



Year 5 Suggested Home Activities



Week Beginning 29.6.2020

Thank you for all of your lovely emails sharing what the children have been up to. It is so lovely to see the variety of activities the children have been doing and it certainly looks like they have been having plenty of fun! Everything you have done has been amazing – well done! We hope you have also enjoyed the vlogs which are uploaded on the school website each week – the feedback is that the children are enjoying them and it is a nice way of keeping in touch as we miss them all so much.



Maths

Times tables Rockstars (TTRs)

Congratulations Year 5! 29 children logged on to TTRs this week. Well done! We wonder what numbers next week will bring? Remember practising little and often is the key, more important than our ranking or score in the league table (which has been especially good recently) is actually the number of children in our year group who log on to play, the greater the number, the better.

Follow the link to use Times Table Rockstars: <https://play.ttrockstars.com/auth/school/student>. Please email your class teacher if you need your login details.

White Rose Maths Lessons

Last week the learning sequence was all about: Decimals as fractions, understanding thousandths, rounding decimals and ordering and comparing decimals. Well done if you managed to complete some or all of the lessons. Remember to let us know how you got on and what bits you found challenging. The five lessons in this week's sequence teach you how to: understand percentages, percentages as fractions and decimals, adding decimals with the same number. There is also the Friday maths challenge. Check out our top tips below to help you work.

When you click the link below please use **Summer Term WEEK 8 – Lesson 1 – Understand Percentages (you may have to scroll down the web page to find this)**. Year 5 link:

<https://whiterosemaths.com/homelearning/year-5/>

Please note, this link will take you to the videos introducing the Maths concept, the worksheets can be found on the Year 5 page on the school website <https://www.bridge.kent.sch.uk/pupils/classes/year-5>

Mr Perfect's and Miss Smith's Top Tips:

- Percent means out of 100, think of the word 'cent', century = 100 years
- $24/100$ is written as 0.24 as a decimal.
- Remember $6/10$ is the same as $60/100$. Think of your equivalent fractions.
- Once you have a fraction out of 100, you can easily turn it into a percentage. $45/100$ is 45%, $23/100$ is 23%.
- When adding numbers with the same number of decimal places, make sure you think about your layout and out numbers in the correct column.
- When adding numbers with a different amount of decimal places, use a place holder to help you. For example 0.34 is the same as 0.340.

Use a grid like the one below if you need to:

| Millions | | | Thousands | | | Units | | | ● | 1/10 | 1/100 | 1/1000 |
|----------|------|------|-----------|------|------|----------|------|------|---|--------|------------|-------------|
| Hundreds | Tens | Ones | Hundreds | Tens | Ones | Hundreds | Tens | Ones | ● | Tenths | Hundredths | Thousandths |
| | | | | | | | | | ● | | | |
| | | | | | | | | | ● | | | |
| | | | | | | | | | ● | | | |

Fun Maths Challenges

Looking for Patterns

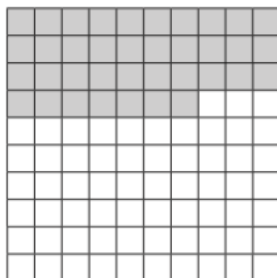
Write down 20 percentages from 1% to 100%.

For example 37%.

Imagine that each of the percentages represents the amount shaded in a 100 square.

As a decimal, write what fraction of each 100 square is not shaded.

What do you notice?



What's the Problem?



Margot and Jerry Underwood have invited eight of their closest friends for dinner.

Throughout the evening, Margot is in the kitchen for 40% of the time, while Jerry is alone in the kitchen 10% of the time. They are both in the kitchen together for 20% of the time.

For how much of the evening are either Margot or Jerry alone in the kitchen?

The Language of Maths

Every Friday Mrs Singh gives her class a mental maths test.

This week, she told her class that she wants them to get more than 100% of their normal mark.

Lisa says to Mrs Singh that her words don't make any sense – you can't get more than 100%.

Who is right? Mrs Singh or Lisa? Why?



The Arts Roundup

Smith Studios is staging a new play called *The Pine Tree*. For last week's performances a total of $\frac{7}{8}$ of the tickets were sold.

The Dench Theatre is staging a revival of *Whodunnit*. For last week's performances a total of 86% of the tickets were sold.

Using squared paper, show which theatre sold the greater proportion of their tickets.

Write a statement describing your grids.



Let's Investigate

Using 2 cm squared paper, draw a 2×4 rectangle.

How many different ways can you shade 50% of the rectangle?

Here are two different ways:



These two are considered to be the same:



The Language of Maths

150%

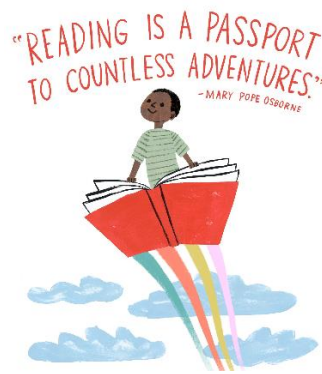
What does 150% mean?

How can you express 150% as a decimal, a fraction and a mixed number?

English

Individual Reading

You are still able to find a range of books on website Myon (<https://readon.myon.co.uk/index.html>). Please continue to use our Accelerated Reading website at home (<https://ukhosted14.renlearn.co.uk/6698607/>) to take quizzes and also to search for books within your ZPD range. Remember to login, you need to use your first initial, followed by the first four letters of your surname e.g. John Smith – jsmit, your password is abc.



Spelling

It is really important to try and keep practising your spellings each week. This week will begin to revise the words that we looked learned at the beginning of Year 5. We recommend 15 minutes of spelling per day. Remember there are lots of different things you can do when you are learning spellings, have a look at the ideas below which you could try if you get stuck:



Follow the link to find Spelling Shed: (<https://www.spellingshed.com/en-gb>). Please email your class teacher if you need your login details. The list of common exception words that the children should be able to spell at the end of the year are on the parents section of the school website (<https://bridge.kent.sch.uk/parents/supporting-learning-at-home/spellings>).

Writing Task

Your English task this week is based around newspaper reports. Try and spend 40 minutes on each task below, we recommend doing one task per day.

Task 1: Explore newspapers

Today we would like you to explore newspapers. Follow this link to watch a short clip, and then have a go at the quiz (scroll to bottom of the page):

<http://www.bbc.co.uk/bitesize/ks2/english/writing/newspapers/read/1/>

If you have a newspaper around your house, you may find it useful to have a look at it. Using your knowledge from the video clip and quiz, have a go at answering these questions:

- *What is a newspaper?*
- *Why do people read them?*
- *What types of things are written in them?*
- *Who writes news stories?*
- *What are the features of a newspaper? (Check with the list below, did you find them all?)*
- *What kinds of questions might a journalist ask? Think of 5.*
- *Where do you find newspapers?*
- *Who reads newspapers?*

What I need to include in my writing of...

Newspaper Reports

| Feature | Example |
|---|---|
| Headline: | Make your headline short and snappy. Use exciting words, alliteration or rhymes to catch the reader's attention. Your headline needs to tell the reader what kind of story it's going to be. |
| The 5W's and H. | Who? What? Where? When? Why? How? |
| Paragraphs: (Opening Sentence, short & punchy, informative summarising paragraph) | Next, split your newspaper report up into paragraphs to help the reader clearly understand the information on the story. Each new paragraph should be given a 'subheading'. This is a very short title that tells the reader a little about what the paragraph is will about. |
| Past Tense: | Your newspaper story needs to be written in the past tense because you are reporting on something that has already happened. |
| Third Person: | Write your newspaper reports in the 'third person' because you are writing about somebody else. This means using the names of the people involved in the story or using 'he' or 'she', not 'I' or 'me'. This makes you similar to a narrator, retelling events without being involved in the story. |
| Quotations: | Adding quotations will make your report more interesting for the reader because it tells the story from the point of view of the people involved. Don't forget to use speech marks! |
| Photos and Captions | Use a photo/picture with a caption to give the reader more information about the story you are writing. |
| Facts and Opinions | Fill your newspaper report with both facts and opinions. Facts give the reader all of the information they need by using the 5 W's. Opinions give the point of view of the writer or of people involved in the story. With all this information, the reader can then make up their own point of view. |
| Summarising Paragraph | Your final paragraph should sum up the story. This is usually a good place to put in your opinion. |

Task 2: Planning

For today's task you are going to plan your newspaper report, you could report on something that is happening in the world today (you could do some research), or something you feel strongly about (too much palm oil being used, oceans have been damaged) or you could create a fictitious (made-up) event (aliens have landed, ants take over the world). You can use real or made-up facts and perhaps ask people in your house for quotes on what they saw or heard, and ask them what their opinion is about the situation. Remember to use quote marks if you are reporting something that someone else said (Jim from Bridge told us that he saw 'Twenty thousand ants walking along the footpath'.) Use the planning sheet below:

| | | |
|---|---|---|
| WHAT happened? _____ _____ _____ | WHO is the report about? _____ _____ _____ | WHEN did the event happen? _____ _____ _____ |
| WHY did the event happen? _____ _____ _____ | WHERE did the event happen? _____ _____ _____ | Facts: 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ |
| Quotes I will use in my report: _____ _____ _____ | Opinions: 1. _____ 2. _____ 3. _____ | |

Task 3: Writing

Your next task is to write up your newspaper report, spend a few minutes thinking about the design, what will it look like? How many pictures will you use? Use the examples below for ideas if you are stuck. When you start writing remember to use the features checklist (task 1), and your plan.

| | | | |
|--------------------------------------|--|--|--|
| THE NORMAN NEWS | | | |
| BREAKING NEWS! _____ _____ | _____ _____ | BREAKING NEWS! Who? What? When? Where? How? Why? Read on and you will find out! _____ _____ | WILLIAM THE CONQUEROR AT THE BATTLE OF HASTINGS _____ _____ |
| REPORTER: _____ _____ _____ | Quotes from the scene: _____ _____ | REPORTER: Some facts from the incident are _____ _____ | Quotes from the scene: _____ _____ |
| _____ _____ _____ | To summarise _____ _____ | Some are of the opinion that _____ _____ | To summarise _____ _____ |

Task 4: Writing/Edit and Improve

Finish your writing and then add your illustrations. Will your newspaper be black and white or colour? Then go through your work with a green pen.

Punctuation station - Check through your work for full stops (end of sentences and proper nouns), capital letters (start of sentences and proper nouns), commas, explanation marks, paragraphs and question marks. Are they in the correct place? ***Extra challenge – brackets and semi-colons***

Feature station – Look back at the features that we identified in Task 1 (checklist), have you got an example(s) of each feature? If not, could you add them in?

Dictionary check – can you identify a few words that have been spelt incorrectly, you could ask an adult to help you find them. Use your dictionary skills to correct these – how quickly can you find the word?

Thesaurus check – have a look through your work and see if you can find any words you could improve, eg early, later, said. Can you find a more ambitious word using a thesaurus (remember to check that it makes sense and is in the right context).

Task 5: Final copy

Write or type up your final copy! Remember to include any improvements that you made.

Don't forget to email a copy to Mr Perfect or Miss Smith.

Collective Worship

✚ TRUST

To continue thinking about 'Trust', our Christian value for this term, you might like to watch this video clip. Last week we thought about ourselves and whether we were trustworthy people. This clip offers thoughts about why God is trustworthy.

<https://www.youtube.com/watch?v=NUrnkA0DF2g>

Here is another story from the Bible which demonstrates how trustworthy God is: Daniel in the Lion's Den - **Daniel 6**, Daniel had such strong belief and faith in God, he trusted in Him in his time of need and God showed his trustworthiness in a rather amazing way!



Project Time – Geography

For the next two weeks we would like you to spend some time exploring the Alps. Remember you can represent your findings in any way you like (PowerPoint, leaflet, poster, writing, drawings). You can use the links below to help you:

1. <https://kids.kiddle.co/Alps>
2. <https://www.bbc.co.uk/bitesize/topics/z3fyedm/articles/z3ywtw>
3. <https://www.oddizzi.com/teachers/explore-the-world/physical-features/mountains/mountain-case-study/the-alps/>
4. <https://kids.britannica.com/kids/article/Alps-The/346078>

Week 1

Explore the following questions:

- Where are the Alps located?
- What features do the Alps have? Can you find out about the glacier features?
- What is the vegetation like in the Alps?
- Explore the climate of the Alpine mountains.

Extra challenge – make a model of the Alps using junk modelling



Something different...Virtual Sports Day

During the summer term we would be having our sports day, so we thought it would be fun if we held a 'Virtual Sports Day'. Between Monday 29th June and Friday 3rd July, we would like you to complete your sports day at home. On the school website (<https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/pupil-work>) you will find a link to the video which explains all the activities we would like you to do and how you score them. You will also find a sheet to record your scores, fill in your score sheet as you go and email it in! Don't forget to send us some photos too!



Wellbeing shield



This wellbeing shield is a lovely self-esteem activity. Children must choose 5 strengths or positive characteristics about themselves and then decorate their shield with drawings or words to represent those strengths/characteristics.

Follow this link to download the template:

<https://www.elsa-support.co.uk/wellbeing-shield/>

We do hope that you are enjoying the range of activities we are setting and that they are helping with

your learning at home during this period. As always, if you have any questions for us regarding the home learning please send us an email and we will get back to you as soon as possible.

The Year 5 Team

Contact Details

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Please do not hesitate to get in contact if you have any questions relating to the activities that have been set, we will aim to respond to any questions or queries you have within 24 hours.

Reception, Year 1, 2, 3, 4, 5 In School Sports Day

29th June – 3rd July 2020

Name: _____ Year Group: _____

| Activity | Score |
|--------------------------------|-------|
| Standing Long jump | |
| Shuttle Run * | |
| Target Throwing * | |
| Speed Bounce * | |
| Clap and Catch * | |
| Balancing * | |
| Sprinting (time in seconds) | |
| Javelin aeroplane | |
| Ladder relay (time in seconds) | |
| Throwing | |

For timed activities*, please use the following timings:

Rec – Year 2 = 30 seconds

Year 3 – 4 = 45 seconds

Year 5 – 6 = 1 minute