



Year 5 Suggested Home Activities



Week Beginning 20.4.2020

Thank you for your continued patience during this period. As you know school continues to be closed to most children so we will be setting weekly suggested activities and posting videos on the Year Group Page on the school website to help you with ideas for learning at home. If you would like to share with the rest of the year group what you've been up to at home then please do email pictures, photos or documents to your class teacher who can upload them onto the website.

Suggested Daily Activities

Individual Reading

We recognise that many of the children will have read their reading books from school. For extra books to read the website Myon (<https://readon.myon.co.uk/index.html>) has opened up their access to all the children in the United Kingdom to access books. Children can access a range of books from different genres. For children in Years 3 -6 the books also have links to Accelerated Reader ZPD band and quizzes. In addition to this the children can now use the Accelerated Reading website at home (<https://ukhosted14.renlearn.co.uk/6698607/>) to take quizzes and also to search for books within their ZPD range. For more information please see the letter about reading that was sent out on ParentMail.

Spelling

Use the *Spelling Shed* login (<https://www.spellingshed.com/en-gb>) to learn different spelling rules. There are lots of fun games on the website so that you can help your child's class move to up the school leader board. A new spelling rule will be set each week for your child to practise. This week the children will be looking at the spelling of word ending in -ious and -cious. 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>).

Times tables

To improve the speed of times tables, practising little and often is the key. Please use the *Timestable Rockstars* (<https://play.ttrockstars.com/auth/school/student>) account to help learn and practise all there times tables up to 12x12. Please email your class teacher if you need your login details. The games will help the children to learn the rules in lots of different ways. Can your child explain the rules to you? Could you run an inter-house times table challenge?

Exercise

Exercise helps to focus the mind and we would recommend starting the day with the Joe Wicks workout at 9.00: <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>. If you can't view this why not create a family fitness work out or use the garden to try and raise the heartrate.

Weekly Activities

English

This week your English task is based around **The Tunnel**. We suggest your child spends around 40 minutes per task.



She had been tracking the deer. Her parents had taught her how.

One hour before, finding the hoof prints in the soft earth, she had followed the trail of broken twigs and occasional nibbled leaf until she had located it. Creeping slowly and quietly, not making even the slightest sound, she remained undetected.

She had stumbled across the mysterious circles in a clearing in the forest, and watched as the deer approached them. With a slight twitch of its ears, the deer stepped indifferently through the first circle, and vanished. Completely vanished.

The girl let out a gasp, and walked towards the circles to investigate...

We would like you to write your own narrative using the story starter above. Before you begin your writing we would like you to make a plan, just like we would in class. Follow the tasks (we suggest you do one task per day) below to support you with your story:

Task 1: Planning - 'Box it up' – Use the questions below as a prompt to start your plan:

Characters – Who are the main characters? What are their personalities? What do they look like? Describe them.

Set the scene – What is the forest like (use your senses)? What can the girl see around her? How is she feeling?

Beginning – Does the girl step through the tunnel? Where do the girl and the deer end up? What does this mysterious place look like? Use your senses to help you describe.

Middle – What problems does the girl or the deer encounter? How are the problems solved?

Ending – Does the girl return to the forest? What happened to the deer?

Task 2: Planning - Think about the vocabulary and description a bit further. Use the ideas below to support you:

The Tunnel

Adventurous Adjectives (to describe with):

Time Connectives/sentence openers (to move the story on):

Alliteration (to describe with):

Who are the main characters in the story? What do they look like? Can you describe them?

Personification of the forest/mysterious place:

Similes and metaphors to describe forest, mysterious place, girls reaction and feelings:

Synonyms
Choose 3 words from your plan and see if you can improve them using a thesaurus:

Word 1:

Word 2:

Word 3:

Now decide which synonym you are going to use in your story - highlight or underline it.

Task 3: Writing - You are now ready to write the first few paragraphs, remember to use your plan to support you, you could tick off as you use your ideas. Try and use a range of sentences (compound/complex/short) to make your story interesting. Every so often, stop and read your story out loud, does it make sense, have you missed any words?

Task 4: Writing - Today you will be writing the last few paragraphs to your story. It would be a good idea to read through what you have written first. Don't forget to use your plan – but remember it is ok to make small changes as you go! Bring your story to an end – Where do the girl and the deer end up? Did they ever meet?

Task 5: Editing and improving: - Use a green pen to go through your work in steps:

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 question marks, speech marks (inverted commas) in the correct place. ***Extra challenge – brackets and semi-colons***

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 said, big, dark. Can you find a more ambitious word using a thesaurus (remember to check that it makes sense and is in the right context).

Adult station – Read your story out loud to an adult so they can enjoy your amazing work. Ask them which part was their favourite and why? Can they identify any 'Wow!' words that you used? You could even video yourself reading the story aloud and then send it to Mr Perfect and Miss Smith via email.

Maths

Whiterose Maths have created some learning tools for your children to use at home. It begins from the point that we got up to in class so this will be new learning for the children. It is suggested that children complete 1 lesson per day, each lesson includes a short learning video, a downloadable task and a downloadable set of answers which enables your child to self-mark (don't forget those green pens to attempt questions again if it is incorrect). When you click the link below you will find there are a couple of weeks of lessons there – please start at **WEEK 1 – Lesson 1 – Decimals up to 2dp**.

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

The five lessons in this week's sequence teach you how to understand and apply knowledge of the relationship between fractions and decimals up to to three decimal places, including placing decimal numbers on a number line.

Top Tips:

- *Fractions and decimals relate. E.g. $1/10 = 0.100$ $1/100 = 0.010$ $1/1000 = 0.001$*
- *You may also find it useful to use a decimal place value grid or chart like the one below to record numbers in whilst working to help organise them correctly.*

Ones	Tenths	Hundredths	Thousandths
●			
	●		

- *Remember, place value holders are important to consider. 0.10 is less in value than 0.2 because when you include the zeros as place holders 0.2 is the same as 0.20. The value of 0.2 has not changed, although it now has the same amount of place holders as 0.10 so that you can compare them clearly. (E.g. $0.4 = 0.40 = 0.400$)*

School Challenge

Each week, Mr Tibbles, Mr Taylor and Mrs Long will be sending home an open ended weekly challenge.

Art

Mrs Smith and Mrs Allen have set the school an art project featured on the school website. It would be lovely to see what different ideas you come up with (<https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/school-closure-learning-packs>).



The Toy Box - Illustration and storytelling

An exciting project set exclusively for the pupils of Bridge & Patixbourne Primary School...

Have you ever wondered what might happen if the toys in your toy box came to life?

This project will allow you to practise your observational drawing skills as well as allow your imagination to run wild through creative writing. You will first unearth inspiration from your toy box, draw your characters, then write about their adventures as they come to life in your mind.

There has been a lot of change for you and the children that we know makes learning from home challenging or potentially difficult at times; we hope that the sequence of lessons and activity ideas we have suggested will help. There is no expectation that you need to keep your child's work that they have completed for their learning at home. However, if they would like to keep particular pieces that they could then bring into school and share or even display on our 'Proud Walls' when we return to school then please encourage them to do this. In addition to this, please know that Mr Perfect and Miss Smith are welcoming emails which include attachments or pictures of any of your child's work, or anything that showcases what they have been up to during this period.

Once again, we would like to thank you for your continued support and look forward to being in touch soon. Finally, we hope that each and every family is safe and well and trying to enjoy the time you have together.

Best wishes

The Year 5 Team

Contact Details

james.perfect@bridge.kent.sch.uk

jo.smith@bridge.kent.sch.uk

**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.*