

Year 5 Home Learning

Time frame: week beginning: 11.01.2021

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 5 Timetable

Zoom	
Wake Up, Shake Up	
8:30am	
Registration	<ul style="list-style-type: none"> • Be dressed in your uniform • Have your resources to hand • Registration • Home learning for the day explained
9:30	
Maths	<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.
9:35 – 9:55am	
English	<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.
11:30 – 11:55am	
Curriculum	<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. • Read with an adult for 15 minutes.
When you have completed Maths and English	
12:00 – 2:10pm.	
Afternoon Registration	<ul style="list-style-type: none"> • Whole class reading session. • Pupils to share their work and say goodbye for the day.
2:10pm	



Maths

<https://www.q1e.co.uk/current-home-learning/year-5-hsfH/>

Remember to complete your 1 minute times table challenge every day, you can access this here: <https://www.timestables.co.uk/1-minute-test/>

Monday

Workbook 5A

Chapter 6 Lesson 4 –Worksheet 4

Support: Use this video to help you

<https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r?step=2&activity=video>

If you are finding this challenging only answer questions 1 & 2.



Deepening:


Mastery

Make each number sentence correct using =, > or <.

$\frac{3}{4} \bigcirc \frac{1}{2}$	$1\frac{3}{4} \bigcirc 2\frac{1}{2}$	$\frac{2}{4} \bigcirc \frac{1}{2}$
$\frac{3}{8} \bigcirc \frac{1}{2}$	$\frac{3}{2} \bigcirc 1\frac{1}{2}$	$\frac{2}{5} \bigcirc \frac{4}{10}$
$\frac{3}{4} \bigcirc \frac{3}{8}$	$3\frac{3}{4} \bigcirc 3\frac{3}{8}$	$\frac{2}{5} \bigcirc \frac{5}{10}$

Mastery

Mark and label on this number line where you estimate that $\frac{3}{4}$ and $\frac{3}{8}$ are positioned.



Choose numbers for each numerator to make this number sentence true.

$\frac{\square}{15} > \frac{\square}{10}$

Which fraction is mid-way between $\frac{1}{2}$ and $\frac{3}{8}$? Prove it on a number line.

Tuesday

Textbook and Workbook 5A

Chapter 6 Lesson 5 - Textbook & Worksheet 5

Support: Use this video to help you

<https://classroom.thenational.academy/lessons/ordering-fractions-c4vp6r?step=2&activity=video>

If you are finding this challenging only answer questions 1 & 2.



Deepening:

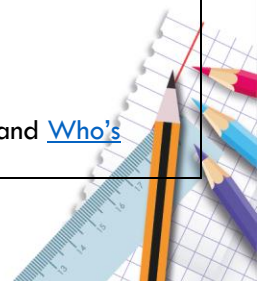
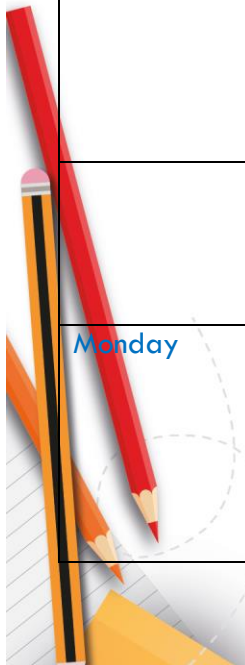
Can you use division to prove which fractions are larger? Explain which the most efficient method is.




Wednesday



Textbook and Workbook 5A

Chapter 6 Lesson 6 - Textbook & Worksheet 6

	<p>Support: Use this video to help you https://vimeo.com/419603289/dc82b56714</p> <p>If you are finding this challenging only answer questions 1 & 2.</p>				
<p>Thursday</p>	<p>Textbook and Workbook 5A</p> <p>Chapter 6 Lesson 7 - Textbook & Worksheet 7</p> <p>Support: https://classroom.thenational.academy/lessons/add-and-subtract-fractions-with-a-common-denominator-68vpae?step=2&activity=video</p> <p>Deepening:</p> <p>How many fractions can you find between $1\frac{1}{2}$ and $1\frac{3}{4}$ where the denominator is 8 or less?</p> <p>Qu 3d of Worksheet p138 – solve and explain how you solved it.</p> <p>Find 3 different fractions that add up to 1.</p> <table border="1" data-bbox="1029 976 1477 1218"> <tr> <td>Remember to</td> </tr> <tr> <td>Write the example</td> </tr> <tr> <td>Draw a picture</td> </tr> <tr> <td>Write an explanation</td> </tr> </table>	Remember to	Write the example	Draw a picture	Write an explanation
Remember to					
Write the example					
Draw a picture					
Write an explanation					
<p>Friday</p>	<p>Textbook and Workbook 5A</p> <p>Chapter 6 Lesson 8&9 - Textbook & Worksheet 8&9</p> <p>Support: https://classroom.thenational.academy/lessons/add-fractions-cn3ar?step=2&activity=video</p> <p>Deepening:</p> <p>Using the numbers 5 and 6 only once, make this sum have the smallest possible answer:</p> $\frac{\square}{15} + \frac{\square}{10} =$				
	<p style="text-align: center;">Writing</p> <p>Last week, you wrote a biography of Benjamin Zephaniah. This week, you are going to read some of his poems and then write a poem in the style of one of them.</p>				
<p>Monday</p>	<p>READ/ EXPLORE: Poetry by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • 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. 				



	<ul style="list-style-type: none"> • 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): <ol style="list-style-type: none"> 1. <i>What do you think is the main message of the poem?</i> 2. <i>What structure does the poem have? Does it contain rhymes/ a rhyming pattern? If so, what is pattern (which lines rhyme)?</i> 3. <i>What theme(s) does the poem have?*</i> 4. <i>What do you like about the poem?</i> <ul style="list-style-type: none"> ○ <i>What do you think others might find confusing about the poem?</i> <p>Support: Answer questions 1,2 and 4.</p> <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> 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. • Look at the advertisements here, here, here and here to give you further ideas for your poem. • Think – <i>What could be the ‘turkey’ in a poem about plastic polluting the oceans?</i> • Complete the table with ideas inspired by the original poem, the Newsround video and the conservation advertisements. <p><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></p> <ul style="list-style-type: none"> • Write the first stanza of your poem. <p>Support: Look at Resource 1</p> <p> Deepening: Could you use more than one character?</p>
Wednesday	<p>WRITE: Poem inspired by Benjamin Zephaniah/ EXPLORE: Generate ideas for a poem</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!! <p>Support: See Resource Sheet 2 for some prompts to help you with improving your work.</p> <p> Deepening: Make your poem rhyme</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 – <i>What do you feel passionate about? What message would you like to give to readers of your next poem?</i> • 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.

	<ul style="list-style-type: none"> • Think – <i>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?</i> • Think – <i>What is the main message of your poem? What is the problem you wish to address?</i> • Write your ideas onto Resource Sheet 3, a plan or a mind map.
	<ul style="list-style-type: none"> • Support: Look at Resource Sheet 3
	 <p>Deepening: Add humour to your poem – can you copy the idea of Benjamin Zephaniah by using humour to make the poem more powerful.</p>
Friday	<p>WRITE: Poem inspired by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • Think about the following before/ as you write your second poem: <i>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?</i> • 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.
	<p>Support: See Resource Sheet 4.</p>
	 <p>Deepening: Can you perform your poem in the style of Benjamin Zephaniah to a member of your household?</p>

Reading

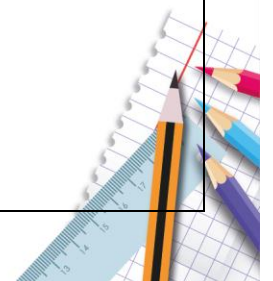
Continue to read the book you are reading at home every day for at least 20 mins with an adult. You should also use your Bug Club account to read with an adult.

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. Practice your spellings for 15 minutes every day.

Your spellings to learn are:

sentence
special
suppose
though
although
usually
medal
meddle



Other Curriculum Subjects

Monday

What is a thermal insulator and conductor?

- Draw a picture of the particles as they would be in ice, steam and water.
- If you are not sure about how particles change watch this [lesson here](#).
- Look at the graph and picture of cups in [Resource 1](#).
Which cup kept the tea warmest for longest?
Which material might the cup be made of? Explain your thinking.
- Watch [this clip](#) about insulators and conductors.
- Design a test; Teachers need to keep the tea in their mugs warm for longer.
 - What material would and would not be effective for this job?

Design a test you could do, what you would measure and how you could be sure it was accurate.

Tuesday

How are biomes different?

- Click on this [link](#) to learn about different biomes in the Biome Viewer by turning the globe and selecting the coloured box to explain the conditions.
- Find and investigate the following places (use the search tool in the Biome Viewer): UK; **Manaus in Brazil**; **Gobi in China / Mongolia**, **Nunavut in Canada**; **Livingstone in Zambia**.

Use the table [below](#) to compare similarities and differences between the 5 main biomes

Wednesday

What is a thermal insulator and conductor? What affect will a coat have on a human and an ice man?

- Look at the cartoon in [Resource 2](#). Who is right? Explain your thinking,
- Watch this clip about insulators and conductors.
- Take the quiz at the bottom of this website to test your knowledge of insulators and conductors.
- If we built two snowmen next to each other and put a winter's coat on one of them, which snowman would melt first? Make a prediction to an adult in your house, explaining the scientific reasons for your prediction.
- Look at the list of examples – [Resource 2](#)
- Draw and explain 5 different examples of thermal insulators and conductors in your home or life experiences.

Challenge: Visit this website and an adult if you are able to conduct the experiment described using ice cubes and materials from your home.

Thursday

RE

- The enlightenment of Buddha
- Watch this video lesson: [What is the eight fold path?](#)

Complete the activities shared in the lesson.

Friday

Miss Stevenson will post the link to the PE recorded lesson in the week to seesaw.

Miss Stevenson will post the link to the music recorded lesson in the week to seesaw.

Resources

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.



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 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 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.

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.**

Poem 6: Who's Who

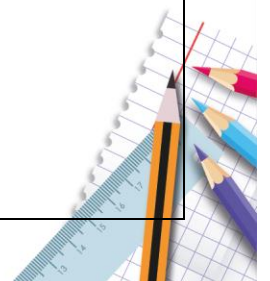
Who's Who

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><i>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.</i></p>	
<p>What would they prefer to be doing? List 3-4 things.</p> <p><i>Support reminder: Zephaniah used reggae/ hip-hop, getting presents and watching TV. You could use these or change them to some of your own.</i></p>	
<p>What would it ask you about plastic in the ocean? How would you reply?</p> <p><i>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 _____?</i></p>	
<p>What is your advice? What should we do instead?</p> <p><i>Support reminder: Zephaniah suggests letting them eat/ do Christmassy things. What would you like to do in a clean ocean with your creature?</i></p>	



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?

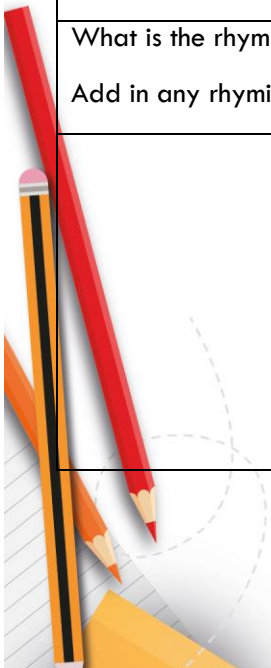
What is your main message? What would you like to communicate?

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

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

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.



Resource Sheet 4

Be nice to yu _____ dis _____
Cos _____ jus wanna _____
_____ are _____, _____ are _____
An every _____ has _____.
Be nice to yu _____ dis _____
Don't _____, keep _____
It could be _____ and not _____
Say, Yo! _____ I'm on your side.

Be nice to yu ocean dis year
Cos sealife jus wanna av fun
Turtles are cool, coral is wicked
An every penguin has a mum.
Be nice to yu ocean dis year
Don't destroy it, keep dem alive
It could be ya mate and not on ya plate
Say, Yo! Sealife I'm on your side.

I got lots of pals who are turtles
An all of dem fear your plastic waste
Dey wanna enjoy it, dey say humans destroyed it
So think before you throw away in haste

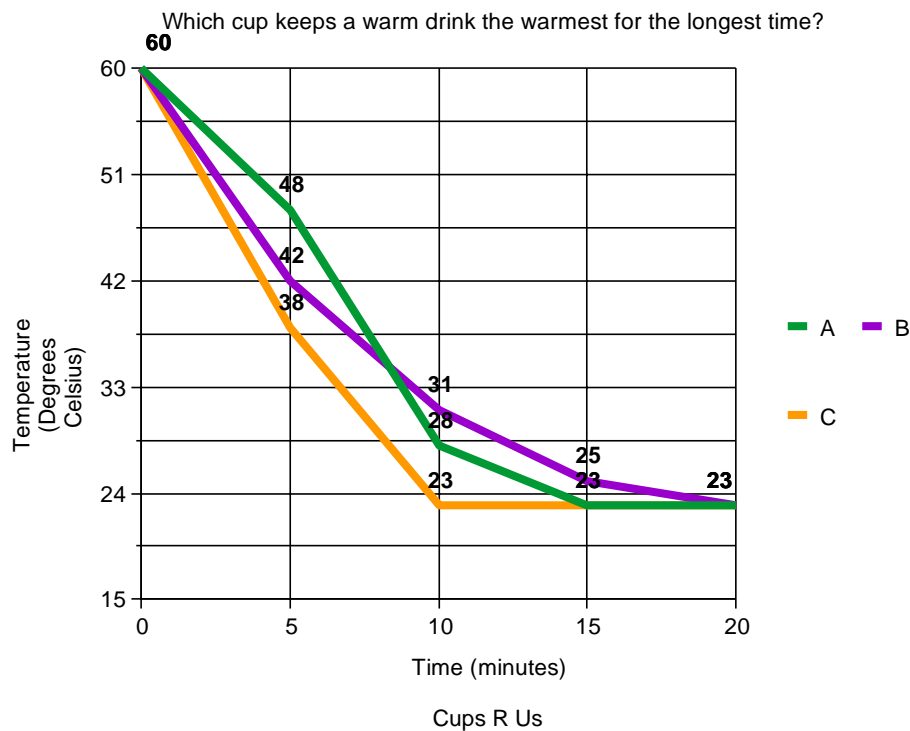


Curriculum

Science

Resource 1

Which cup do you think is A, B or C in the picture?




How will you know
Which containers will
keep
the water warm

Clue

Polystyrene cup Metal mug Pottery mug Plastic mug

glass

Paper cup



Resource 2

Who do you think is right? Why?



Examples of thermal insulators and conductors at home

- A radiator is a good example of conduction. Anything placed on the radiator, like an article of clothing, will become warm.
- Hot food will heat a stoneware or porcelain plate for a time
- .If you are cold and someone holds you to warm you, the heat is being conducted from their body to yours.
- Heat will transfer from a hot burner on the stove into a pot or pan.
- A metal spoon becomes hot from the boiling water inside the pot.
- Chocolate in your hand will eventually melt as heat is conducted from your hand to the chocolate.
- If you touch a hot stove, heat will be conducted to your finger and your skin will burn.
- Sand can conduct heat. Walking on the beach on a hot summer day will warm your feet.
- Light bulbs give off heat and if you touch one that is on, your hand will get burned.





Home Learning

Geography

Use this table to compare the locations and their biomes.

Location	Biome	Climate Zone	Maximum Temperature	Minimum Temperature	Maximum Rainfall	What types of trees / plants are found?	What types of animals are found?
UK							
Manaus, Brazil							



Home Learning

Location	Biome	Climate Zone	Maximum Temperature	Minimum Temperature	Maximum Rainfall	What types of trees / plants are found?	What types of animals are found?
Gobi, China / Mongolia							
Nunavut in Canada;							
Livingstone in Zambia							