



# Year 5 Suggested Home Activities



## Week Beginning 13.7.2020

WOW! We can't believe this is the last full week before the summer holidays! You have all worked extremely hard over the course of the last few terms. Well done for completing another week of learning from home. We know that it can be tough at times but we are so proud of how you are all take responsibility for your learning. Don't forget you can pop in and see Miss Smith (16<sup>th</sup> July) and Mr Perfect (13<sup>th</sup> July) for a few hours and collect any belongings that you may still have at school. Please see the latest newsletter on the school website for more information – we really would love to see you all. You can come in your own clothes, please bring a water bottle and a healthy snack.



### Maths

#### Times tables Rockstars (TTRs)

Congratulations Year 5! **36 children logged on to TTRs this week!** We are climbing our way back up the leader board! 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: Subtracting decimals with the same number of decimal places, Subtracting decimals with different number of decimal places, multiply decimals by 10, 100, 1000 and divide decimals by 10, 100 and 1000. 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: measure with a protractor, drawing lines and angles accurately, calculating angles on a straight line and calculating angles around a point. 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 10 – Lesson 1 – Measure with a protractor (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>

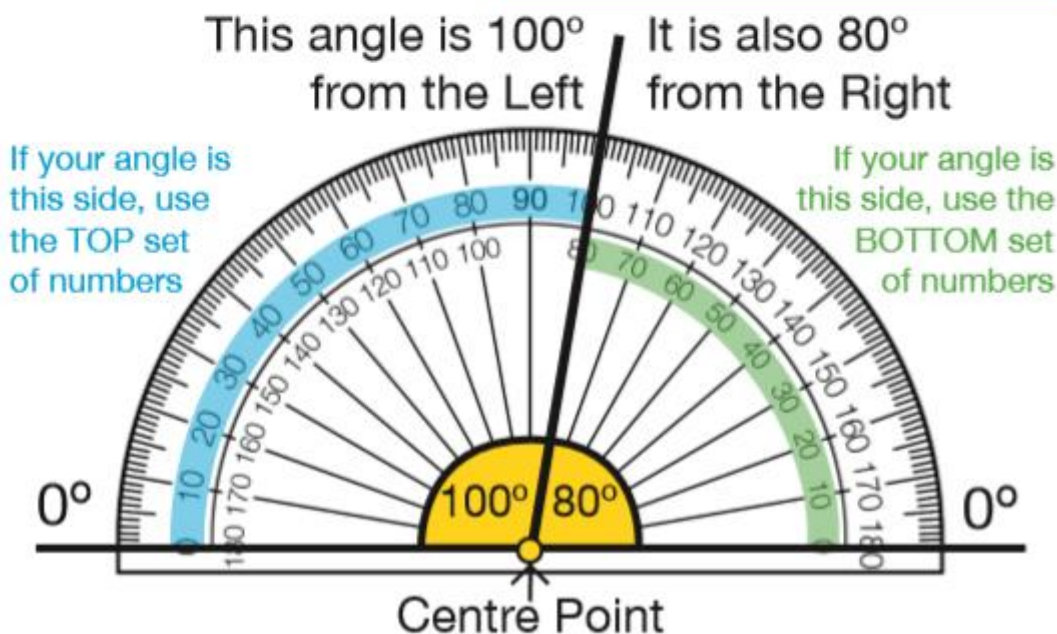
**Mr Perfect's and Miss Smith's Top Tips:**

- Angles on a straight line add up to 180 degrees.
- 90 degrees makes a **right-angle**, an angle smaller than 90 degrees is **acute**, an angle larger than 90 but smaller than 180 degrees is **obtuse** and an angle larger than 180 degrees is a **reflex** angle.
- An angle is a measure of the amount of turn between two lines
- Follow the instructions below to use a protractor accurately

## How to Use a Protractor

A protractor is used to measure the number of degrees in an angle

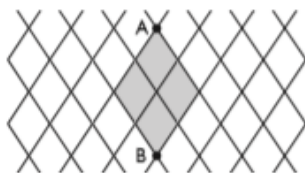
The symbol for degree is  $^{\circ}$   
Example:-  
45 degrees is  $45^{\circ}$



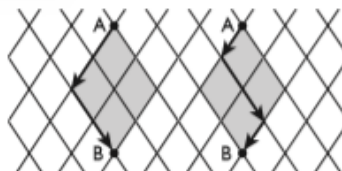
## Fun Maths Challenges

### Let's Investigate

Look at the diagram on the right. Two of the shortest ways of moving from Point A to Point B are:



Down left 2,  
down right 2.

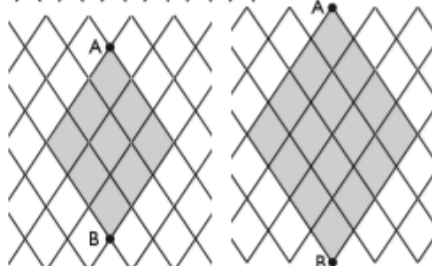


Down left 1,  
down right 2,  
down left 1.

What other ways can you find for moving from Point A to Point B that are as short?

Use the diamond paper to show your different routes.

What about for these diagrams on the right?



### Let's Investigate

What time is it now?

Using a protractor, measure the approximate angle formed by the hour and minute hands of the clock.

Make up some different times and find the angles.

What about making up some angles, e.g.  $42^\circ$ ,  $65^\circ$  and  $112^\circ$ , and showing possible times on an analogue clock? Use the RCM to record your work.



### Let's Investigate

The sum of the angles of a triangle is  $180^\circ$ .

Here's a way to prove it.

Draw a triangle.

Label the angles A, B and C.

Cut out the triangle.

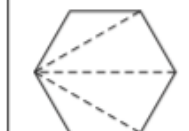
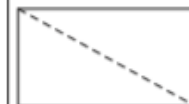
Tear the triangle into three pieces, each with an angle.

Place the angles next to each other so that they make a straight line –  $180^\circ$ .



Hint:

You will probably need to draw one or more lines to make triangles, for example:



Now use this fact to find the sum of the angles of each of the polygons on the RCM.



When you have finished, look carefully at your results. What do you notice? Write a formula for calculating the sum of the angles in a regular polygon.

### Let's Investigate

Without using a protractor, what is the angle between the hands on an analogue clock at these times?

- 12 o'clock
- 6 o'clock
- 3 o'clock
- 9 o'clock

How did you work these out?

What are the angles between the hands on a clock at 15 minutes, 30 minutes and 45 minutes past the above times?

How did you work out these angles?



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## 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.

  
 Something very magical  
 can happen when you  
  
 read a good book

## Spelling

It is really important to try and keep practising your spellings each week. This week will continue to revise the words that we have already learned to consolidate your spellings. We recommend 15 minutes of spelling per day.

We have raced back up the league table this week! Well done!



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 'Where the Wild Things are'. Try and spend 40 minutes on each task below, we recommend doing one task per day.

In 1963, Maurice Sendak wrote the picture book *Where the Wild Things Are*. Do you know it? In the story, Max, on the night he wore his wolf suit, went on a magical journey to the land of the Wild Things and became the king of these strange creatures. Eventually, he missed home and made the journey back to

his bedroom, where it all began. It's a wonderful story – you can listen to it here and see the wonderful illustrations. Follow this link to watch the video: <https://cutt.ly/6yrU67Z>

**Task 1: Get Exploring!**

Here's a new creature photographed by the explorer 'Ted Splorer' on his travels to Africa last year. It is the extremely rare Rhiswanozebtah. It is believed to contain DNA from four different animals: rhinos, swans, zebras and cheetahs – which gives it its name.

Now you know it's a mix of:

**rhino** plus

**swan** plus the

**o** of rhino plus the start of

**zebra** and the

end of **cheetah**,

you will be able to pronounce it easily!



Credit: created using graphics from Switchzoo.com

He has written a paper about it, using his research, to help you find out more about this wonderful animal. Read on and discover the world of the Rhiswanozebtah!

You can listen to an audio version of the text here <https://soundcloud.com/talkforwriting/rhi-swano-zeb-tah/sVRW2gbiXcMY>

## The Rhiswanozebtah An information text by Ted Splorer

The Rhiswanozebtah is an extremely rare, flying creature from the subfamily Rhinofelinae.

Rhiswanozebtahs, although uncommon, are easy to identify, as they are a mixture of four distinct animals. They have the head of a rhino, the body of a swan and zebra and the tail of a cheetah. They have a wingspan of 2.8 metres and can grow to over 5 metres in length, which means they are the largest flying creatures since Pterodactyl dinosaurs. Additionally, their skin tends to be covered in feathers but as they get older, the zebra stripes become more prominent. Their tails are covered in fur and their heads are covered in leathery, grey skin. However, juveniles are born completely bald and develop their fur, feathers and colourings when they mature.

Most Rhiswanozebtahs are found across South Africa, although some have been known to inhabit the deepest rainforests of Venezuela. Amazingly, Rhiswanozebtahs like to burrow and therefore make their homes underground. They use their Rhino tusk to gouge the sun-baked soil and tunnel deep down, to create soil cocoons to sleep in. Some have been known to sleep in trees, but only the largest Kapok branches can support their enormous weight.

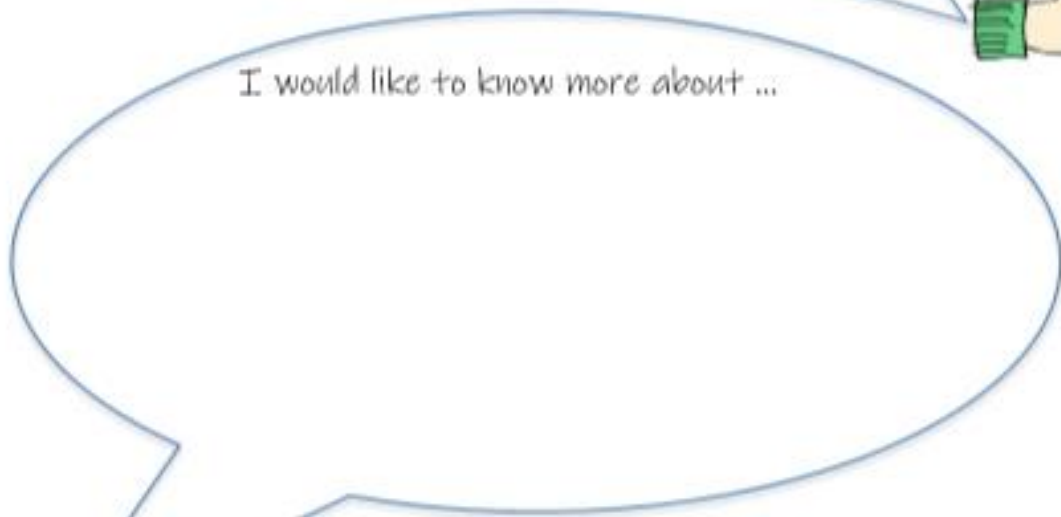
All Rhiswanozebtahs are carnivores and only eat meat. Interestingly, their favourite prey is the Springbok antelope, which they descend on from great heights and then wrestle to the ground. They have also been known to devour many smaller mammals such as African Wild Cats and aardvarks. Furthermore, many will guzzle gallons of water a day and sadly, these creatures can cause huge water shortages during the dry season.

As well as being the largest flying animal in the world, the Rhiswanozebtah is also the most talented. The majority can use their vocal cords to create the most beautiful morning chorus as the sun rises. This is with the exception of the young males. Their voices do not develop until they are 15 years old and some explorers have reported that their calls are high-pitched, squeaky and very unpleasant to listen to. In addition to this, and despite their size, all Rhiswanozebtahs are tremendously agile. They can stand on one leg for long stretches of time, roll and flip whilst running or flying and can balance on narrow branches and cliff edges when surveying for prey.

For many years, scientists have been secretly tracking the Rhiswanozebtahs in the wild and now know that there are only approximately 625 roaming the savannahs and nesting in rainforests. Amazingly, however, there have been rare sightings in other parts of the world, so just maybe, the Rhiswanozebtah will be spotted in a neighbourhood near you in the not-so-distant future.

## Interests, Questions and Favourite

Now you have found out more about the Rhiswanozebtah, what are your thoughts about this animal?  
Complete the bubbles below:



**Task 2: Comprehension**

We're going to answer some comprehension questions about The Rhiswanozebtah. (use the text above)

1. What are the four distinct animals that make up the Rhiswanozebtah? \_\_\_\_\_

2. The Rhiswanozebtah likes to sleep in patches of grass. Is that statement TRUE or FALSE? Circle the answer.

3. What evidence is there to suggest that the Rhiswanozebtah is agile?  
\_\_\_\_\_  
\_\_\_\_\_

4. Find and copy a word that is closest in meaning to unlikable. \_\_\_\_\_

5. The text refers to areas the Rhiswanozebtah inhabits. What are they?  
\_\_\_\_\_  
\_\_\_\_\_

6. Look at the table below. Tick the food that the Rhiswanozebtah would eat.

	Would eat	Wouldn't eat
Rabbits		
Cauliflower		
Leaves		
Snakes		
Water buffalo		

7. Why might the Rhiswanozebtah be so rare? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Which section of the text tells you about what the Rhiswanozebtah can do? Write the opening sentences of that section below: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



9. Give two ways in which the Rhiswanozebtah could be a nuisance. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10. At the end of the text it states:

*'Amazingly however, there have been rare sightings in other parts of the world, so just maybe, the Rhiswanozebtah will be spotted in a neighbourhood near you in the not - so - distant future. '*

What might happen if a Rhiswanozebtah did make its home near to where you live? List the things that you might witness as a result of this new creature moving in. Consider all the facts about how it behaves. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Task 3: Brackets

Now for some grammar. What are brackets good for?

Brackets (which always come in pairs) are used to separate off additional information that would interrupt the flow of a sentence or cause confusion if commas were used instead. The information in the brackets is not essential to the meaning of the original sentence.

Here are some examples:

1. The Rhiswanozebtah (a very strange creature) likes to live in rainforests.
2. The explorers (who have recently returned from Mongolia) are setting off on a new safari tomorrow.

**\*Your Turn \*** Complete the sentences below by adding in some additional information about Rhiswanozebtahs.

The skin of a Rhiswanozebtah is covered in feathers (which are \_\_\_\_\_) and fur.

Rhiswanozebtahs live in different places (like \_\_\_\_\_) and tend to live alone.

Many young Rhiswanozebtahs (aged \_\_\_\_\_) can travel vast distances.

**Now try some of your own. Write some sentences about the Rhiswanozebtahs; try and include some brackets in your writing. Write 5 sentences.**

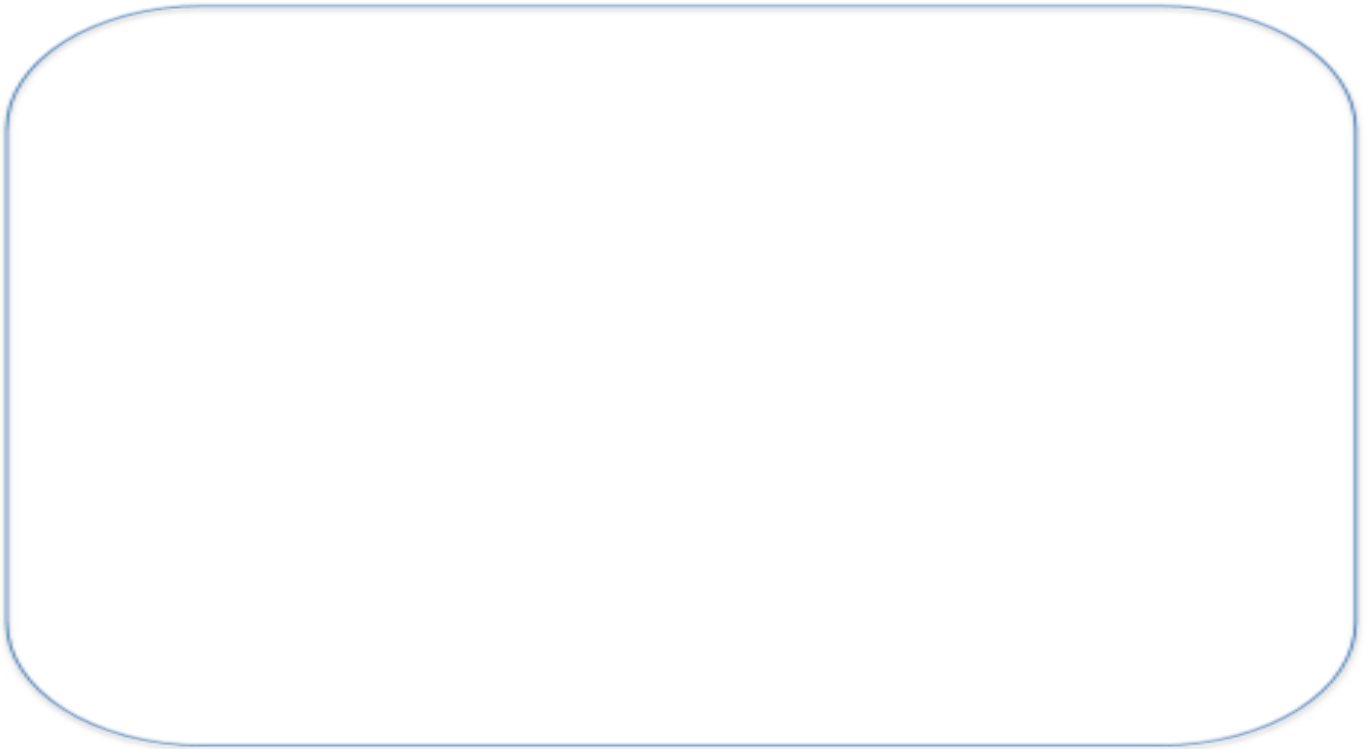
#### **Task 4: Design your own creature**

What other rare, not yet discovered, creature could you write about?

First, let's create a new animal to explore. If you have access to the Internet, type this into Google:

<https://www.switchzoo.com>

Here, you can create your own creature by blending zoo animals together. Print off your animal and stick it below. OR you can create your creature yourself. Simply draw into the box below to design a new animal that you might find on land or in the sea.



#### **Task 5: Information text about your creature**

All the sentence starters below use language that you would often find in an information text.

Complete the sentences below, using invented facts about your new creature which you have designed above. You can join all the sentences together to create a paragraph. Don't forget to think of a name for it too! Put your picture and paragraph together to make your final version.

***The first thing to say about ...***

***In addition to ...***

***The most extraordinary thing about ...***

***It is a little known fact that ...***

***Normally,***

***You may not know but ...***

***Surprisingly...***

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

## Project Time – Science – Earth and Space

This week we would like you to spend some time exploring Earth and Space. 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:

<https://spaceplace.nasa.gov/menu/earth/>

<https://www.natgeokids.com/uk/discover/science/space/facts-about-the-earth/>

<https://www.bbc.co.uk/bitesize/topics/zkbbkqt>

<https://www.ouruniverseforkids.com/earth/>



Explore the following questions:

1. What are the names of all the planets in the solar system?
2. Name 2 features of each planet.
3. Can you order the planets starting with the one closest to the sun?
4. Explain how the planets orbit the Sun.
5. How does night and day occur?
6. Does everyone on Earth have night and day at the same time? Can you give any examples?
7. What does the moon orbit?

**\*Extra challenge – create a model showing the distance each planet is from the sun\***

## Something different...Reflect on the year

Think about all your memories of Year 5. We are really sad that our time together was cut short, but we had some really great times between September and March. Spend some time reflecting on your year, the best bits, the sad bits, the bits that made you laugh. Present your findings in any way you like. Here are some questions which might help you get started.

- How did you feel when you first arrived in Year 5?
- Which was your favourite topic? Why?
- Which topic did you least enjoy? Why?
- Think of a time where you couldn't stop laughing.
- Was there a time you felt sad? Who helped you feel better?
- Which friends did you enjoy playing with?
- What was your favourite game to play at break and lunchtimes?
- Did your teacher have any phrases they said 'all the time'?
- What will you miss the most?
- What are you looking forward to the most?

—CLASS OF—  
**2020**

## Collective Worship

### **✚ Stop, Look, Listen!**

So, we all know that Noah saw a rainbow once the floods sent by God began to recede (Genesis 9:13), but did you know that rainbows were also witnessed by 2 other people in the bible at different times? The Old Testament prophet Ezekiel, in a vision, saw a rainbow above the very throne of God (Ezekiel 1:27 - 28), and the apostle John saw two different rainbows. The first was the same one Ezekiel saw over the throne of God (Revelation 4:3), and the second encompassed the head of a mighty angel (Revelation 10:1).

According to the stories, on each of these occasions that a rainbow was seen, something awesome, something extremely important had occurred.

Scientifically, rainbows occur when sunlight refracts (changes direction), and reflects through air containing water droplets, which usually occurs during or right after rain. These bows appear in the part of the sky that is opposite the sun. It was Sir Isaac Newton who, in 1665, identified the colours of the rainbow and in one of his famous experiments, using a prism, proved that white is a composition of all the colours generated by a rainbow. You might like to check out this website below which will give you lots of facts about rainbows as well as instructions for how to create your very own rainbow!



<https://www.sciencekids.co.nz/sciencefacts/weather/rainbows.html>

In the Bible white often symbolises the complete and perfect nature of God's righteousness and mercy. Imagine this: if you could gather all the beautiful and amazing colours in God's world and put them together on a supersized dinner plate, then spin the plate as fast as possible, they would appear to give a white light!

The rainbow has always been an important symbol for Christians and no more so than right now – we see a rainbow and we think of our hopes for the future, we get excited when we see a rainbow, and it often brings a smile to our faces, but how often do we stop to thank God for the colour in the world? Maybe you could take a different colour of the rainbow each new day, see how many times you notice that colour around you, and imagine a world without that colour! Each time you see that colour, say 'thank you'.

Try writing a prayer in your chosen colour for the day; perhaps surround yourself with things of that colour or hold something of that colour in your hands whilst you give thanks to God. Whatever or however you choose to focus on colour this week: have fun! It's a bright colourful world!



"Who Put the Colours in the Rainbow?" is a great song, one which we've always enjoyed singing together at school. Maybe you could watch this clip and join in once more!

<https://www.youtube.com/watch?v=I9GsKFlaRo0>

Or perhaps you'd like to learn a new song, "Colours of Creation":

[https://www.youtube.com/watch?v=-dg\\_EDgsiZA](https://www.youtube.com/watch?v=-dg_EDgsiZA)



## Physical and Emotional Wellbeing

### Exercise

It has been great to hear the variety of ways you have been keeping fit, cycling, running, horse riding, dancing and so much more. The weather has been so good to us so make sure you continue to enjoy the outdoors.

## What's your name?

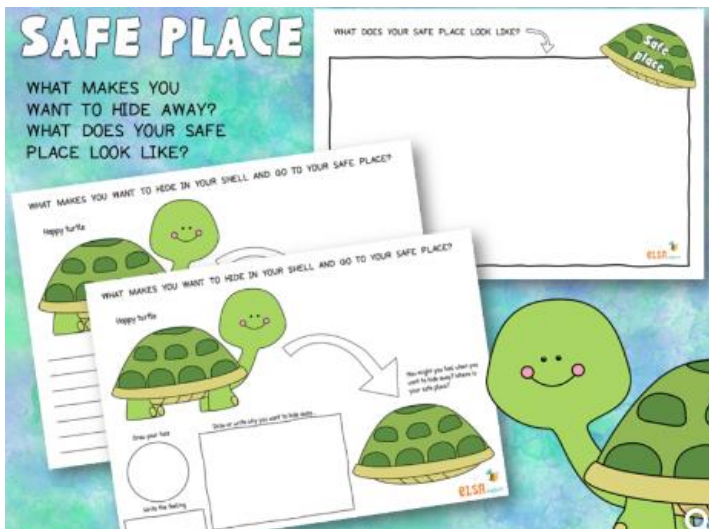
Spell your name and do the activity listed for each letter. You can also spell your middle name, your pet's name, your favorite character's name, or try different words.

- |   |  |
|---|--|
| <b>A</b> Spin around in a circle 5 times                | <b>N</b> Walk backwards 25 steps                                   |
| <b>B</b> Hop on one foot 5 times then on the other foot | <b>O</b> Walk sideways 25 steps                                    |
| <b>C</b> Jump up & down 10 times                        | <b>P</b> Pick up a ball without your hands                         |
| <b>D</b> Run to the nearest door and back               | <b>Q</b> Crawl like a crab for a count of 10                       |
| <b>E</b> Do 2 cartwheels                                | <b>R</b> Touch your toes 25 times                                  |
| <b>F</b> Do 10 jumping jacks                            | <b>S</b> Roll a ball using only your head                          |
| <b>G</b> Walk like a bear for a count of 10             | <b>T</b> Pretend to pedal a bike with your hands for a count of 20 |
| <b>H</b> Balance on your left foot for a count of 10    | <b>U</b> Flap your arms like a bird 25 times                       |
| <b>I</b> Hop like a frog 5 times                        | <b>V</b> Reach for the clouds for a count of 15                    |
| <b>J</b> March like a toy soldier for a count of 10     | <b>W</b> Walk on your knees for a count of 10                      |
| <b>K</b> Balance on your right foot for a count of 10   | <b>X</b> Do 10 push-ups  |
| <b>L</b> Pretend to jump rope for a count of 20         | <b>Y</b> Pretend to ride a horse for a count of 20                 |
| <b>M</b> Do 2 somersaults                               | <b>Z</b> Do 25 jumping jacks                                       |



### Reflect

## Safe place



**Safe place** – What causes a child to retreat into their safe place? What makes them want to hide away? This simple visual shows how the turtle retreats into his shell. He might feel threatened in some way? He might feel sad, angry, scared, worried, anxious. Lots of potential for discussion with this simple activity.

Download the template here: <https://www.elsa-support.co.uk/safe-place/>

It is hard to believe that we are drawing near to the end of Year 5. Each and every one of you (children and parents) have been truly amazing. Your attitude and positivity towards learning at home has blown us all away. We know there have been wobbles, tough days, good days and bad days (for us too), but we are coming out of the other side now and really hope that we will see you all in September at some point around the school or on the playground. We hope you all have an amazing summer (and a break) – you have definitely earned it. Don't forget end of term isn't until Wednesday 23<sup>rd</sup> July so we would still love to hear from you. All that is left from us to say is...

## **THANK YOU ALL FOR BEING SO AWESOME!**

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.\**