

## Year 5 Home Learning

Time frame: week beginning: 25.01.2021

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	
<b>Wake Up, Shake Up</b>  <b>8:30am-9:00am</b>	<p><b>'Wake Up, Shake Up' - Live Fun Fitness Sessions with Mr Bartlett and your schoolmates on Mondays, Tuesdays, Wednesdays and Fridays at 8.30-9.00am. On Thursdays, Miss Stevenson will be delivering your wake up shake up!</b></p> <p>Start your day right with a fun fitness session and challenges with Mr Bartlett and your schoolmates! What better way to move your body, laugh with your friends and feel great for the rest of the day! They are open to all pupils and families at Belleville Wix, no matter your age. You may even spot a few of your teachers getting involved! Daily exercise has the power to improve your health, fitness and learning. Why not give it a go?!</p>

<b>Registration</b>  <b>9:30</b>	<ul style="list-style-type: none"> <li>• Be dressed in your uniform</li> <li>• Have your resources to hand</li> <li>• Registration</li> <li>• Home learning for the day explained</li> </ul>
<b>Maths</b>  <b>9:35 – 10:00am</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the maths concept – up to 20 minutes.</li> <li>• Pupils sent off to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>
<b>English</b>  <b>11:30 – 12:30pm</b>	<ul style="list-style-type: none"> <li>• Teacher to teach the English concept – up to 20 minutes.</li> <li>• Pupils to complete their work independently.</li> <li>• Some pupils may stay on with teacher to discuss further.</li> </ul>
<b>Curriculum</b>  <b>When you have completed Maths and English</b>  <b>1:00pm – 2:00pm.</b>	<ul style="list-style-type: none"> <li>• Pupils to complete the curriculum work in the home learning document.</li> <li>• Pupils to post their work on Seesaw to be marked by the teacher.</li> <li>• During this time, pupils to have lunch and take some exercise.</li> <li>• Read with an adult for 15 minutes.</li> <li>• Complete your Mathematics and Spag.com</li> </ul>
<b>Afternoon Registration</b>  <b>2:10pm-2:40pm</b>	<ul style="list-style-type: none"> <li>• Whole class reading session.</li> <li>• Pupils to share their work and say goodbye for the day.</li> </ul>

## Maths

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

Textbook and Workbook 5A

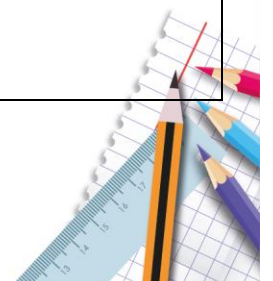
Chapter 6 Lesson 15 – Worksheet 15






Please spend no more than 30 minutes on the worksheets – if you do not finish don't worry upload to seesaw what you have completed.

Support: Use this video to help you

<https://classroom.thenational.academy/lessons/multiply-a-fraction-by-a-whole-number-cgup2t?step=2&activity=video>

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



	 <p><b>Deepening:</b></p> <p>Graham is serving pizzas at a party. Each person is given <math>\frac{3}{4}</math> of a pizza. Graham has six pizzas.</p> <p>How many people can he serve? Draw on the pizzas to show your thinking.</p>  <p>Write your answer as a multiplication sentence.</p>
<p>Tuesday</p>	<p>Textbook and Workbook 5A</p> <p>Chapter 6 Lesson 16 – Worksheet 16</p> <p>Please spend no more than 20 minutes on the worksheet – if you do not finish don't worry upload to seesaw what you have completed.</p> <p>Support: Use this video to help you</p> <p><a href="https://classroom.thenational.academy/lessons/multiply-a-fraction-by-a-whole-number-cgup2t?step=2&amp;activity=video">https://classroom.thenational.academy/lessons/multiply-a-fraction-by-a-whole-number-cgup2t?step=2&amp;activity=video</a></p> <p>If you are finding this challenging only answer questions 1 &amp; 2.</p> <p> <b>Deepening:</b></p> <p>Write an explanation for how to multiply a fraction with a whole number. Is <math>\frac{3}{4} \times 8</math> the same as <math>\frac{3}{4}</math> of 8? Explain with diagrams to support your answer.</p>
<p>Wednesday</p>	<p>Textbook and Workbook 5A</p> <p>Chapter 6 Lesson 17 – Worksheet 17</p> <p>Please spend no more than 20 minutes on the worksheet – if you do not finish don't worry upload to seesaw what you have completed.</p> <p>Support: <a href="https://vimeo.com/419603467/ea89654f58">https://vimeo.com/419603467/ea89654f58</a></p> <p> <b>Deepening:</b> Deepening to be posted on Seesaw after the lesson.</p>
<p>Thursday</p>	<p>Textbook and Workbook 5A</p> <p>Chapter 6 Lesson 18 – Worksheet 18</p> <p>Please spend no more than 20 minutes on the worksheet – if you do not finish don't worry upload to seesaw what you have completed.</p> <p>Support: <a href="https://vimeo.com/419603467/ea89654f58">https://vimeo.com/419603467/ea89654f58</a></p>
<p>Friday</p>	<p> <b>Deepening:</b> Deepening to be posted on Seesaw after the lesson.</p> <p>Please complete the lesson in the link and the independent task in the image.</p>

[https://classroom.thenational.academy/lessons/multiply-a-mixed-number-fraction-6nj6t?from\\_query=multiply+fractions+by+a+whole+numbers](https://classroom.thenational.academy/lessons/multiply-a-mixed-number-fraction-6nj6t?from_query=multiply+fractions+by+a+whole+numbers)

### Independent Task - Hit the Target

Your challenge is to make the number in the pink box. To do this, you need to choose one number from the orange box and one number from the purple box and multiply them together. **Keep a note of any answer even if they don't reach 20 896 so that we can mark them anyway!**

$$\boxed{?} \times \boxed{?} = \boxed{20\ 896}$$

$\begin{array}{r} 278 \\ \times 653 \\ \hline 852 \end{array}$	$\begin{array}{r} 32 \\ \times 65 \\ \hline 76 \end{array}$	$20\ 896$
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Support: <https://classroom.thenational.academy/lessons/multiplying-a-3-digit-number-by-a-2-digit-number-cmwpae>



### Deepening:

Here are examples of Dexter's maths work.

		9	8	7
x			7	6
	5	9	4	2
	6	9	4	0
	1	2	8	3

			3	2	4
x				7	8
			2	1	5
		2	2	6	8
			3	2	7

He has made a mistake in each question.

Can you spot it and explain why it's wrong?

Correct each calculation.

## Writing

Monday

- **Link** - Based on the plot development in the last chapter, what do you expect the remainder of the book to be about?
- **Watch** this [video](#) of a teacher reading Chapter 8.
- **Watch** this [video](#) of a teacher reading Chapter 9.
- **Watch** this [video](#) of a teacher reading Chapter 10.
- **Watch** this [video](#) of a teacher reading Chapter 11.
- **Answer the questions** – uploaded to seesaw.

Support: Answer questions 1-3



**Deepening:** ...he looked as out of place in that ruined, scary street as an elderly dog in a cage full of lions... (p46)

What does this description suggest about the man?

Tuesday



- **Summarise** - What are the main developments from yesterday's reading?
- **Predict** – What will Ayesha do next?
- **Read** the resource posted on seesaw.
- **Look** at this [resource](#) for gathering description and ideas for your narrative.

**Write** notes in this [resource](#) recording descriptions/ ideas from the following extracts

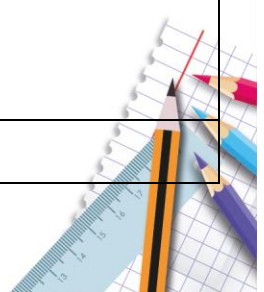
Support: To be posted on seesaw.



**Deepening:** Consider the emotions and feelings of Ayesha during each stage

Wednesday	<ul style="list-style-type: none"> <li>• <b>Plan</b> the exposition part of your narrative.</li> <li>• <b>Write</b> <u>one or two</u> multi-clause sentences that you could use in your exposition.</li> <li>• <b>Write</b> the exposition section of your narrative.</li> </ul>
	Support: <a href="https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfphsrd">https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/zfphsrd</a>
	 Deepening: Can you use multi-clause sentences to show Ayesha's emotions using show not tell during the exposition?
Thursday	<ul style="list-style-type: none"> <li>• <b>Think</b> – <i>How will you link yesterday's exposition to the first part of the rising action?</i></li> <li>• <b>Plan</b> the first rising action of your narrative.</li> <li>• <b>Write</b> <u>one or two</u> sentences beginning with a fronted adverbial that you could use in your rising action.</li> </ul>
	<b>Write</b> the first section of the rising action of your narrative.
	Support: <a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zp937p3</a>
Friday	<ul style="list-style-type: none"> <li>• <b>Re-read</b> the exposition and first part of the rising action of your narrative.</li> <li>• <b>Think</b> – <i>How will you link yesterday's section of the rising action to today's?</i></li> <li>• <b>Plan</b> the second section of the rising action of your narrative.</li> <li>• <b>Check</b> and <b>improve</b> this week's written work using Arms and Cups (Posted on seesaw)</li> <li>• <b>Ensure</b> you have responded to marking.</li> </ul>
	Support: Edit only using CUPS.
	 Deepening: Can you use quiet moments and dramatic moments to increase tension?
<b>Reading</b>	
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.	
<b>Grammar and Spelling</b>	
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:	
bruise	yacht
guarantee	guard
immediately	guide
vehicle	

**Other Curriculum Subjects**



<p>Monday</p>	<p><b>What affects how well sugar dissolves?</b></p> <ul style="list-style-type: none"> <li>• Look at the cartoon in <a href="#">resource 7</a> – who do you think is right? If you can talk to someone at home about this.</li> <li>• Watch this <a href="#">video</a> about dissolving which we will design a test about.</li> <li>• Watch the <a href="#">video</a> (you will need the code 85747 – t login code) <a href="https://bpes.bp.com/properties-and-changes-of-materials-topic-starter">https://bpes.bp.com/properties-and-changes-of-materials-topic-starter</a></li> </ul> <p><b>What do you think effects how well the sugar dissolves?</b></p> <p>Write predictions and what they think will affect this the most.</p> <ul style="list-style-type: none"> <li>• Design your investigation. Choose ONE thing to change in your test.</li> <li>• Ask an adult if you can carry out your test at home.</li> <li>• Record your results in chart <a href="#">Resource for Session 7</a></li> <li>• Challenge: look at the table in Resource – what can you say about these results?</li> </ul>
<p>Tuesday</p>	<p>Biome Research</p> <ul style="list-style-type: none"> <li>• You are going to find out more about a biome of your choice.</li> <li>• Use the internet to research about biomes – try these sites: <a href="#">Website 1</a>: Berkeley biomes <a href="#">Website 2</a>: Britannica biomes <a href="#">Website 3</a>: Kiddiscover biomes <a href="#">Website 4</a>: BBC Bitesize biomes articles</li> </ul> <ul style="list-style-type: none"> <li>• See the questions and vocabulary in the <a href="#">resources</a> section below to help guide your research. Try to answer all these questions for your chosen biome.</li> </ul>
<p>Wednesday</p>	<p>What is a physical and chemical change?</p> <ul style="list-style-type: none"> <li>• Watch the <a href="#">video</a> lesson about physical changes</li> <li>• Watch the <a href="#">video</a> about chemical changes</li> <li>• Follow the activities are you go through the lessons.</li> </ul>
<p>Thursday</p>	<p><b>Lifestyle of a Buddhist</b></p> <ul style="list-style-type: none"> <li>• Watch this video lesson: Why do Buddhists meditate?</li> <li>• 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.</li> </ul> <p><b>French</b></p> <p>Watch this video and complete the <a href="#">worksheet</a> below. <a href="https://vimeo.com/501183302/62415e401b">https://vimeo.com/501183302/62415e401b</a></p>
<p>Friday</p>	<p>Miss Stevenson will post the link to the PE recorded lesson in the week to seesaw.</p> <p>Miss Stevenson will post the link to the music recorded lesson in the week to seesaw.</p>





# Home Learning

**English**





# Home Learning

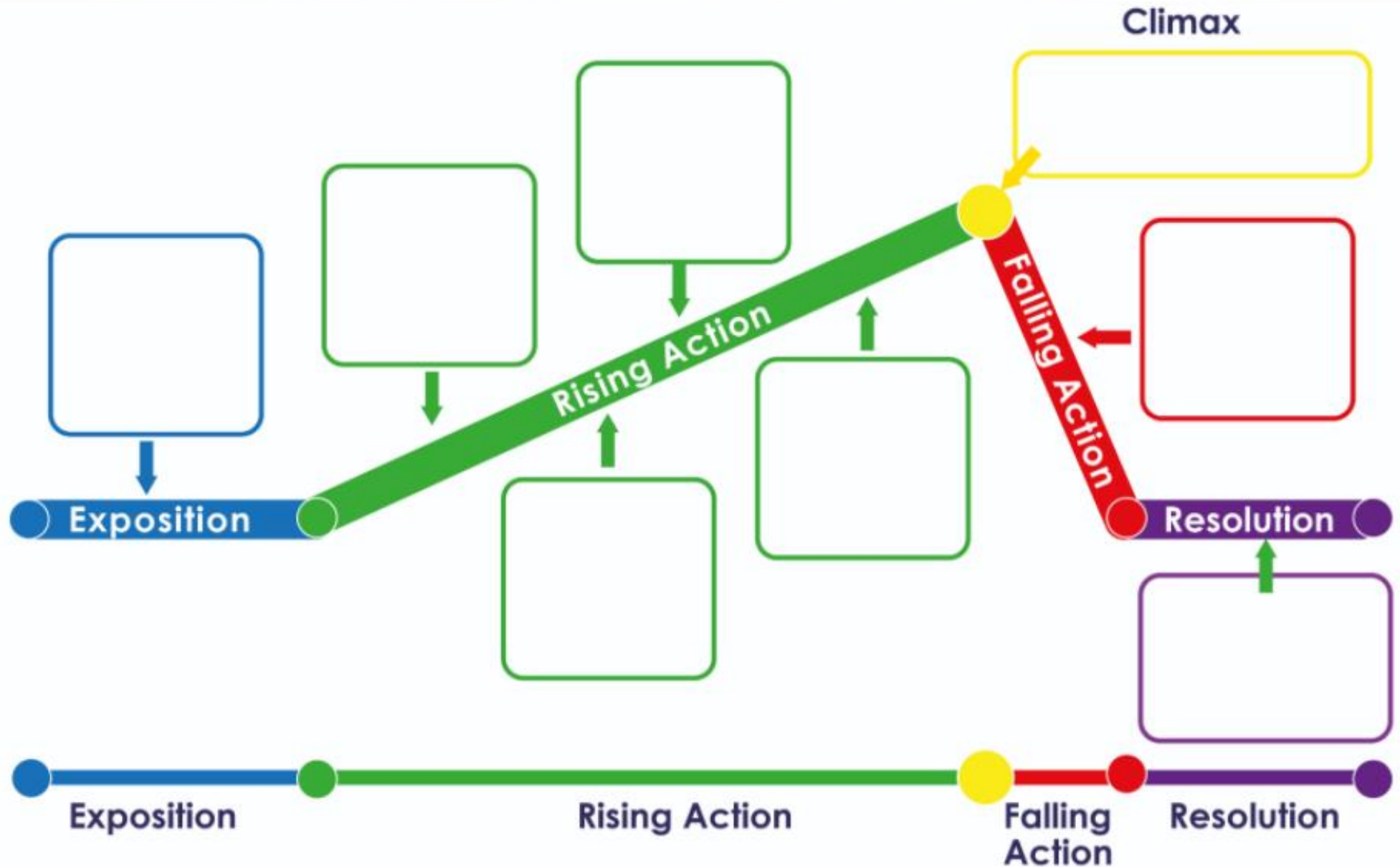
## English Resource 2.2: Table for Gathering Ideas

Setting	Detail from text	Possible Difficulties on Return Journey
Dr Leila's Surgery		
Enemy Territory		
Enemy Checkpoint		
No Man's Land		
Friendly checkpoint		





# Short Story Triangle



## Science

## Resource 7



Example table:

Hot Water		Warm water		Cold Water	
1 tspn		1 tspn		1 tspn	
2 tspn		2 tspn		2 tspn	
3 tspn		3 tspn		3 tspn	
4 tspn		4 tspn		4 tspn	

Challenge

What can you tell from the results?

Are they reliable? What do you think?

Temperature of water (degrees Celsius)	1 <sup>st</sup> try Time to dissolve (seconds)	1 <sup>st</sup> try Time to dissolve (seconds)	1 <sup>st</sup> try Time to dissolve (seconds)	1 <sup>st</sup> try Time to dissolve (seconds)	Average time to dissolve (seconds)
15	30	31	20	31	
25	27	29	29	28	
35	24	27	25	25	
45	21	27	23	24	



## Geography

Use these questions to help guide your research about 2 chosen biomes.

1. Where does the biome exist?

**Vocab to use:** Northern / Southern hemisphere, East / West of UK

2. What plants and animals live in the biome?

3. What is the climate like in the biome?

**Vocab to use:** warm, wet, cold, dry, high temperatures, low temperatures, rainfall.

4. What landforms exist in the biome?

**Vocab to use:** mountains, volcanoes, valleys, glaciers, rivers

5. What makes this biome interesting to visit?

6. How is this biome similar and different to the UK? (If investigating Temperate Deciduous Forest then compare to another biome of choice).

7. What are the threats to this biome?

8. How can we reduce threats and risks to this biome?



## French



### Les vêtements:

1. Listen to this [song](#) about clothes in French and make a note of the vocabulary below:

Des chaussettes : \_\_\_\_\_

Une jupe : \_\_\_\_\_

Un pantalon: \_\_\_\_\_

Un pull : \_\_\_\_\_

Des lunettes: \_\_\_\_\_

Des chaussures : \_\_\_\_\_

Une chemise: \_\_\_\_\_

Un jean : \_\_\_\_\_

Un short : \_\_\_\_\_

Des bottes : \_\_\_\_\_

Une casquette : \_\_\_\_\_

Une robe : \_\_\_\_\_

Un t-shirt : \_\_\_\_\_

2. Now look at the pictures and describe what the different people are wearing in French:



1. Il porte \_\_\_\_\_

2. Elle porte \_\_\_\_\_

3. Il porte \_\_\_\_\_

4. Elle porte \_\_\_\_\_

**Challenge:** Draw your own character wearing different items of clothing and label it in French. Use the [bilingual dictionary](#) if needed.