



North Downs Home Learning Projects and Activities

Year Five - Week beginning 13/07/20

Hello everyone,

We can't quite believe it, but this is our last week of home learning. Again, there is lots of choice this week and you don't need to print off all the resources!

Both classes will be having our very last teams' meetings on Tuesday 14th July when we will all have a chance to reflect on the past year whilst looking forward to life in Year 6. Please see below details of your preparation tasks for our final sessions and kindly remember to prioritise these tasks ready for Tuesday- thank you!

Please also look out for the details of your transition sessions with your new Year 6 Teachers which take place on **Monday 20th July** as follows:

1.15 - 2.45 Nightingales - Kestrels Mrs Cummins
1.30 - 3.00 Skylarks - Eagles Mrs Judd

Have a great week and thanks as ever for your hard work. **You have all been AMAZING.**

Weekly Maths Tasks (Aim to do 1 per day in order)

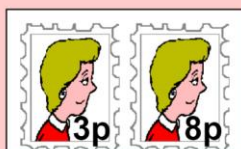
This week, there are a variety of activities to try. You **DO NOT** need to complete everything!

A **maths starter** to get you going:

Aunt Sophie has 3p and 8p stamps only.

It will cost 73p to post a parcel.

How many of each type of stamp should she put on the parcel?



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 13th July and do a new lesson each day.



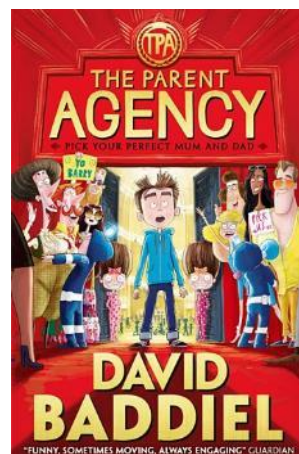
Weekly Writing Tasks (Aim to do 1 per day in order)

Three of this week's tasks are combined with the Reading tasks and can be found on the BBC website under Daily Lessons. For convenience we have also included the book extracts as pdfs. It is therefore possible to do the tasks without accessing the website if this is easier.

Day 1 - Daily Lessons Bookclub

<https://www.bbc.co.uk/bitesize/articles/zc7dbqt>

Using the book, *The Parent Agency* you will learn how to summarise and write creatively. This lesson includes: two videos of the author of the book, David Baddiel, reading extracts from *The Parent Agency*, with follow up activities.



If you can't access the videos - you can read the extract on the pdf - Book Extracts.

Barry Bennett hates being called 'Barry' and has made a list of ten other things he hates. Barry feels that his friends have better names, better clothes, better birthdays and definitely better parents. Barry wishes he had better parents and

Mental Maths.

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



<p>Think of a number and answer in many of the following questions as you can. Show any workings you give me.</p>	
1. $8356 + 3285 =$	
2. $2948 \div 7 =$	
3. $715 \times 4 =$	
4. To save time, calculate $15680 \div 400 =$	
5. If $1 \times 48 = 7$, can you imagine to write this calculation in a different way?	
6. Complete the sequence 10, 20, 30, ...	
7. Complete the sequence 1400, 1380, ...	
8. Write the next two terms: 6, 9, ...	
9. What is the next in the rule of the sequence? 5, 10, 15	
10. Write the number in numerals: Seven hundred and forty three thousand, two hundred and twenty five	
11. Write this number in words: 105 200	
12. Write the number 123 in Roman numerals	
13. What is the number 123 in numerals?	
14. Which is larger: 35 000 \blacksquare 350 000	
15. Which is larger: 80 \blacksquare 100?	
16. Which is larger: 8.0 \blacksquare 8.05?	

Year 5

Mathematics

Arithmetic: Test 12

Name	
Date	

In the first extract, Barry is planning his birthday party and his younger twin sisters, who he refers to as TSE, The Sisterly Entity, are winding him up with their dad.

Think about the following:

- Now watch David read another extract from *The Parent Agency* ([Extract 2 on the Book Extract pdf](#)) and think about the following:

- Activity 1:** Read or watch the first extract again.

Think about the following:

1. How do Ginny and Kay react to Barry?
2. Do his Mum and Dad defend him or make the situation worse for Barry?
3. Is it just harmless fun with some sarcasm?
4. Or do you actually feel sorry for Barry?
5. Write a short paragraph in response to the question, '**Do you feel sympathy towards Barry or is it just a bit of fun?**'

You might want to record your evidence in a table to help you organise your ideas. You may have evidence for both sides of the question

	Evidence that supports sympathy for Barry	Evidence that supports it is just a bit of fun
1		
2		
3		

Why not **investigate?**

Make 200

1 2 3 4 5 6 7 8 9

Choose four of these digits.
Each one must be different.
Put one digit in each box.

This makes two 2-digit numbers reading across
and two 2-digit numbers reading down.
Add up all four of the numbers.

In this example the total is 100.

1	2
4	7

$12 + 47 + 14 + 27 = 100$

How many different ways of making 200 can you find?

Why not send us your solutions?

Activity 2:

Read or watch the second extract again.

Many different events happen in this extract.
What do you think is the turning point, the pivotal moment?

Is it when Barry realises that he is getting angrier? Is it something that somebody says? Is it when he throws the DVD?

Write a short paragraph where you identify the turning point and explain your choice. Within the paragraph, you could also identify your other possible choices and explain why you have disregarded them.

Activity 3:

What are your impressions of Barry?

Imagine that you could ask Mum, Dad, Kay and Ginny that question. What do you think they would say?

Write a couple of sentences in role as each character in response to the question, 'What is your impression of Barry?' or 'How do you feel about Barry?'

Have some fun writing in role as four different characters.

Day 2

We want you to write some nonsense poems.
Can you think of any?

There is a BBC lesson here

<https://www.bbc.co.uk/bitesize/articles/zjt296f>

Work through the activities and watch the videos (you can leave out the Michael Rosen videos if you like as we have done these before).

Or you can work from this sheet:

Nonsense poems

Nonsense poems swap ordinary words for words you find interesting, funny or that sound good. You can even swap ordinary words for made-up words!

Lewis Carroll, Edward Lear and Spike Milligan are good authors to read if you like nonsense poetry.

How to write a nonsense poem

Write down a few sentences about something very ordinary, like making a drink, or going for a walk.

Think of some random words you find funny, interesting or sound nice. If you fancy a challenge you can also make up your own words. Swap some of the ordinary words from your sentence for your interesting words. You've written a nonsense poem! **Perform it with enthusiasm, actions and exaggerated expressions.**

Activity 1 - You can also write nonsense poems about a made-up subject. For example:

- A shark, who is afraid of the dark.
- A pizza chef who doesn't know how to make pizza.

Can you think of three random subjects to write a nonsense poem about?

Activity 2

Now read the famous nonsense poem called *The Jabberwocky* by Lewis Carroll. Can you tackle the questions after you have read the poem?

PDF - Jabberwocky poem and questions

Choose the level most suitable for you.

Day 3

Bitesize Daily Book Club: The Extraordinary Life of Katherine Johnson by Devika Jina

<https://www.bbc.co.uk/bitesize/articles/zyx3hCW>



Using the book *The Extraordinary Life of Katherine Johnson* you will learn how to summarise information and write a magazine article.

The Extraordinary Life of Katherine Johnson

This book is the biography of Katherine Johnson who grew up to be one of the most important people in the history of space travel, in an era of racial prejudice. As a child, Katherine loved maths but at that time schools were segregated where she lived. As an African American, she had to complete her education a long way from her home.

The first extract describes Katherine's work with NASA, the American Space Agency.

The second extract recounts Neil Armstrong, Buzz Aldrin and Michael Collins' first steps on the Moon and how Katherine Johnson was working through the complicated maths.

Read or watch the first extract from *The Extraordinary Life of Katherine Johnson*.

Think about the following:

- Have you ever heard of Katherine Johnson before?
- Can you work out what her job was?
- Who or what is NASA?

Now watch or read another extract from the book and think about the following:

- Who was John Glenn?
- What did Katherine achieve?
- What moment of history is described here?

Read or watch Extract 1 again.

The writer gives us lots of information in the extract. Which events did you think were important?

If you were going to tell somebody else about this extract, what would you tell them?

Make a list of the 'top five things' that you think they would definitely need to know so that they will understand what is happening in this extract.

Top tip!

Skim and scan the extract and make some notes to summarise the key points before deciding which make it into your list.

Read or watch Extract 2 again. In the extract we discover two amazing achievements that Katherine was involved in, in 1962 and 1969.

Write two sentences to explain what each achievement was.

Use the text so that you can write in a formal tone, using scientific language.

You could organise your ideas or information in a table first. Then you can choose which information to use in your explanations.

Information relating to Katherine's achievement in 1962	Information related to Katherine's achievement in 1969
1.	
2.	
3.	
4.	

Activity 3

Read or watch both extracts again.

Your challenge is to write a magazine article about Katherine Johnson.

Think about the following:

Choose who the audience of your article will be as this will determine the tone of the article. Is it for younger children, your peers or for a scientific magazine for university students?

Remember a magazine article is different to a newspaper report. You need to think about the purpose of the article - are you explaining or informing?

Choose a heading for your article - you might want to use alliteration or a play on language. Be creative - you want your audience to know what your article is about from the heading.

Top tip! Think about what information you want in your article and plan each paragraph carefully.

What will you include in your introduction and conclusion?

Day 4

More poetry today but this time you will be looking at **Imagery and figurative language**
<https://www.bbc.co.uk/bitesize/articles/z6n6dp3>

Watch the videos on the BBC page. Try to learn these terms (If you can't remember them all, make a mind map and colour it in. You can then keep it for later:

Figurative language is a kind of **descriptive language** that doesn't mean what it says literally.

For example:

Similes describe something by comparing it to something else, using like or as. For example, the statue was cold as ice.

Metaphors are a word or a phrase used to describe something as if it were something else. For example, he was a tornado.

Personification is describing objects as if they are people. For example, the statue stared out across the water.

Hyperbole is used to exaggerate, intensify and emphasise different ideas. For example, the pizza was hotter than the sun.


Alliteration is repeating the sounds at the start of words. For example, the solid, silver statue.

Onomatopoeia is words that sound like what they describe. For example, plop or bang.

Imagery

Imagery is a way of painting an image in the reader's mind by writing about the five senses (smell, taste, touch, sight, and sound). You can use figurative language to describe each of these senses.

Activity 1 - Match the terms.

Poetic Device		Example
Assonance		Drip. Drop. The water fell.
Metaphor		His performance was out of this world
Hyperbole		She has a lion's heart
Personification		The ball danced into the goal
Alliteration		Sizzling succulent sausages
Onomatopoeia		The unicorn flew like a jet
Similes		The sheep went to sleep in the heat

Activity 2

Do the **Year-5-Poetry-sorting cards pdf** There are a lot to sort, do as many as you can. **Then check the answers to see how you have got on.** If you get a chance - repeat the activity.

Day 5 - Go to the **reading** section of the Learning Letter and Look at Day 5's Lesson.

Grammar Work

Revise Tenses.

Activity - Changing Tenses pdf

Challenge: Look in your reading book or in magazines for different use of tense.

Year 5 General Revision.

All Year 5 Grammar coverage can be found on the school website:

<https://www.northdowns.surrey.sch.uk/attachment/download.asp?file=4296&type=pdf>

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

Here is this week's spelling list for learning/revising:

physical
queue
recommend
restaurant
rhyme
sacrifice
sincerely

Day 1

Practise your spelling list. Draw a grid like this:



Day 2.

Check that you know the meanings of your 7 spellings. Can you make up a glossary?

Start like this:

1.physical: of the body.

He did hard **physical** training to prepare for the race.

2.queue:

Day 3

Spelling Day 3 Word Search pdf.

Weekly Reading Tasks (Try to do 1 per day)

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

Reading and Comprehension Activities

Day 1 - See Writing task.

Day 2 - Design a collage of different book covers that could be used for a library display.

Day 3 - See Writing Task

Day 4 - Create a word search of famous authors - old and new.

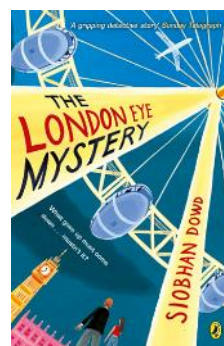
Day 5 - Reading lesson: The London Eye Mystery by Siobhan Dowd

https://www.bbc.co.uk/bitesize/articles/zmjjq_p3

You can work from the BBC website, or complete the activities below.

Activity 1

Read the London Eye Mystery - Extract 1 (See Book Extract pdf)



'Read Extract 1 again and answer the following questions.

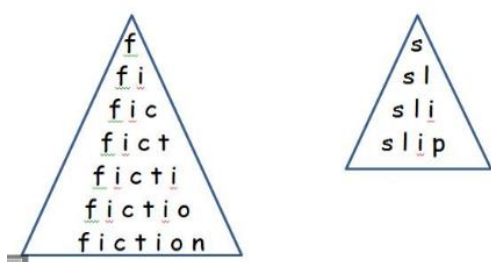
The questions follow the order of the text so the answer to the first question can be found near the beginning of the extract.

- What does Salim say is up Ted's street?
- Which part has Kat been reading in school?
- What position is the pod at in this extract?
- Why did Ted laugh?

Activity 2

Day 4

Try some spelling pyramids to practise your words.



Day 5

Test and practise your 7 spellings again if you need to.



Year 5 Spelling Revision

Please find PDF in your Resource Area: A LIST WHICH COVERS ALL YEAR 5 COVERAGE. These are the National Curriculum Spellings you will need to revise ready for Year 6.

Further information can be found at:

<https://www.northdowns.surrey.sch.uk/page/?title=Spelling&pid=457>

Read **Extract 2** again and think about the events that unfold.

Return to the beginning of the extract and summarise what is happening in the text. Try to write 8 different phrases/clauses to summarise the plot.

Challenge yourself to using a maximum of 6 words for each phrase/clause.

You can choose where to pause and write a summary. Here are a few to start you off.

- Where is Salim?
- A little white lie!
- Ticket from stranger gone wrong.

Activity 3

Ted struggles to understand what **idioms** are in **Extract 2**. Idioms are expressions that can't be understood from the ordinary words in it.

The following idioms are included in this extract - **something is up your street**, **drives him bananas**, **round the bend** and **off your trolley**.

Can you explain what these idioms actually mean?

- Something is up your street
- Drives him bananas
- Round the bend
- Off your trolley

Try to collect four more idioms to add to your writing toolkit!

Have a look at the example answers to check.

Answers to Activity 3

- Something is up your street - this means something is exactly the kind of thing you like or know about.
- Drive him bananas - this is usually used when something is annoying you.
- Round the bend - if someone is 'round the bend', they do foolish or silly things, or are unable to act in a reasonable way.
- Off your trolley: - this means behaving in an extremely unusual way or doing something very silly.

Learning Projects - to be done throughout the week

Teams Preparation

Art and Design
Science/ Outdoor Learning
Health Education- Parent Information

Teams Preparation

We finish off our sessions with some time for **reflection** and **moving on**.

Task 1

Please make your own list of ideas **or** complete the **Year 5 Memories pdf**, sharing your best moments from Year 5.

It could be:

- a favourite subject.
- a sporting triumph.
- a funny moment.
- a great achievement.
- an act of friendship or kindness.
- a proud moment.
- an acting debut.

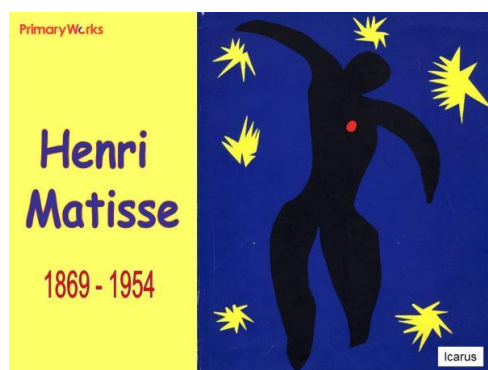
You might like to capture these memories in a fun way by creating a 'Memory Jar'.



Task 2

Use the **"Moving On" pdf** as a guide and think about what you are looking forward to in Year 6.

Art / Design- Henri Matisse



You might like to find out more about this famous French artist.

1. Read through the Henri Matisse ppt.
2. Take a look at some of his work, using <https://www.tate.org.uk/kids/explore/who-is/who-henri-matisse>

Now it's your turn to recreate some collage in the style of Matisse.

- Use this link to help you work through some art ideas
<https://classroom.thenational.academy/lessons/henri-matisse-and-collage/activities/1>

OR

- Use your own ideas to create your very own version of Matisse art!

Outdoor Learning / Science

Activity 1



This week we want you to do some more practical science work. Read through the [pdf - Kitchen Scraps Gardening](#). **You'll** need to think about what scraps you can get so a bit of planning is needed for this activity. If you don't have any compost or soil, try the activities that just use water to get them started.

Think scientifically: what do you expect to happen, how long do you think it will take to see changes?

Keep a diary and observe your plants every day. Draw simple diagrams to show the changes. Describe what you have observed. Some of the plants will take several months to harvest, try to keep the observations going over the summer and into autumn.

What other fruit and vegetables could you try?

Activity 2

Back to forces! Rocket Mice.

Go to the Science Museum website activity:

<https://learning.sciencemuseumgroup.org.uk/resources/rocket-mice/>

You need to watch the video, and read the instructions on the page carefully. There is also a [pdf for the rocket mice](#) which includes a template for the cone mouse.

The basic investigations are quite simple, so make sure you answer the questions on the webpage and investigate the follow up ideas. Try different sizes of bottles and mice and try to measure your results accurately. **What affects the distance and height that the mice travel?**

Please upload any photos or video to the blog.



Health Education- some information for parents.



**Children and Family Health
Surrey**

Sarah Whitefield, from the School Nurse Team, has sent some information regarding puberty relevant to pupils in Years 5 and 6. Ordinarily, Sarah and her team would have run a session with the children at school so please do have a look at the link

<https://childrenshealthissurrey.nhs.uk/services/advice-talking-your-children-years-5-6-about-puberty>

It is important that children learn about the physical and emotional changes that happen during puberty. This link takes you to an informative webpage of top tips, trusted websites and helpful advice to give you the confidence to support your child's learning around puberty.

Have a good week.

Mrs Bradby, Mrs Mitchell & Ms Marshall Bailey.

caroline.bradby@northdowns.surrey.sch.uk

sue.mitchell@northdowns.surrey.sch.uk