

Year 5 - Learning at Home Activity Sheet

Week beginning 29 th June 2020				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAXW1XTOIEJo0TYIRfn6rYQ</p>	<p>PE Throw a ball in the air and clap three times before catching it and throwing it up again. Challenge: Can you clap more than 3 times? Let us know how many you can do. Can you send us a video of your challenge?</p>	<p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAXW1XTOIEJo0TYIRfn6rYQ</p>	<p>PE Practise hop, skip and jump. See if you can improve on each time you try it. Does your balance get better after a couple of goes?</p>	<p>PE Create your own Joe Wicks work out using some of his exercises. You could create a leaflet with some of the steps of how to do these exercises. Or create your own video of exercises to show me.</p>
<p>Maths - Focus: Identify and describe reflection</p> <p>Maths starter: Times table Rock stars</p> <p>Activity: Lesson 6 https://classroom.thenational.academy/lessons/to-identify-and-describe-reflections</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 reflections using coordinates</p> <p>Activity: Lesson 7 https://classroom.thenational.academy/lessons/to-describe-reflections-using-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: Reflect shapes along axes</p> <p>Maths starter: Times table Rock stars</p> <p>Activity: Lesson 8 https://classroom.thenational.academy/lessons/to-reflect-shapes-along-axes</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: Reason about reflection</p> <p>Activity: Lesson 9 https://classroom.thenational.academy/lessons/to-reason-about-reflection</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: Reflections and translations</p> <p>Maths starter: Times table Rock stars</p> <p>Activity: Lesson 10 https://classroom.thenational.academy/lessons/to-make-links-between-reflections-and-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>English Reading - 30 mins</p> <p>Spelling – Homophones Write words 2/3 times each. There, their, they're, its, it's</p>	<p>English Reading - 30 mins</p> <p>Handwriting-Letter join https://www.letterjoin.co.uk/log-in.html</p>	<p>English Reading - 30 mins</p> <p>Spelling – Homophones Write words 2/3 times each. which, witch, were, where, wear</p>	<p>English Reading - 30 mins</p> <p>Handwriting-Letter join Practise second set of spelling words.</p>	<p>English Reading - 30 mins</p> <p>Spelling – Homophones Practise your spelling strategies and then test yourself!</p>

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<p>Shared Reading Focus: Retrieval Read the paragraph about Langston Hughes. He is the author of the poem we will read today. Answer these questions: 1. Who is Langston Hughes? 2. When did he live? 3. Where was he born and where did he move to in the 1930s? 4. What did he write and write about? 5. Why do you think he moved to this new area?</p> <p>Writing – Poetry - Feature Read the poem by Langston Hughes called <u>Hold Fast to Dreams</u>. Draw a picture to show you understand the meaning of the poem then answer these questions: 1. What does Langston Hughes compare a dream to? 2. What do you think he is trying to tell the reader to do with dreams? 3. How does this poem make you feel? 4. What tool has Langston Hughes used in his writing?</p>	<p>Username – vt6459 Password – home Practise first set of spelling words.</p> <p>Shared Reading Focus: Analyse Reread the poem <u>Hold Fast to Dreams</u>. Answer these questions: 1. What is the structure of this poem? What does it look like on the page? Is there any repetition? Do any of the lines rhyme? 2. What images does the poem create in your mind? Are there any similes or metaphors? Identify them.</p> <p>Writing – Poetry – Metaphors Read the poem, <u>Hold Fast to Dreams</u>. Read the worksheet with information about metaphors. Do the task which includes writing three metaphors for the poem of your own and drawing pictures to support.</p>	<p>Bonus: we're</p> <p>Shared Reading Focus: Analyse Read the poem <u>A Dream Deferred</u> by Langston Hughes. Answer these questions: 1. What is this poem about? 2. What sort of figurative language does Langston Hughes use in this poem? 3. What do you think is his message to the reader this time? 4. What are synonyms for deferred?</p> <p>Writing – Figurative Language Have a go at your own poem following in Langston Hughes footsteps. Remember to follow his pattern, two verses, two lines rhyme in each verse, there are two metaphors and there is some repetition.</p>	<p>Shared Reading Focus: Analyse Read the poem <u>A Dream Deferred</u> by Langston Hughes. Answer these questions: 1. What is the structure of this poem? What does it look like on the page? Is there any repetition? Do any of the lines rhyme? 2. Are there any similes or metaphors in this poem? Identify them.</p> <p>Writing – Similes Read the poem again and underline the similes. In this poem, Langston Hughes uses similes to describe just how awful a delayed dream can be for a person. Remember that similes are when you compare two things using the words like or as, create some similes of your own. Example: My dream was as dry as the sand in the Sahara. Or My dream is like the still sands in the Sahara.</p>	<p>Shared Reading Focus: Evaluate and Compare Reread both poems by Langston Hughes. Evaluate and compare. Answer these questions: 1. How are these two poems alike? 2. How are they different? 3. Think about similes and metaphors, which do you prefer and why? 4. Which poem did you prefer and why?</p> <p>Writing Poetry Have a go at your writing your own poem following along Langston's <u>A Dream Deferred</u>. Remember to follow his pattern, keep the structure, the rhyme and his use of similes. Good luck!</p>
<p>Stewardship – Title Page</p> <p>This week we are beginning our last topic of the year in RE. It is called Stewardship. God asks us to be stewards of his creation. Today I want you to follow along with the document, looking and discussing the questions with your family or friends. Have a think about the task questions, look at the example and create a title page of your own.</p>	<p>Stewardship – What I Care For</p> <p>Take a walk today (if possible). When you do, stop every once in a while, and just be still. What do you notice in the world around you? Write a reflection – a prayer, a poem or a description (or anything else – like drawing a beautiful scene) to represent what you care for on our planet, Earth. Use template of one of the flowers to</p>	<p>Stewardship – The Wonders of God's Creation</p> <p>Look at the scripture from Genesis. Think carefully about what it means, what you believe. Look at the statement below. Discuss with your family and friends and think about it in relation to Genesis. Do you agree with this statement or not? Tell me. Write an explanation of what you think this means, how you feel about it and</p>	<p>Stewardship – The Wonders of God's Creation</p> <p>Look at the scripture from Genesis. Think carefully about what it means, what you believe. Now look at the statements below the scripture. Discuss them with your family or friends. Do you agree with these statements or not? Make a table (like the one on the sheet) to show your results</p>	<p>Stewardship – The Wonders of God's Creation</p> <p>Look at the scripture from yesterday. Reading it again and looking closely at the pictures. Discuss with your family or friends. Think about what a precious world we live in and how much you appreciate living in it. To demonstrate how you understand you are a steward, create a poem based on the two provided or create one of your own. Don't forget to decorate and</p>

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	<p>put your work on or a plain sheet of paper.</p>	<p>provide examples to support your beliefs.</p> <p>Statement:</p> <p>I must care for the Earth as I care for myself.</p>	<p>and then make a comment about why you believe what you do.</p>	<p>celebrate the wonders of God's creation.</p>
<p>Topic – Ancient Egyptians</p> <p>Read:</p> <p>http://www.primaryhomeworkhelp.co.uk/egypt/pharaoh.htm</p> <p>Activity:</p> <p>Fill in the missing information about these Pharaohs using the internet. Cut them out and then arrange them in order from who reigned first to who reigned last.</p>	<p>Topic – Ancient Egyptians.</p> <p>Choose one of the Pharaohs and create a fact file. Include key facts and pictures.</p> <p>Then create a short video explaining who the pharaoh is and why that pharaoh was important.</p>	<p>ART - Ancient Egyptians</p> <p>Egyptian art and design. Watch a clip about the history of the art of ancient Egypt.</p> <p>https://www.youtube.com/watch?v=i7bekQU Have a look at some images of Egyptian wall paintings depicting scenes from Egyptian life. These are historically found on the walls of pharaohs tombs. Think about the significance and importance of nature and the River Nile found in the imagery.</p> <p>Sketch scenes and or details from Egyptian life found in Egyptian paintings. Use a selection of photo's that include; nature and animals and figures. Choose to draw a detail or a whole scene. Try to copy the figures in the same style. Observe the colours that are used and the way in which they rely on outlines and the lack of true perspective.</p>	<p>PSHE</p> <p>Create a well-being journal</p> <p>Think about:</p> <p>What did you do during lockdown that you enjoyed?</p> <p>What are you looking forward to for when you return back to school? What are you nervous about? Draw a picture of yourself at home and label with how you feel. Have you changed as a result of lockdown? How?</p>	<p>PSHE</p> <p>Make Thank you cards - Create cards to show your appreciation to your family/ friends, who have helped you during lockdown. Members of the wider community could also be included in this. Perhaps, neighbours who were known to be working as key workers.</p>
<p>Watch Newsround daily:</p> <p>https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>Sunday liturgy for families to share and discuss:</p> <p>https://www.tentenresources.co.uk/</p> <p>Espresso login: Username: student23136 Password: ourlady321</p>				