

Year 5 - Learning at Home Activity Sheet

Week beginning 22 nd June 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>PE 9.00am – 9.30am</p> <p>Joe Wicks live workout:</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>	<p>PE</p> <p>1.Roll a large ball against a wall or to someone and collect the rebound.</p> <p>2. Roll a small ball against a wall or to someone and collect the rebound.</p>	<p>PE 9.00am – 9.30am</p> <p>Joe Wicks live workout:</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>	<p>PE</p> <p>1.Throw a large ball against a wall or to someone and catch the rebound with 2 hands.</p> <p>2. Throw a tennis ball against a wall or to someone and catch it with the same hand after 1 bounce.</p>	<p>PE 9.00am – 9.30am</p> <p>Joe Wicks live workout:</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p>
<p>Maths - Focus: An introduction to translation</p> <p>Maths starter: Times table Rock stars</p> <p>Activity: Lesson 1</p> <p>https://classroom.thenational.academy/lessons/an-introduction-to-translation</p> <p>Take the introductory quiz.</p> <p>After you have completed the quiz close the quiz and press next to proceed to the next step.</p> <p>Click on the video. Stop and pause throughout the video to complete the worksheet. To do this you need to pause the video, click 'close video', click 'next' to view the activity. Your video will re-appear on the next page, and will stay paused in the right place.</p> <p>Afterwards take the final quiz.</p>	<p>Maths - Focus: Describing translations</p> <p>Activity: Lesson 2</p> <p>https://classroom.thenational.academy/lessons/describing-translations</p> <p>Take the introductory quiz.</p> <p>After you have completed the quiz close the quiz and press next to proceed to the next step.</p> <p>Click on the video. Stop and pause throughout the video to complete the worksheet. To do this you need to pause the video, click 'close video', click 'next' to view the activity. Your video will re-appear on the next page, and will stay paused in the right place.</p> <p>Afterwards take the final quiz.</p>	<p>Maths - Focus: Describing positions and coordinates</p> <p>Maths starter: Times table Rock stars</p> <p>Activity: Lesson 3</p> <p>https://classroom.thenational.academy/lessons/describing-positions-and-coordinates</p> <p>Take the introductory quiz.</p> <p>After you have completed the quiz close the quiz and press next to proceed to the next step.</p> <p>Click on the video. Stop and pause throughout the video to complete the worksheet. To do this you need to pause the video, click 'close video', click 'next' to view the activity. Your video will re-appear on the next page, and will stay paused in the right place.</p> <p>Afterwards take the final quiz.</p>	<p>Maths - Focus: Describe position after translation</p> <p>Activity: Lesson 4</p> <p>https://classroom.thenational.academy/lessons/describe-position-after-translation</p> <p>Take the introductory quiz.</p> <p>After you have completed the quiz close the quiz and press next to proceed to the next step.</p> <p>Click on the video. Stop and pause throughout the video to complete the worksheet. To do this you need to pause the video, click 'close video', click 'next' to view the activity. Your video will re-appear on the next page, and will stay paused in the right place.</p> <p>Afterwards take the final quiz.</p>	<p>Maths - Focus: Describe position after translation</p> <p>Maths starter: Times table Rock stars</p> <p>Activity: Lesson 5</p> <p>https://classroom.thenational.academy/lessons/describe-position-after-translation-87505b</p> <p>Take the introductory quiz.</p> <p>After you have completed the quiz close the quiz and press next to proceed to the next step.</p> <p>Click on the video. Stop and pause throughout the video to complete the worksheet. To do this you need to pause the video, click 'close video', click 'next' to view the activity. Your video will re-appear on the next page, and will stay paused in the right place.</p> <p>Afterwards take the final quiz.</p>

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<p>English Reading - 30 mins</p> <p>Spelling – Suffixes ‘ble’ and ‘bly’ Write words 2/3 times each. applicable, possibly, tolerable, horrible, dependable, sensibly</p> <p>Shared Reading Focus: Comprehension Read the poem we will be working on this week: The Magic Box by Kit Wright. Answer the questions on the sheet.</p> <p>Writing – Poetry – What I know We will start a new topic today – Poetry. During the next few weeks we will read, analyse, write and perform poems. I hope you are as excited as I am! For today, I would like you to do a ‘title page’ for poetry. Next add to it and include the following:</p> <ol style="list-style-type: none">1. Words you think of associated with poems;2. Features that poems include;3. Types of poems that you know;4. Lists of your favourite poems;5. Lists of their authors;6. What you like about poems;7. How they make you feel; and8. What are they like to you. <p>Be creative if you like or just answer the questions – your choice.</p>	<p>English Reading - 30 mins</p> <p>Handwriting-Letter join https://www.letterjoin.co.uk/log-in.html Username – vt6459 Password – home Practise first set of spelling words.</p> <p>Shared Reading Focus: Vocabulary. Reread and listen to The Magic Box. https://www.bbc.co.uk/bitesize/clips/zkpmhyc Do worksheet on word meanings.</p> <p>Writing – Poetry – the Features Watch: https://www.bing.com/videos/search?q=what+is+poetry+ks2&&view=detail&mid=D08020EF7861593A5003&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dwhat%2Bis%2Bpoetry%2Bks2%26FORM%3DHDRSC4</p> <p>There are many different types of poems and The Magic Box is just one of them. One feature this poem does not have that other poems do is rhyme. As this is the case, it is a good example of a free verse poem – one that does not rhyme or have rhythm.</p> <p>This poem does have lots of figurative language and imagery. Tell me what features you think this poem has.</p>	<p>English Reading - 30 mins</p> <p>Spelling – Suffixes ‘ble’ and ‘bly’ Write words 2/3 times each. comfortable, visibly, reliable, terrible, Bonus: audibly</p> <p>Shared Reading Focus: Infer Reread/listen to The Magic Box.</p> <p>Each verse the poet has written has an intended theme. Can you use the clues (words) the author uses and write what each of the six verses is about? What do the descriptive lines for each verse have in common. If you need some help, chat with your family/class and discuss.</p> <p>Writing – Language in Poetry Today we are looking at two aspects of figurative language in this poem, onomatopoeia and alliteration. Please complete the worksheet and be thorough!</p>	<p>English Reading - 30 mins</p> <p>Handwriting-Letter join Practise second set of spelling words.</p> <p>Shared Reading Focus: Infer Reread/listen to The Magic Box. Answer these questions:</p> <ol style="list-style-type: none">1. Why do you think a person might want a magic box?2. Would the types of things put in the magic box change depending on the person? Why?3. If you had a magic box, what things would you put in it and what would be its purpose? (This can be used for your own Magic Box poem for tomorrow.) <p>Writing – Language in Poetry Today we are looking at similes and metaphors. Please complete the worksheet and be descriptive.</p>	<p>English Reading - 30 mins</p> <p>Spelling – Suffixes ‘ble’ and ‘bly’ Practise your spelling strategies and then test yourself!</p> <p>Shared Reading Focus: Explain Reread The Magic Box and Do a review about it. Did you like this poem, why? What particular features did you like? Were there any exciting words you learned? How did this poem make you feel? Would you say it is a good poem and recommend it to your friend to read?</p> <p>Writing Poetry Now that you have had a good look at this poem, I would like you to try to write your own version of it. Follow the prompt worksheet for a plan and guide to help you if you feel you need to. Remember that this poem isn’t written in proper sentences but phrases and has a pattern and a repeating phrase. Try to be creative and descriptive and remember this is a free verse poem, so there is no rhyming! Happy for you to film you reading your poem!</p>
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<p>RE God is Loving and Merciful</p> <p>Read the scripture from Amos. Have a think about it and chat to your parents (friends) about it. Think about the questions on the sheet.</p> <p>Once you have done this, have a think about what you do when you do something wrong towards someone else. Create a timeline of your actions and what you do. Include in your timeline your actions, how you react when you realise you have done wrong, how you feel and what you do to feel better and more.</p>	<p>RE God is Loving and Merciful</p> <p>Reread the scripture from yesterday and think about the sacrament of Reconciliation.</p> <p>Use your timeline from yesterday to help you write a reflection about the time when you did something wrong. Write about what you did wrong – according to The Ten Commandments or Beatitudes – not school rules or British law. Give your timeline colour and details by adding details in an explanation of your thoughts when you sin.</p>	<p>RE God is Loving and Merciful</p> <p>Thinking about the sacrament of Reconciliation and the words of Edmund Burke: ‘All that is necessary for the triumph of evil is that good men do nothing.’</p> <p>Discuss this quote with your parents/family. What do you think this means?</p> <p>Why is it important to reconcile with people? As Catholics, we believe we must ask for forgiveness. When we go to Reconciliation we say the Act of Contrition. Can you write a prayer of your own to show how this is important to you?</p>	<p>RE A Helping Hand</p> <p>Complete a review of our topic, Freedom and Responsibility. Cover the following topics and write or draw something about each. Use the worksheet to help you match statements to headings. Use this to help you prepare for tomorrow.</p>	<p>RE A Helping Hand</p> <p>Choose one of the scenarios on the worksheet and have a think about how this person needs a helping hand, some advice. Using what we learned about in this topic, show your understanding how God has given us freedom but only with responsibility. How would you advise this person who has done wrong. Can you explain what they did wrong and how they are feeling, what should they do now? Include quoting scripture as well as examples of peacemakers and real life people who would support your explanation.</p>
<p>Topic – Ancient Egyptians</p> <p>Read through the Ancient God and Goddesses sheet. Think about their roles. Unlike most faiths, Egyptians had many Gods, similar to that of the Greeks and Romans.</p> <p>Choose three of the God's and explain in three paragraphs what you understand about them.</p>	<p>ART - Ancient Egyptians</p> <p>Choose one of the Ancient Egyptian Gods that you read about yesterday and create a form or art work of that God. You might like to draw a picture, paint, colour or even use a range of materials to make a 3D version of that God.</p> <div data-bbox="544 1102 680 1252" data-label="Image"> </div> <p>Extension:</p> <p>Complete the crack the code of the Ancient Egyptian names.</p>	<p>Topic – Ancient Egyptians.</p> <p>Use the Ancient God and Goddesses sheet to help you complete different fact files on four different Gods (Osiris, Ra, Isis and Ma'at). You will need to draw a picture of the God, identify what is the God of, its appearance and write at least two other interesting facts.</p> <p>Afterwards, tell someone which God is your favourite and why.</p>	<p>Topic – Ancient Egyptians.</p> <p>Use the Ancient God and Goddesses sheet to help you complete different fact files on four different Gods (Osiris, Ra, Isis and Ma'at). You will need to draw a picture of the God, identify what is the God of, its appearance and write at least two other interesting facts.</p> <p>Afterwards, tell someone which God is your favourite and why.</p>	<p>PSHE</p> <p>In a mind map brainstorm your feelings. Think about who can help you at this time and what can your family, teachers and friends do to help.</p> <p>Think about the importance of talking; knowing it's ok to have any feelings; everyone has different experiences; deals with matters differently; no right or wrong; rebuild relationships. Simple gestures: smile; positive words; quick note;</p> <p>Write down who has helped you during lockdown. How are they special to you? What has that person done to help you through this crisis.</p>

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Watch Newsround daily:

https://www.bbc.co.uk/newsround/news/watch_newsround

Sunday liturgy for families to share and discuss:

<https://www.tentenresources.co.uk/>

Espresso login: Username: student23136 **Password:** ourlady321