



# Year 5 Suggested Home Activities



## Week Beginning 1.6.2020

Welcome back to Term 6! Even if we are unable to see you in person, we virtually welcome you back and hope you all had a good half term. As the weeks keep rolling forward, the Year 5 staff are constantly in awe of the children's creativity and imagination. It has been lovely to hear all the ways the children are embracing these strange times and making their learning fun. Remember as well as our activities, Stuart (tennis), Laura (dance) and Mr Miles (music), are also setting weekly challenges, keep an eye out for these on the website. As always, a huge well done to you all for all your efforts so far 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 Cat

Here is a poem,  
All about a cat,  
We admire him,  
The amazing Acrobat!

Luxurious and smooth,  
How elegant the tail,  
It swishes and flicks,  
As if it could blow jail.

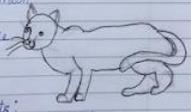
From a rock high,  
The cool cat leaps,  
Normal business carries on,  
Could do that with hands!

Pads, Pad, pad, Cat dashes through the house,  
His eyes as bright as the moon,  
The cat is a hunter,  
But only looking for a mouse.

Now cat is stalking,  
Following the track,  
Of stubble crumbs and prints,  
Quietness and focus a cat will never lack.

Stealthily sneaking,  
Cat pops up behind,  
He stops, looks round and suddenly is leaping!  
Dropping down, he catches his prey.

Poor Mouse!  
He will never be the same,  
It is surely quite hard,  
To escape from a playful cat's game!

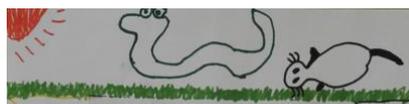



Task 2: What am I?

I am a type of big cat,  
but not an animal.  
I can change form as I mature.  
I am a clock with no hands.  
I can easily generate younger ones of me,  
but most of me disperses when that happens.  
What am I?

This deadly creature,  
Is very very vicious.  
Only eats meat,  
As he thinks it's delicious.  
  
As he slithers across the grass so green,  
Camouflaged, he can't be seen.  
Spots his prey, an innocent ram,  
Strikes at it, and goes BAM!  
  
The poor animal lies on the ground,  
The poison in it's back, spreading to it's mouth,  
The serpent wraps around it's corpse,  
Digging into it's main course.

? What am I? ?  
Sometimes I'm there, Sometimes I'm not.  
Sometimes I get carried away, Sometimes I wet  
myself.  
? ? ? ? ? ? ? ? ? ? ?  
? WHAT AM I ?  
? ? ? ? ? ? ? ? ? ? ?



THE Sneaky Snake  
Venomous vicious vipers ride My nightmares,  
whisking me in my sleep,  
And I am just without sleep  
The sting snake slithered across the green  
and into the beautiful scene  
The snake reeked of rotter as a rat  
especially after eating its prey  
Then he ran me out  
The snake had an energy  
from being in the water  
but with rain all breaking  
As for stretching its skin  
I wonder what the snake will do next  
and it's insatiable quest  
BY Jordan Abarca 11

I was once exploring the vast boundless sea,  
When something took me by surprise.  
I really thought I should glee,  
Until I saw a pair of eyes.  
"O, Bizarre Creature, I spotte,  
What are you?"  
Then the creature just began to choke  
In the sea of the colour blue.  
"I am a octopus," said he,  
"Can't you see?"  
"I am really unwell,"  
"Can you help me?"  
"Of course," said I,  
"Yes, yes, yes"  
As I gazed up to the sky  
Let's get you out of this mess.





Week 4 Task 1 W/5/22

Structure

- Write 6 lines
- Each line starts with a capital letter
- A comma usually at the end of each line

Language goals

|   |   |  |   |
|---|---|--|---|
| Alliteration <input checked="" type="checkbox"/>    | onomatopoeia <input checked="" type="checkbox"/>    | imagery <input checked="" type="checkbox"/>      | rhyme <input checked="" type="checkbox"/> |
| Metaphor <input checked="" type="checkbox"/>        | personification <input checked="" type="checkbox"/> | alliteration <input checked="" type="checkbox"/> | rhyme <input checked="" type="checkbox"/> |
| Personification <input checked="" type="checkbox"/> | personification <input checked="" type="checkbox"/> | rhyme <input checked="" type="checkbox"/>        | rhyme <input checked="" type="checkbox"/> |
| Sense <input checked="" type="checkbox"/>           | voice <input checked="" type="checkbox"/>           |  |   |

I can ...

Hear Birds softly singing -  
 Hear the wind rustling the leaves of the silver birch.  
 Hear a woodpecker drilling the trees,  
 See bees gently swarming.  
 See birds swooping over the golden fence,  
 See shadows on the lawn.  
 Smell the sweet scent of flowers.  
 Smell bread baking -  
 Feel the heat of the sun warming my skin,  
 Feel a gentle breeze.  
 I feel happy and calm.



**ZEBRA**

Her ears were as fluffy as cotton candy,  
 With a body which was pretty sandy,  
 The hair on her mane  
 is drenched when it rains,  
 Her legs are strong by running all day,  
 When it gets dark, on the floor she lay.  
 Her nose has a keen sense of smell,  
 and will stop her if she fell.  
 When a lion comes the zebra is in a bit of a  
 Shock,  
 the zebras throw their hooves around, the  
 impact is like a rock,  
 Her stripes make lions dizzy because they are  
 black and white,  
 After she's done with the fight,  
 She goes back to giving grass a big bite,  
 Her eyes were as black as coal,  
 And in her belly was a foal.



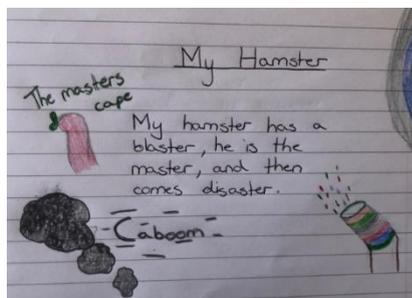
The circles were twisted from vines and branches. On the floor in front of the first circle was some writing made from twigs. The girl read aloud "Step into the unknown," she read. Just then the girl heard a rustle around her, the trees had come to life, and then the rustle turned into a shout her brother was shouting her name. "Jess, Jess, Jess!"

"What are you doing Bobby?" asked Jess.

Sarah paused for a moment and looked around but still only dead branches and colourful leaves lay in her view that sunny, autumn morning. She could hear the sound of the bird's song as she knew this wouldn't be an ordinary day. She thought for a while whether or not she should follow but soon remembered how boring her life was, that she was up for an adventure and continued her small journey towards the strange tunnel. She held her breath as she got nearer to the rings noticing that they were made of binding twigs, branches and vines. She took one last deep breath, closed her eyes and stepped through the first egg-shaped circle. Powerful and vibrant colours came flashing through Sarah's eye lids almost blinding her as she travelled to another land.

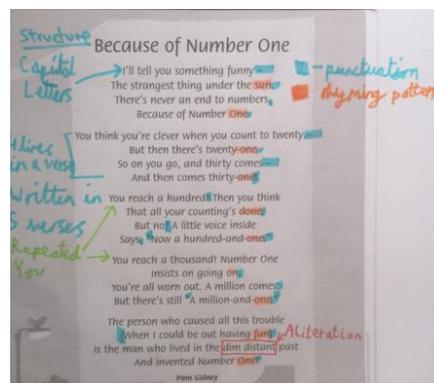
### MOODY MARE

Minnie from moo moo,  
Our Queen of Doo Doo,  
Sits on her grassy throne,  
Lying in bed,  
She eats from a shed,  
And finishes off any food,  
If you wash her head,  
She'll make the white dead,  
And smother it all in goo



### My Garden Poem

The cat just sat there,  
Looking normally evil,  
As it watched the hedgehog,  
Go for retrieval,  
Of the stolen,  
The other cat jumped,  
The hedgehog ran away,



## Maths

### Times tables Rockstars (TTRs)

Well done to all of you who are continuing to login to Rockstars to practise your times tables, 10 minutes practise a day will help you to be able to recall your facts quickly and accurately. Don't forget there are also other ways to also practise, here are a few suggestions:

- <https://www.topmarks.co.uk/maths-games/hit-the-button> Play hit the button.
- Make up a rhyme for those facts you just can't remember –



- Stick post it notes around the house (sorry parents!), every time you pass one, stop and read the times table fact, perhaps you could then cover the answer after you have practised a few times.

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

The week before half term the learning sequence was all about: multiplying 2-digit numbers, multiplying 4-digits by 2-digits, dividing with remainders and calculating perimeter. 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: find the area of rectangles, find equivalent fractions, convert improper fractions to mixed numbers and vice versa and compare and order fractions less than one. 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 4 – Lesson 1 – Find area of rectangles (you may have to scroll down the web page to find this)**. Year 5 link:

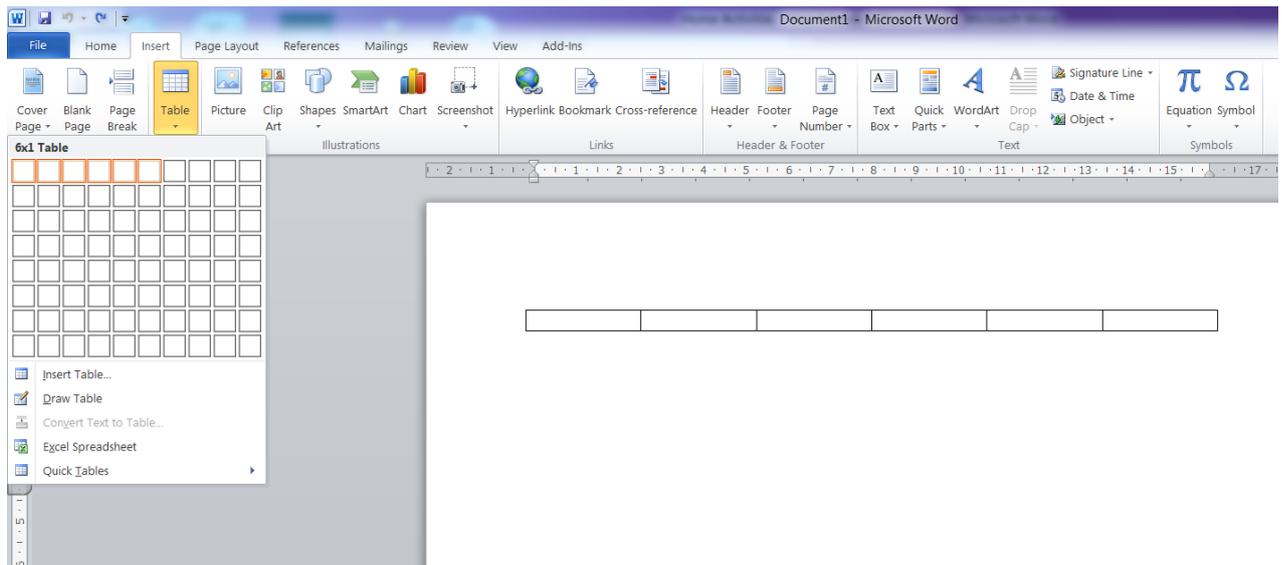
<https://whiterosemaths.com/homelearning/year-5/>

\*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>

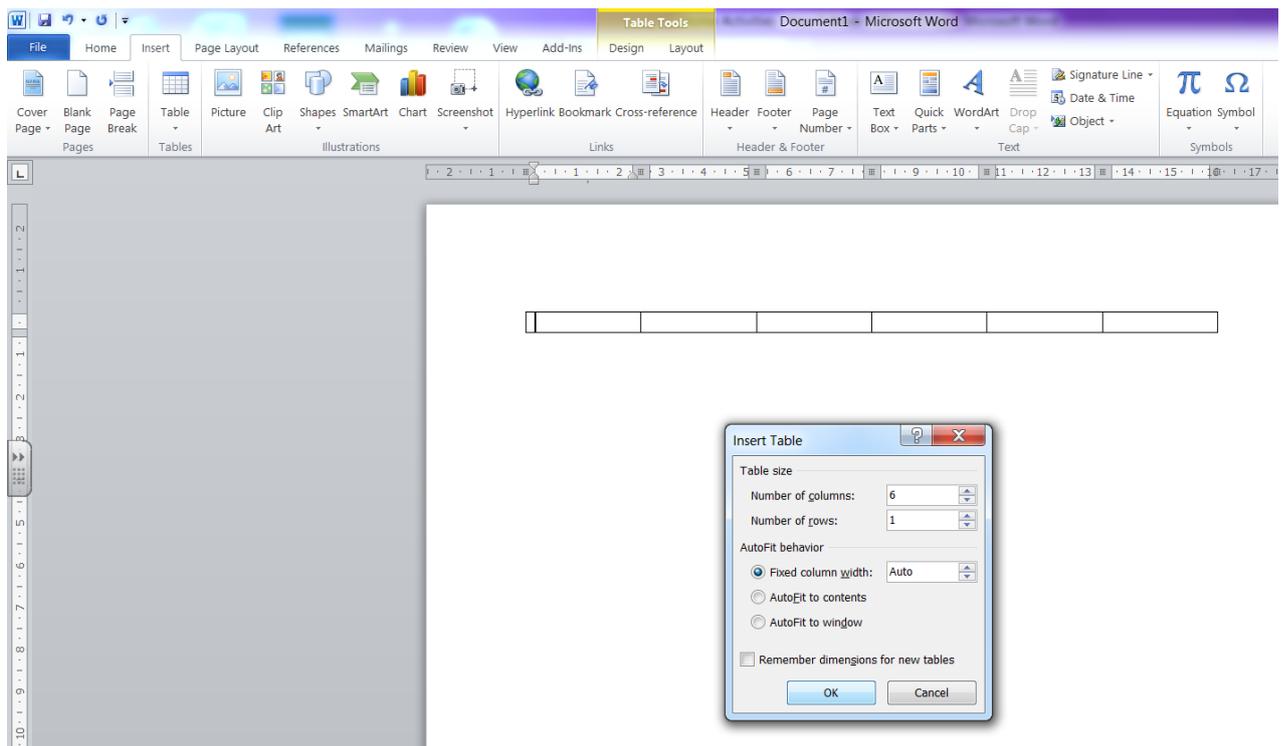
### Mr Perfect's and Miss Smith's Top Tips:

- Remember equivalent means equal in value but they may not look the same.
- When comparing and ordering fractions, the larger the denominator – the less value each part is worth. Similarly, the smaller the denominator – the greater value each part is worth.
- When using a bar model to compare fractions it is very important to remember if you are drawing the bar model yourself that each part of the bar model is divided equally so that all parts of the bar model are exactly the same size otherwise you won't be able to compare the fractions fairly.

To draw accurate bar models for fractions you can do this on a computer using Microsoft Word (if you have it) by inserting a table. See the pictures below.



Or if you need to make more than 10 columns you can insert a table like this.



If you don't have Microsoft Word then you will need to use a ruler to ensure each part of your bar model is equal. This can be quite tricky so finding a common denominator or numerator would be a more practical way to compare fractions rather than drawing a bar model.

## Fun Maths Challenges

This week we have included some different maths activities for you to have a go at should you want to.



### Looking for Patterns

$$80 \div 1.8 \approx$$

If you were asked to approximate the answer to the calculation above you would probably round 1.8 to 2, then divide 80 by 2 to get an answer of 40.

$$80 \div 2 = 40$$

Is the approximation of 40 more than or less than the actual answer? Why?



### The Puzzler

Look at this fraction.

$$\frac{19}{95}$$

If you cross out the two digits that are the same you can create an equivalent fraction.

$$\frac{19}{95} = \frac{1}{5}$$

Find other pairs of fractions where this is true.



### Sports Update

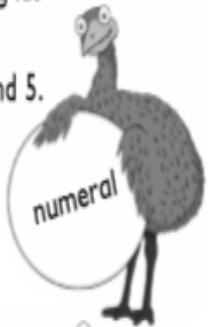
There are exactly 1000 entrants in a charity run. Each entrant has a number from 1 to 1000. The entrants are given the one, two, three or four digits that are needed to make up their number. These digits are made of fabric and, before the race, entrants have to sew the digits on to a piece of their running kit to make the number they have been given for the race.

So, if your number was 531 you would be given the digits 1, 3 and 5.

How many 1s do the organisers need to have?

How many of each digit 0 – 9 do the organisers need to have?

How many digits altogether do the organisers need to have?



### Looking for Patterns

Make a number sequence. Start by writing any one-digit number.

Then follow these rules:

- If the number is even, halve it.
- If the number is odd, multiply it by 3 and subtract 1.

Continue the sequence. What happens?

Choose different one-digit numbers to start with. What happens?

What if you changed one of the rules?

## English

### Individual Reading

It has been great to hear how many of you are getting lost in books and the range of books that you are reading. This week we are setting our own 'Buster challenge'.

We would like you to record how many minutes you read between Monday 1<sup>st</sup> June and Wednesday 3<sup>rd</sup> June. So three days of recording your reading minutes. **Can we cross 1000 minutes across the year group?** If everyone joins in that means each child would only need to read for 17 minutes, that's only about 6 minutes a day! The challenge has been set – will you join us? Send us your results by Thursday 4<sup>th</sup> June, you could also add a picture of you reading if you would like.



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 eg John Smith – jsmit, your password is abc.

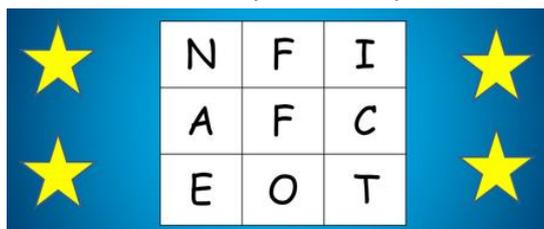
### Spelling

It is really important to try and keep practising your spellings each week. This week will focus on words that use that use the spelling -ough and you will explore adverbs of possibility (see below for some examples), We recommend 15 minutes of spelling per day.

A graphic with a light blue background. On the left is a cartoon boy's face. To the right, the text 'Adverbs of possibility' is written, with 'possibility' underlined. Below this are four bullet points, each with an adverb highlighted in yellow.

- **Perhaps** I will get to go to the park later if it doesn't rain.
- **Surely** now that it isn't raining I will get to go to the park?
- I am **probably** going to the park later I can't wait.
- Uh-oh it's raining, my trip to the park might **possibly** be off now.

As an extra spelling challenge, how many words can you make using the letters below, what is the longest/shortest word you can make? Can you identify the word that uses ALL the letters?



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

Your English task this week is based around 'A day in the life of...'. Follow the tasks below, spending roughly 40mins on each task per day.



This week we would like you to write a biography about someone who inspires you, for example it could be a sports player, an inventor, an artist or even an astronaut.

Remember...

- ***Biographical writing is about someone else's life. It is about a real person but written by someone else.***
- ***A biography highlights the key events that have happened in their life, sometimes talking about their childhood.***
- ***A biography can be written about someone who is dead or alive.***

### **Task 1: Recognising Features**

Read the text below and identify the features of a biography by using the checklist to help you – you could use a colour coding system.

#### **Mae Jemison: Space Star**

*Have you ever dreamed of flying freely through outer space, surrounded by a sea of stars? Mae Jemison fulfilled that dream. On September 12, 1992, aboard the spaceship Endeavour, she became the first African-American woman to blast into outer space. This wasn't the only time, however, that Jemison had reached for the stars and realised her dreams.*

*Jemison was born on October 17, 1956, in Decatur, Alabama, but she grew up in Chicago, Illinois. There weren't many well-known African-American female role models while she was growing up, but she didn't let that stop her from achieving her goals.*

*She was especially interested in archaeology (history) and astronomy (space). Luckily, her parents encouraged those interests. That encouragement drove her to success. She graduated from high school at only 16! Then she earned degrees in chemical engineering and African-American studies at Stanford*

University. Later, she graduated from Cornell University’s medical school. No challenge was too great for Jamison to take on.

Jamison’s accomplishments did not end there. In 1981, she joined NASA’s space program in Houston, Texas. A few years later in 1988, Jamison realised her biggest dream: She finally became an astronaut! Just four years later, she was named ‘Science Mission Specialist’ (another NASA first) on an Endeavour flight. Neil Armstrong quoted “I am so proud of Mae. She well and truly deserves this magnificent achievement for all her hard work in science.”

Today, Jamison encourages young people—especially women and girls—to study science. Her life example teaches us to follow our dreams, no matter how great they might seem.

- Title/name of biography
- Past tense
- Third Person – he/she/they
- Catchy Introduction – who/what/where/when/why
- Paragraphs
- Life events in chronological order of date
- Time openers and connectives to show this
- Quotes from others about what they think
- Conclusion – how they will be remembered

**Task 2: Planning**

Who are you going to write a biography about? Most of you will already know, if you aren’t sure spend some time researching famous people and choose someone who interests you.

Use the planning sheet to find out some information about your inspirational person, you may need to do some extra research.

**Biography Planning Page**

Title - \_\_\_\_\_

**Intra - 5 W's**      1. Who is the person? - \_\_\_\_\_

2. What are they famous for? \_\_\_\_\_

3. When did it happen? \_\_\_\_\_

4. Where did it happen? \_\_\_\_\_

5. Why are they famous today? \_\_\_\_\_

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**Key Events that happened in their life (you may have more or less than 6 events)**

|          |          |
|----------|----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |

-----

**Sentence starters I'd like to use (see word bank)**

|          |          |          |
|----------|----------|----------|
| 1. _____ | 2. _____ | 3. _____ |
| 4. _____ | 5. _____ | 6. _____ |

-----

|                                      |   |
|--------------------------------------|---|
| <b><u>WOW words- (thesaurus)</u></b> | <b><u>Conjunctions to extend my ideas -</u></b> |
| 1. _____                             | 1. _____  |
| 2. _____                             | 2. _____  |
| 3. _____                             | 3. _____  |

-----

**Conclusion** - Have they taught us anything? \_\_\_\_\_

Why will they always be remembered? \_\_\_\_\_

**Quote** - \_\_\_\_\_

| Biography Sentence Starters    |                       |
|--------------------------------|-----------------------|
| At the age of                  | As a child            |
| When he                        | A few years later     |
| In her childhood               | The following year    |
| Two years later                | Sadly                 |
| In January 1995                | Unfortunately         |
| During                         | Luckily               |
| While this was happening       | As he grew older      |
| From that time                 | Although              |
| Often he                       | However               |
| Even though                    | Once                  |
| Eventually                     | Later                 |
| Many times                     | Early in 2008         |
| Many months later              | Soon afterwards       |
| He will be most remembered for | In her final years    |
| Finally                        | Several months passed |
| At that time                   | Her dedication to     |
| Years passed before            | After she retired     |
| Shortly before                 |                       |

### Task 3: Writing – introduction and first paragraph

Your introduction is very important if you want to catch the reader’s attention. You might want to use a question as an opener like the example you looked at, however you must introduce your famous person using the 5 W’s.

- Who is the person? – their name (real name also if their birth name is different)
- What are they famous for?
- When did it happen?
- Where did it happen?
- Why are they famous today?

Now you have written your introduction, make sure you are using your plan and sentence starter word bank to help you, begin to write the main body of your writing. You need to write in chronological order explaining the events that happened in that person’s life.

### Task 4: Writing – finish main body and conclusion

Continue your writing, working your way through your inspirational person’s life. Once you have finished move onto your conclusion following the top tips below:

To conclude your biography, you should write about the impact they have on people today.

1. Have they taught us anything?
2. Why will they always be remembered?
3. Quote something someone said about them.

Use the example biography to help you.

**Task 5: Edit and improve/write up neat copy** - 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?

Feature check – Look back at the checklist you used in Task 1, have you included all the features? If you haven't can you add them in? Have you used everything on your plan? Does your writing make sense?

Once you have edited and improved your work, write up your final copy, this can be written or typed. You may want to add a photo/sketch of the person you wrote the biography about.

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

### Something Different...Oak National Academy



Hopefully you have had a chance to explore this great website, remember new daily lessons are released so it is well worth visiting often to see what there is on offer. Follow this link to take a look: <https://www.thenational.academy/online-classroom/year-5#subjects>

There are some great Maths and English activities on here:

- Writing instructions – in class we had a go at making slime and then writing instructions to direct somebody else – how many features can you remember? <https://www.thenational.academy/year-5/english/set-of-instructions-reading-comprehension-language-year-5-wk5-1>
- Put your weighing skills to practise, have a go at reading and interpreting scales, as well as using your knowledge of cube numbers <https://www.thenational.academy/year-5/maths/volume-to-read-scales-when-measuring-volume-year-5-wk5-1>

This week we especially liked the following two activities:

- History - Learn about three men who were battling to become King of England in 1066. <https://www.thenational.academy/year-5/foundation/in-1066-who-was-the-rightful-heir-to-the-throne-year-5-wk1-1>
- Science - Learn about igneous rock and the structure of the Earth, how to recognise igneous rock and some of the uses of igneous rock. <https://www.thenational.academy/year-5/foundation/how-is-igneous-rock-formed-year-5-wk1-3>

### Art Challenge

Mrs Smith and Mrs Allen have set a new art challenge, keep an eye on the website for more details!

**Can you give a helping hand?**

An old man, overwhelmed by other people's rubbish, urgently needs your help. After many years looking out of his window onto a large, miserable pile of other people's flotsam and jetsam, he has had enough!

Last night, the old man announced, 'Enough is enough! No more fly-tipping! If you have metal working skills and a big heart, please come along and help me construct a beautiful community garden.'

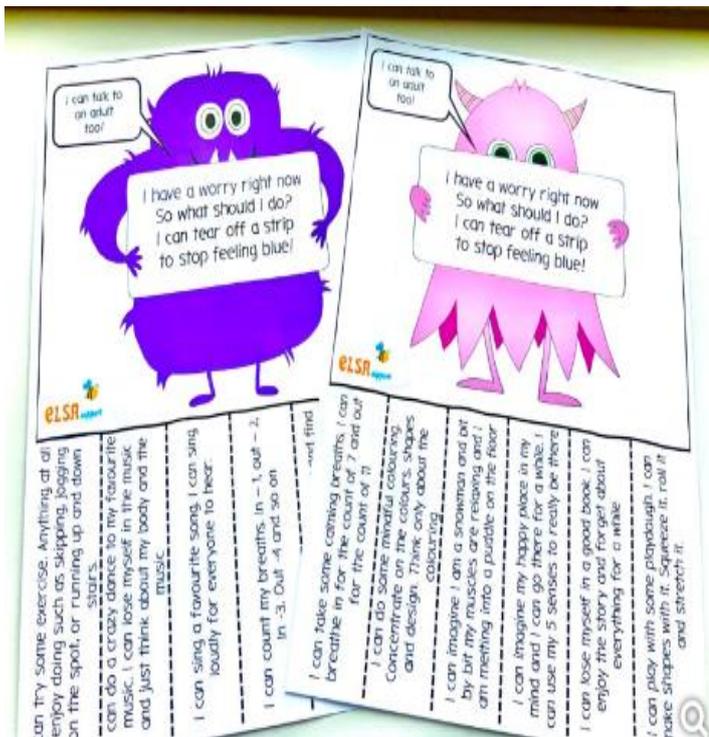
# Physical and Emotional Wellbeing

## 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

# Take a calming strategy



Children have worries and of course they should always talk to you if they are feeling a bit worried about something. It is also good to encourage children to try and cope with their worries too. Sometimes distraction can be amazingly powerful. These are little tear off/cut off strips with suggestions on what to do. If they are finding their minds are worrying a lot then encourage them to try one of the activities.

In time they may just do that themselves and start feeling a whole lot better.

For more information follow this link:

<https://www.elsa-support.co.uk/take-a-calming-strategy/>

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.\**