



Year 5

Home Learning Pack

1st June - 5th June



Timetable



Timetable Summer 2 Week 1 |

		9:30 - 10:30	10:30	10:45-11:15	11:15 - 12:15		1:20 -2:00	2:00-3:00	3:00 - 3:15	
Mon	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 1 	B	 Reading day 1	 English	L	SPELLING TASK 1	Design your own time capsule	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker	
Tues	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 2 	R	 Reading day 2	English 	U	SPELLING TASK 2	Handprint Art - Create a handprint picture of you and your family. 	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker	
Wed	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 3 	E	 Reading day 3	English 	N	SPELLING TASK 3	French 	Enrichment afternoon	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Thurs	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 4 	A	 Reading day 4	 English		SPELLING TASK 4	Computing (PSHE focus)	PR	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
INSET DAY										

Daily: times table rock stars

Our theme this week is: Reflection



Being reflective means to consider how something has impacted on us.

This could mean we think about the following questions -

How successful was it?




How difficult/easy was it?

How did it make me feel?

Has it changed the way I will act in the future?



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5 a day Maths Starters

These will also be set daily as assignments on Microsoft Team

Monday

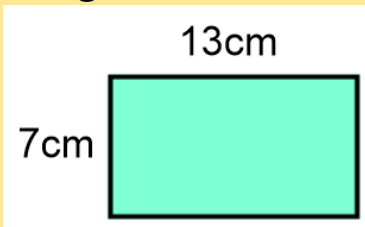
1) $326 \div \bigcirc = 3.26$

2) Add 16 and 1.06 together.

3) Use <, > or =
 $0.02 + 0.003 + 0.3 \bigcirc 0.321$

4) Multiply 2,396 by 6

5) Find the area of this rectangle.



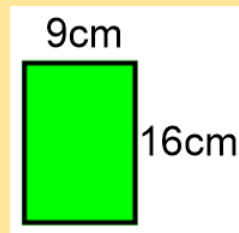
Tuesday

1) Subtract 2.07 from 8.

2) $0.49 + \bigcirc = 1$

3) Use <, > or =
 $\frac{3}{4} \bigcirc \frac{7}{12}$

4) Find the perimeter of this rectangle.



5) $45.9 \times \bigcirc = 4,590$

Wednesday

1) Find the difference between 0.629 and 0.941

2) $\frac{3}{7} + \frac{2}{7} = \frac{\bigcirc}{\bigcirc} + \frac{1}{7}$

3) Add 0.45 to 0.85

4) From this clock, what will the time be 20 minutes later?



5) How many hours are in a week?

Thursday

1) What comes next in the sequence?
9.8, 9.5, 9.2, ___

2) $0.27 + \bigcirc = 1$

3) Divide 648 by 4

4) From this clock, how long is it until 8 o'clock?



5) $\frac{6}{5} + \frac{1}{10} =$

INSET

Monday 1st June

LO: To multiply using the grid method

Today we will be recapping our multiplication skills using the grid method.

Task 1 – Recap of 4 digit by 1 digit

1. $6139 \times 7 =$

x	6000	100	30	9
7				

2. $6975 \times 3 =$

x	6000	900	70	5
3				

3. $8283 \times 5 =$

x	8000	200	80	3
5				

4. $5620 \times 5 =$

x	5000	600	20	0
5				

Use the grid method to answer these questions. Multiply the single digit by each part of the 4 digit number. Then add them together to find the final answer.

DON'T FORGET TO LINE UP YOUR ADDITION CALCULATION CAREFULLY

Example

$$4562 \times 3 = 13686$$

x	4000	500	60	2
3	12000	1500	180	6

$$\begin{array}{r} 12000 \\ 1500 \\ 180 \\ 6 \\ \hline 13686 \end{array}$$

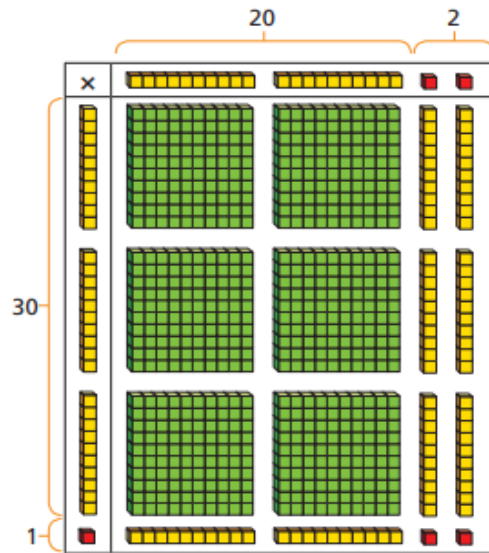
Task 2 – Multiply 2 digit by 2 digit using grid method

- Watch the video – Summer Term Week 3 lesson 1

<https://whiterosemaths.com/homelearning/year-5>

1 Kim is using base 10 to work out 31×22

Use Kim's model to help you complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

$31 \times 22 =$

2 Use base 10 to work out the multiplications.

a) $12 \times 14 =$

b) $23 \times 13 =$

5 Use the place value counters to complete the multiplication grid and sentence.



$26 \times 32 =$

×	20	6
30		
2		

6 Use an area model to help you complete the multiplication.

a) $28 \times 14 =$

x	20	8
10		
4		

c) $35 \times 22 =$

b) $27 \times 16 =$

x		

d) $45 \times 36 =$

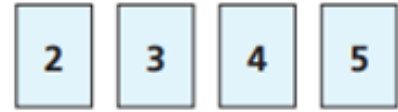
7 Complete the multiplications.

$21 \times 24 =$

$31 \times 25 =$

$18 \times 26 =$

9 Use each digit card once to write a multiplication.



\times $=$

How many different answers can you find?

How many products are there between 1,000 and 1,500?

Remember **PRODUCT** is the total of two numbers multiplied together. Eg.. the product of 3 and 5 is 15

Monday 1st June 2020

Reading task

**LO: To investigate
new vocabulary**

**Read this extract of an
adventure story set in a
different world.**

**Highlight or underline the
following words from the
text: reeked, contraption,
tinkling, indignant,
faltered**

**Use the text or a
dictionary to help you
find out the meanings of
these words and write a
definition on the next
page.**

**Use this link if you need
an online dictionary.
<https://kids.wordsmyth.net/we/>**

Music Box

Micah brought the music box to her on the night of the meteor storm. Piper never slept on these nights, when debris from other worlds fell from the sky. Restlessness kept her awake in bed, staring at the slanted ceiling of her house. She counted the widening cracks in the grey scrub-pine planks and then counted the seconds as they ticked by on the tarnished silver watch she wore around her neck. Beneath her cotton nightdress, the metal lay warm and comfortable against her skin. Micah's knock made her lose count, but the watch ticked on steadily.

She pulled on a pair of her father's old boots, slung his brown coat over her nightdress, and opened the door. Wind blew a harsh breath of snow and ice crystals into her face. Piper wiped her eyes and fixed a look of annoyance on the boy huddled in the doorway.

'I must be seeing things,' Piper said. 'This can't be Micah Howell standing at my door, dragging me out of bed in the drop dead of night. Look at me – I'm stunned stiff. I'm speechless.'

Micah snorted. 'That'll be the day, then. Let me in, Piper, will ya?' He stomped snow off his boots. 'Stinks out here, and it's so cold my teeth are cracking together.'

'That's your own fault for being out on a storm night. Most scrappers have the sense to stay inside.' He was right, though. The air already reeked of brimstone. The storm was coming. Piper moved to let him in, then shut the door behind him. He immediately ran to the cast-iron stove to warm his hands. Piper nudged him aside and adjusted the controls. 'Hand me a log before you make yourself at home,' she said. It was her habit to pretend to be bothered by her friend, even though she was happy to see him.

Micah handed her a piece of wood from the basket near the stove and reached into the bulky sack he had slung over his shoulder. 'I brought it, just like I said I would.'

'That's great, kid, but I thought you were going to bring it a few hours ago – you know, before I made a comfortable nest in the middle of my bed.' Piper tended the stove, and then she went to the window and looked out at the sky, which had begun to lighten, though it was still several hours until dawn. The moon was a sickly greenish colour, as it always was before the meteors fell, making the clouds around it look like swelling bruises on the sky.

Piper's skin itched. She had the urge to go outside and watch the fields, to see the first of the meteors streak from the sky, but it was too cold, too dangerous. And besides, she'd promised to fix Micah's toy. A musical box – Piper rolled her eyes. Machines couldn't make proper music. You needed a person for that.

She lit an extra kerosene lamp and placed it on the small kitchen table. Piston rings, bolts, and cylinders littered its surface. Piper shifted these aside, wishing she had a bigger work space, one she didn't also have to eat at. 'Let's see it, then.'

Micah set the music box between them. 'Isn't she beautiful?' he said, his fingers lingering on the lid. It was decorated with a painted figure of a woman in a white silk robe. She reclined on a strip of grass, her long black hair falling around her waist. At her back grew a tree full to bursting with pink blossoms that hung over her like a veil.

Whoever had made the music box was a skilled artist. Piper could practically smell the flowers, each one hand-painted in white, coral, and cerise. In a few places, the paint had cracked and faded, but those were hardly noticeable. Overall, it was an incredible piece. Micah had been lucky to find it.

'But she won't sing?' Piper lifted the lid to get a look at the musical components. She'd seen contraptions like these before. A series of pins arranged on a metal cylinder struck the teeth of a steel comb while the cylinder turned, making the tinkling notes of a song. She'd heard this type of music and had always thought the sound was a little annoying. 'Did you clean the inside after you dug it out of the crater?'

'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.



lingering: lasting for a long time or slow to end

reeked:

contraption:

tinkling:

indignant:

faltered:

Find these words in the text and write a definition of the word.

Use the example to help you.

English Lesson 1

LO: To discuss your lock down experience with a member of your family.

Our lives have changed a lot over the last few weeks. It is important we talk about life in lockdown and take the time to reflect.

This week the whole of KS2 are going to be completing the same writing project about life in lockdown. 😊

With a parent, grandparent, brother or sister, answer the following questions: If no one is available to talk with you. You can complete them yourself.



Can you remember your first thought when you heard that schools were closing? Were you excited? Worried? Frightened? Why?



What did you miss most about normal life?



A large writing area with two sections. The top section has five horizontal dotted lines. The bottom section has five horizontal dotted lines. The entire area is enclosed in a green border.



Did you learn or do anything new while in lockdown?



Four horizontal dotted lines for writing.

What was your favourite thing about lockdown?



Four horizontal dotted lines for writing.

What was your least favourite thing?



Four horizontal dotted lines for writing.

Did you do anything new or different with your family?



Four horizontal dotted lines for writing.

How did you feel through lockdown, most of the time? Happy? Scared? Something else?



Four horizontal dotted lines for writing.

What did you most look forward to doing when life returned to normal?



Four horizontal dotted lines for writing.

And finally, do you think living through lockdown changed you? How?



Four horizontal dotted lines for writing.

Monday 1st June 2020

Spellings

Copy words into your home learning book. Use look, say, cover, write, check
You should write each word 3 times
Make sure you join your handwriting

This week, we are looking at unstressed vowels in polysyllabic words.

Unstressed vowels are vowel letters that are not easy to hear within a word.

Polysyllabic words have more than one syllable.

When a polysyllabic word has unstressed vowels within it, it can often be difficult to spell as you can't rely on 'sounding out' the spelling.

For example: In the word 'library', the 'a' is unstressed and we usually pronounce the word 'li-bry'.

These are the spellings you will be working on this week

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
definite						
desperate						
literate						
secretary						
stationary						
dictionary						
Wednesday						
familiar						
original						
animal						

My lockdown 2020 time capsule

Over the last 8 weeks you have spent most of your time at home with members of your family while the world battles this terrible virus. This lockdown is a highly unusual event, and one which people and historians will be reflecting on for years to come.

A time capsule is a great way to capture a personal moment in history. It allows you to reflect on what is important and can remind you and others what happened during the pandemic of 2020.



Your Task

1. Find a box or container that you can fill with small items and pictures.
2. Think carefully about what has been happening during the lockdown. Think globally (world), nationally (Britain), locally (Wokingham) and personally (Your home).
3. Think about what you would like to go in your time capsule to represent these events.
4. Draw pictures or actually find objects you could put in the box. You could add labels to them to explain why you chose them. You could decorate your box. We will be doing work throughout the week that you can also add to your time capsule.
5. Look on the next slide to get some ideas of what you could put into your time capsule.



My lockdown 2020 time capsule



Time capsule ideas.



Picture of clap for carers

Piece of string 2 m to show how far we had to be apart

Recipe of your favourite lockdown baking



a 2020 dated coin



Picture of laptop to represent online learning

Mad photos of your family!



National newspaper headline





a copy of the Government letter about the pandemic



Picture of a face mask



Tuesday 2nd June 2020

Tues	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 2 	E	 Reading day 2	English lesson 2 Plan 	N SPELLING TASK 3	Handprint Art - Create a handprint picture of you and your family in lockdown 	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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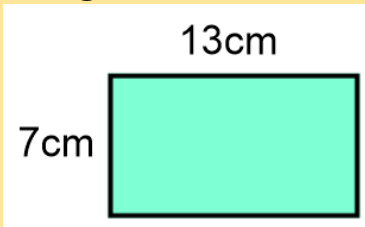


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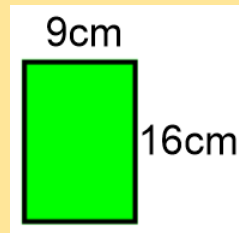
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Wednesday

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5) $\frac{6}{5} + \frac{1}{10} =$

INSET

Tuesday 2nd June 2020

LO: To multiply by 2 digits

Today we will continue to multiply by 2 digits. In the first task you can continue to use grid method, in the second task you can have a go at long multiplication.

Task 1 – Recap of yesterday's learning

Use the grid method to solve these calculations

1. $65 \times 47 =$

×	60	5
40		
7		

2. $82 \times 49 =$

×	80	2
40		
9		

3. $84 \times 53 =$

×	80	4
50		
3		

4. $930 \times 98 =$

×	900	30	0
90			
8			

5. $401 \times 76 =$

×	400	00	1
70			
6			

Task 2 - Long multiplication

Watch the video – Summer Term Week 3 lesson 2

<https://whiterosemaths.com/homelearning/year-5>

1 Complete the multiplication.

			1	2	3	4	
	x				2	1	
			1	2	3	4	
			2	4	6	8	0

(1,234 ×)
(1,234 ×)

2 Tommy is calculating 1,234 × 26

a) Complete his working out.

			1	2	3	4	
	x				2	6	
			7 ₁	4 ₂	0 ₂	4	
			2	4	6	8	0

(×)
(×)

Example

×	300	20	1
10	3,000	200	10
3	900	60	3

	3	2	1	
×	1	3		
<hr/>				
	9	6	3	
3	2	1	0	
<hr/>				
	4	1	7	3
				1

Don't forget the 0 !!!!

1. Multiply the ones
2. Add 0 as a place holder
3. Multiply the tens
4. Add the answers together

3 Rosie is calculating 2,541 × 42
Here is Rosie's working.

	2	5	4	1	
×			4	2	
<hr/>					
	4	0	8	2	(2,541 × 2)
	8	0	6	4	(2,541 × 40)
<hr/>					
	1	2	1	4	6

a) Rosie has made two mistakes. What are they?

b) What is the correct answer?

- 5 A machine makes 2,734 boxes every hour.
The machine works for 3 hours each day.
a) How many boxes will it make in 12 days?

7

1	2	3	4	5	6
---	---	---	---	---	---

×

- a) Using all the digit cards, create 4 different calculations and work out the answer to each.

- b) Write your answers in ascending order.

- c) What is the smallest product that can be made?

- 8 Amir scores 4,680 points in a computer game for 12 games in a row.
Whitney scores 2,512 points every game for 24 games.
Who scores more points? _____

How many more?

Tuesday 2nd June 2020

Reading Task

LO: To improve my comprehension skills

- Success Criteria:
- Read questions carefully and identify key vocabulary
- Find evidence from the text to support my answers

Task:

- Read the text and answer the questions on the next page. (These resources are also available as a Word document on Microsoft Teams.)

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'Course I did.' The boy was indignant. 'You think I'm stupid?'

Piper glanced up from the box and raised an eyebrow.

'Ha-ha. You watch – the coin I get from that thing will feed my family and me for a month. She'll look smart in one of those fancy mansions in Ardra. Don't you think she will, Piper?' His excitement faltered, and he looked at her anxiously.

'Yeah, it'll look smart. Just make sure you find a buyer with a stiff hip at the market,' Piper said. 'They're the ones who'll be looking for these kinds of pretties.' She felt the cylinder and its tiny pins. Micah had done a decent job cleaning it, but flecks of dirt still caked the comb, and something was keeping the cylinder from turning. She heard the soft, strangled notes of a song trying to play.



1. What has Piper been counting in the first paragraph?

1. _____

2. _____

1 mark

2. She pulled on a pair of her father's old boots, **slung** his brown coat over her nightdress, and opened the door.

The word *slung* suggests that Piper put on the brown coat...

Tick one.

carelessly.

slowly.

tidily

thoughtfully.

1 mark

3. Look at page 1.

Why is the boy *huddled* in the doorway while he waits for Piper to open the door?

1 mark

4. Look at page 2.

Why has Micah come to Piper's house on the night of the storm?

1 mark

5. What impressions do you get of Piper's house?

Give **two** impressions, using evidence from the text to support your answer.

Impression	Evidence

3 marks

6. Piper has mixed feelings about music boxes.

Complete the table below to show her thoughts.

What Piper likes about the music box	_____
What Piper dislikes about music boxes	_____

2 marks

7. Look at page 2.

'But she won't sing?'

What does Piper mean when she says this?

1 mark

8. Look at page 2.

Where did Micah find the music box?

1 mark

9. What work has Micah done to the music box before showing it to Piper?

1 mark

English Lesson 2

LO: To plan a letter that can be included in a time capsule.

We are currently living through a time that will be remembered in history. Many years from now, children would love to find out all about your life in lockdown. We would like you to write a letter that could go in your time capsule – hopefully to be found years later.

Today's Task: Use your notes from yesterday to plan a letter using a boxed up plan. Read the questions on the left to help you.



Success criteria:

Write notes (not full sentences)

Include AT LEAST 3 notes for each section

Include emotive vocabulary (thrilled, distraught)

Paragraph	Notes
<u>Introduction</u> Why are you writing? (So that when people find your time capsule and they can learn all about life in lockdown.) Tell the reader about yourself (age, family, where you live)	
<u>Education</u> How did this change? Include how you felt when you first found out about school closing. How is learning different now? What does learning look like at home?	
<u>Family Life</u> How did life at home change? What was it like? Did you do anything new or different? How do you and your family spend the extra time you have together?	
<u>Feelings</u> How did lockdown make you feel? What was your favourite thing and least favourite thing? How do you contact family and friends that you miss?	
<u>Looking to the future</u> What are you looking forward to when life returns to normal? Has living in lockdown changed you or the way that you might live your life in the future?	

This week the whole of KS2 going to be completing the same writing project about life in lockdown. 😊

Tuesday Spelling

Unstressed Vowels

e u d o w c k q o s a z j w l
t l g n w g i b o e g d g q g
a f a m i l i a r l i q d j x
r f j w h p y c i p k k z u y
e o o f p g z j y s d e q j f
p z v l g j g l d i b w w s f
s h z o f y i a c v h a f l c
e c t w o t d t l l a m i n a
d x g s e m i l a n i g i r o
j s j r k o f t l g i g r q a
o j a z n q w e d n e s d a y
g t s a f e t i n i f e d x q
e y r a n o i t a t s j d w m
x y j d y r a t e r c e s v a
w u p m k s s x g f u q y y e

definite

desperate

literate

secretary

stationary

dictionary

Wednesday

familiar

original

animal

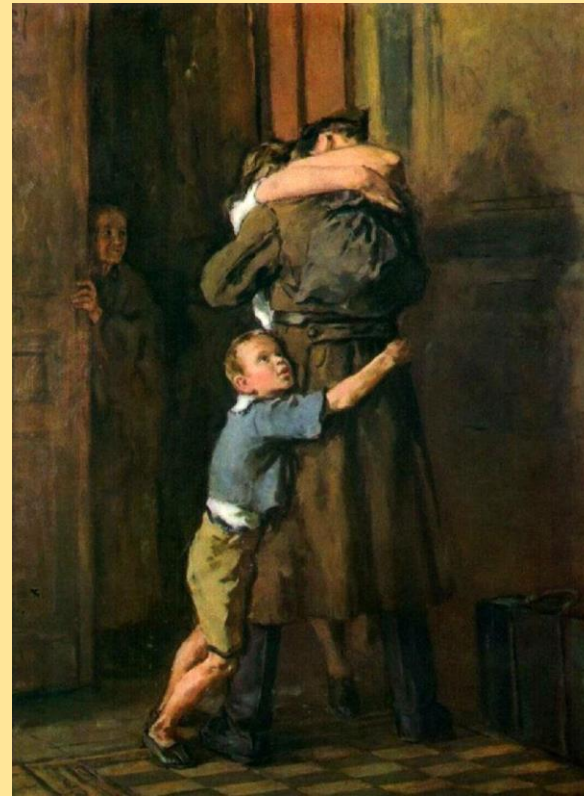
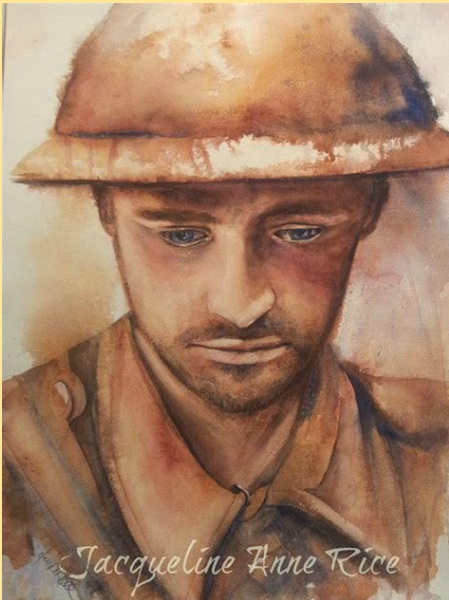
Complete the word search and practise your spellings in the space below

Or

Log onto teams and complete the quiz

LO: To use handprints to inspire reflective art

Art is often used to capture a moment in history. Historians look at art to give them an idea of people's personal experiences at important times. Look at the following pictures. What do they tell you about the lives of people living through WW2?

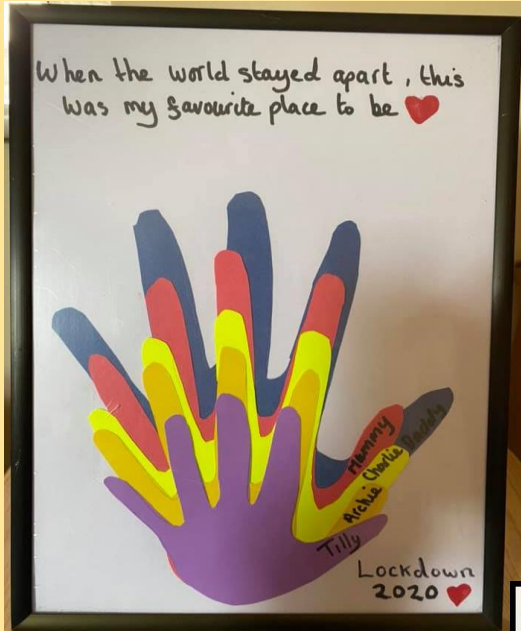


Over the last 8 weeks you have spent most of your time at home with members of your family. This lockdown is a highly unusual event, and one which people and historians will be reflecting on for years to come. Your art activity this afternoon is to create a piece of handprint art that will remind you of your time spent in lockdown and who you were with. If you want to, it could be placed in your time capsule.

Step 1 – Ask each member of your household to place their hand on a piece of paper. Draw around it and cut it out. (label the back so you don't forget whose it is!)

Step 2 – Plan a design using the handprints. They could create a picture or just a pattern. Decorate them. Maybe the decoration could reflect the person they belong to. Example – a favourite colour or pictures of their favourite things.




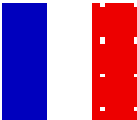
Step 3 – Add some words to your design. They could be individual words that reflect your family and the things you have done during lockdown, or a slogan.

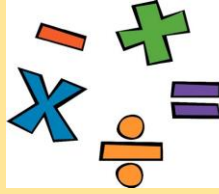


- | | |
|--------|-------------|
| Hope | Clapping |
| Love | Home-school |
| Games | Gardening |
| Walks | Workouts |
| Fun | Sunshine |
| Baking | Together |



Wednesday 3rd June 2020

Wed	<p>Wake up Wash Get dressed Breakfast</p> <p>EXERCISE</p> <p>Check Microsoft team</p>	<p>Maths Complete DAY 3</p> 	E	 <p>Reading day 3</p>	<p>English</p> 	N	<p>SPELLING TASK 3</p>	<p>French</p> 	<p>Enrichment afternoon</p>	<p>Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker</p>
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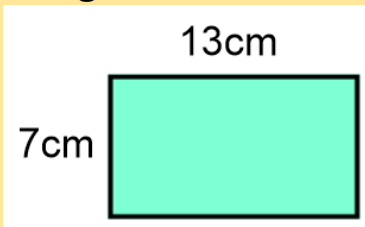


5 a day Maths Starters

These will also be set daily as assignments on Microsoft Team

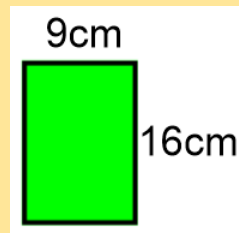
Monday

- 1) $326 \div \bigcirc = 3.26$
- 2) Add 16 and 1.06 together.
- 3) Use $<$, $>$ or $=$
 $0.02 + 0.003 + 0.3 \bigcirc 0.321$
- 4) Multiply 2,396 by 6
- 5) Find the area of this rectangle.



Tuesday

- 1) Subtract 2.07 from 8.
- 2) $0.49 + \bigcirc = 1$
- 3) Use $<$, $>$ or $=$
 $\frac{3}{4} \bigcirc \frac{7}{12}$
- 4) Find the perimeter of this rectangle.



- 5) $45.9 \times \bigcirc = 4,590$

Wednesday

- 1) Find the difference between 0.629 and 0.941
- 2) $\frac{3}{7} + \frac{2}{7} = \frac{\bigcirc}{\bigcirc} + \frac{1}{7}$
- 3) Add 0.45 to 0.85
- 4) From this clock, what will the time be 20 minutes later?



- 5) How many hours are in a week?

Thursday

- 1) What comes next in the sequence?
9.8, 9.5, 9.2, ___
- 2) $0.27 + \bigcirc = 1$
- 3) Divide 648 by 4
- 4) From this clock, how long is it until 8 o'clock?



- 5) $\frac{6}{5} + \frac{1}{10} =$

INSET

3 Write the calculations in the correct column of the table.

$5,066 \div 4$

$9,513 \div 4$

$1,234 \div 4$

$6,562 \div 4$

$6,563 \div 4$

$9,515 \div 4$

Remainder of 1	Remainder of 2	Remainder of 3	Remainder of 4

4

7,816

7,861

6,781

1,786

I know that if I divide these numbers by 5 the remainder will be 1



Is Eva correct? _____

How do you know?

5

There are 459 children in a school.

They are sitting at tables in groups of 7



We will need 65 tables.

Do you agree with Mo? _____

Explain your answer.

6

Bags of crisps are put into multipacks of 6

The multipacks are then packed into boxes of 8

Yesterday, 6,500 bags of crisps were packed.

How many boxes of crisps were packed?

8

Dora is thinking of a number between 500 and 600

When she divides it by a 1-digit number it has a remainder of 4

What could Dora's number be?

Wednesday 3rd June 2020

Reading task

LO: To use evidence from the text to support your opinion.

Reading 20 mins

Read independently or to a family member.

Write the LO and date.

10 min task

Choose three to five words that you found interesting or challenging. Explain what effect the word has in the text or what the word means. If necessary, use a dictionary to help you.

<https://kids.wordsmyth.net/we/>

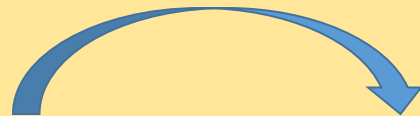
Ask your grown up to sign your reading record.

English Lesson 3 (and 4)

LO: To write a letter that can be included in a time capsule.

We are currently living through a time that will be remembered in history. Many years from now, children would love to find out all about your life in lockdown. We would like you to write a letter that could go in your time capsule – hopefully to be found years later.

Today's Task: Use your boxed up plan to write a letter.



Miss Rolls has started her letter. Hopefully this will help you start yours 😊

Thursday 4th June 2020

<u>Paragraph</u>	<u>Notes</u>
<u>Introduction</u> Why are you writing? (So that when people find your time capsule and they can learn all about life in lockdown.) Tell the reader about yourself (age, family, where you live)	Miss Rolls Live in Hampshire Live with fiancé and cat. Love teaching at All Saints Writing letter because life is not normal Lockdown Hope you learn about
<u>Education</u> How did this change? Include how you felt when you first found out about school closing.	Devastated when heard Treasure the memory of the last few days with my class School might be closed - learning continues Packs and online – (will explain what this is like) Use teams to talk to students and other teachers Sometimes I make video lessons too!
<u>Family Life</u>	

Dear friend from the future,

Hello from the past. My name is Miss Rolls and I live in Hampshire with my fiancé and my cat (who is very mischievous). I work at All Saints, which is the best school in the world, as one of the Assistant Head teachers and I love it. I spend my time teaching Year 5 and finding out about all the children's learning. The children in Key Stage two are truly amazing and the whole of the Key Stage have decided to write a letter that can be included in our time capsule. I am writing this letter now because my life at the moment is not normal! Due to a virus, I have to stay at home (this is known as lockdown) to keep myself and others safe. This has meant that my way of life has changed drastically. I hope reading this letter will help you learn about life during a lockdown.

One of the biggest changes was school closing on the 20th March. It was devastating to hear this news. I did not know when schools might reopen and when I would see the children again. I treasure the last few days that I was able to spend teaching the Year 5 pupils. We had lots of fun and even video called Ms. Sheffield. Even though school was closed, this didn't mean that learning stopped!

Spelling

Speed Spell

Choose 4 tricky spellings from this week's list. Give yourself 30 seconds to write the word accurately as many times as possible. Do this in your home learning book.




Bonjour year 5!

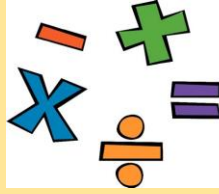


- This week we are going to learn how to describe ourselves. A few weeks ago we learnt how to say the words for 'small' and 'tall', and the quantifiers 'quite' and 'very'. This week we are going to write sentences about ourselves using this language.
- **grand/grande** = tall **petit/petite** = small or short
- Assez = quite tres = very
- Remember in French, adjectives have to agree, so if you are a girl you will need an extra 'e' on the ends of your words.
- The word for 'I' in French is **Je**
- The word for 'am' is **suis**
- So If you are a tall girl you would write: **je suis grande**; a short boy would write: **je suis petit**
- You could also add a quantifier, quite or very. **Eg je suis assez grand, je suis tres petite**
- Your task today is to draw a picture of yourself and underneath write two sentences to describe yourself. One will be using the vocabulary of height (as above). For the second sentence please use the online dictionary and find one word to describe your self.
- For example, you might describe yourself as shy, funny, clever, sporty, kind, friendly
- Here is the link to the online bilingual dictionary: <https://www.collinsdictionary.com/dictionary/english-french>
- Please DON'T use google translate, it is very unreliable.



Thursday 4th June 2020

Thurs	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft Team	Maths Complete DAY 4 	A	 Reading day 4	 English	SPELLING TASK 4	Computing (PSHE focus)	FR	Check work log Micro This c direct link
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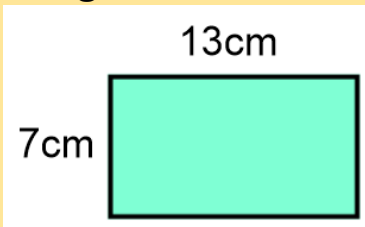


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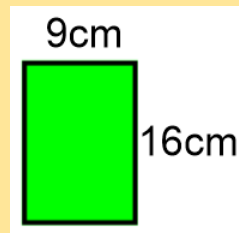
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INSET

Thursday 4^h June 2020

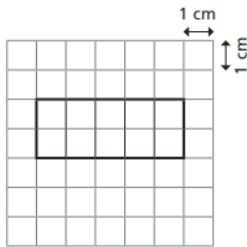
LO: To calculate perimeter

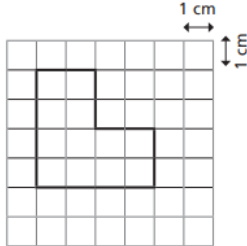
<https://whiterosemaths.com/homelearning/year-5/>

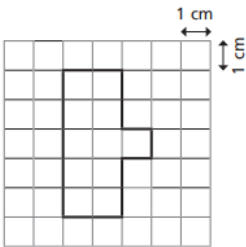
Watch the video – Summer term week 3 lesson 4

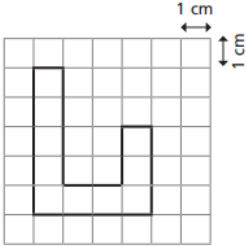
Today we are recapping how to calculate the perimeter of shapes. Remember, sometimes you need to work out the missing sides BEFORE you can calculate the whole perimeter.

1 Calculate the perimeter of each shape.

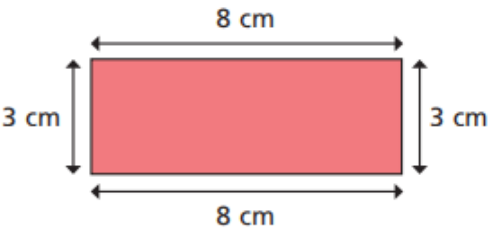
a) 

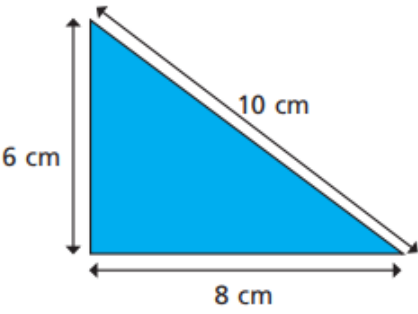
b) 

c) 

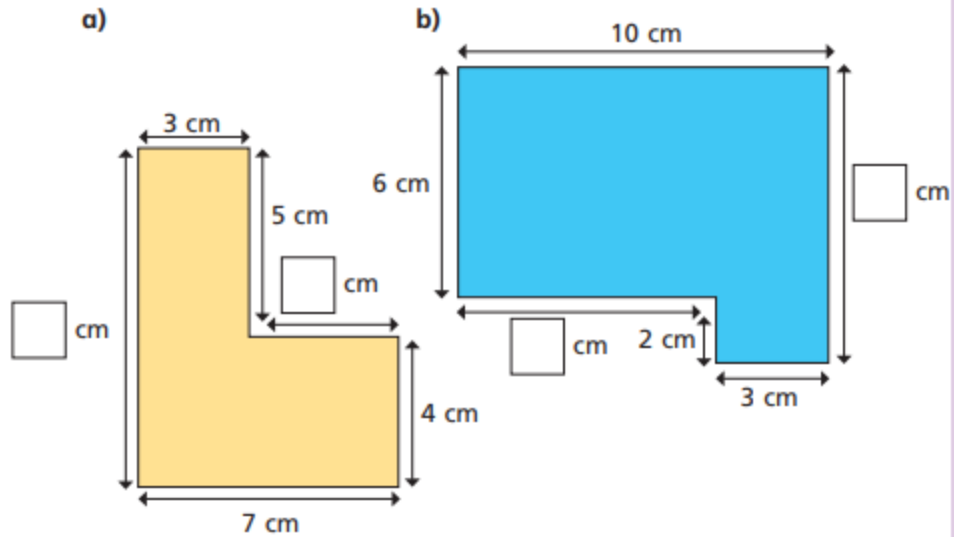
d) 

2 Calculate the perimeter of these shapes.

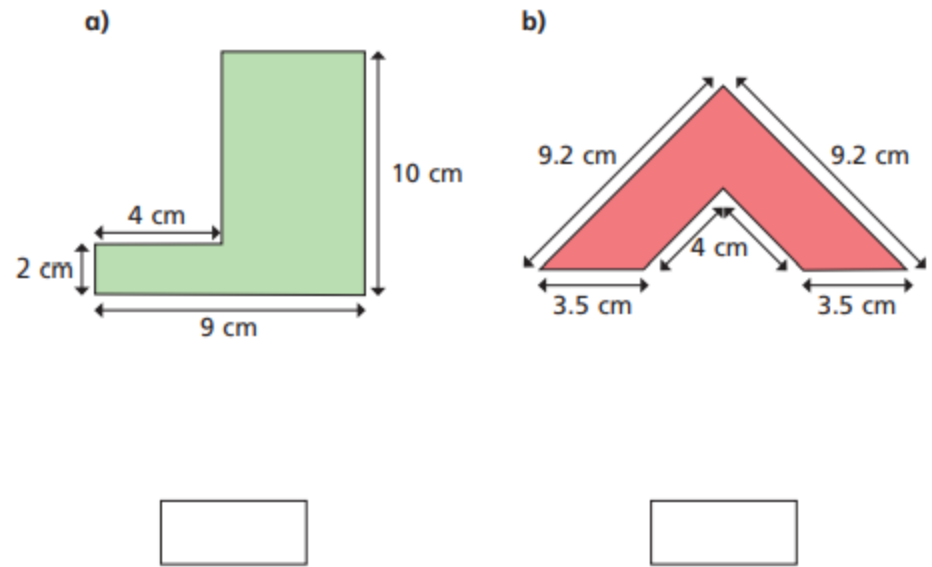
a) 

b) 

4 Work out the missing lengths on these shapes.

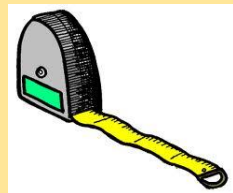


5 Calculate the perimeter of these shapes.



OUTDOOR PERIMETER CHALLENGE

Go outside and choose some objects and measure the perimeter. Some ideas could be: table top, gate, fence panel, flower bed, patio area.....



Item	Perimeter cm/m

Thursday 4th June 2020

Reading Task

Read a text of your choice today.

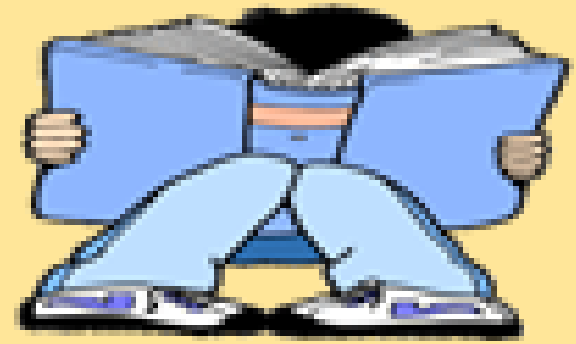
You may like to consider one of these options.

Maybe you might like to listen to a David Walliams story on this link:

<https://www.worldofdavidwalliams.com/?s=elevenses>

Also, scroll to the bottom of this webpage for some free audio books.

<https://www.harpercollinschildrensbooks.co.uk/listen-for-free/>



Read a book that's been turned into a movie then have a screening after you've finished!



Read outside in the summer sun.



Research a topic that interests you and read an article about it -- parents, feel free to lend a hand!

Explore a joke book and then try a joke out on your family and friends.

English Lesson 4

LO: To complete my letter, edit and publish

Today's Tasks:

1. **Read back** what you have written so far.
2. **Check** this against your **box up plan** to make sure you have remembered all the detail you wanted to include.
3. Take some time to **edit** your work using **additions** to add and improve and **revisions** to make changes and corrections.
4. If you haven't finished, continue writing your letter, then repeat tasks 1-3.
5. Once you have finished re-drafting your letter, **publish** your work into your neatest handwriting, ready to go inside your time capsule.



Please see separate slide on putting your time capsule together which also has further ideas of what to include.

Thursday's spellings

Task 1 – Complete the handwriting practice
in your home learning book

Continuous Cursive Handwriting Practice
Practice your weekly spelling words using continuous cursive handwriting.

definite

desperate

literary

secretary

stationary

dictionary

Wednesday

familiar

original

animal

Task 2 – Spelling Test

Ask a family member to read out your
spellings and type them into the word
document if you have team – Do not
use spell check!

Summer 2 Week 1

Friday Spelling Test

Polysyllabic Words
with Unstressed Vowels

-
-
-
-
-
-
-
-
-
-

Computing

Thursday 4thth June 2020

LO: To recognise links between technology and our health

Children now have access to technology like never before. Using a computer, games console, mobile phone, SMART TV or other SMART device is a daily feature in many of our lives.



Often we use these to relax, interact with others or learn. However, is this always good for our physical, mental and emotional wellbeing?

- What can be **positive** about children's use of technology in the home?
- What can be **negative** about this?
- How can technology make you **feel**? Why?



- What would your **advice** be for using technology at home?
- What do your **parents** or family members think of technology used within homes?

To share your ideas you could have a conversation with someone knowledgeable, make a poster (by hand or computer) or record a video.

If you choose to research information on the internet, remember the SMART rules.

BE SMART ONLINE

Remember the SMART RULES when going online, playing games or using apps.

- S SAFE** Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe.
- M MEET** Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.childnet.org.uk
- A ACCEPTING** Think carefully before you click on or open something online (e.g. links, adverts, friend requests, games) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you.
- R RELIABLE** You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found.
- T TELL** Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline - 0800 11 11 or www.childline.org.uk
- BE SMART WITH A HEART** Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online.

Find out more at Childnet's website ...
WWW.CHILDNET.COM/YOUNG-PEOPLE

Childnet International © 2012 Registered Charity no. 1089170 www.childnet.org.uk



P.E Lesson Friday



Dan the Skipping Man Challenge!

1. Watch the video below where Dan explains how to complete the challenge.
2. You will need a stopwatch or something to time yourself with (30 seconds)
3. Fill in the grid and see if you can beat your own score!
4. Answer the questions to help you reflect on your progress!

https://www.youtube.com/watch?v=ygZ2VXEJOCY&list=PLDsXDaeQfmG-sWrm58za8mEJ3pZV4nA_M

This week is about **reflection!**

- What did you do to get better each time?
- What could you do to get a better score if you didn't?
- What skills/values do you have to have to get better?

Time	First attempt (1)	Second attempt (2)	Third attempt (3)
After 30 seconds			

Think back to when Dan the Skipping man came into school to help us learn how to skip!

What have you got better at since then?

Have you continued to skip?

What has this taught you about yourself?