

Year 5B Home Learning

Time frame: week beginning: 11/1/2021

We are so sorry you are unable to be at school. Whilst you stay at home, we want you to keep learning, so please complete the following work I have set for you.

- Look at the work for the correct day of the week for maths, English and the wider curriculum. Our home learning provision each day includes the following: one maths lesson, one English lesson and one wider curriculum lesson.
- The maths learning will always be based on the Maths No Problem lesson the class is doing. **Please ensure you have signed up to the parent guide for Maths No Problem.**
- **Please ensure you upload your work onto Seesaw – it is important that the class teacher can see all the fantastic learning you are doing at home.**



Year 5B Timetable

Zoom

| | |
|---|---|
| Registration 9.25am | <ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained |
| Maths 9.30am | <ul style="list-style-type: none"> • Teacher to teach the maths concept – up to 20 minutes. • Pupils sent off to complete their work independently. • Some pupils may stay on with teacher to discuss further. |
| English 11.30am | <ul style="list-style-type: none"> • Teacher to teach the English concept – up to 20 minutes. • Pupils to complete their work independently. • Some pupils may stay on with teacher to discuss further. |
| When you have completed Maths and English work | <ul style="list-style-type: none"> • Pupils to complete the curriculum work in the home learning document. • Pupils to post their work on Seesaw to be marked by the teacher. • During this time, pupils to have lunch and take some exercise. |
| Afternoon Registration 2.10pm | <ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day. |

Maths

Monday

RECAP LESSON Year 4 Textbook 4A, Chapter 6, Lesson 5: [Finding Equivalent Fractions](#)

Support: Learn the strategy [here](#) or [here](#)

Deepening: Two paper strips are ripped. Identify which original paper strip is longer.
Explain your answer.



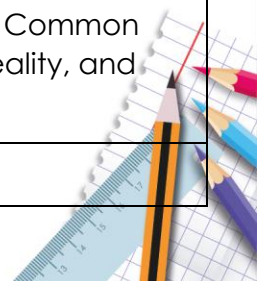
Tuesday

Year 5 Textbook 5A, Chapter 6, Lesson 6: [Comparing and Ordering Fractions](#)

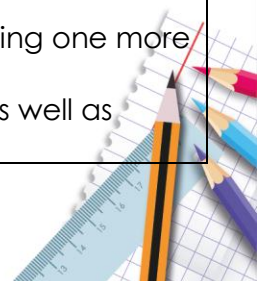
Support: Learn the strategy [here](#)

Deepening: How many fractions can you find between $1\frac{1}{2}$ and $1\frac{3}{4}$ where the denominator is 8 or less?

| | |
|------------------|---|
| Wednesday | RECAP LESSON Year 4 Textbook 4A, Chapter 6, Lesson 10: Adding Fractions |
| | Support: See the Resources below for help with making equivalent fractions |
| | Deepening: Write a step-by-step guide explain how to add fractions using different ways. |
| Thursday | Year 5 Textbook 5A, Chapter 7 and 8, Lesson : Adding Fractions |
| | Support: Learn the strategy here |
| | Deepening: Qu 3d of Worksheet p138, solve and explain how you solved it. |
| Friday | Year 5 Textbook 5A, Chapter 6, Lesson 9 and 10: Adding Fractions |
| | Support: Learn the strategy here |
| | <p>Deepening:</p> <p>Using the numbers 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{15} + \frac{\square}{10} =$ |
| <h2>Writing</h2> | |
| Monday | <p>This week, you are going to read some of Benjamin Zephaniah's poems and then write a poem in the style of one of them.</p> <p>READ/ EXPLORE: Poetry by Benjamin Zephaniah</p> <p>Watch Benjamin Zephaniah perform <i>Talking Turkeys</i> here. Read the poem Talking Turkeys!! Summarise - What do you think is the main message of the poem? Read the following poems: Rap Connected; For Sale; Heroes; A Killer Lies; and Who's Who.</p> <p>Choose your <u>three</u> favourite poems from the ones you have read and answer the following questions (you could use a table or bullet points):</p> <ul style="list-style-type: none"> • <i>What do you think is the main message of the poem?</i> • <i>What structure does the poem have? Does it contain rhymes/ a rhyming pattern? If so, what is pattern (which lines rhyme)?</i> <ul style="list-style-type: none"> - <i>What theme(s) does the poem have?*</i> - <i>What do you like about the poem?</i> - <i>What do you think others might find confusing about the poem?</i> <p>*Note: The theme of a poem is an idea that runs throughout. Common themes are power, love, money, nature, appearance and reality, and friendship.</p> <p>Support: In lesson support.</p> |



| | |
|-----------|--|
| | <p>Deepening: Write three of your own comprehension questions based on your favourite of the poems you read today.</p> |
| Tuesday | <ul style="list-style-type: none"> • Watch the following video about the impact of plastic pollution: What is the problem with plastic? - CBBC Newsround • Re-read the poem Talking Turkeys!! • Today, you are going to plan and write a poem with a similar message to Talking Turkeys!! empathising with marine life that is affected by plastic pollution. • Look at Resource 1. • Think – <i>What could be the 'turkey' in a poem about plastic polluting the oceans? Could you use more than one character?</i> • Look at the advertisements here, here, here and here to give you further ideas for your poem. • Watch the video of a teacher gathering ideas here. • Complete the table with ideas inspired by the original poem, the Newsround video and the conservation advertisements. • <i>From what viewpoint will your poem be written (e.g. the ocean/ ocean creature(s))? What message do you want to give to the reader?</i> • Watch the video of a teacher turning ideas from earlier into the first stanza of poem here in the style of Talking Turkeys!! • Write the first stanza of your poem. <p>Support: Teacher support video and Resource 1</p> <p>Deepening: Can you use both humour and upsetting imagery in your poem to emphasise your message?</p> |
| Wednesday | <p>WRITE: Poem inspired by Benjamin Zephaniah/ EXPLORE: Generate ideas for a poem</p> <p>Rewatch, if needed, a teacher modelling the first verse here</p> <ul style="list-style-type: none"> • Write the rest of your poem inspired by Talking Turkeys!! • Read your poem aloud to someone at home and ask for feedback. • Improve your poem by exploring different language choices and comparing the number of syllables in each line/ rhyming patterns to that in Talking Turkeys!! See Resource Sheet 2 for some prompts to help you with improving your work. <p>Support: Teacher video support</p> <p>Deepening: Can you perform your poem in the style of Benjamin Zephaniah to a member of your household?</p> |
| Thursday | <p>PLAN: Poem inspired by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • For the next two days, you are going to be planning and writing one more poem inspired by the work of Benjamin Zephaniah. • Benjamin Zephaniah is passionate about saving the planet as well as equality. |



- **Think** – *What do you feel passionate about? What message would you like to give to readers of your next poem?*
- **Re-read** the following poems: [Rap Connected](#); [For Sale](#); [Heroes](#); [A Killer Lies](#); and [Who's Who](#) to remind yourself of their themes and messages.
- **Look** at Resource Sheet 3
- **Watch** the video of a teacher gathering ideas, based on Benjamin Zephaniah's Heroes, [here](#)
- **Think** – *which poem will yours be based upon? What structure will each stanza have? How many syllables will there be in each line? What rhyming pattern is there, if any?*
- **Think** – *What is the main message of your poem? What is the problem you wish to address?*
- **Write** your ideas onto Resource Sheet 3, a plan or a mind map.

Support: Teacher video support

Friday

WRITE: Poem inspired by Benjamin Zephaniah

- **Watch** this video [here](#) of a teacher writing the first verse of a poem based on Rap Connected.
- **Think** about the following before/ as you write your second poem: *What is the message you want to give to the reader? Which Benjamin Zephaniah poem are you going to use to help you with structure?*
- **Write** your second poem, using your plan/ ideas from yesterday. This should be inspired by a Benjamin Zephaniah poem you have read this week.
- **Read** your poem aloud to someone at home and ask for feedback.
- **Improve** your poem by exploring different language choices and comparing the number of syllables in each line/ rhyming patterns to that of the poem that inspired you.

Publish and/ or **perform** your favourite poem of the two you have written this week.

Support: Teacher support video

Deepening: Can you perform your poem in the style of Benjamin Zephaniah to a member of your household?

Reading

Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

Grammar and Spelling

Ask an adult to test you on your spellings to learn for the week. Look up the meaning. Write the spelling in a sentence. Your spellings to learn are:

possible
potatoes
probably
quarter
reign
main
regular
main
mane

Other Curriculum Subjects

Monday

Science
Lesson 1

What are solar and lunar eclipses?

- In this lesson, we will learn about the Sun, the Earth and the Moon. We will also learn about satellites, including natural and artificial satellites. We will discuss the lunar phases and finally we will learn about solar and lunar eclipses.
- Watch this lesson about the phases of moon and [eclipses](#).

Record your responses to the activities in the lesson.

Tuesday

Science
Lesson 2

What is the solar system?

- In this lesson, we will discuss what we can find in our solar system. We will also discuss what a planet, moon and space dust are. Finally, we will examine the differences between asteroids, meteoroids, meteors and meteorites.
- Watch this lesson about [the solar system](#).

Record your responses to the activities in the lesson

Wednesday

R.E
Session 1

Who was Siddhartha Gautama?

Watch this video lesson: [Who was Siddhartha Gautama?](#)

Complete the activities shared in the lesson.

Remember to click on each of the buttons at the bottom of the screen to cover the lesson.

Thursday

Watch [this](#) music lesson with Miss Hurford.

Friday

Watch [this](#) P.E lesson with Mr Bartlett.



Home Learning

Many Thanks,

Mr Gale

A decorative graphic in the bottom left corner showing a red pencil, a yellow pencil, and a yellow eraser on a white sheet of paper with a dashed line.

Resources

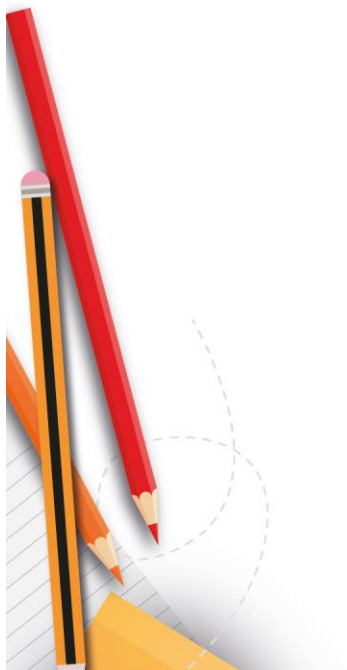
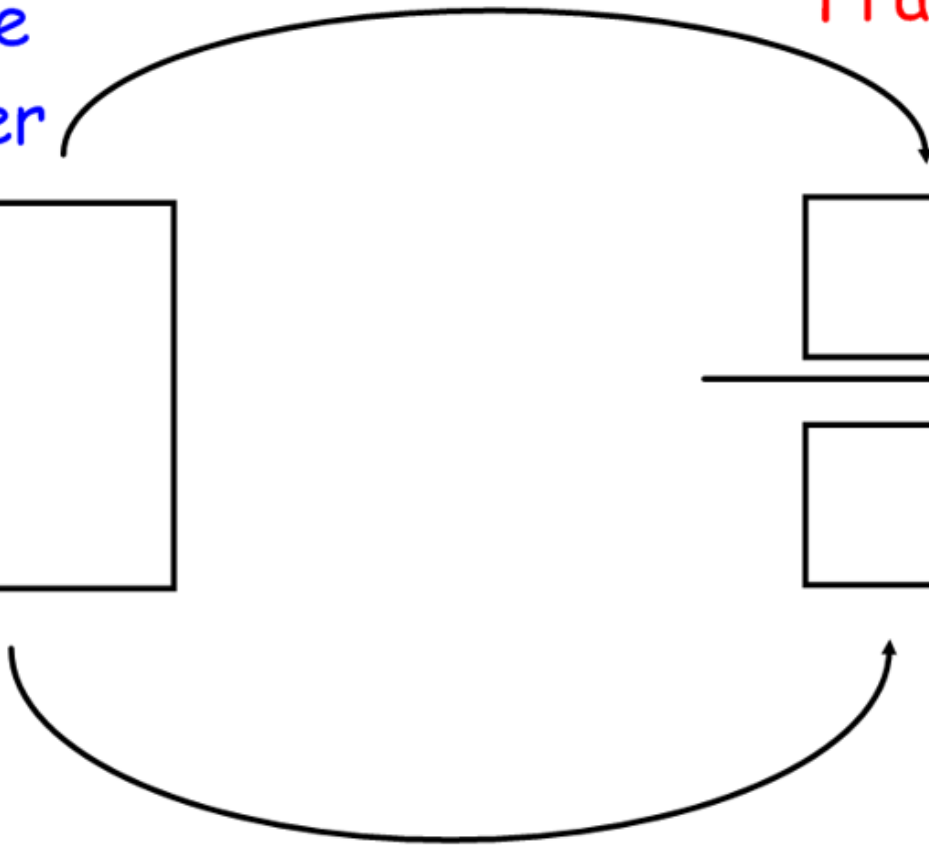
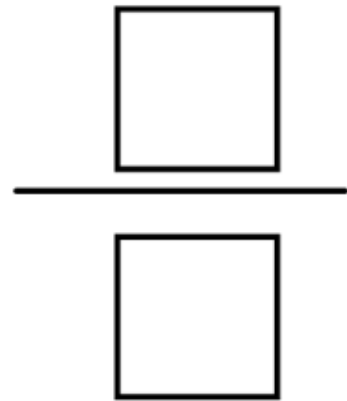
Maths

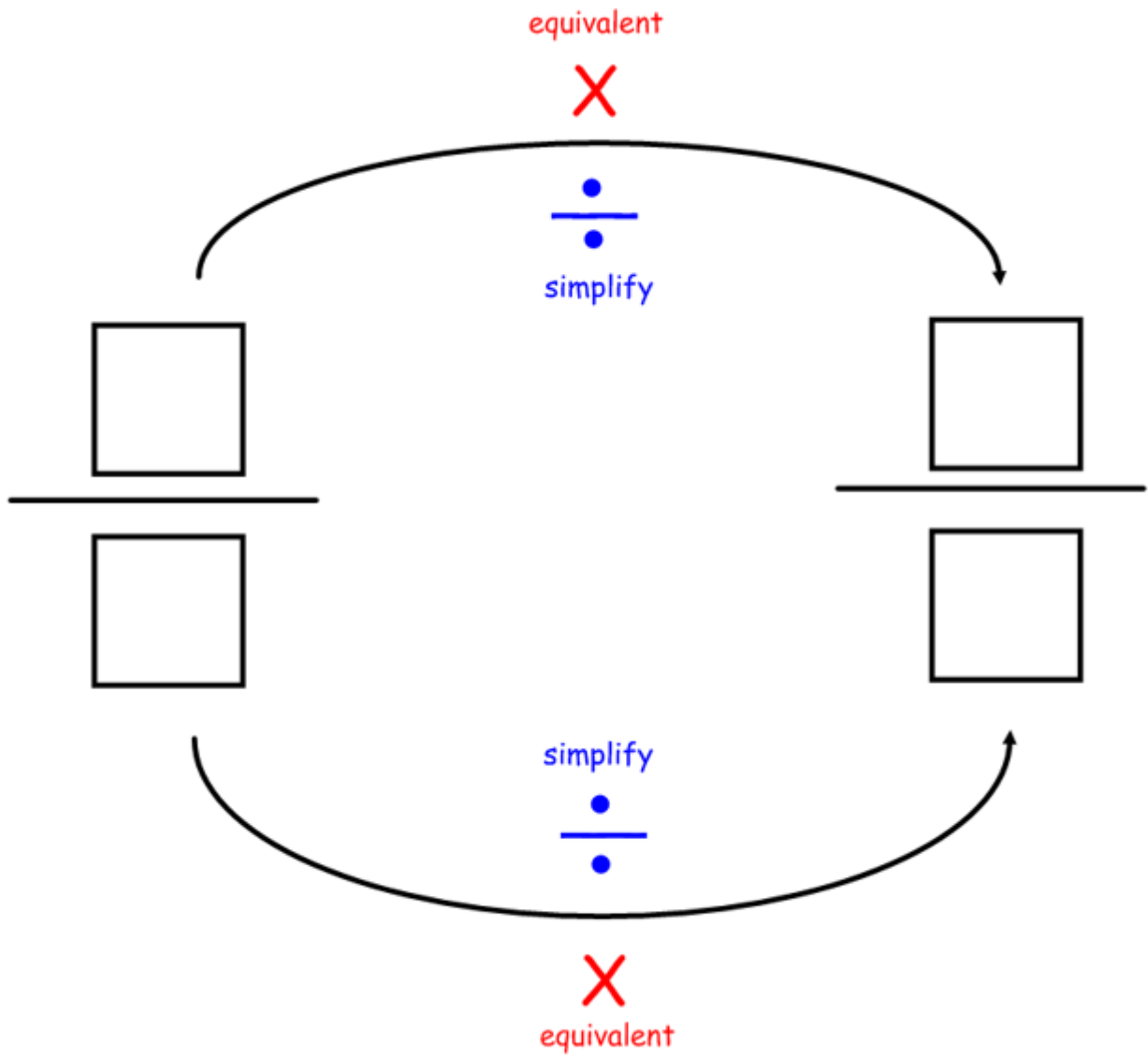


Whole
number



Fraction





English

Poem 1: Talking Turkeys!! (1)

TALKING TURKEYS!!



Be nice to yu turkeys dis christmas
Cos turkeys jus wanna hav fun
Turkeys are cool, turkeys are wicked
An every turkey has a Mum.
Be nice to yu turkeys dis christmas,
Don't eat it, keep it alive,
It could be yu mate an not on yu plate
Say, Yo! Turkey I'm on your side.

I got lots of friends who are turkeys

An all of dem fear christmas time,
Dey wanna enjoy it, dey say humans destroyed it
An humans are out of dere mind,
Yeah, I got lots of friends who are turkeys
Dey all hav a right to a life,
Not to be caged up an genetically made up
By any farmer an his wife.



Turkeys jus wanna play reggae
Turkeys jus wanna hip-hop
Can yu imagine a nice young turkey saying,
'I cannot wait for de chop?'
Turkeys like getting presents, dey wanna watch christmas TV,
Turkeys hav brains an turkeys feel pain
In many ways like yu an me.



Poem 1: Talking Turkeys!! (2)



I once knew a turkey called
Turkey
He said 'Benji explain to me please,
Who put de turkey in christmas
An what happens to christmas trees?'
I said, 'I am not too sure turkey
But it's nothing to do wid Christ Mass
Humans get greedy an waste more dan need be
An business men mek loadsa cash.'



Be nice to yu turkey dis christmas
Invite dem indoors fe sum greens
Let dem eat cake an let dem partake
In a plate of organic grown beans,
Be nice to yu turkey dis christmas
An spare dem de cut of de knife,
Join Turkeys United an dey'll be delighted
An yu will mek new friends '**FOR LIFE**'.



Poem 2: Rap Connected (1)

RAP CONNECTED



We were born to rap
We were born to dance
We were born to sing
We are Queens an Kings
We were born to live de life dat we luv
We were born to luv de life dat we live,
We were born to twist



We were born to shout
We can keep it in
We can hang it out
We got riddim in us mate



Get infected,
Shout it loud,
We are connected.



Poem 2: Rap Connected (2)



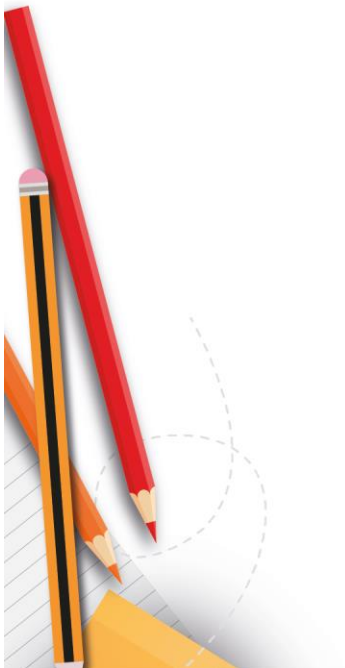
We were born to share
An hav fun whilst here,
So if you don't care
Go somewhere you square,
If you are aware
You will be respected
We all share the air and
We are connected.



We are black an brown
We are white an sound
We have pride of place
We are on de case
We are wild an tame
We are all de same



Sister, brother, kid,
We are connected.



Poem 3: For Sale

FOR SALE

Looking for a bargain
Come on down
It's the Sale of the Century
Look around
There are sights to see
And places to be
With way out cosmic activity
This is a deal that you can't refuse
The kind of bet you cannot lose
So come on down
The price is right
I got to sell this thing tonight.

Chorus

Roll up, Roll up, Planet for Sale
Roll up, Planet for Sale.

Free of living things that roam
Free of people and ozone

I invite you to test my ware
Free of any atmosphere
Enjoy yourself as you get poorly
With no sign of a creepy crawly
I promise you will find no trees
And no flowers to make you sneeze.
Little Bo Peep has gone with her sheep
And little Jack Horner dissolved in a corner,
That Donald Duck has run out of luck
And Paddington Bear is no longer here
The Owl and the Pussy Cat went to sea
Then got lost in infinity.
Alive Alive no, Alive Alive no
Cockles and Mussels are not,
And no snow.

Chorus

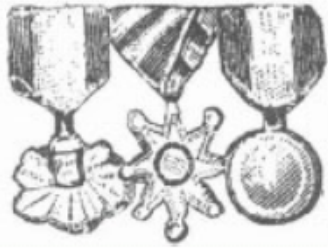
Roll up, Roll up, Planet for Sale
Roll up, Planet for Sale.

Looking for a bargain, check this planet
Not a thing is moving on it
Just for you I'll do a deal
I'll swap it for a decent meal.



Poem 4: Heroes

HEROES



Heroes are funny people, dey are lost an found
Sum heroes are brainy an sum are muscle-bound,
Plenty heroes die poor an are heroes after dying
Sum heroes mek yu smile when yu feel like crying.
Sum heroes are made heroes as a political trick
Sum heroes are sensible an sum are very thick!
Sum heroes are not heroes cause dey do not play de game
A hero can be young or old and have a silly name.
Drunks an sober types alike hav heroes of dere kind
Most heroes are heroes out of sight an out of mind,
Sum heroes shine a light upon a place where darkness fell
Yu could be a hero soon, yes, yu can never tell.
So if yu see a hero, better treat dem wid respect
Poets an painters say heroes are a prime subject,
Most people hav heroes even though some don't admit
I say we're all heroes if we do our little bit.



Poem 5: A Killer Lies

A KILLER LIES

➤ He's a Fox Hunter, he said
'Foxes need controlling, they spread germs
They're always mating.'
I think he's exaggerating,
He's a Fox Hunter, he said
'They're wild animals, they eat lambs and they eat
chickens.'
He needs chickens for his kitchen.

➤ He calls foxes beast,
But he collects their teeth,
He kills thousands every year
Once he whispered in me ear,
'It will kill you with its bite
That is why fox hunting's right,
Can't you sense they are evil
So unlike hunting people,
They are the enemy of our community
I love it when they're caught

And they make such good sport,
I never tasted one
When our hounds get them they're gone,
I am good at this you know
I'm a kind of Hunt hero.'

➤ He's a Fox Hunter
His Daddy taught him well
When his hounds scent de smell
Excitement meks him yell,
He's a Fox Hunter
Know him by his killer eyes
Something dead must be his prize
He's de kind dat's **civilized.**





Home Learning

Poem 6: Who's Who

Who's Who

I used to think nurses
Were women,
I used to think police
Were men,
I used to think poets
Were boring,
Until I became one of them.



Resource 1: Table for gathering ideas

| What marine life/ creatures could be affected by plastic in the ocean? | How are they affected? |
|---|------------------------|
| | |
| <p>Choose one form of life in the ocean.</p> <p>What does it fear? What would it say to you? What does it have a right to? What does it not deserve?</p> <p>Support reminder: the turkeys fear Christmas time and say, 'I want to enjoy it, but humans destroyed it'. They have a right to life and don't deserve to be caged up by a farmer and his wife.</p> | |
| | |
| <p>What would they prefer to be doing? List 3-4 things.</p> <p>Support reminder: Zephaniah used reggae/ hip-hop, getting presents and watching TV. You could use these or change them to some of your own.</p> | |
| | |
| <p>What would it ask you about plastic in the ocean? How would you reply?</p> <p>Support reminder: The turkey in BZ's poem asks who put the turkey in Christmas and what happens to Christmas trees. What could your ocean animal ask? Who puts the _____ in oceans? And what happens to _____?</p> | |



What is your advice? What should we do instead?

Support reminder: Zephaniah suggests letting them eat/ do Christmassy things. What would you like to do in a clean ocean with your creature?

Resource Sheet 2

Improvement Help:

- 1) Count the syllables in Zephaniah's poem, for example:

Be nice to yu turkeys dis Christmas (9 syllables)

Cos' turkeys just wanna hav *fun* (8 syllables)

Turkeys are cool, turkeys are wicked (9)

An every turkey has a *Mum*. (8)

Does your poem have a similar syllable count in each line to keep the rhythm?

- 2) Rhyming

Line 7: It could be yu *mate*, an not on your *plate*

Does your line 7 have internal rhyming words? For example, 'They could be yu friend, on which you depend' or 'They could be your mate, so don't leave it too late'

Notice above, in verse 1, how the second and fourth line have the near rhyme of 'fun' and 'mum'.

- 3) This is actually the most important one- does your poem make sense? Does it have a message? This is more important than rhythm and rhyme to have an impact on your listener.



Home Learning

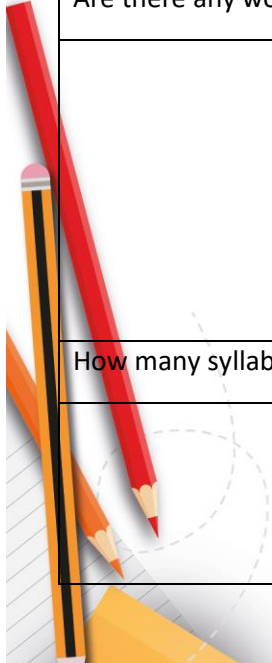
Resource Sheet 3

Which poem are you using to help you?

What is your main message? What would you like to communicate?

Are there any words/ phrases/ questions/ statements you would like to include?

How many syllables are there in each line of your chosen poem?





Home Learning

What is the rhyming pattern of your poem? For example, AA, BB, CC or A/B/A/B.

Add in any rhyming words you think you may find useful tomorrow.

A large empty rectangular box for writing the answer to the questions above.

