

Year 5 - Learning at Home Activity Sheet

| Week beginning 13 th July 2020 | | | | |
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| Monday | Tuesday | Wednesday | Thursday | Friday |
| <p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> | <p>PE Using three soft similar size objects. Start with two and practice until you can introduce a third. Challenge: Use another person and juggle as a pair.</p> | <p>PE 9.00am – 9.30am Joe Wicks live workout: https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</p> | <p>PE What you need: Football / Tennis ball Level 1 – Bounce the ball onto your thigh and catch it. Level 2 – Bounce the ball onto your thigh and then onto the second thigh and catch it. Level 3 – Bounce the ball onto both thighs and then onto a foot and catch it. Level 4 – Bounce the ball onto both thighs and then both feet and catch it.</p> | <p>PE Fitness activities – Choose 1 set 1 – 5 Press ups / 10 start jumps / 5 sit ups 2 – 8 Press ups / 10 star jumps / 8 sit ups 3 – 8 Press ups / 15 star jumps / 8 sit ups 4 – 10 Press ups / 15 start jumps / 10 sit ups</p> |
| <p>Maths - Focus: Convert miles and km's Maths starter: Times table Rock stars Activity: Lesson 6 https://classroom.thenational.academy/lessons/to-convert-miles-and-kilometres Take the introductory quiz. After you have completed the quiz go through the video and complete the worksheet. Afterwards take the final quiz.</p> | <p>Maths - Focus: Convert grams and kg's Activity: Lesson 7 https://classroom.thenational.academy/lessons/to-convert-between-grams-and-kilograms Take the introductory quiz. After you have completed the quiz go through the video and complete the worksheet. Afterwards take the final quiz.</p> | <p>Maths - Focus: Units of Mass Maths starter: Times table Rock stars Activity: Lesson 8 https://classroom.thenational.academy/lessons/to-convert-units-of-mass Take the introductory quiz. After you have completed the quiz go through the video and complete the worksheet. Afterwards take the final quiz.</p> | <p>Maths - Focus: Pounds and kg's Activity: Lesson 9 https://classroom.thenational.academy/lessons/to-convert-between-pounds-and-kilograms Take the introductory quiz. After you have completed the quiz go through the video and complete the worksheet. Afterwards take the final quiz.</p> | <p>Maths - Focus: Measures and conversions Maths starter: Times table Rock stars Activity: Lesson 10 https://classroom.thenational.academy/lessons/to-apply-measures-and-conversions-in-context Take the introductory quiz. After you have completed the quiz go through the video and complete the worksheet. Afterwards take the final quiz.</p> |
| <p>English Reading - 30 mins Spelling – Review Complete fun worksheet reviewing words covered this year. Shared Reading Focus: Evaluate Over this year you have read a lot of texts for many different</p> | <p>English Reading - 30 mins Spelling – Review Complete fun worksheet reviewing words covered this year. Shared Reading Focus: Evaluate Looking at the poems you</p> | <p>English Reading - 30 mins Handwriting-Select your favourite poem you have read and write it in your best joined up handwriting. Shared Reading Focus: Evaluate For our last days in Year 5 you will be evaluating the texts you have read.</p> | <p>English Reading - 30 mins Spelling – Review Complete fun worksheet reviewing words covered this year. Handwriting-Write your poem in your best joined up handwriting.</p> | <p>English Reading - 30 mins Handwriting-Select your favourite poem you wrote and write it in your best joined up handwriting. Shared Reading Focus: Evaluate and Compare What has been the best book you have read this year – this is a book you have</p> |

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purposes and subjects. These include all the scripture read in RE, the class texts, books you have read from home or school and non-fiction books read to support our topics in History, Geography and Science. Using a triangle, rank the different types of texts you have enjoyed reading this year. This is your opinion. Your favourite would be on top and your least favourite would be on the bottom. (This is like one our tasks we have done before in RE.) You may be specific and name the exact text, scripture or book or rank according to texts read in subjects. This is your choice and your chance to feedback to me! 😊

Writing – Poetry

This week is our last week of our poetry unit and our last week 'in school'. I have a sheet for you to read today and a project for you to do this week. The sheet has a number of authors and their poems. Read them. Your project is to create a 'book' of poetry this week which should include poets and their poems that inspire you as well as poems that you have written. At the very least, I would like 4 authors and a poem from each or 4 poems you write and 1 author and their poem. Please include a short paragraph explaining why you have selected the author's poem and how it has inspired you or caught your eye. Think out the poetic features included in poems when doing so.

discovered yesterday and the poems we have read over the previous weeks, which one is your favourite? Please explain why.

Writing – Poetry

Carry on with your project. Remember you are researching authors, finding poems that you like and using them to make your own poem like them or writing a short paragraph to tell me why you like this one.

Think carefully about the feedback you give as this is your opinion and it will be valued. Choose from: Macbeth, The War of the Worlds, Stormbreaker, My Friend Walter, The Fairy's Mistake, Cinderella, Mufaro's Beautiful Daughters and The Egyptian Cinderella. Answer the following:

1. Choose your favourite from the texts listed above. Why is this text your favourite? Give reasons.
2. Which text's character would make the best companion for you to spend the day with and why?
3. Which text had the best setting you would like to visit and why?
4. Choose one text you think isn't worthy of reading, explain why and offer another suggestion.

Writing - Poetry

Carry on with your project. Remember not to leave this task to the last minute! If you have enjoyed it and completed all or most of your poems, go back and see if you can edit and improve upon your work!

Shared Reading

Focus: Evaluate
Using the same texts from yesterday's Shared Reading, prepare a list of criteria to help your teacher judge and select the most interesting texts possible for future Year 5 children. What would be your success criteria? Please list at least 5 items.

Writing - Poetry

Carry on with your project. Hopefully by the end of today, you have found and/or written four poems. Tomorrow will be your last day, and your poems will need to be presented.

read that is not a class text. It may be a school book from the reading corner, library, reading book or one from your home. Answer the following:

1. Why is this text your favourite? Give reasons.
2. Write a short summary of the book.
3. Draw a new cover for the book.
4. Compare this book to your favourite class text. Find both similarities and differences.
5. Write why you would recommend this book to a friend.

Writing - Poetry

Today, complete your last poem and make sure you have put them together in some sort of 'book' like presentation. Send a video of you performing your favourite poems!

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| <p>Stewardship – Caring for God’s People</p> <p>Read the scripture. Answer the following: What is sharing? What happens when you share something with someone? What are your expectations? What are theirs? How is sharing done in a fair way?</p> | <p>Stewardship – Caring for God’s People</p> <p>Reread the scripture. Make a list of promises which include random acts of kindness that you will do to show you care for God’s People. Remember God’s people means those that we know and love and those that we do not know. Make your list thorough and include acts for both.</p> | <p>Stewardship – Being Good Stewards of All Entrusted to Us</p> <p>Read the scripture and story. Create a leaflet for others as a guide to how they may learn from you and practise being a good steward. Your headings should include: Individuals, Family, School, Parish, Local Community and World. Under each heading write practical ideas of ways for each group to do to be good stewards. Remember to have an introduction explaining why you believe that Christians have concerns for the care of Creation and its people.</p> | <p>Stewardship – Persuade a Friend to Be a Good Steward (Assessment)</p> <p>Write a letter to a friend persuading them to be a good steward. Use scripture to explain why, as a Christian, they should be a good steward and the importance of it. To help support you, give examples and reasons including those you and others you know about (Bible and taught) do to be good stewards. Show understanding that the world is a gift to us but on ‘loan’ as it is for all God’s Creations.</p> | <p>Stewardship – Reflection</p> <p>Write a prayer to God giving thanks for all he has given you this year and through your years. Use all the themes we have covered this year and express how you are grateful for all his gifts he has given you and guidance. Also include your hope for the coming school year and your wish for God’s continued love and blessings.</p> |
| <p>Topic – Ancient Egyptians</p> <p>https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvqj4</p> <p>Take the mini Ancient Egyptian Quiz.</p> <p>Today you are going to use the knowledge and skills that you learnt this half term to create your own multi- choice quiz. Try to base it on the following topic:</p> <ul style="list-style-type: none"> -Where is Egypt? -The Nile - The Farming Calendar - Egyptian Gods -Building Pyramids -Pharaohs | <p>Art – Ancient Egyptians</p>  <p>Create your own colourful Egyptian mummy. Remember to use different patterns/ lines.</p> | <p>PSHE – The ripple effect</p> <p>Part of resilience is understanding how things affect us and our communities. Discuss how you have shown resilience to the changes. Fill out each sticky note with an idea of how we can all be more resilient at school. Circle your favourite one and see if you can achieve that over the next year.</p> | <p>PSHE – Timeline</p> <p>Create a timeline of your emotions. Start with when you first found out about the virus. Include when schools have closed, whilst you have been doing home learning, any significant events e.g. birthdays, bereavements etc, when you found out you weren’t coming back to school and now. Discuss the different ranges of emotions, why you felt that way and how you managed your emotions.</p> | <p>PSHE – A letter about how you are feeling</p> <p>Write about how you have been feeling and think about what has caused those emotions. Discuss with a family member these emotions and the reasons why. Create a list of strategies you can use that will help others to feel more positive.</p> |
| <p>Watch Newsround daily: https://www.bbc.co.uk/newsround/news/watch_newsround</p> <p>Sunday liturgy for families to share and discuss: https://www.tentenresources.co.uk/</p> <p>Espresso login: Username: student23136 Password: ourlady321</p> | | | | |