



Year 5 Suggested Home Activities



Week Beginning 4.5.2020

Another exciting and busy week of learning and working from home has passed but with a huge amount of amazing media showcasing what our Year 5 pupils have been engaging with. Please keep sending us examples of your learning as we are not only enjoying the opportunity to view this ourselves but we also hope that you are enjoying seeing everyone's contributions on our virtual proud wall (which is getting rather large and full up, meaning we may only be able to include a small portion of what you've shared with us). Furthermore, last week saw an array of new activities being uploaded to the school website including: Tennis and fitness challenges set by Stewart from the Sadie Bristow Foundation; Dance and fitness challenges set by Laura Andrews (our specialist school dance teacher); a choir/musical based challenge set by Matt Miles (our specialist school music teacher) and a special addition this week is Mr Perfect's and Miss Smith's 'Tallest Tower' challenge, which you can find out more about further down in this document.

A huge well done to you all and remember, not only are these 'suggested' activities, there is no right or wrong way to engage in learning at home. We appreciate that you will interpret and record the activities in your own interesting and exciting ways.

Year 5 Virtual Proud Wall

The Mysterious Tunnel.

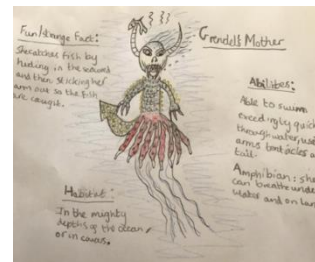
The forest is very dense with lots of blue bells and a tiny house on stilts with a gnome family living inside. The gnomes were called Lucy (the mum), Gary (the dad), Leon (the baby) and Alana (the sister). There are also lots of leaves which crunch like someone eating celery around and loads of holes for small mammals to live in. The girl, called Viv, is feeling brave and courageous because she is about to step into the tunnel.

CRACK! Suddenly she was spinning, and a tingling sensation jilted her stomach, Lily was sliding through a chute, whizzing round and round and round. As she closed her eyes, she lulled back. It was very relaxing. As soon as Lily had nearly fallen asleep, she landed with a bump on hard, rocky ground.



In My Garden

Surrounded by nature all around,
I observe the beautiful trees,
swaying in the breeze,
with the bees moving so fast,
that I can barely see,
hover, hover, buzz, buzz,
above the lush green grass.



The Sea Hag!

Her eyes are yellow pools of fire. With a scream of a witch you know when she's coming. Her hands are claws with daggers ready for a fight. Her ears are like an elf's. Every move you make she hears it. Her voice crackles as if it were a wall about to fall down. With her icy cold touch you turn to stone. Green and wet her hair is like sea weed. Skin pulled so tight it seems like you can see her bones. She has a neck that is skinny and bony. Her mouth is like a serpent's as if it could swallow you whole. When she reaches land her slimy tail turns to bony legs that glisten green in the moonlight. Covered in rags she hides her dark green scales from the moon. You will only find her in the deepest, darkest part of the sea. She only leaves to fight her foes. She is the Sea Hag.



The forest was cold and to make it even colder there was a wind. You could hear the rustle and crackle of the leaves as you trod on them. To be seen was a big bunches of ~~leaves~~ Autumn leaves scattered around.

The mystery of the yellow bus.

A magical story

As the sun filtered through the tall towering trees it beamed down on Emma who had found herself standing frightened in front of some mysterious circles. She had been chasing an excitable deer, but she had lost it. She was determined to hunt down this creature, so she crept cautiously through the circles. She was not afraid.



TASK

The sea hag had terrible great appetites. She ate worms and small invertebrates and she ate anything she could get her hands on. She had a long tail but powerful muscles. This hellish nightmare of a creature can move through water at a tremendous speed. She also has long tentacles to hold things upon to dry land and move itself on land. This is a creature you don't want to meet!

"Wicked Cheddar's curse!" screamed Lucy. "She'd have to fight the dragon!"
 "It's only a myth," said Mike. "Who thinks newbies would come here?"
 "Me," said Lucy. "I'm a newbie to this world."
 "According to the myth, she'll be here in 3, 2, 1, NOW!" yelled Mike. There were explosions outside as a witch came hovering through the air. Behind her was a black dragon, as black as the night sky. The Chesses and Cherry rushed out in a panic with diamond cheese swords. It was a ~~robot~~ ^{cheese} ~~robotic~~ ^{robotic} dragon that had an off switch! They



The **Sea Hag** fact file

The obnoxious Sea Hag
SHE DOESN'T HAVE SOUL!

habit: She likes to eat anything that gets in her way. Her eyes were as black as coal, making it like a pure black. The sea hag hides at the sound of the screeching voice of the enraged beast. The hideous hag howls deviously as she hears the delighted laughs from the sandy shore.

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Family: No one (except from her pet snails Barney and Sherman).

Fun but foul facts!
 (Be WARNED!)
 • The sea hag was married to her other pet snail Jezzy but she got peckish one day and ate him.
 • She used to be a princess mermaid but her dad (the king) made her sister queen first and the sea hag got mad and from then on she said she didn't have any family.

My sea hag is very ugly on the outside but beautiful on the inside. Her story of how she is mean now once someone found a mermaid (who was her) and decided to take her to the lab. They thought she was a threat to human kind so took her powers, then let her free. She got very angry and attacked humans. Now she has gone down in history as EVIL.

P.S.M.
 A/c she felt the devastating pain of her powers being sucked away from her. She screamed to loud chairs shake on earth.

The Electric Storm

The sun shone brightly at Craven Lane House, as the laughs and voices of the children could be heard in the garden. Louis, Oliver and Molly were playing with their favourite toys in the garden pond. Cole the Lego Ninja travelled in Sid the submarine, whilst Plesiosaur the swimming dinosaur was made to swim behind. Turbo the car was raced around the edges, skidding and sliding. Nothing could be more fun! Not until rain started pouring down, the sky turned grey and lightning started cracking!

Suddenly a huge bolt of lightning struck the pond, making it fizz with electricity! The children ran inside, knocking poor Turbo into the water, and leaving the other toys behind in the pond. The electricity in the water entered the toys and brought them to life.

Cole was the first one to see a strange shape floating towards the bottom of the pond. It looked so familiar and he was sure that it had wheels. The pond was not the right place for something with wheels! "Turbo!" he shouted and ordered Sid the submarine to follow the object. As it sank to the bottom, Plesiosaur exclaimed, "What shall we do now?" in a worried voice.

"I know!" answered Sid, "Weren't the children playing with that fishing net?" Between them they came up with a plan. Sid lifted Cole up to the surface and Cole used his super-strength to lift the fishing net from the edge of the pond. Dragging it to the bottom of the pond he pulled it close to Turbo scooping him up with the help of Plesiosaur. Cole grunted as he lifted the huge fishing net carrying Turbo back onto the side of the pond. "Phew!" he sighed. Turbo was saved!

Just then, everything seemed calm. The electric storm had stopped! The toys were just in time, as now they were normal toys again, there was no more electricity from the storm bringing them to life. Immediately, the children joyfully rushed back out, to enjoy playing with their toys once again. Little did they know what an adventure had taken place in an ordinary garden pond!



Potential: capable of coming into being or acting.

Torrential: stream of water or laver.

Celestial: heavenly, divinely, Good or beautiful and sublime.

Substantial: large size and value.

And here are the words used by me put into a sentence:

I have the potential to be a good speller.

Its torrential rain outside.

An angel is a Celestial being.

I have a substantial collection of pokemon cards.



NEWS REPORTER
Hagen

Put an arrow in the news that is not the "conclusion". Write a question mark where you think you had a problem that fits in with the news story which you are writing.

Headline: Old muller's bucket into gardens!

Sub-head: How old muller's can help the environment

I had a bag in garden and but people not making plants out of old recycled materials. The land here in Britain is really dry and plain. So they can't grow crops very well. There still is lot of good quality soil and water to grow.

I have started my own team to not use soil but actually a mixture from the universe by the light scattered away to the ground. I got some things. I created a new mixture with old muller's as soil and a recycled coffee cup as a plant pot. The sound that about it but discovering a new plant growing from a bag in a dump.

The process requires much less water than normal soil, because the water stays where it is supposed to be instead of washing away.

So get more than 1,000 people have been told to grow plants from space.

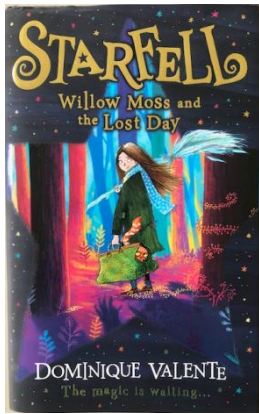
In 2017 the UK had more people than Fusion Motors, but they all ended up at the landfill.

It's hard to think of a better idea than this!

Plant
recycled coffee cup
Fusion

The sea hag has bright green scaly skin, it has a ferocious fire breathing roar with an angry face showing its very sharp dagger teeth. Its red evil eyes gleam in the misty murky darkness of the night illuminating the sea. The horns on its head are long and pointy, smelly smoky fire bellows from its mouth as it breathes fire and its talons are as sharp as knives. The sea hag has a long vicious swiping tail, which is covered in brown spikes from the top of its head to the end of its tail. The wings are dangerously huge as it swoops down to the bottom of the sea to hunt for its prey. The sea hag has colour changing mood powers which enables it to turn into the colours blue, red, yellow and orange depending on its mood.

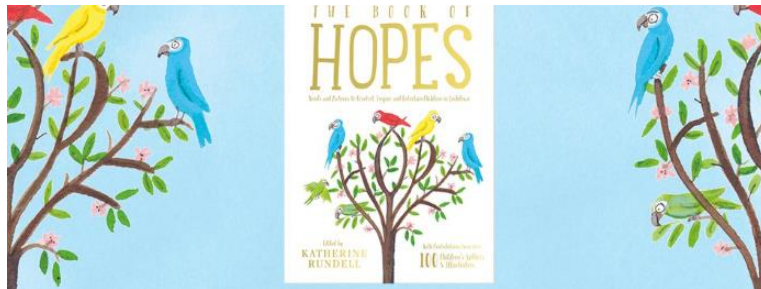
Starfell Willow Moss and the lost day
In this book, a girl called Willow Moss goes on an adventure to save Tuesday as it has got lost. Her pet Oswald the 'monster under the bed' (C knobold) is grumpy and also funny. She meets lots of characters along the way including Moneg the most feared witch in all of Starfell-Moneg Vaine. This book is funny, clever and interesting, and I would recommend it to any young readers. The pictures really help the story, and it is really intazing! intriguing!



English

Individual Reading

Don't forget to continue to read daily, remember this can be magazines, comics, newspaper, or why not sit and listen to an audio story. You are still able to find a range of books on website Myon (<https://readon.myon.co.uk/index.html>). Mrs Haynes, who works in the school library, has also recommended 'The Book of Hopes', which can be found at: <https://literacytrust.org.uk/family-zone/9-12/book-hopes/>



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 eg John Smith – jsmit, your password is abc.

Spelling

It is really important to try and keep practising your spellings each week. Try and spend 15 minutes a day practising, remember you could practise your spellings in other ways too: look cover spell check, writing them in a poem/story, test someone in your house, say them out loud or even make a rhyme to help you remember those tricky words. This week will focus on words ending in –ant and –ance.

Keep going Year 5, Year 6 are overtaking us!

***Year 5 Spelling Shed Challenge*:** Our challenge, if you choose to accept it, this week starting on Monday 4th May and finishing Friday 8th May is for us, as a year group, to have had at least 30 children log on to SS and play for at least 15 minutes each. **Will you join us in our mission to reach 30?**

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>).

English Persuasive writing

Your English task this week is based around writing a persuasive piece of writing. Follow the tasks below, spending roughly 40mins on each task per day. Your persuasive writing is going to be based on the question:

Are mobile phones necessary for children?

Task 1: Recognising features

Have a read of the text below and then complete the activities based on whether you think it is necessary for **children** to have mobile phones:

I strongly believe that mobile phones are necessary. My reasons for this belief is that mobile phones are convenient for business people who travel a lot, and they are handy to have in case of an emergency.



To begin with, mobile phones are necessary because they are convenient for business people. For example, if you are out of the state or even working overseas and you have to contact a client to do some important work, it is useful to have one to use. By using a mobile phone, important information can be received. People can't stay in an office all day waiting for their phone to ring. Some people have to go and do jobs or they will go out of business. What's even better is that you can even send faxes or messages and use the internet with your mobile.

My other main reason is that mobile phones are necessary to have in case of an emergency. For instance, if you fall down a flight of stairs in a building and you are badly injured and can't reach a pay phone, it is good to have a mobile phone on hand to use. Or, if your car breaks down in the middle of the night in a strange neighbourhood, it would be dangerous to leave it in search of a public phone booth. Not only will you worry about your car being neglected, but you could also put yourself in a lot of danger.

In conclusion, I believe that mobile phones have now become a necessary part of our everyday life. Instant communication will ensure that information can be passed on with a simple press of a button. Whether this is to do with business or personal information or emergencies, it goes to show that they are necessary in our lives.

1. Clarify any words – if there are any words that you do not understand – look them up in a dictionary and write down the meaning.
2. Identify features - create a key and use a colour code system to highlight what you find. Use the feature checklist below to help you:

Title implies a point of view	
Reasons to support the viewpoint	
Facts and evidence to support reasons	
Connectives to link ideas (e.g. however, therefore, furthermore)	
Persuasive devices: Agreement (e.g. obviously, without doubt)	
Powerful adjectives	
Rhetorical questions	
Conclusion to summarise and state opinion	

3. Gather some thoughts from others: Ask other people what they think. Write down their reasons for and against mobile phones. *You could write your letter to someone who thinks the opposite to you. Can you persuade them to change their mind?*
4. Your final decision – You now need to decide if you think mobile phones **are** or **are not** necessary, you could write down all the positives and negatives to help you decide and also whether anyone you asked gave you some good reasons.

Task 2: Planning

Begin to plan your writing, the template and word mats below will help you. Remember you will need to think of your 3 main points and then explain them clearly, using evidence if you can (the evidence can be made up, eg – According to Apple 80% of people said they needed a phone because...). Use the checklist from Task 1 to make sure you have included everything.


Persuasive Writing!

Introductions	Making Your Point	Details	Other Words
I think...	Firstly, secondly, thirdly...	For example...	reasons
For this reason...	Furthermore...	In fact...	arguments
I feel that...	In addition...	For instance...	for
I am sure that...	Also...	As evidence...	against
It is certain...	Finally...	In support of this...	unfair
I am writing to...	Likewise...		pros
Of course...	Besides...	Endings	cons
In the same way...	Again...	For these reasons...	
On the other hand...	Moreover...	As you can see...	
In this situation...	Similarly...	In other words...	
	Surely...	On the whole...	
	Certainly...	In short...	
	Specifically...	Without a doubt...	
	If... then... because...	In brief...	
		Undoubtedly...	

Sentence Starters

- It is clear that...
 - Clearly...
 - Everyone knows that...
 - Of course...
 - The fact is...
 - There is no doubt...
 - Surely...
- 

Persuasive Language

- also
 - although
 - as a result
 - because
 - clearly
 - except
 - for example
 - for instance
 - for that reason
 - however
 - in fact
 - instead
 - it is clear
 - obviously
 - of course
 - surely
- 

Conclusions

- In conclusion,
 - To sum up,
 - As a result,
 - To end with,
 - In summary,
- 

Task 3: Writing

You are now ready to write the first few paragraphs (introduction and argument 1 and begin 2), remember to use your plan and word mats to support you, you could tick off as you write your ideas. Remember you are persuading the reader that mobile phones either **are** or **are not** necessary – don't flick between the two. If you are quoting something that someone else said remember to use quotation marks. It is recommended by Samsung that 'everyone should own a mobile phone.'

Task 4: Writing

Today you will be writing the last few paragraphs of your persuasive piece of writing (argument 2, 3 and conclusion). It would be a good idea to read through what you have written first. Don't forget to use your plan, word mats and look back at the features checklist to help you.

Main Idea/Title:	
Introduction	The main point you want to make.
Argument 1	Remember evidence! Useful words: Firstly... Secondly... In my opinion... Some believe that... I feel that... I am sure that... It is certain... Therefore... Moreover... For this reason...
Argument 2	
Argument 3	-Reasons for -Reasons against -Ask questions to get the reader thinking
Conclusion	Sum up the main argument.

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

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?

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 – rhetorical question and quotation marks***

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).

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

Maths

Times tables Rockstars (TTRs)

***Year 5 TTRs Challenge:** Congratulations Year 5! Although we didn't quite make our target of getting 30 children logged on to TTRs this week we got very close with 26 children having logged on. 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 – Week 3

Last week's learning sequence was all about: rounding, ordering and comparing decimals and understanding and calculating percentages. 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: add and subtract decimals within 1, complements to 1, adding decimals crossing the whole and the Friday maths challenge linked to BBC Bitesize. *Please note that for the Friday maths challenge, questions 1-5 are most suitable for Year 5 children. Although, please feel free to have a go at the other questions if wanted, it could be fun to work these out with an older sibling or your parents, helping each other out.*

Check out our top tips below to help you work.

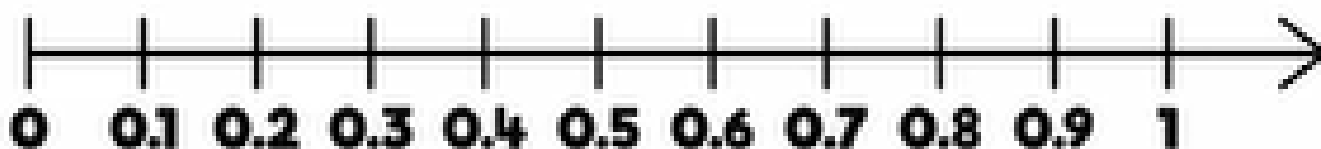
When you click the link below please use **Summer Term WEEK 1 – Lesson 1 – Adding Decimals within 1**. Year 5 link: <https://whiterosemaths.com/homelearning/year-5/>

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

- *When adding and subtracting decimal numbers, don't forget to put a zero (0) in as a place holder to help where necessary. This makes it clearer because both numbers will then have the same amount of digits, making it easier to add or subtract them. E.g. $0.26 + 0.3$ change to $0.26 + 0.30$ (remember, this doesn't change the value of 0.3, it just makes it clearer to see what you are working with).*
- *Remember to put in the decimal points when using a column method to add or subtract decimal numbers.*
- *You may also find it useful to use a decimal place value grid or chart and a number line/bar model like the examples below to record numbers in whilst working to help organise them correctly.*

Ones	Tenths	Hundredths	Thousandths

When adding or subtracting to or from 1, you could use a number line/bar model like this:



Something Different...BBC Bitesize

BBC Bitesize are releasing a range of daily lessons, all previous lessons can still be accessed (they began on 20th April), they cover a variety of subjects and we have received some positive feedback about them.

We especially liked the different foundation subject activities including:

- Science – Mixing, Dissolving and Separating
- Science – The Solar System
- Geography – The World
- Geography – An Introduction to Settlements
- Wellbeing – The Importance of Teamwork
- Music – Duration, Tempo and Beethoven
- Music – Singing with Feeling
- Religious Education – An Introduction to Islam

If you would like to have a look you can find them following the link:

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Tallest Tower Challenge

In our video at the beginning of the week, we set the fun challenge of building the tallest freestanding tower. Thank you to everyone who had a go, even if it took several attempts to get your tower to stand up on its own! Year 5 staff also attempted the challenge and you can see their attempts below. The tallest tower goes to Harry in 5JS! It was a very close contest with many successful towers being built. We hope it brought you something fun and creative to have a go at as well as maybe a few laughs along the way.



Art

Your Quest...

This week, Mrs Smith and Mrs Allen are setting the pupils of Bridge & Patricbourne Primary School a new art and writing quest with a mythological theme.

Design your own creature using dice to decide the features your creation will have and use your artistic skills and descriptive techniques to bring it to life!



Year 5, will you create a creature that could fit into the story of Beowulf? Will your creature be even more horrifying than the Grendel and the Sea Hag? We can't wait to see your mythical beasts! For more information please look at the school website.

Physical and Emotional Wellbeing

Exercise

In school at 9am, and I'm sure in many of your households, we have been taking part in the Joe Wicks daily workout. <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>. If you have been doing something different we would love to hear about it and how it's been going. Don't forget, as mentioned earlier in the opening, both Laura and Steward (Dance and Tennis teachers) have uploaded challenges to the school website that offer a different form of exercise.

Reflect

Mood tracker Mandala



It is important to allow children to reflect on their feelings during these uncertain times. This is a mood tracker mandala. Pupils can give each emotion a colour and then fill in their mandala daily on how they are feeling. What will be the main colour of their mandala flower? Follow the link to download the template: <https://www.elsa-support.co.uk/mood-tracker-mandala/>

Once again, the Year 5 staff would like to thank and congratulate you all for your amazing work that you have been producing and sharing with us. 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. It's inspiring to see how successfully you have all adapted to the change in your daily routines, as strange as it may feel. I can assure you that none of you are alone if you are missing school. Many staff, and attending families are also missing the routine, companionships and general day to day life that goes hand-in-hand with being part of such a caring and friendly, close-knit community school.

Best wishes

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.