




Key Stage 2 Weekly Learning

Year 5 Pine and Fir	Theme: China and Shang Dynasty Science: Materials and Their Properties	Week beginning: 22/06/2020
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	It's the perfect time to write about someone important in your life. Whether you celebrate Fathers Day or not it's always nice to be told how much your appreciated. Choose someone special in your family and write something nice about them- maybe you could write them a song or create a poem.	
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 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.

This week we are going to explore the traditional stories called "The Willow Pattern"

<http://www.thepotteries.org/patterns/willow.html>

The Story is all about a young couple who are forbidden to be together- they run away to be together and get chased by the king's guards- they escape onto an island where they are eventually caught and killed- they come back to life in the form of doves.

Read through the story and create a story map or cartoon strip of the journey of the young couple. Each section of the plate tells a different part of the story- which is your favourite section? Why? Have a go at recreating that one section and tell me all about it.

Science

Our Science theme this term is Materials and Their Properties.

Well, the weather has been a bit crazy this week- sun then rain- I can't keep up.

This week, we are going to try and re-create how a cloud makes, stores and releases rain by making a cloud in a Jar. You will need to find the instructions that have been uploaded too.

Explore how the water is held and then trickles down through the cloud- which is made from shaving foam- the water has been coloured with food dye- or you can use paint.

Rain Cloud in a Jar

On a rainy day, discover how rain is formed with this simple activity.

You will need:

- A glass jar
- Water
- Shaving foam
- Blue ink or food colouring
- An eye dropper or pipette



Instructions

1. Fill the jar about three-quarters full with tap water.
2. Squirt a 'cloud' of shaving foam onto the top and let it settle.
3. Drip food colouring into the shaving foam cloud- food colouring will drip through into the water,

ink saving Eco

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 Sikhism. 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.

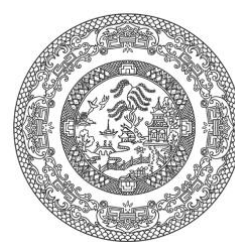
You can draw a picture or decorate your page. I would love to hear these traditional stories. Look at the powerpoint in the folder to help you with this.

Art

To link with the topic of China and our geography/ history this week- we would like you to have a go at painting a Willow Pattern.

If you have a paper plate that would be a good base to use- remember to use only blue paint. Have a go at recreating the willow pattern- don't forget that there has to be a pair of doves somewhere on your plate. If you don't have a paper plate, then you can draw around one onto a piece of paper.

Please ask an adult to Tweet them @MsBowderyCTS1 @MissMonCTS1 or send them via email. We both know how creative you all are and would love to see them.



This week we would like you to create your own anti littering poster- Please read the information below and see the attached sheet with the guidance in the folder. Have fun and be creative.

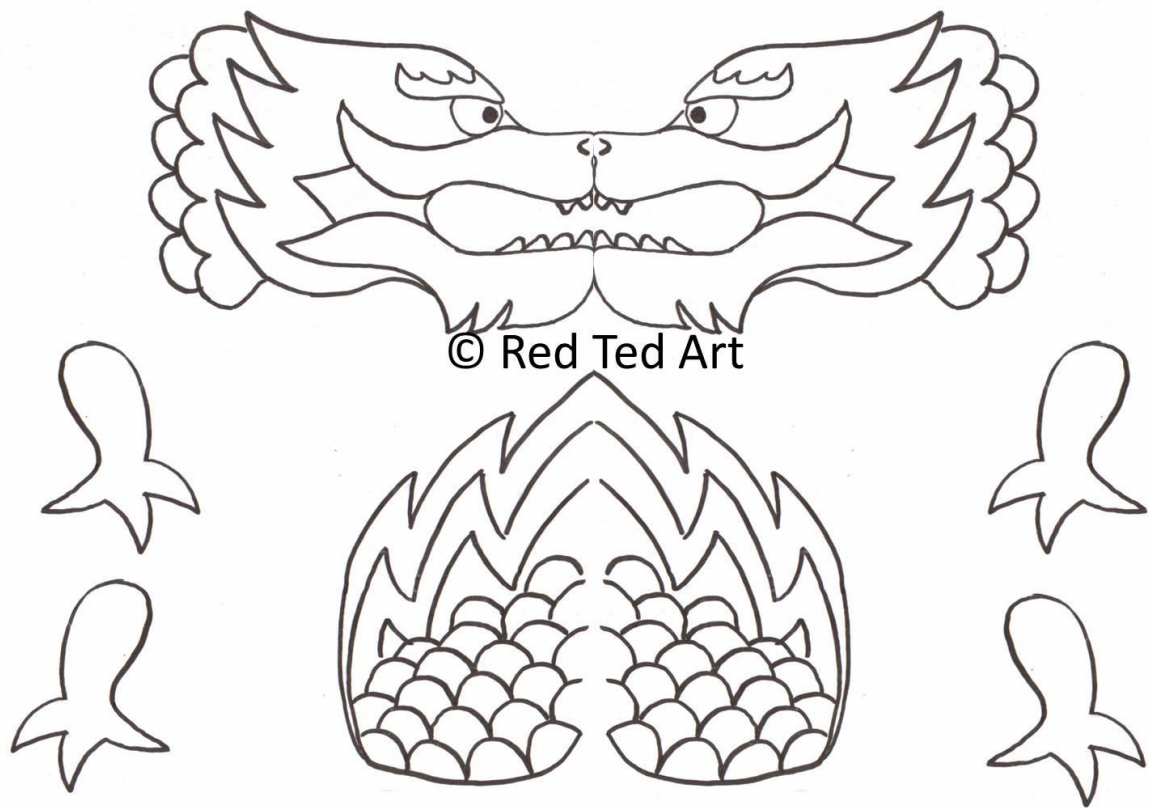
Cassiobury Park and other local green spaces have recently been affected by increased littering. To help us in our battle against the litter, we are asking children to design a poster with imaginative drawings and phrase to help spread an anti-litter message. The best posters will be used to help keep 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.

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

Anti-Litter Poster Competition

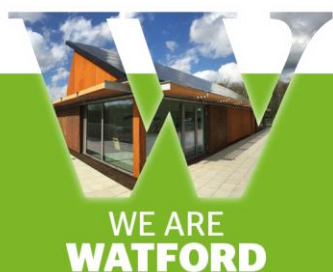
Cassiobury Park and other local green spaces have recently been affected by increased littering. To help us in our battle against the litter, we are asking children to design a poster with imaginative drawings and phrase to help spread an anti-litter message. The best posters will be used to help keep 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



MFL Y3, Y4, Y5, Y6 Summer 2 Week 4 – Gazpacho (Spanish Salad Soup) with Differentiated activities for each Year Group. Feel free to try all activities if you are brave enough.

Nombre:

Fecha:

The recipe book is now complete and I was surprised and a little disappointed that none of the Spanish pupils made this traditional dish from the south of Spain...

Watch Video - <https://www.youtube.com/watch?v=JnmtBGfWhC0>

Alex makes Gazpacho, it is a traditional salad soup served cold made with fresh raw ingredients like a liquid salad. It is delicious on a hot day you should try it.

Year 3 - Match the Ingredients to the correct word.

Tomates

un pepino

vinagre

sal

Aceite

un diente de ajo

pan

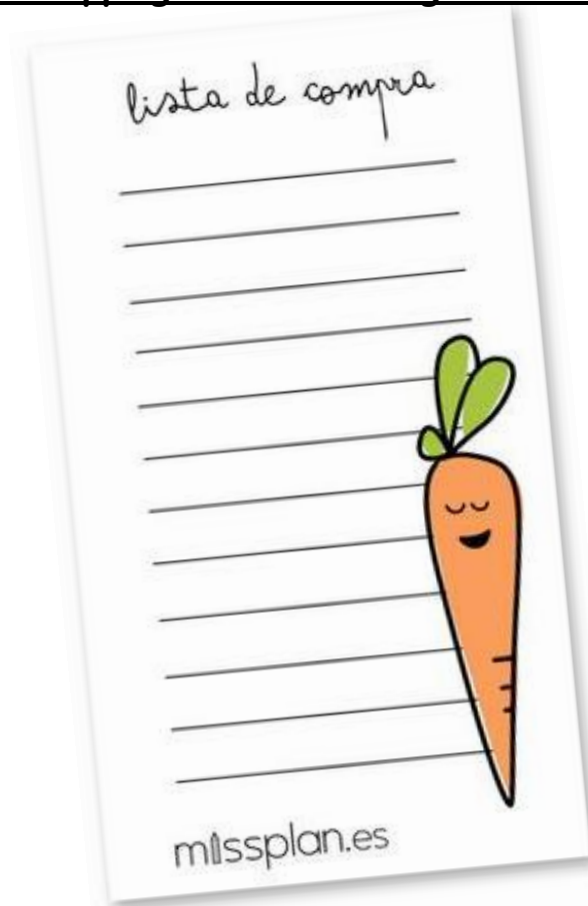
pimiento verde



Year 4 - Put the numbers of the steps (pasos) on the recipe instructions so the cook can prepare the soup easily. 3 of the 'pasos' have already been numbered for you.

Pasos	Instrucciones
	cortar los tomates
1	lavar todas las verduras
	cortar el pimiento
2	echar poco de aceite y vinagre sobre el pan y déjalo en remojo
	añadir un pizca de sal y liquidar
	poner todos los ingredientes en un bol
	pelar y cortar el pepino
8	pon la sopa en la nevera para enfriar

Y5 - Write a shopping list of the ingredients you need



Extension Activity

Have a go at writing out the full recipe. Use the steps from Y4's work above but remember PUNCTUATION and you may want to use the following Spanish connective adverbials:

primero
siguiente
finalmente

Y6 - The following are all Spanish verbs about cooking. What do you think they mean in English?

cortar

pelar

liquidar

echar

Here are the verbs conjugated in the present tense.

I	yo	<u>corto</u>	<u>pelo</u>	<u>liquido</u>	<u>echo</u>
You	tú	<u>cortas</u>	<u>pelas</u>	<u>liquidas</u>	<u>echas</u>
He/she/it	él/ella/Ud.	<u>corta</u>	<u>pela</u>	<u>liquida</u>	<u>echa</u>
We	nosotros	<u>cortamos</u>	<u>pelamos</u>	<u>liquidamos</u>	<u>echamos</u>
You (plural)	vosotros	<u>cortáis</u>	<u>peláis</u>	<u>liquidáis</u>	<u>echáis</u>
They	ellos/ellas/Uds.	<u>cortan</u>	<u>pelan</u>	<u>liquidan</u>	<u>echan</u>

Complete the Spanish sentences with the correct verb ending and then translate it to English underneath.

1] La niña (cortar)_____ los tomates por la mitad.

1]

2] Los niños (pelar)_____ los pepinos con el pelador.

2]

3] Nosotros (liquidar)_____ las verduras con una licuadora.

3]

4] Vosotros (echar)_____ la sopa en tazones.

4]

Sikhism

Creation



twinkl

Sikhism and Creation

In the Sikh holy book, the Guru Granth Sahib, creation is described by the Gurus but it is not a creation story similar to those found in Abrahamic religions or Hinduism.

Creation Stories	Sikh Description
Sequence of events	No sequence
Sometimes refer to days (e.g. Judeo-Christian creation story)	No reference to days or time it took to for God to create.
Order of creation outlined	No order is outlined

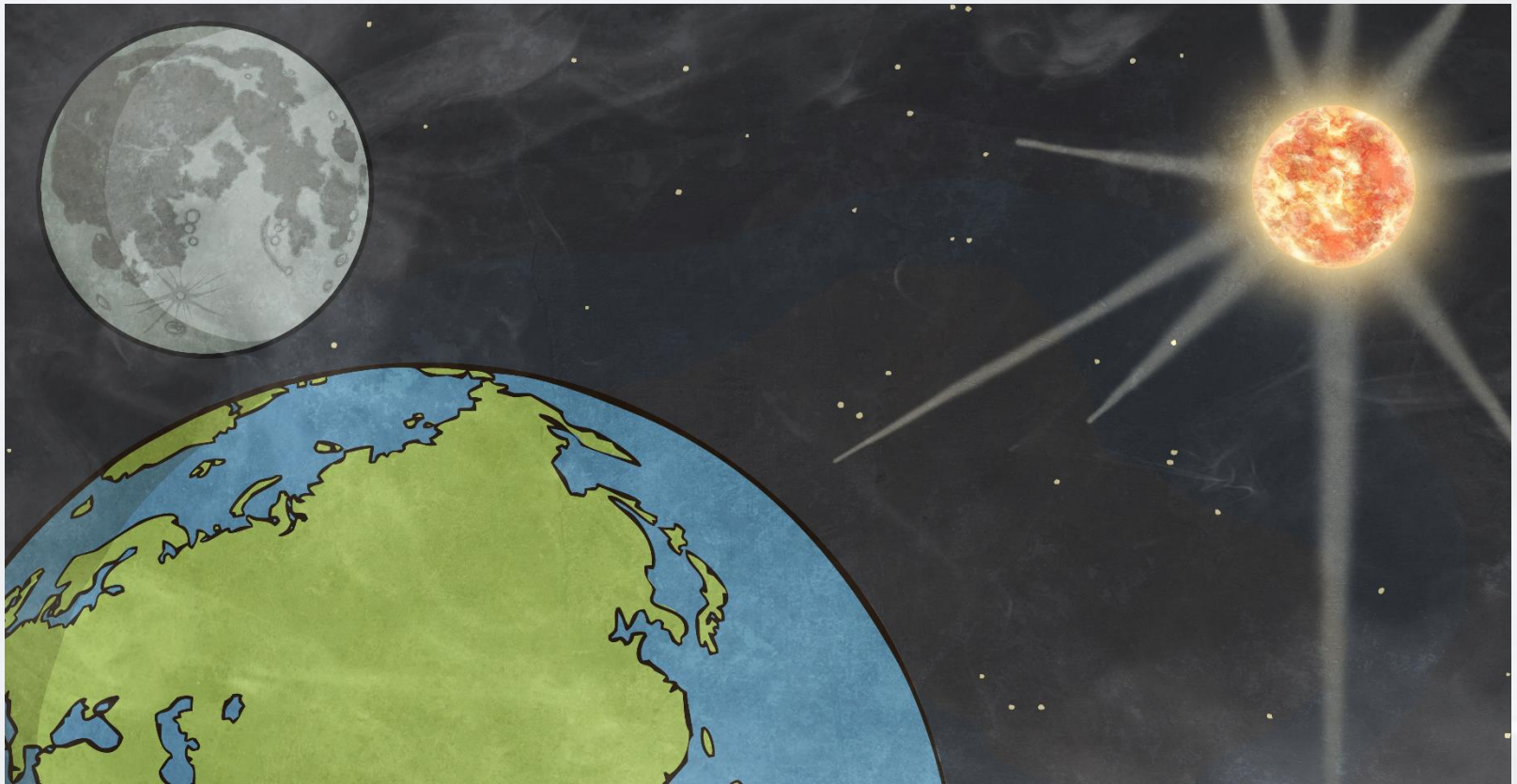
The following description is not in a particular order, but is what has been mentioned in the Guru Granth Sahib. However, it doesn't mean that Sikhs can't think about what the logical order might have been.



God created the entire universe billions of years ago.



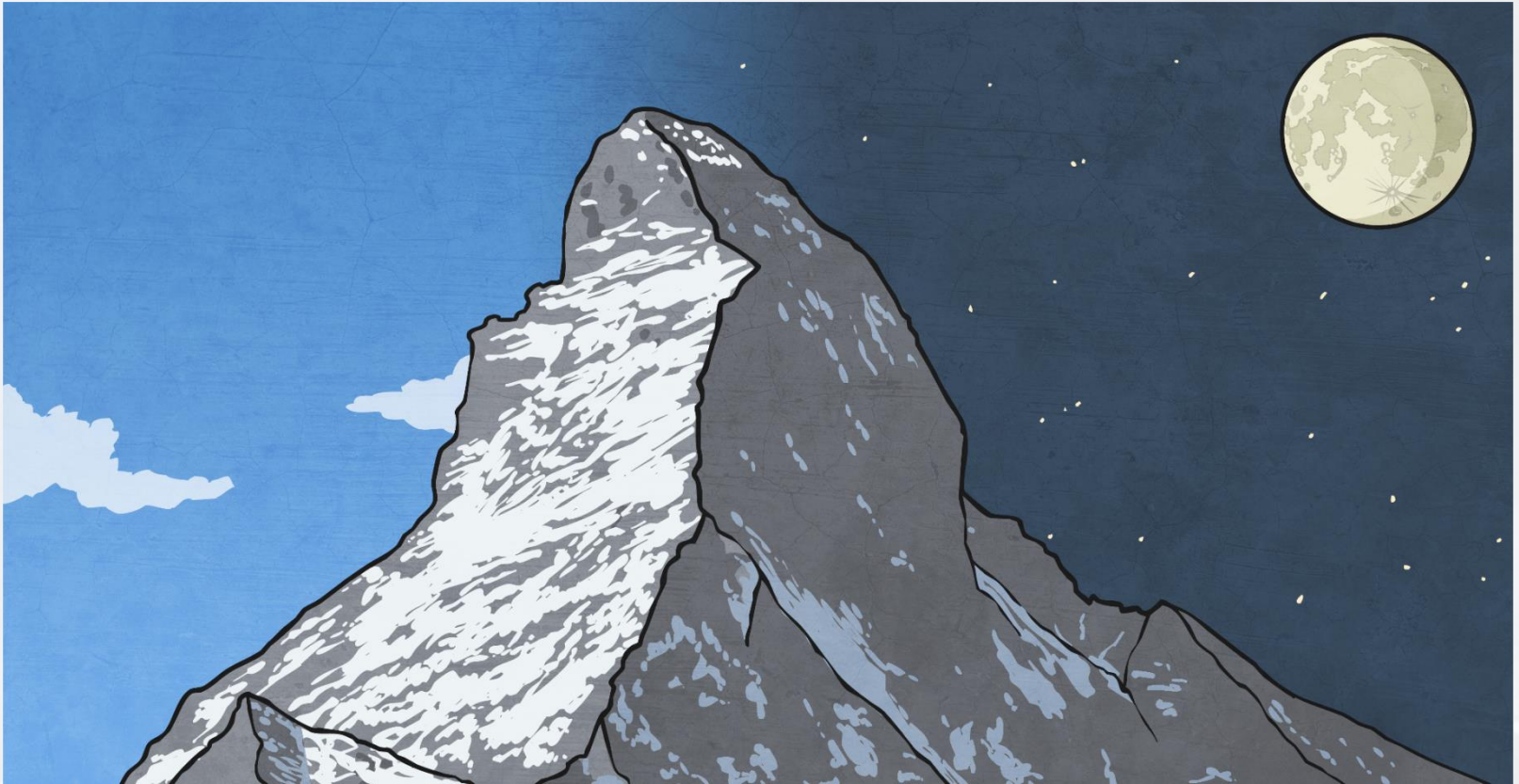
There are planets, solar systems and galaxies. If one speaks of them, there is no limit, no end. There are worlds upon worlds upon worlds of His creation. As God commands, so they exist. From God they emanate, and into God they merge once again. God's limits are not known to anyone.



There are billions of moons, suns and stars.



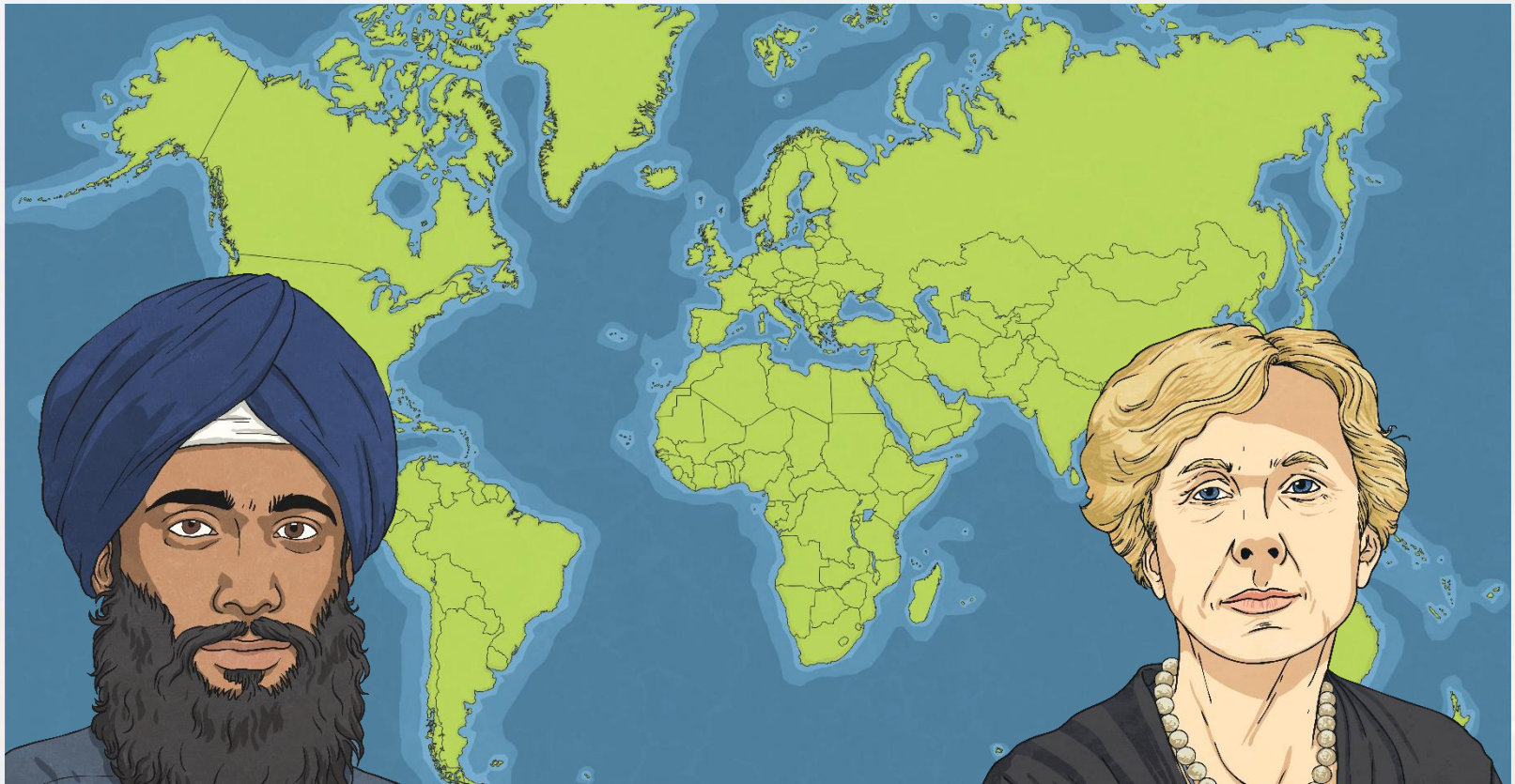
God established the Earth, the sky and the air,
the water of the oceans, fire and food.



God created the night and day and mountains.



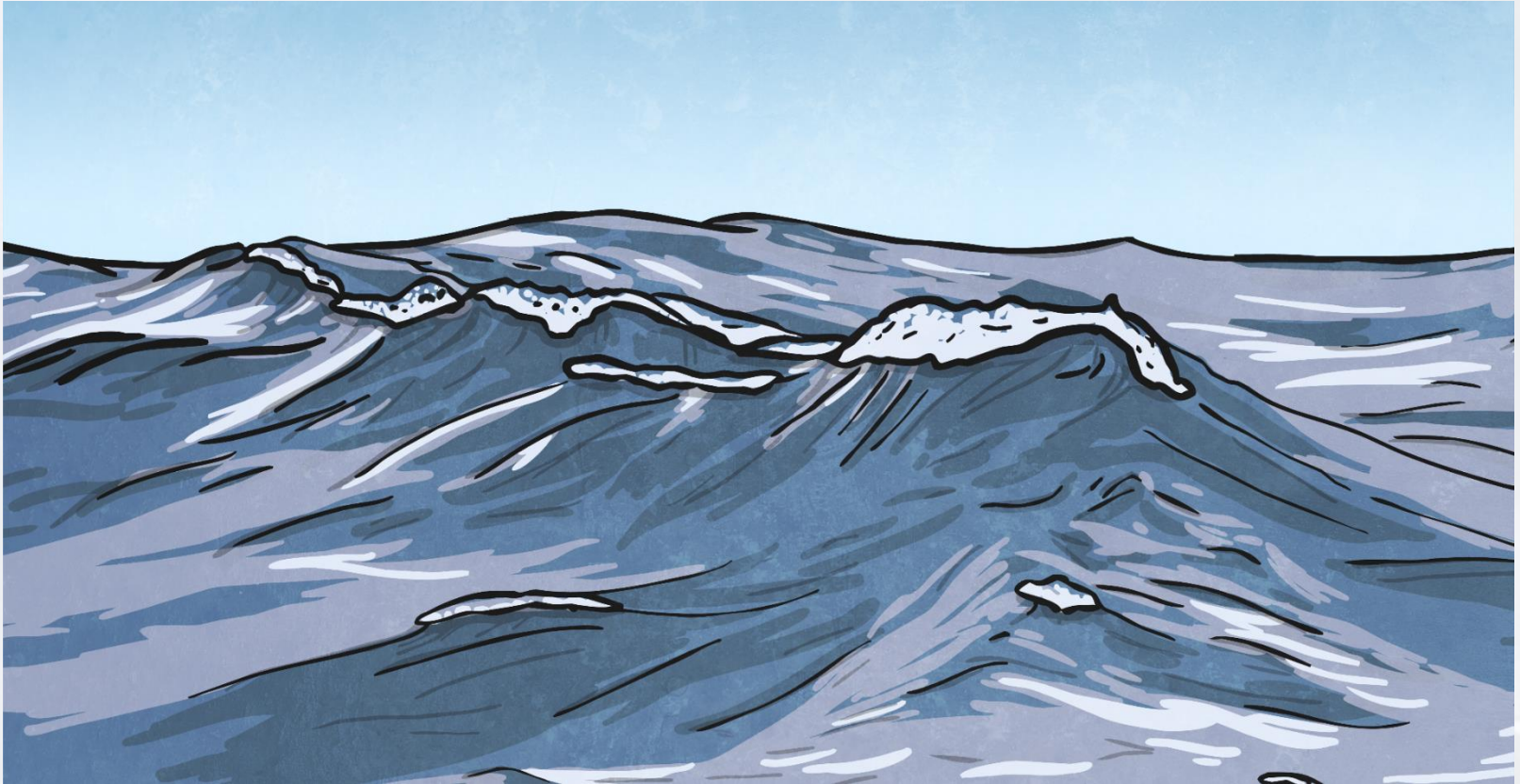
God blessed the trees with flowers and fruits.



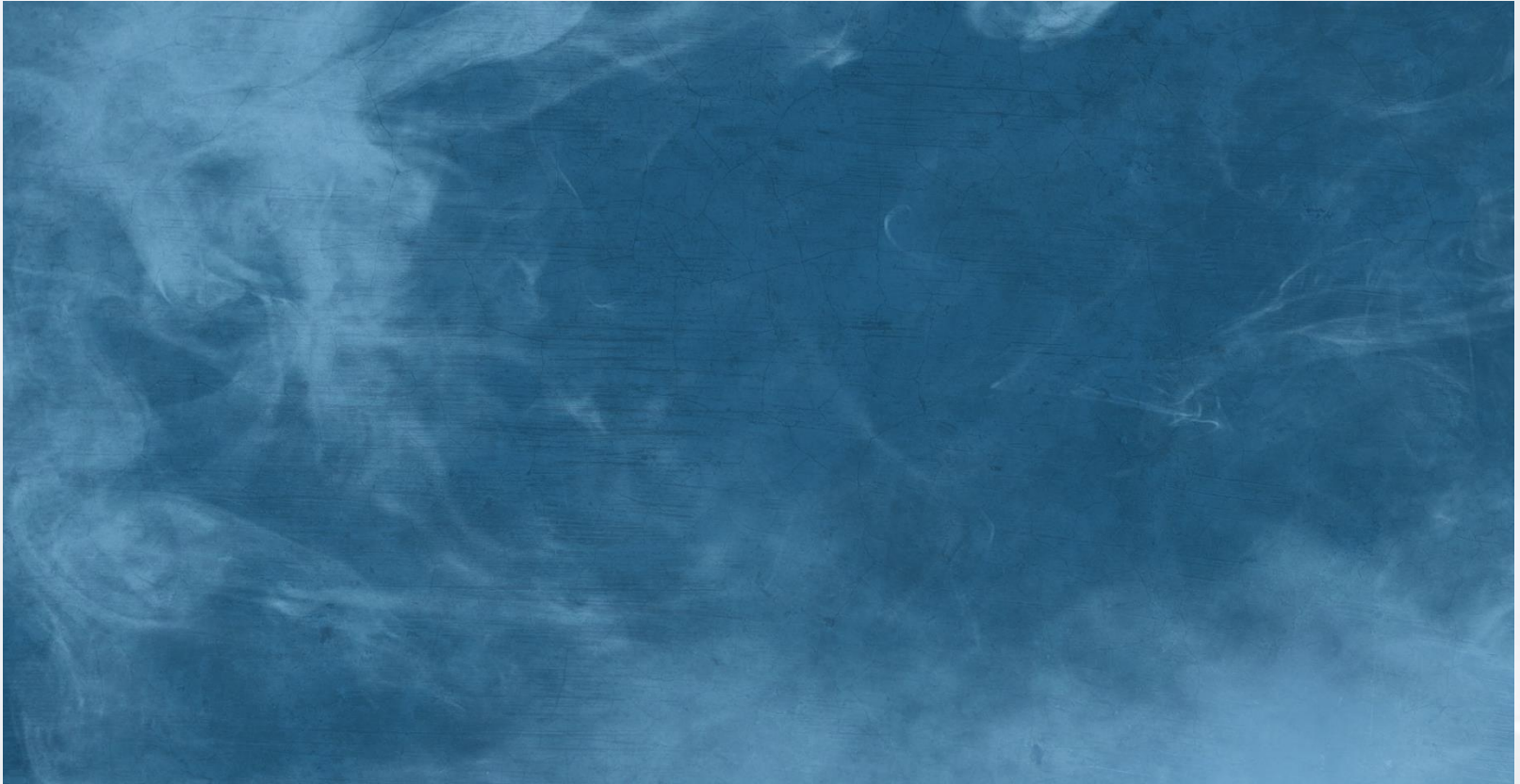
God created the human beings and the seven oceans.



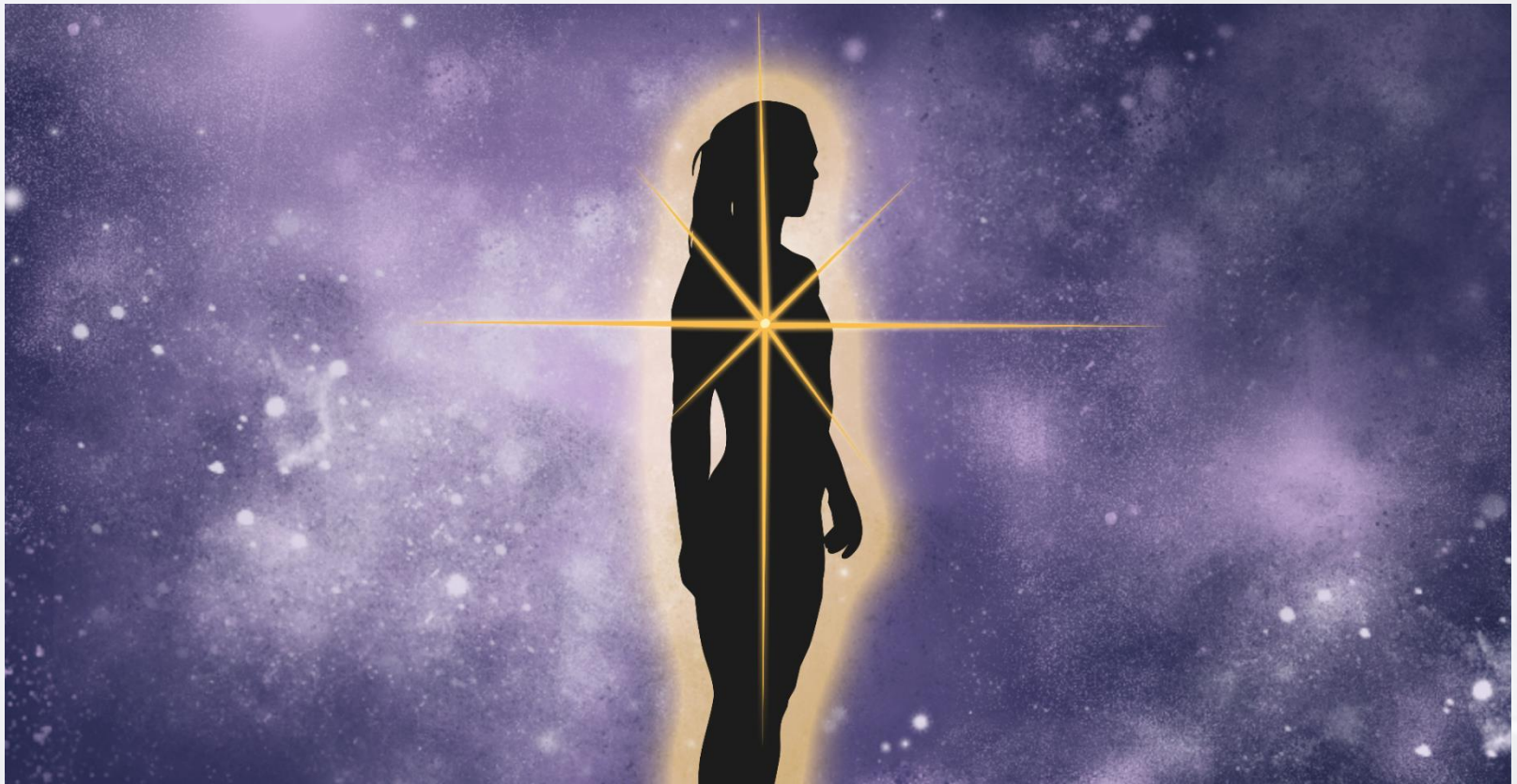
God established the three worlds (life in water, on land and in the air).



Life in the ocean, on land and in the air is based on water.



God created the gases and everything came from God's creation.



With all life, God has infused light, the soul, which is a part of God.

Creation Stories

Do religions need to have a creation story? Why? Why not?
Why don't some religions have a creation story?





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?

Rain Cloud in a Jar

On a rainy day, discover how rain is formed with this simple activity.

You will need:

A glass jar

Water

Shaving foam

Blue ink or food colouring

An eye dropper or pipette



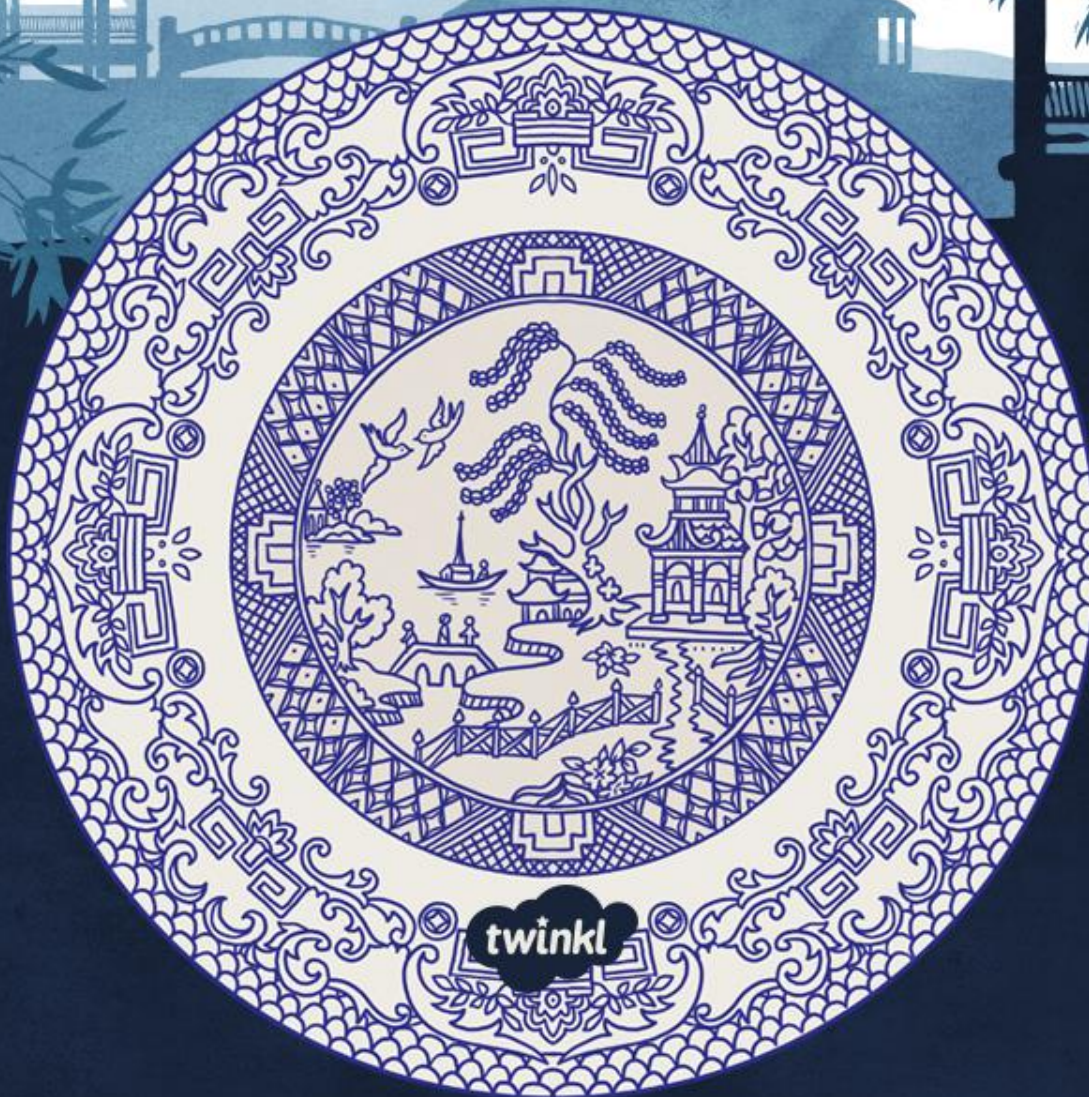
Instructions

1. Fill the jar about three-quarters full with tap water.
2. Squirt a 'cloud' of shaving foam onto the top and let it settle.
3. Drip food colouring into the shaving foam cloud. As the cloud fills up, the food colouring will drip through into the water, creating a rain-like effect.

The Science Behind It

Clouds are formed as part of the 'water cycle'. Water in oceans, seas, lakes and rivers evaporates, making water vapour, which rises into the air. When the vapour hits cold air higher up in the atmosphere, it turns back into droplets of water, which "stick" together to form clouds. Eventually, the clouds get so full of water that they can't hold any more, and the water falls back to the ground as rain.

Willow Pattern



twinkl

Willow Pattern

Willow pattern is the name given to the distinctive blue and white pattern found on many pieces of crockery. The style became popular in England towards the end of the 18th century. Willow pattern is inspired by hand-painted ceramics imported from China and often depicts landscapes.



Willow Pattern

The Industrial Revolution meant that for the first time it was possible to mass-produce fine china. Potteries, particularly around Stoke-on-Trent in Staffordshire, produced a wide range of ceramics, and Willow pattern became so common that it is possible to find shards of blue and white pottery in almost any back garden in the UK. Next time you are gardening, keep an eye out – perhaps you will find a piece of Willow pattern pottery and will be able to share the story behind it.



Willow Pattern Plate

Although inspired by Chinese imagery, the fable often associated with Willow pattern does not, in fact, originate in ancient China. The story was invented by an English potter named Thomas Minton, from Stoke-on-Trent, in order to promote the sale of his pottery.



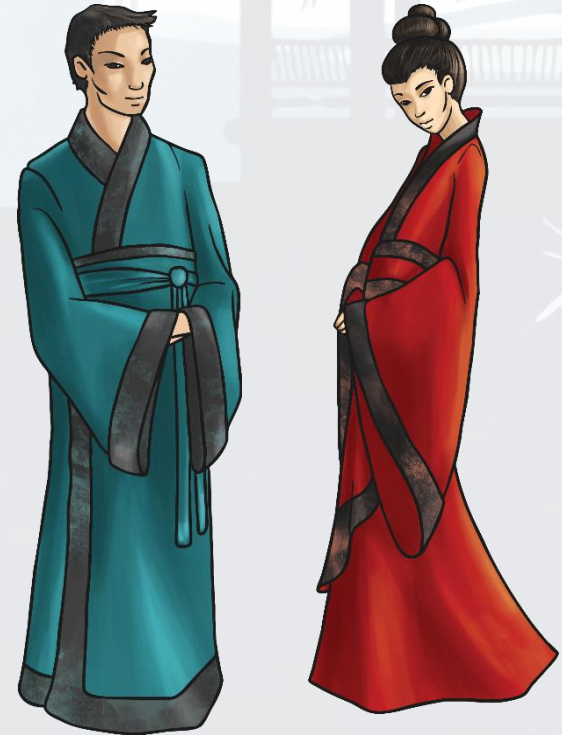
The Fable of the Two Doves

In ancient China, during the days of the Emperors, there lived a wealthy mandarin. He had a beautiful daughter, whose name was Koong-se.

In the mandarin's service was an accounting assistant named Chang. He and Koong-se were very much in love.

However, as she was the daughter of a wealthy official and he was only a humble assistant, the pair were forbidden to marry.

The mandarin was furious when he discovered that his daughter had fallen in love with a mere clerk. He dismissed Chang and ordered that a high fence should be built around his palace to keep the lovers apart.



The Fable of the Two Doves

The mandarin then arranged a marriage between Koong-se and a powerful duke. Koong-se did not love the duke but he arrived anyway to claim his bride and brought with him a box of jewels as a gift.

Unwillingly, Koong-se agreed. She and the duke were to be married on the day the first blossom fell from the willow tree.



The Fable of the Two Doves

On the eve of the wedding, Chang, disguised as a servant, slipped into the palace to find his love. Koong-se was delighted and the two decided to escape with the duke's jewels.

Before they could get far, however, the alarm was raised. The mandarin, flying into a rage, chased after the young couple, whip in hand but he was not fast enough. Chang and Koong-se escaped on board the duke's ship and fled to the safety of a secluded island.



The Fable of the Two Doves



The couple, safe together, lived on that island for many happy years until one day the duke learned of their refuge. Hungry for revenge, the duke sent his soldiers to the island, who captured the lovers and put them to death.

From high in the heavens, the gods looked down on the unhappy lovers. They were so moved that they transformed Koong-se and Chang into a pair of doves so that the pair could fly together forever.

