



# North Downs Home Learning Projects and Activities

## Year Five - Week beginning 18/5/20 (Summer Week 5)

Hello Nightingales and Skylarks,

Thanks so much to those of you who have sent your newspaper reports to us this week, there have been some really imaginative ones, and some great use of technology to produce the final version. Some of them can be seen on the blog so have a look to see what others have been doing. Remember, you can either post your work on Purple Mash, or ask a parent to send them to our email addresses. As ever, please **where possible**, try to prioritise daily maths, writing, indoor/outdoor exercise, practical topic-based tasks etc. Spelling and reading tasks can be dipped into for shorter periods. It's obvious to us that you have been working very hard and also being sensible about taking time to look after your wellbeing. We're wondering if any of you have tried sitting quietly and using something like a windchime to clear your thoughts before you start an activity. Let us know if you have please. Or, you might have another tip which you can pass on.



Mrs Mitchell, Mrs Bradby & Ms Marshall-Bailey.

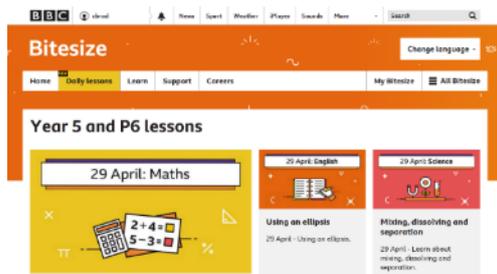
### Weekly Maths Tasks

(Aim to do 1 per day in order)

To support this week's learning, White Rose videos can still be found on the following link. <https://whiterosemaths.com/homelearning/year-5/>

The main lessons that you should follow are on BBC Bitesize page. <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

This week you need to start on the Maths Lesson for 18<sup>th</sup> May and do a new lesson each day.



There are some follow up activities on the website for you to do. These won't always be in the form of worksheets, but activities to reinforce your understanding, or give you extra practice.

The presentations often include all the practice you need. The lessons are fairly short, which will give you time for the other maths activities:

### Weekly Writing Tasks

(Aim to do 1 per day in order)

For the next two weeks you will be learning about, and then writing, autobiographies and biographies.

You have already learnt a little about biographies during Year 5, we have found out about Michael Rosen's and Benjamin Zephaniah's life and recently you will have read a little bit about Tim Peake. Now you need to find out what biographies are and recognise their text features. For the first week of this topic we are concentrating on **autobiographies**.

#### Day 1 and 2:

What is a biography? Read through the document **Year 5 Biography Wk5**

Make notes about the key features of biographies. Try to write down your own definition.

Read the document "Matilda" and complete the text marking activity. Is this autobiography fact or fiction? (There are two versions, choose the one most suitable for your reading ability. **Yellow** - tricky, **green** - expert).

Research some famous autobiographies - who was Anne Frank?



<https://www.bbc.co.uk/bitesize/topics/z7d7gwx/articles/zm4v7nb>

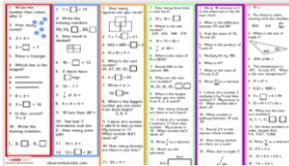
<https://www.bbc.co.uk/newsround/46972704>

Why do you think her autobiography is important? Can you find other examples of autobiographies that are aimed at your age group?

- to practise your **Times Tables** every day (you can use TT Rockstars or another method).



- to do a daily **Mental Maths** activity from the sheets provided. Choose one strip from the sheet. **Purple** is the Y5 level.



- to keep practising this half term's KIRF (recalling square numbers up to 144 and their square roots).

Square Numbers	Square Roots
1 × 1 = 1	√1 = 1
2 × 2 = 4	√4 = 2
3 × 3 = 9	√9 = 3
4 × 4 = 16	√16 = 4
5 × 5 = 25	√25 = 5
6 × 6 = 36	√36 = 6
7 × 7 = 49	√49 = 7
8 × 8 = 64	√64 = 8
9 × 9 = 81	√81 = 9
10 × 10 = 100	√100 = 10
11 × 11 = 121	√121 = 11
12 × 12 = 144	√144 = 12
13 × 13 = 169	√169 = 13
14 × 14 = 196	√196 = 14
15 × 15 = 225	√225 = 15

<https://www.bbc.co.uk/bitesize/articles/zvv6t39>

This week, we have added a couple of activities to try:

**Activity 1: Square numbers loop card game.**

You simply cut out all the cards and match up the questions with the correct answers.

OR

**Activity 2: Using square and cubic numbers: a matching game.**

**Day 3** - re-read Year 5 Biography Wk5 from Day 1. Now look at the document: **Features-of-an-Autobiography** (if you open this document in Adobe Acrobat you can use it interactively, otherwise print it out and write on the sheet). Sort out autobiographical features from non-autobiographical features and complete the sheet. **If you have time, create a poster which you can use as a reminder of the features.**

**Day 4 & 5** - You are going to write your own autobiography. Complete the **Autobiography Plan**, then write a page about yourself in chronological paragraphs? Make sure you remember the features that you noted on Day 3. If you need a reminder, use the word mat we have given you (**Autobiographies word mat**), there are extra ideas to think about.

We've given you lots to do every week and thought this week you could do some active learning. Here are a couple of Supermovers videos that can break up your learning during the week. Try to repeat them a few times each, and then check that you have got them right when you do your writing later on.

Relative clauses

<https://www.bbc.co.uk/teach/supermovers/ks2-english-relative-clauses-with-max-harvey/z4ndvk7>

Spelling:

<https://www.bbc.co.uk/teach/supermovers/ks2-english-spelling-rules-with-the-super-movers-crew/zb9njhv>

**Weekly Phonics/Spellings Tasks**  
(Try to do 1 per day)

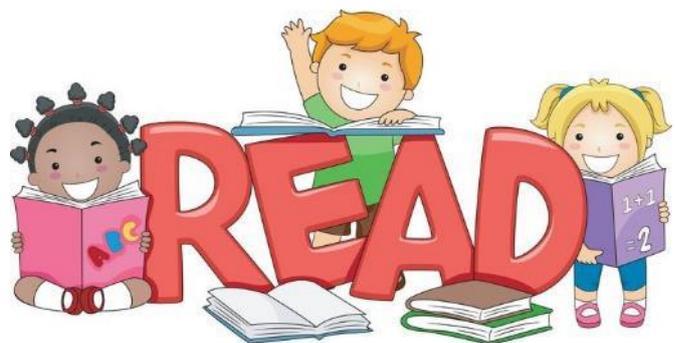
Many of these activities, you could do at the beginning of your English lesson, as a warm-up.

This week the activities will help you continue to learn our spelling rule: suffixes beginning with vowels to words ending in 'ible' and 'able'.

- changeable noticeable forcible
- legible dependable comfortable
- understandable reasonable enjoyable
- reliable considerable considerably
- consideration consider tolerably
- toleration possible possibly
- horrible force terrible
- visible visibly incredible
- difficult sensible sensibly
- horribly tolerable incredibly

**Weekly Reading Tasks**  
(Try to do 1 per day)

**Remember to read each day, preferably to an adult, and record in your Reading Diary.**



### Day 1 - Word puzzle - Anagrams

Complete the [Day 1 anagram worksheet](#) (when the letters are all mixed up!).

### Day 2 - Word puzzle - Anagrams

Complete the [Day 2 Your anagram worksheet](#). Use the spelling list above, or include words you have found which also follow the rule. You could choose to ask a member of your family to try to solve your puzzle, before completing Quick Write!

### Day 3 - Word jigsaw

Using some scrap paper; write a word on the piece of paper then tear it up! You could either tear it randomly, in letter groups, or individual letters. Mix the pieces of paper up, then put them back together again!

### Day 4 - A game of Pairs

Choose the words you would like to use in your game from the spelling list above (include any new words you have managed to find). Then, using scrap paper or card, cut out pieces about the size of a playing card. Write each word out **twice**.

The objective of the game is to collect the most pairs of cards.

1. Shuffle the cards and lay them on the table, face down, in rows.
2. On each turn, a **player** turns over any two cards (one at a time) and keeps them if the cards match. *If they do not match, they need to be turned back over again, in the same place*
3. Take it in turns, until all the words have been matched.
4. The person with the greatest number of pairs wins the game!

### Day 5 - Review - How many words have I learnt how to spell?

Go through all the spellings from the spelling list above again and see how many you can spell correctly, (ask someone to test you) which strategies helped you the most? Can you think of another strategy which may help you?

This week's reading tasks are linked to First News (First News for All Reading Activities pdf). You don't have to do them in this order!

### Day 1 - Quick News (p.4)

Read through the 20 Things to Know and Tell. Can you think of a fact which you could write about and share?



### Day 2 - How to look after animals in Lockdown (p.22)

Read the article, [Life at a Zoo in Lockdown](#). It may also be helpful to read page 10: Animal News. Then, choose a domestic animal (e.g. dog, cat, rabbit) or a wild animal which needs to be cared for at home, or until it can be returned to the wild. Write a timetable for the care of the animal.

### Day 3 - Special Report (p.11)

Read the report, [The Women Fighting for Wildlife](#). Create a poster to protect wildlife which is at risk through poaching.

### Day 4 - Boredom Busters (p.14)

Have a go at the Boredom busters! They are great fun - Sudoku, Word Wheel and crossword. You could then try the Boredom Busters on page 15!



### Day 5 - Futuristic Sports Gear! (p.9)

Read the article on page 9. Think about the sports equipment you have used in school and at home. Can you think of a way to improve one piece of equipment?

## Learning Projects - to be done throughout the week:

Topic: Discovering the World of Palaces

LOtC: Wellbeing and Keeping Active

Science: Plant Reproduction



H.C.P. - Tudor entrance



H.C.P. - Baroque section

PLEASE NOTE THAT  
THERE ARE LINKS  
TO YOUTUBE SO  
MAKE SURE AN  
ADULT KNOWS YOU  
ARE USING THEM.

### Topic- Palaces- Art and Design

#### Introduction

If you have access to the internet, start by looking at this 5-minute clip:

<https://www.youtube.com/watch?v=mlIPQnQgFqI>

It explains that Hampton Court palace is really 2 palaces merged into 1: it started life as a Tudor palace re-built especially for Henry VIII but was then later extended , during the reign of William and Mary, to become a magnificent Baroque style palace, very similar in style to the Palace of Versailles. You can also access a general introduction to its history by clicking here:<https://www.hrp.org.uk/hampton-court-palace/history-and-stories/the-story-of-hampton-court-palace/#gs.5qqoox->

#### Activity

Let's concentrate on the life and times of the Tudors living at the Palace. Henry VIII was the most famous of the Tudor monarchs. He lived in many palaces, but Hampton Court was his favourite. What was Henry VIII like?

- Use your **pdf Week 5 Palaces: What do we know about Henry VIII** to help you collate some facts of your own. Use the internet and information books to help you. The attached **pdf Week 5 Palaces: Biography Notes** will also help you!  
Please make sure you use your OWN WORDS and present your facts neatly in PEN. Why not add some sketches to help present your facts?



This painting of Henry is the most famous portrait of any monarch.  
Can you find out 3 facts about the artist and/or the painting itself?

Use this picture of him and colour his profile on your fact sheet using the sort of colours used in Tudor times.

This link will help you!

<https://www.npg.org.uk/collections/search/portrait/mw03080>

## Science

This week's Science lesson is learning how plants reproduce.

There are two videos to watch and two short activities to complete. Some of the knowledge, such as seed distribution is revision linked to our trip to Wisley. How much can you remember?

BBC Bitesize Daily lessons/Year 5

<https://www.bbc.co.uk/bitesize/articles/zngnrd>



### LOtC - Activities to take you and your family outside!

This week there are three activities to choose from, or you might decide to do all three. The focus is on wellbeing and being active!

Activity 1: Star gazing

Activity 2: Tree Workout

Activity 3: Create a Haka



**PLEASE POST A MESSAGE ON THE BLOG FOR US AND REMEMBER TO KEEP ALL THE LEARNING FOR US TO LOOK AT!**

Have a good week!

**Mrs Bradby, Mrs Mitchell & Ms Marshall Bailey**