondary school, his family situation? What can you tell about his life from the words that you see? What kind of personality do you think he might have? How would you describe him? What clues do

you get to the time and place the story might be set? Does it remind you of real life and the present day, or are there things that suggest the way the story might develop?

2. Illustrate it

Re-read the passage, or ask someone to read it to you, or maybe record it for yourself so you can play it over again. After you have read the extract a few times, think about what you can see in your imagination – people, places, objects or events; whatever stood out most to you. Then take a pen or pencil and a bit of scrap paper. You can use the back of an old envelope, letter or cereal packet; whatever is to hand if you don't have paper. Draw what you see in your imagination; anything that captures the place and the mood of this story opening. It might be interesting to share the passage with a friend or family member and see what they draw, then compare it with what you have drawn: did you draw Liam alone, or with his mum and dad, or on the bus, or maybe you drew the DraxPhone screen? Remember, everyone has their own ideas and imagines things their own way. This is a good thing! Add any words and phrases that have helped you make your picture, which might come from the passage or from your own imagination.

3. Talk about it

- How do you think Liam feels to be starting a new school? How did you feel when you started a new school, or a new year group with a new teacher?
- How do you think these feelings might be affected by the fact Liam feels different from other boys his age?
- How do you think Liam and his mum and dad all get on? What clues do you get about their different interests and personalities? How does this compare to your own family or to other families you know?

4. Imagine it

Liam looks old for his age. In the story, this has some very interesting consequences. As he says, '**grown-upness is wasted on grown-ups**'. Imagine that, like Liam, you can also pass for someone older. How do you think this would affect you? Are there things that you might do although you're not supposed to do them until you're older? What kind of things would you want to do? Do you think you'd feel the same doing them – for example, driving a car – when you were 10 or 11 as when you were say 17 or 18? Why? Why not?

Why do you think there are restrictions on the age at which you can do certain things? Maybe you could make a 'bucket list' of things you'd like to do when you are old enough to do them. Or you could imagine things from a different viewpoint, as a grown-up (or someone like Liam who people think is a grown-up) and make a list of things you might miss doing when you are seen as too old to do them any more?

5. Create it

Liam has a DraxPhone, which sounds like an amazing device. Do you think Liam thinks his dad is making the most of it? Why? Why not? Think about the DraxPhone, and create a full-page advert for all of the incredible features you'd like your dream smartphone to have. Then write a letter to your family explaining why you absolutely have to have one before you start secondary school. What are the features that would appeal to them and let you have one? Are there any features you wouldn't want them to know about? How will you persuade them? You could share your advert and letter with friends or family and see what impact it has on them: can your friends suggest improvements? Would your family be persuaded?