



North Downs Home Learning Projects and Activities

Year Five - Week beginning 29/06/20.

Hello everyone,

We hope you all managed to enjoy the sunshine; it was a very hot week! Our learning letter is a little different this week to allow for variety and choice.

This week we are also meeting up for our teams' sessions on Tuesday 30th June; Nightingales will meet in the morning and Skylarks in the afternoon. We hope to see as many of you as possible. You have 3 tasks to try to complete in preparation for these sessions. You will find these highlighted below. **As our meetings are earlier in the week, please can you prioritise these tasks on Monday so that you are able to contribute something!**

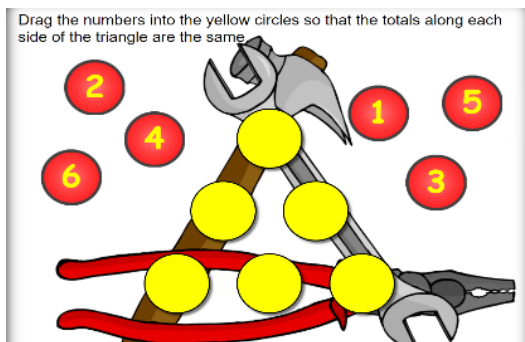
Thank you for continuing to work hard and remember you are all special and doing an amazing job. That includes adults too!

Weekly Maths Tasks

(Aim to do 1 per day in order)

This week, there is extra content to allow for some element of choice. You **DO NOT** need to complete everything!

A **maths starter** to get you going. Is there more than one solution? Why not post your answers on the blog or send them to us?



Main Learning.

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>

Start on the Maths Lesson for 29th June and do a new lesson each day.



Weekly Writing Tasks

(Aim to do 1 per day in order)

Creative Writing

We are doing things a little differently this week. For this week's work you will need to access a workbook on Pie Corbett's Talk for Writing Website.

The Unit is called "The Game" and can be found here:

<http://www.talk4writing.com/wp-content/uploads/2020/04/Y5-Unit.pdf>

You can download the PDF from this link, but please be aware that you **DO NOT** have to print all of the pages if you do not wish to do so. Just print the pages you need.

For copyright reasons we cannot upload this pack to the school website.

Day 1

Read Page 3

Introduction: The World of Jumanji

In 1981 Chris Van Allsberg wrote a book called Jumanji. In the story, a brother and sister discover a game that turns fiction into real life. Whatever square you land on in the game, brings a new challenge to overcome. Worst still, the challenge becomes a reality for everyone around.



If you have access to the internet, watch this clip:

<https://cutt.ly/JtxrUyf> (Check with an adult that it is OK to do this).

Now read the first part of The Game on page 4 and 5 - up to the point where you are asked to **make predictions**.

If you have done the suggested activities, please use **Education City** or **Purple Mash** for extra challenge.



Remember to do **Times Tables** every day (you can use TT Rockstars or another method).

Practise the KIRF. (key instant recall facts)

This half term's KIRF is factor pairs.

When given a number in one of the times tables up to 12x12, you should be able to state a factor pair which multiply to make this number. Below are some examples:

$$\begin{aligned} 24 &= 4 \times 6 \\ 24 &= 8 \times 3 \\ 56 &= 7 \times 8 \\ 54 &= 9 \times 6 \end{aligned}$$

$$\begin{aligned} 42 &= 6 \times 7 \\ 25 &= 5 \times 5 \\ 84 &= 7 \times 12 \\ 15 &= 5 \times 3 \end{aligned}$$

Here are some other examples and how to use the right vocabulary to describe them:

- *Can you find a factor of 28?*
- *Find two numbers whose product is 20.*
- *I know that 6 is a factor of 72 because 6 multiplied by 12 equals 72.*

There are some useful clips on BBC Bitesize to help you.

<https://www.bbc.co.uk/bitesize/topics/zfq7hyc>

Mental Maths:

This week, have a go at these mental maths challenges using this link:

<https://www.bbc.co.uk/programmes/p05wsm6h>



Start on quiz 1 and do one daily so that you will end up on quiz 5.

You can also try these games:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

(You will need to print a copy of the story and keep it for other tasks later in the week)

Write down your predictions and then read the rest of page 5, page 6 and page 7.

You can also listen to the story here:

<https://soundcloud.com/talkforwriting/game/s-7MBlxRcz8zL>

Complete the task at the bottom of page 7 (What do the words mean?) and then do The Sentence Challenge (which continues on page 8 and 9). You can write your sentences in the book if you like instead of on the pages of the PDF.

STOP HERE FOR TODAY!

Day 2



Look at the task at the bottom of page 9 - Likes, Dislikes, Puzzles & Surprises!

Fill in the boxes on page 10 (or draw circles for these and complete in your book).

Re-read the story and complete the comprehension questions that are on pages 11-13. Do this on the sheets, or in your book.

Day 3

Go to Page 16 and do The Adjective game - this is a warm-up game before you start your writing tasks.

Pages 17-20 - It's now your turn to be the author. You are going to re-write the story with new ideas (just like we did with Kensuke's Kingdom).

Work through the pages and complete the activities up to the end of page 20.

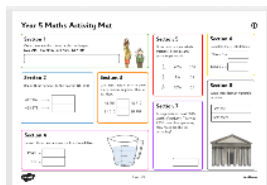
Day 4 and 5

Page 21 & 22 - **Get Plotting Again!**

Write a brand-new finding tale. Use pages 21 and 22 to guide you through the process.

If you prefer to work on paper, here are some general number-based activities to try:

Year 5 Maths Activity Mat pdf



Are you ready for a challenge? Try this activity from the NRICH website.

<https://nrich.maths.org/5578/index>

Factor-multiple Chains

Here is an example of a factor-multiple chain of four numbers:



- Can you see how it works?
- Perhaps you could make some statements about some of the numbers in the chain using the words "factor" and "multiple".
- In these chains, each blue number can range from 2 up to 100 and must be a whole number.
- What are the smallest blue numbers that will make a complete chain?
- What are the largest blue numbers that will make a complete chain?
- What numbers cannot appear in any chain?
- What is the biggest difference possible between two adjacent blue numbers?

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

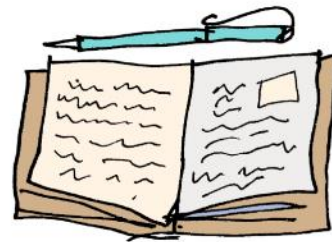
This week we are looking at suffixes for words ending with **-fer**.

The **r** is doubled if the **-fer** is still stressed when the ending is added.

referring	referred	referral
preferring	preferred	
transferring	transferred	

Are you ready? Then

- ★ write it,
- ★ read it
- ★ and check it!
- ★ See you at the end!

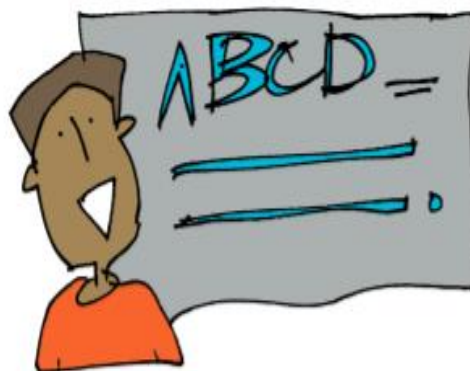


If you have time, try making the mini book - see page 23 and 24 for instructions.

Please make sure you **write down ideas** for the questions on page 25 and 26 and let us know how you've got on.

Grammar Work- Relative Clauses.

Please see page 14-15 (and the very top of page 16) of the PDF. Complete the Relative Clauses task.



Weekly Reading Tasks (Try to do 1 per day)

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

Additional Reading and Comprehension Activities



The r is not doubled if the **-fer** is no longer stressed.

preference	transference
reference	referee

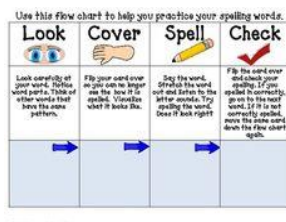
This link will give you **free** access to some games and puzzles:

Try the Spelling Tiles

<https://spellingframe.co.uk/spelling-rule/36/43-Adding-suffixes-beginning-with-vowel-letters-to-words-ending-in-fer>

Day 1

Practise your spelling list. Draw a grid like this:



Day 2.

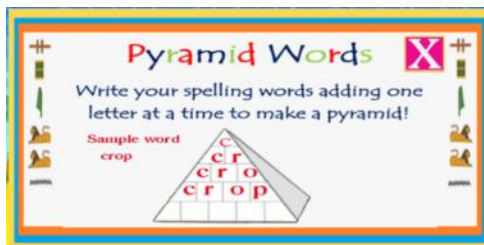
Check that you know the meanings of all 10 spellings. Use: **Year 5 Spelling Activities pdf.** Can you insert the correct spellings in each of the sentences on the sheet?

Day 3

Try the word search on: **Year 5 Spelling Activities pdf.**

Day 4

Make pyramids for your spelling words:



Day 5

Test and practise again if you need to. You might choose to use the online test: **Practice/Test**

<https://spellingframe.co.uk/spelling-rule/36/43-Adding-suffixes-beginning-with-vowel-letters-to-words-ending-in-fer>

Join the Summer Reading Challenge
<https://summerreadingchallenge.org.uk/>

The Summer Reading Challenge is the UK's biggest free reading promotion for children; it's run by the charity The Reading Agency and delivered with Public Libraries. This year, the Summer Reading Challenge's Silly Squad will celebrate funny books, happiness, and laughter. Visit the website and your local library website to find out how you can access eBooks, audiobooks, comics and magazines for free so that you can complete the challenge from home.



Why not start this week?! Let us know if you have joined.

****Important****

Teams Task for the next meetings.

We would like you to think about a book that you have read, that you **REALLY** enjoyed. If possible, have the book with you, but don't worry if you can't. Make notes so you can share with others in your group. What is the title, who is the author, what did you like about it? Why would you recommend it? Remember not to give too much away about the plot if it is a story. You can also recommend non-fiction such as information, or explanatory texts.



Learning Projects - to be done throughout the week

Topic- Local Study Project/ **Teams Preparation**

Art- Design

Lotc- Sculpture & 30 Days Wild.

P.E.-Agility

Topic

TEAMS MEETINGS PREPARATION - Tasks 1 & 2



Task 1

Find a map of your local area. It could be an O.S. map (if you have one) or a road map or a map found on the internet.

Make a table like the example below and write down 8-10 local place names. Can you find out what they mean?

Here are a couple of examples to start you off:

- The name Dorking comes from the Saxon 'Dorchingas'. By Domesday the Manor of Dorking covered the modern parishes of Dorking, Capel and the Holmwoods. Later the settlement became a market centre for the surrounding villages and the town's symbol is the five-clawed Dorking fowl for which the market was famous.
- Brockham, originally 'Brook-ham' (bend in a brook) is so called from the Anglo- Saxon meaning 'river meadow by the brook.'

Place Name	Meaning

Task 2

Can you find 3 interesting facts about the town/ village where you live?



Most villages / towns have their own websites with information!

Outdoor Learning

To tie in with our local area topic, we would like you to do “Learning from Landscapes”

Loose Parts Challenge: Recreate a famous landmark in your grounds.

Activity: There are some incredible landmarks across the UK, from Big Ben to Edinburgh Castle. Recreate some of your favourite famous landmarks to save you having to go and visit them all (which is a bit tricky at the moment)!

- Your landmark could be a manmade building or structure, or a natural feature.
- Think carefully about what size it should be - should it include certain shapes?
- What specific features does your landmark need to have?
- You could use natural materials that you can find outside or manmade materials.
- Look at a photo of the landmark to try to add more attention to detail.

What could you use?

A range of small and large materials e.g. recycling, scrap construction, materials, natural items, and other bits 'n' bobs!

We don't really want to see 60 models of Stonehenge, so please think about other places! See below for a few ideas to help you decide.

Challenge • Add some tourists who are enjoying their visit to the landmark. • Make facilities such as a car park etc. • Create the landmark from different perspectives e.g. birds eye view etc. • Write an advert or make a poster to encourage people to visit your site. • Make the landmark to a chosen.



P.E.

Active Surrey's Virtual School Games continue this week.

THE SCAVENGER

Weekly theme: Agility

Activity Aim: To collect and sort coloured items as quickly as possible.

How to play

1. Choose a Level 1-5.
2. Set up a rectangular area (size listed on chosen level). Mark each corner with a different coloured item/hoop or write 4 different colours on separate paper.
3. Using your items (number, colour and type of items listed on chosen level), randomly scatter them inside your marked area.
4. Start in the middle of your area. Get into a ready position; knees bent, arms low.
5. Press 'start' on the timer, collect the items one at a time and sort them into the correct coloured corner.
6. Press 'stop', when the last item has been placed in its corner.
7. Record the time and level of each attempt.

Where to do this

Anywhere, that is suitable for the size according to your level and clear of any damageable objects.

What equipment is needed

Timer (tablet, phone or stop watch).
4 corner markers. Coloured items (see details listed per level).

Who can get involved

You can do this on your own, as a pair or with your family or class in your own area.

Level 1

Area size; 3 by 4 big steps.
4 items of each colour, use big & easy to grab items.

Level 2

Area size; 4 by 5 big steps.
5 items of each colour.

Level 3

Area size; 4 by 5 big steps.
6 items of each colour. Set a coloured pattern. You will sort items in that order.

Level 4

Area size; 5 by 6 big steps.
6 items of each colour. Move around in the bear crawl position.

Level 5

Area size; 5 by 6 big steps.
8 small items of each colour. Move around in the crab position.

Submit your results by 28 June using this form bit.ly/VSSG2020

#VirtualSSG2020

Full information can be found here: <http://www.activesurrey.com/events/games/VSSG> and the activity in full is here:

http://www.activesurrey.com/activesurrey/uploads/School_Sport/school_games/Virtual_SSG/Week_3_-_The_Scavenger_FINAL.pdf

Time to get outdoors and look around!



Have a good look at the photo: can you see things which represent Dorking? e.g. Boxhill, the cockerel, cycling, Denbies, Dorking caves etc.

- Go into **your** local area and take some photos and/or draw sketches of some key landmarks.
- When you get home, make a collection of your findings on the table.
- Design and create a collage type map or picture of key landmarks on a large piece of plain paper / card.
- Use any materials you wish e.g. water-colour, coloured pencils, wax crayon etc.

Take your time as this should be colourful and interesting to look at! **Can you send these into us?**



30 Days Wild.

Please continue with the 30 Days Wild activities and send us photos of what you have done.

Have a good week!

Mrs Bradby, Mrs Mitchell & Ms Marshall Bailey.

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