

Year 5 Home-Learning
Week beginning 11/01/21

Message

Dear Year 5

Firstly, well done to all of you for adapting so brilliantly to the new changes we have had to put in place for remote learning. This overview is to keep you informed on the learning going on throughout the week. If you cannot access Google Classroom, the work detailed below is very similar and can be followed instead. Please complete as many of the challenges as you can and use the links to help you.

We both miss you all lots

Stay safe!

Miss Caunt and Mr. Snelling

VIPERS

Text: Stages of human life



Vipers objectives:

Monday - I am learning to explore unfamiliar words.

Task-Read through the text and highlight any unfamiliar words. Find out the meaning of those words and try to use them in a sentence.

Tuesday -I am learning to identify how language, structure and presentation contribute to meaning.

Task - Answer the vocabulary questions attached underneath the text

Wednesday - I am learning to retrieve information from the text by skimming and scanning

Task - I have selected some sentences from the text. Can you find all of the sentences in the table?

Thursday -LO: I am learning to understand that inferences can be drawn from different parts of the text.

Task- Answer the inference questions included underneath the text

Friday - I am learning to summarise the text

Task - Create a tweet to summarise three sections of the text

Eg. Child- # still growing and need support

Adolescent- # Puberty hits and hormones take over!

Bronze - To complete my questions or tasks with adult support.

ENGLISH

Spelling-

Complete the practice questions then have a go at the test!

Practice each day!

We will do a test at the end of the week :)

<https://spellingframe.co.uk/spelling-rule/8/1-Adding-suffixes-beginning-with-vowel-letters-to-words-of-more-than-one-syllable>

Click on this link

Writing Task:

Our new focus in English is Explanation texts. As part of this topic, our model text is 'Why Dragons are extinct'.

The work below is all based around our T4W text.

Monday - I am learning to identify the audience for and purpose of the writing

Task - Create a boxed up plan of the text, 'Why Dragons are extinct'.

Bronze - Make bullet point notes

Silver - Use key vocabulary from the text

Gold - Identify different sentence types

Examples of boxing up sheet attached

Tuesday - I am learning to recognise language features which are appropriate for formal writing

Task - Highlight the causal language in the text 'Why Dragons are extinct'

Task attached below

Bronze - With an adult, highlight any causal language.

Silver - Highlight all of the causal language in the text

Gold - To write 3 explanation sentences using examples of causal language

Task attached below

Wednesday - I am learning to recognise vocabulary and structures that are appropriate for formal writing.

Creating an explanation toolkit

Task - To use the explanation poster to write sentences using the explanation devices.

Bronze - Use 2-3 of the ideas from the poster in a sentence

Silver - Use a range of ideas from the poster in a sentence

Gold - Create a bank of effective vocabulary to use in your writing

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<p>Silver - To independently answer my key questions or complete tasks.</p> <p>Gold - To add further detail from the text to support my answers.</p>	<p>Explanation poster attached below</p> <p>Thursday - <u>I am learning to note and develop initial ideas, drawing on reading and research.</u></p> <p>Task- create own boxed up plan of how dinosaurs became extinct</p> <p>Task - <i>Use the template provided to create a boxed up plan on how dinosaurs became extinct</i></p> <p>Bronze - Make bullet point notes</p> <p>Silver - Use key vocabulary from the text</p> <p>Gold - Identify different sentence types</p> <p>Use the template provided</p> <p>Friday - <u>Use spoken language to develop understanding and explore ideas</u></p> <p>Task- Use your plan to role play an expert on dinosaurs and explain how they became extinct</p> <p>Bronze - Explain some reasons</p> <p>Silver - Explain a range of reasons in detail</p> <p>Gold - Draw upon your knowledge of dinosaurs</p>
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MATHEMATICS

Maths Unit

Multiplication and Division

Monday -

LO: I am learning to multiply 2-digit by 2-digit numbers

B: I can multiply using the expanded method with no exchanges.

S: I can multiply using the formal method including exchanges.

G: I can multiply using a formal method including exchanges, where numbers in questions are incomplete.

Tuesday -

LO: I am learning to multiply 3-digit by 2-digit numbers

B: I can multiply using the expanded method with no exchanges.

S: I can use the formal method including exchanges and solve 2-step problems.

G: I can use the formal method including exchanges where the numbers in questions are incomplete.

Wednesday -

LO: I am learning to multiply 4-digit by 2-digit numbers

B: I can multiply using the fully expanded method with no exchanges.

S: I can multiply using a formal method including exchanges.

G: I can multiply using a formal method where numbers in the questions are incomplete.

Thursday -

LO: I am learning to divide 3-digit by 1-digit numbers

B: I can divide 3 digits by 2, 3, 4, 5 and 8 with pictorial support.

S: I can divide by 2-9 with some exchanging and no remainders.

G: I can divide with exchanging and remainders.

Friday -

LO: I am learning to divide 4-digit by 1-digit numbers

B: I can divide without the need for place holders and no exchanges.

S: I can divide with place holders and two exchanges.

G: I can divide with place holders, three exchanges and incomplete questions.

Recap on Multiplication

Video of the formal method for multiplication

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<https://youtu.be/ryB0ruldPlc>

Here is another link to some videos to help with your understanding.

<https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/2>

Here are some questions for multiplication that you can print off and check your answers:

<https://www.mathsisfun.com/worksheets/ws.html?op=mult&n=20&amin=12&amax=100&bmin=12&bmax=100>

Here are some questions for multiplication that you can print off and check your answers:

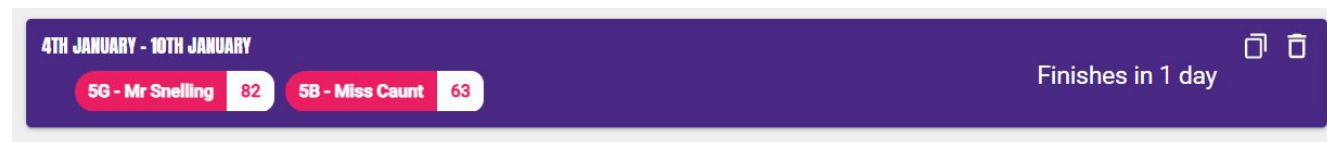
<https://www.mathsisfun.com/worksheets/ws.html?op=div&n=15&amin=20&amax=100&bmin=20&bmax=100>

Recap on Multiplication

Video of the formal method for multiplication

<https://youtu.be/ryB0ruldPlc>

Don't forget to visit: <https://ttrockstars.com/> There is a weekly competition between 5G and 5B. Well done to 5G for winning last week's competition.



SCIENCE

Forces

Week Two

Create an investigation by dropping three items to the floor and test which one lands first. Make sure you use something light like a piece of paper or feather as one of your three items. How would you make it a fair test? Explain why you think some items hit the ground quicker than others.

Watch this clip after completing the investigation:

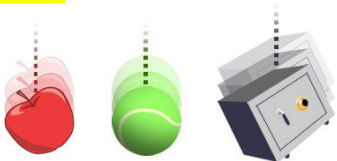
<https://youtu.be/E43-CfukEgs>

LO: I am learning to explain why objects fall towards the Earth

Bronze: With support, I can investigate how different objects fall to Earth.

Silver: I can investigate how different objects fall to Earth.

Gold: I can investigate how different objects fall to Earth and predict why this might happen.



TOPIC

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Geography

South America- Monday

LO: I am learning to locate the world's rivers using maps.

Use the weblink to find out a little more about the amazon river

<https://www.dkfindout.com/uk/earth/continents/south-america/>



Bronze -With support, label a few rivers on a South America map

Silver -To name and locate some of the major rivers in South America.

Gold -.To compare these rivers using a criteria of their choice.

Your task this week is to use the information I have sent to you, to label as many rivers as you can in South America

The resources for this lesson can be found in the Google Classroom area.

RE- Sikhism

LO: I am learning to show an understanding of why people show commitment in different ways.

Bronze-I can verbally answer the questions

Silver- I can show an understanding of why people show commitment through my written answers

Gold I can explain how other stories teach valuable lessons

Task- Click on the link to watch the story- Guru Nanak and the Jasmine flower

<https://www.youtube.com/watch?v=tCVzaDGx5DM>

Answer the following questions

1)What do Sikhs learn from the story and how does this help them lead a better life?

2)Why are stories important in Religion?



Gold Challenge-<https://www.sikhnet.com/stories>

Explore two sikh stories from this website. Explain how these stories could teach religious and non-religious a valuable lesson

Art

LO- I can explore a range of pencil shading techniques

B:With support, use 5 shading techniques in my work

S:I can select and use 5-8 shading techniques

G:I can suggest which shading techniques are the most effective

<https://www.youtube.com/watch?v=wHPosfSPdwU>



See attached pencil shading example and sketching sheet

Super Mario Fitness Challenge - See if you can get 10 points

https://youtu.be/9f_dt2XGrWk

Log into Charanga.
'The Fresh Prince of Bel Air.' Step 1

Resources for WC 11/01/21

Model Text- Vipers
Stages of Human Life



Foetus and Baby

Before a baby is born, it needs to develop and grow. From 9 weeks, a baby growing inside the womb of its mother is known as a foetus. A foetus spends roughly nine months developing inside the mother's womb. Babies are completely reliant upon their parents. For the first months of their lives, babies drink milk. All mammal babies require milk; it's one of their unique traits. Babies can't walk but start to develop some control over their muscles. This starts with being able to control their head and moves on to being able to crawl.

Child

The child stage begins with what is sometimes referred to as being a "toddler". This is when children start to walk, although they are clumsy to begin with. This is the time of a person's life when they begin to talk more, and communication becomes easier. They are now eating solid food and are starting to become less reliant on their parents for their basic needs. However, they still rely on their parents to protect them from danger.



Adolescent

During adolescence, children will often begin puberty. This is the time in a person's development when their body begins to change ready for adulthood. Puberty begins at different times for every person. Their body will start to produce various hormones and go through physical changes that prepare them for creating children of their own. This is a key part of the life-cycle as, without it, the species would die out.



Hormones and their effect on teenage brains can affect how they react in certain situations. This sometimes means they take bigger risks or can seem very grumpy.

Adolescents begin to become more independent of their parents for many of their needs. They will still be reliant upon adults for their housing and other essential needs.

Adult

The age at which an adolescent becomes an adult varies across the world. Some of the effects of puberty can continue into a person's 20s, and some countries treat people as adults at different ages. Generally, adulthood begins when your body is fully developed, and you stop growing. As an adult, a person may decide to get a job or have children of their own. They are more responsible for their actions and are completely independent of their parents by this time.



Old Age

This is the final stage of the human life cycle. Parts of the body begin to ache more, and people tend to have more issues with their health. Because eye-sight and hearing start to get worse, and older people have worse balance, they tend to fall more. This can lead to injuries.

During old age, people may become more reliant on other people for their care, and they may become less independent.



Questions:

Vocabulary

Key Questions to answer:

1. Which word tells you that babies need their parents to do everything for them?
2. What is a "unique trait"?
3. Find a word or phrase that tells you that something isn't the same everywhere.
4. Which word describes the period where somebody begins to develop into an adult?
5. If somebody is "responsible" for something, what does this mean?

Retrieval- Highlight all of the factual information which can be found in the text below

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From 9 weeks, a baby growing inside the womb of its mother is known as a foetus.	Adolescents begin to become more independent of their parents for many of their needs.
The child stage begins with what is sometimes referred to as being a “tiny”	Generally, adulthood begins when your body is fully developed, and you stop growing.
During adolescence, children will often begin puberty.	Older people have poorer eyesight and hearing
Puberty begins at the same time for every person.	All mammal babies require just water
Hormones and their effect on teenage brains can affect how they react in certain situations.	The age at which an adolescent becomes an adult is the same for everyone

Inference

1. Why do you think humans can't live forever?
2. Why do you think babies need their parents to do everything?
3. Why do you think some teenagers may develop a bad attitude during this stage of their lives?

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English Monday 11/01/21

Heading for each section:	<u>My boxed up plan</u>
Introduction- animal?	E.g) Dragon, fire-breathing, capturing maidens. Why are they extinct?
Key reason for extinction	
a) Thoughts of experts	
b) Cold Weather	
c) Colour change	
d) Dance of the Dragons	
e) Human Fear	
f) Vilification	
Conclusions	

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Tuesday 12/1/21

Text- English

Why dragons are extinct

It is a well known fact that, up until a few hundred years ago, dragons roamed England terrorising villages with their fiery breath and capturing maidens. So, why are they now extinct?

Experts think that the main reason is the increase in houses that have been built in urban areas. This has resulted in many dragons losing their homes and therefore the dragons have fled to the remote moorlands for sanctuary.

Unfortunately, the very cold weather of the moorlands meant that dragons' favorite green foods (gooseberries, cabbage and spinach) refused to grow. These plants are not only vital for the dragons' health but also for their colour provided camouflage in the woods. Slowly, the green dragons turned purple, caused by eating too much heather.

It is this colour change that predominantly caused the extinction of dragons. Once the heather died away in the autumn, the dragons could no longer hide because their purple scales made them easily visible. This enabled local bounty hunters to hunt and destroy them.

In addition to these reasons, it has been documented that many dragons were killed in the civil war known as the Dance of Dragons, which occurred from 129-131 AC and the few that survived died soon after. This traumatic event had devastating consequences on the dragon population and how they were viewed.

Human fear provides another reason for the extinction of dragons. The earliest dragons all resemble snakes or have snakelike attributes. Therefore, dragons appear in nearly all cultures because humans have an innate fear of snakes. For this reason alone, any dragon which appeared to look similar to a snake would be considered deadly, and killed.

Furthermore, dragons have become extinct because humans have vilified them over the centuries. Through the increased popularity of stories where dragons are killed to save princesses, this has subsequently resulted in men hunting and killing dragons.

In conclusion, it is clear to see that many factors led to the extinction of dragons. From environmental reasons to public opinion, each of these reasons had a catastrophic impact on the number of dragons roaming our world, sadly, leading to their demise. To sum up, due to the reasons explored above, the only dragons you see in England today are in pictures, books or films.

English Task Tuesday 12/1/21

Silver Task

Go through the text and highlight any examples of causal signposts

Hint:

These are a few examples to look out for

- So
- Experts think that
- This has resulted in
- Meant that
- Because
- In addition to

Can you find any more?

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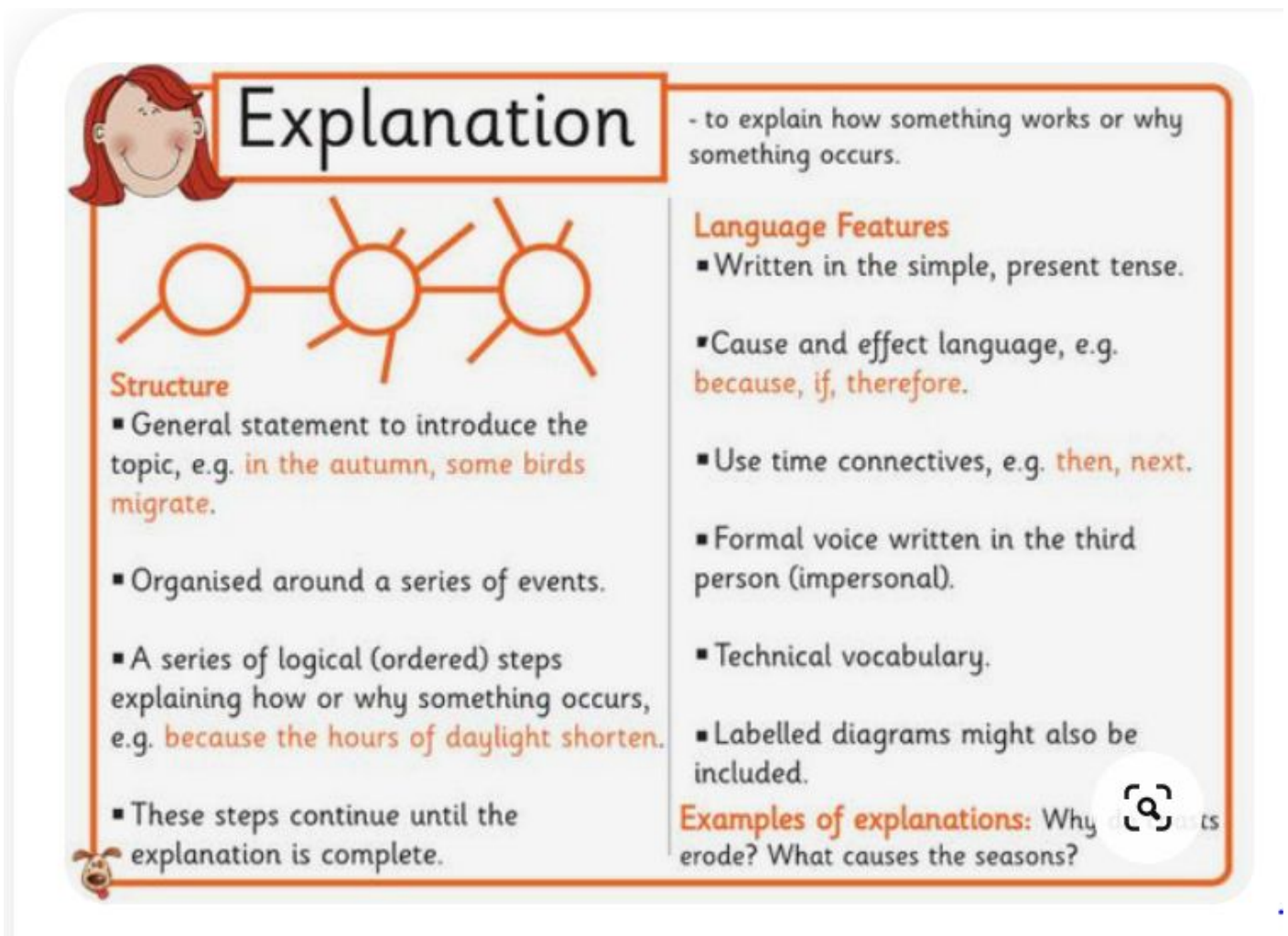
Gold Challenge- Use a few of the causal signposts to explain something different.

Create at least 4 of your own sentences using some of the causal phrases we have looked at

Example)

- 1) **Experts believe** that the best way to lead a healthy life is to exercise daily and eat a well balanced diet.

Wednesday 13/01/21- English



Explanation

- to explain how something works or why something occurs.

Language Features

- Written in the simple, present tense.
- Cause and effect language, e.g. **because, if, therefore.**
- Use time connectives, e.g. **then, next.**
- Formal voice written in the third person (impersonal).
- Technical vocabulary.
- Labelled diagrams might also be included.

Structure

- General statement to introduce the topic, e.g. **in the autumn, some birds migrate.**
- Organised around a series of events.
- A series of logical (ordered) steps explaining how or why something occurs, e.g. **because the hours of daylight shorten.**
- These steps continue until the explanation is complete.

Examples of explanations: Why do tsunamis erode? What causes the seasons?

Eg) Device- Cause and effect language

Dragons were unable to hide from bounty hunters because their green skin turned purple due to eating excessive amounts of heather.

Technical Vocabulary-

camouflage, extinction

Dragons were not able to camouflage themselves into their environment when they moved to the moorlands
Many reasons led to the extinction of dragons

Thursday 14/01/21 English

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Planning format for 'How Dinosaurs became extinct'

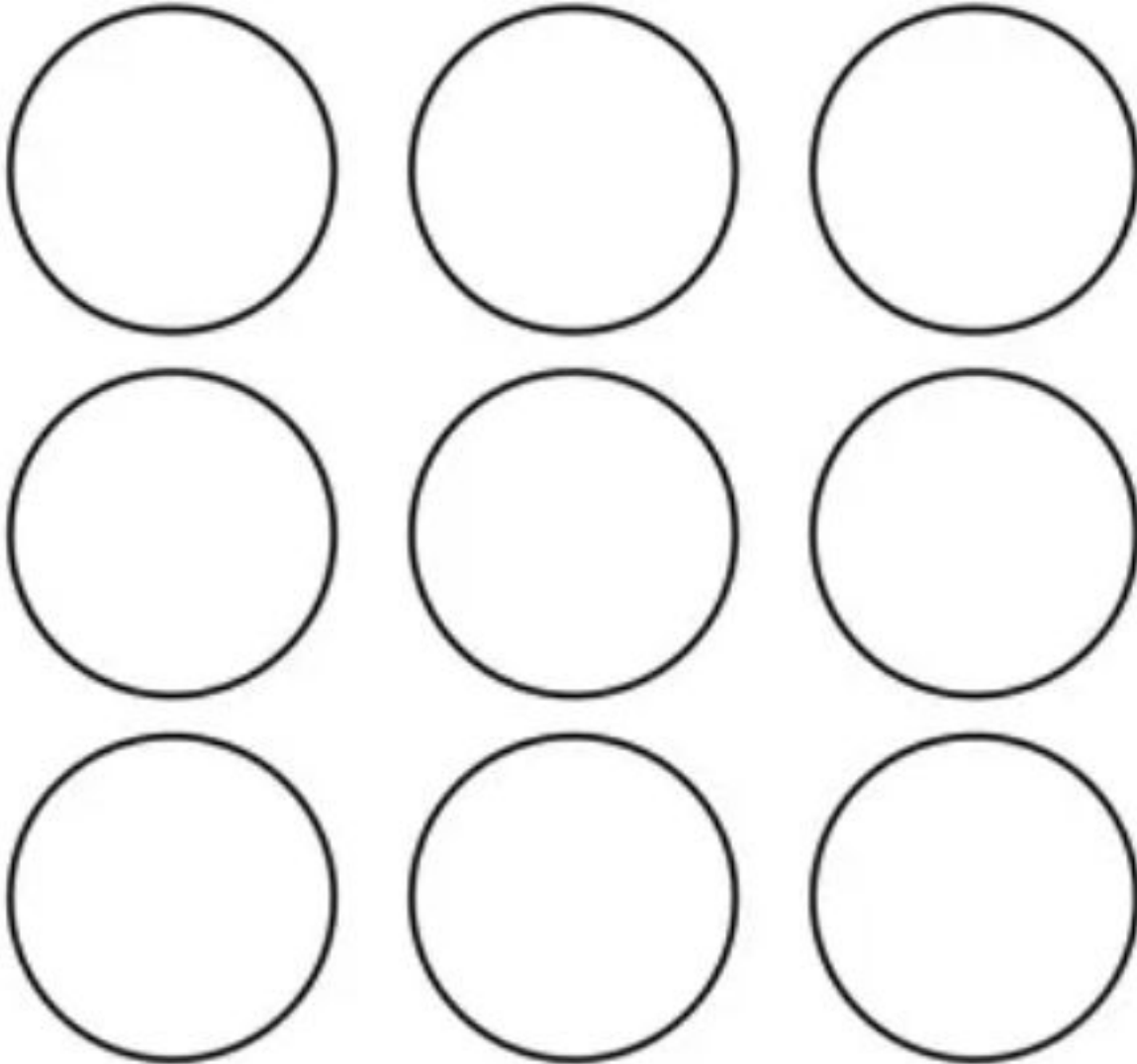
Introduction	
Key reason for extinction E.g) Meteorite crashed into earth	
Thoughts of experts E.g) Diseases wiped out entire populations of dinosaurs.	
Habitat being destroyed	
Explosion on earth	
Volcano eruption	
My own reason..	
Conclusion	

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

Art Pencil Shading- 14/01/21

Watch the video and practise your pencil shading techniques in the circles below!



**Thursday - Bronze
Varied Fluency**

1a. Use place value counters to divide the amount below by 2.




H	T	O
		

Record your calculations using the short division method.



VF

2a. Add the missing place value counters to divide six hundred and thirty nine by three.

H	T	O
		

Use short division to show your calculations.

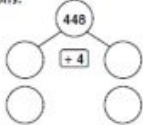


VF

3a. True or false?

$$448 \div 4 = 112$$

Partition the number to support your calculations.



VF

4a. Add the symbol $<$, $>$ or $=$ to make the following statement correct.




$$488 \div 4 \bigcirc 888 \div 8$$



VF

**Thursday - Silver
Varied Fluency**

5a. Use place value counters to divide the amount below by 3.

H	T	O
		

Record your calculations using the short division method.



VF

6a. Draw the place value counters to divide three hundred and sixty six by six.

H	T	O

Use short division to show your calculations.

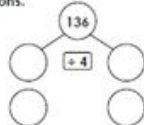


VF

7a. True or false?

$$432 \div 4 = 118$$

Partition the number to support your calculations.



VF

8a. Add the symbol $<$, $>$ or $=$ to make the following statement correct.

$$728 \div 7 \bigcirc 848 \div 8$$



VF

**Thursday - Gold
Varied Fluency**

9a. Use place value counters to divide the amount below:

$$559 \div 6 =$$

Record your calculations using the short division method.



VF

10a. Jimmy is trying to solve the following problem:

Seven hundred and seventy-one rugby tickets were donated to local schools. The tickets were divided equally between nine schools. How many tickets did each school receive?

Show your working.



VF

11a. True or false?

$$752 \div 3 = 252$$

Partition the number to support your calculations.



VF

12a. Add the symbol $<$, $>$ or $=$ to make the following statement correct.

$$612 \div 4 \bigcirc 718 \div 8$$



VF

**Friday - Bronze
Varied Fluency**

1a. True or false? $3,963 \div 3 = 1,321$

3	9	6	3	

Thousands	Hundreds	Tens	Ones
1,000 1,000 1,000	100 100 100 100 100	10 10 10 10	1 1 1



VF

2a. Complete the calculation.

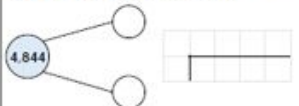
$$2,448 \div 2 = \square$$

1,000 1,000	100 100	10 10	1 1 1 1	1 1
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VF

3a. The missing numbers are all equal.
Complete the part-whole model.



1,000 1,000	100 100	10 10	1 1
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VF

**Friday - Silver
Varied Fluency**

4a. True or false? $4,812 \div 4 = 1,200$

4	8	1	2	

Thousands	Hundreds	Tens	Ones
1,000 1,000	100 100 100 100	10	1 1 1 1 1 1



VF

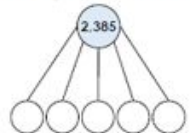
5a. Complete the calculation.

$$2,406 \div 6 = \square$$



VF

6a. The missing numbers are all equal.
Complete the part-whole model.



VF

**Friday - Gold
Varied Fluency**

7a. True or false? $6,309 \div 9 = 709$
Use place value counters to help you.

9	6	3	0	9

Thousands	Hundreds	Tens	Ones



VF

8a. Complete the calculation by finding the missing digits.

$$5\square 07 \div 7 = 8\square\square$$



VF

9a. Complete the statement using the digit cards to give answers that are whole numbers.

$$\boxed{8} \boxed{5} \boxed{6} \div 8 < \boxed{8} \boxed{5} \boxed{6} \div 6$$



VF

8 0

Science Resources

Section 1 - Planning

1. What will be the **independent variable**? (What will you change?)

What will be the **dependent variable**? (What will you measure?)

What are the **control variables**?
(What will you keep the same to make it valid and fair?)

2. Describe how you will carry out the experiment.
(Name the key equipment you will use and talk about how you will measure your results)



Section 2 - Prediction

Which item do you think will hit the ground first?

Which will hit the ground last?

Why do you think this?

Section 3 - Results

Section 4 - Conclusion

What did your results show?

What scientific explanation is there for your results?
