



# Year 5 Suggested Home Activities



## Week Beginning 22.6.2020

Dear Team  
You're All  
Amazing  
Keep up the  
Great work!

### Maths

#### Times tables Rockstars (TTRs)

Keep up the good work on TTRs Year 5. Multiplication and division facts are the key to unlocking so many areas of maths (such as fractions) and the better your mental recall of them, the less time you have to spend thinking about them the less they will hold you back. Remember practising little and often is the key.

Don't forget there are also other ways you can practise your times tables, here are just a few ideas:

- Play hit the button <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Play Coconut Multiples <https://www.topmarks.co.uk/times-tables/coconut-multiples>
- Make up a rhyme/song to help you remember them.
- Play times table bingo <https://www.topmarks.co.uk/Flash.aspx?f=BingoMultiplicationv9>



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: multiplying unit and non-unit fractions by integers, multiplying mixed numbers by integers, fractions of an amount and fractions as operators. 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 lessons in this week's sequence teach you how to: Decimals as fractions, understanding thousandths, round decimals and order and compare decimals. 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 7 – Lesson 1 – Decimals as Fractions (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:

- *When rounding, remember to use the rhyme to help you – 5 and above, give it a shove, 4 and below kick it down low.*
- *1/10 is the same as 0.1, 1/100 is the same as 0.01. 1/1000 is the same as 0.001. Don't forget that 0.10 and 0.1 are equivalent, 0.10 just has a place holder on the end.*
- *32/100 is the same as 0.32.*
- *0.363, the value of the underlined number is 6 hundredths, or 6/100, or 0.06*
- *Remember when you are ordering, you could add a place holder to help you. For example: Which is larger 0.32 and 0.342? If we add a place holder to 0.32 we have 0.320 and 0.342, these numbers are now much easier to compare because they have the same number of digits after the decimal point. The largest number is 0.342.*

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

Last week we encouraged you to explore nrich. Well done if you had a go at some of the problem solving and reasoning investigations. We would like you to spend this week further exploring nrich. Can you challenge yourself to a harder challenge? Can you try something new? You could even make up your own problem and ask someone else to solve it. Follow this link: (<https://nrich.maths.org/9084> ).

We recommend:

**Dancing with Maths** - <https://nrich.maths.org/5502>

# Dancing with Maths

Age 7 to 16

Article by Chris Budd

Published February 2011.

**What have the following got in common?**

- A snowflake
- A starfish
- A butterfly

**They all have symmetry.**

Symmetry is the basis of all patterns in art, music, bell ringing, knitting, dancing, crystals, elementary particles and nature.

**Reflection**



**Rotation**



**Translation**

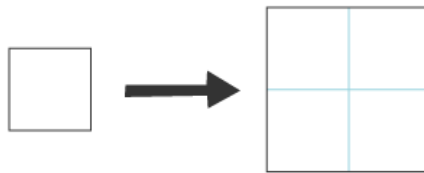


Twice as Big – <https://nrich.maths.org/5561>

## Twice as Big?

Age 7 to 11 ★

If we double each side of a small square we get a new enlarged square:



The new enlarged square is the size of four of the smaller squares.

This also happens when we enlarge other shapes. Some, like the squares, can be filled with the same smaller shape.

*Can you complete one challenge a day?*

### English

#### Individual Reading

We know just how many of you have been reading and thoroughly enjoying the Harry Potter series, but just what do you read next? What can compete with these amazing books? Mrs Brooks found this website which recommended similar books, we think it would be worth looking at:

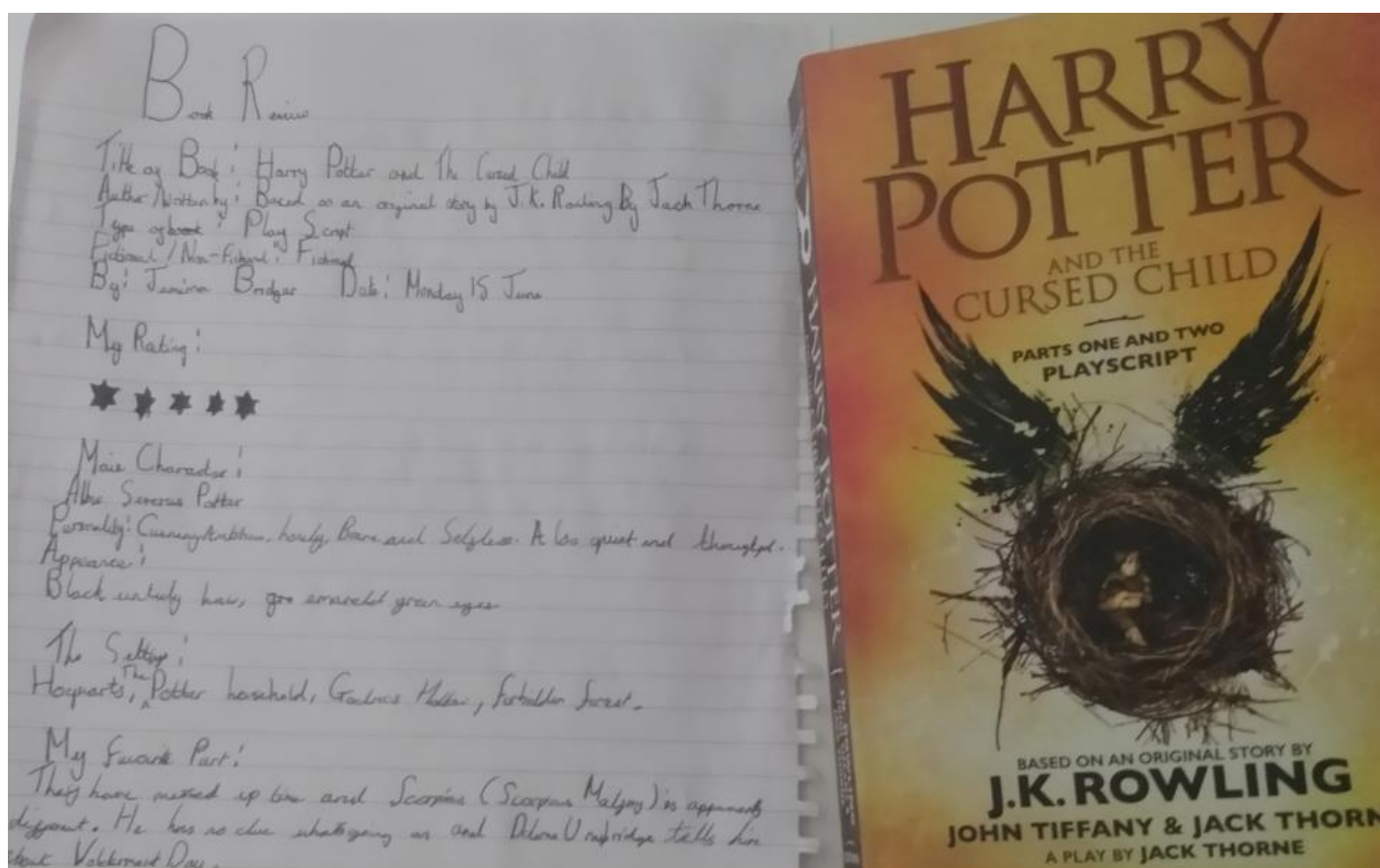
<https://www.readbrightly.com/10-series-to-read-after-harry-potter/>



Well done if you are accessing Accelerated Reader and taking some quizzes, it is really important to make sure that you are understanding what you are reading. This is a really good way to check and it's quick to do too!

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.

A BIG thank you to all of you who sent in book reviews, it is great to see what a variety of books you are all enjoying.



## Spelling

It is really important to try and keep practising your spellings each week. This week will look at homophones again. There are so many words that sound the same but are spelt different and have different meanings. Some of these you won't even have thought of...we hadn't! We recommend 15 minutes of spelling per day.

⊗ **DESERT** **VS** **DESSERT**

The words Desert vs Dessert have similar spellings, but they are pronounced differently and have different meanings.

 <b>DESERT</b>	 <b>DESSERT</b>
<ul style="list-style-type: none"><li>• Desert is a noun.</li><li>• It means a barren, uncultivated</li></ul>	<ul style="list-style-type: none"><li>• Dessert is a noun.</li><li>• It means a sweet dish served</li></ul>



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 comics. Try and spend 40 minutes on each task below, we recommend doing one task per day.

### Task 1: Explore comics

Have a look around your house... have you got any comics? If you haven't, look at the examples below.

Answer the following questions:

- How are comics different to stories?
- What is the layout like?
- How is the text/ speech written?
- What is the language like?
- Are comics better or worse than stories?
- Who can read comics? Why?
- What are the features of a comic?

### Examples:





Once upon a time... a princess tried to make a comic...



BENNY and BOONE.com



**Features:** All comics have certain features, spend some time reading the slides below and see if you can annotate/highlight/discuss the features about a page in your comic book.

### Features of a comic strip

A comic strip is a sequence of drawings, arranged in interrelated panels or boxes.

### Features of a comic strip

The story is written in a short narrative. This is shown through caption boxes, which the narrator would be saying. Captions tend to be coloured boxes, to show the difference to speech.



### Features of a comic strip

Speech bubbles are usually round or square shapes with a tail pointing to the character's mouth, indicating that the character is speaking out loud.

3

### Features of a comic strip

A scream bubble indicates a character is screaming or shouting and has a jagged outline or a thicker line. The letters are usually larger or bolder than normal.

4

### Features of a comic strip

Broadcast bubbles may have a jagged tail like a lightning flash shape. Letters are sometimes *italicised*. Broadcast bubbles indicate that the speaker is communicating through an electronic device (radio, television, telephone).

5

### Features of a comic strip

A whisper bubble shows that the speaker is talking in a softer or quieter tone. They are usually drawn with a dashed/dotted outline, smaller letters, and a paler (grey) writing.

6

### Features of a comic strip

Thought bubbles are cloud-shaped word bubbles that indicate that a character is thinking, not talking out loud.

7

### Features of a comic strip

Action words indicate the sounds that can heard in a comic strip. They are usually in coloured jagged splats, and the letters are all in capitals.

Quite often, exclamation marks are used!

8

## Task 2: Planning your characters

This week we would like you to create your own comic strip. To begin with, have a go at drawing your characters. What/who will they be? Will they be human, animals or even aliens? What will they look like? Remember comics don't usually have lots and lots of characters so you may like to only think of 2 or 3. Around your character use these subheadings to annotate what your character is like – you may like to create a Top Trumps type card for each character.

- Name
- Age / DOB
- Personality
- Appearance

- Superpowers
- Traits (a characteristic or quality that makes a person or animal different from others. Kindness is a **trait** that we look for in our friends. A striped coat is a **trait** of the tiger.)



### Task 3: Planning your comic strip

You are now ready to plan your comic strip. Using your characters from above, think of a simple adventure that they could go on. Remember to use the feature checklist (action words, caption boxes, different types of speech bubbles). Use the planning sheet below to plan your comic strip:

Who are the main characters in your comic strip?

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How is your comic strip going to begin?

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What will be the main event?

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How will everything end?

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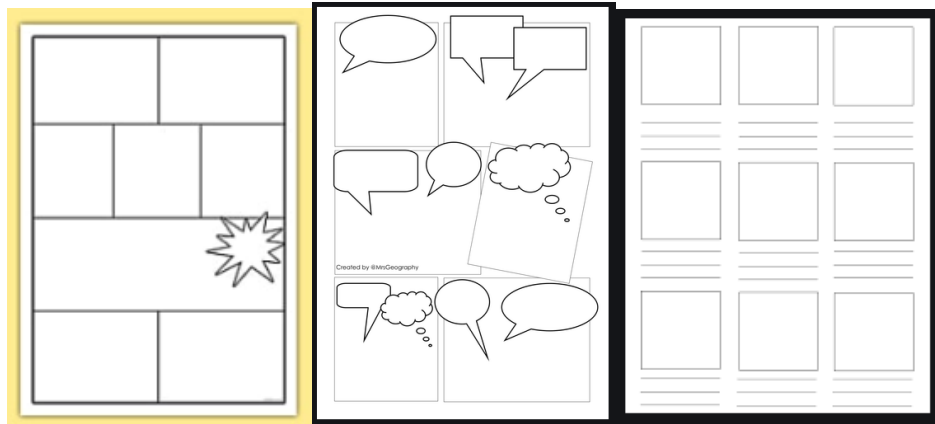
How many boxes will you need and what will happen in each box (picture and text)?

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



#### Task 4: Write/draw your comic

Think about the layout of your comic (look at the examples below for some inspiration), draw your boxes and how you would like your comic to look, it would be a good idea to draw your caption boxes too so you leave room for them. Begin your comic, use your plan, features checklist and examples above to help you.



#### Task 5: Finish your comic and read it out loud

Spend some time completing your comic, make sure it is bright and colourful, edit and improve if you need to. Read your comic to someone else. Afterwards, ask them what they like about your comic? Is there anything they would suggest you could do to improve it? Ask them to read it to you, what do you like about it and what would you change?

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

### Project Time – Electricity Week 2

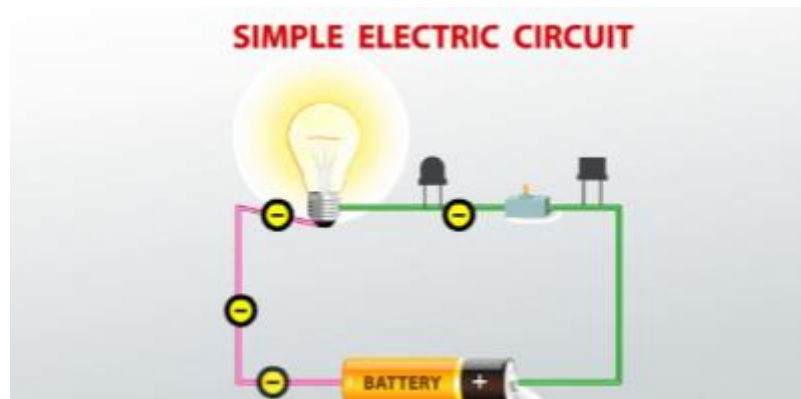
Last week we set you the challenge to find out about conductors and insulators, and how static electricity works. We are going to continue our theme on Electricity and have set a new challenge. Remember you can represent your findings in any way you like (PowerPoint, leaflet, poster, writing, drawings). You can use the links below to help you:

- <https://www.bbc.co.uk/bitesize/topics/zj44jxs>
- <http://www.primaryhomeworkhelp.co.uk/revision/Science/electricity.htm>
- <https://www.topmarks.co.uk/Interactive.aspx?cat=72>
- <https://www.bbc.co.uk/bitesize/clips/zxrb4wx>

#### Week 2 –

We would like you to explore the following questions and then present your findings in any way you like. The websites above are a good starting point, but remember to do your own research too.

- How can a circuit be changed? Is there more than one way you can set up a circuit?
- What do symbols look like and represent when you are drawing them scientifically?
- If a circuit wasn't working, what would you need to check and why?
- What is a switch and how is it used?
- Are there any materials that you could use as a conductor in a circuit?



## Take One Olympics

### Geography

The next Olympic Games are being held in Tokyo in Japan. Japan has over 100 active volcanos which is more than any other country in the world.

Your challenge is to find out more about volcanos, you could find out about one particular volcano or just volcanos in general. Here are a few questions to get you started: What is a volcano? Why do they erupt? How many active volcanoes are there in the world? Are there different shaped volcanoes?

<https://www.natgeokids.com/uk/discover/geography/physical-geography/volcano-facts/>

<https://www.coolkidfacts.com/volcano-facts-for-kids/>

You could also find out about the continents of the world? You could use an atlas to help you.

<https://www.factmonster.com/atlas>

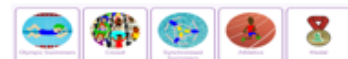
### PE

How many different sports will you see at the Olympics? Which is your favourite? Why?

Could you have your own mini Olympics at home? You could have an egg and spoon race, set up some mini hurdles, a throwing event (maybe a ball) or a race around the garden.

### Computing

If you were asked to design a new 'Olympic Medal', what would it look like? If you were asked to design a synchronised swimming routine what pattern would you use? Use your computer skills to create some pictures using the painting tool. Remember to use the 'fill' button for quicker colouring, change the thickness of your pen to add finer details and don't forget to save your work so you can share it with your teacher. Login to Purplemash and type 'olympics' in the search bar to find the resources. <https://www.purplemash.com/sch/bridgepatrix>



## **Take One.... The Olympics**

### PSHE

Can you find out about the meaning of the Olympic logo? There are three Olympic Values friendship, respect and excellence. Thinking about these values can you design your own Olympic Logo? Think carefully about how you could represent each of the values, as well bringing athletes all around the world together?

### Art

Each Olympics have their own mascot this website shows you all the mascots from past Olympics.

<https://www.olympic.org/mascots>

Your challenge is to create your own mascot for the Tokyo Games.

Can you design your own medal to present during your mini Olympics at home?

### DT

The Olympic Stadium is one of the key parts of the Olympic Games and takes many years to build before the Olympic Games start.

Your challenge is to design or make an Olympic Stadium (maybe using Lego?). Have a look at this website for some ideas and to see some of the stadiums that have been built before:

<https://www.olympic.org/museum/visit/schools/teaching-resources/support-de-cours/a-stadium-in-the-city>

### Music

At the start of the Olympics there is an opening ceremony where all the athletes' parade and people sing. What song would you choose to have played at the Olympic opening ceremony and why? You may even like to have a go at writing your own song!

### Science

Athletes have to keep very fit and healthy can you design a meal for an athlete thinking carefully about how much energy they may need?

Have a look at this website to help you:

<https://www.theschoolrun.com/homework-help/keeping-healthy>

This week we thought you could spend some time exploring the Olympics. These activities could be done with members of your family or friends. You will find this document on the school website.

## Something different...Virtual Tours

We understand how hard it may have been not going out to visit all the amazing places around us and enjoy the beauty in the world, but... why not take a virtual tour of some of these fabulous places. Below are some suggestions which you may like to take a look at. Remember, if one interests you, why don't you create a piece of learning, a poster, fact file etc.... or just enjoy reading some facts.

- <https://www.metmuseum.org/art/online-features/metkids/> The Metropolitan Museum of Art

- <https://artsandculture.google.com/partner/van-gogh-museum?hl=en> Van Gough Museum
- <https://britishmuseum.withgoogle.com/> The British Museum
- <https://www.louvre.fr/en/visites-en-ligne/> The Louvre
- <https://naturalhistory.si.edu/visit/virtual-tour> Museum of Natural History
- <https://www.roalddahl.com/museum/visit/virtual-museum-tour> Roald Dahl



### Art

You have one week left to complete Mrs Smith and Mrs Allen’s new Art challenge. In this project, you will sketch and paint an Iguana (or other reptile). You will consider your use of colour and experiment with mixed-media techniques to describe the texture and patterns of its skin.

### **Draw and paint an Iguana**

*(or reptile of your choice).*

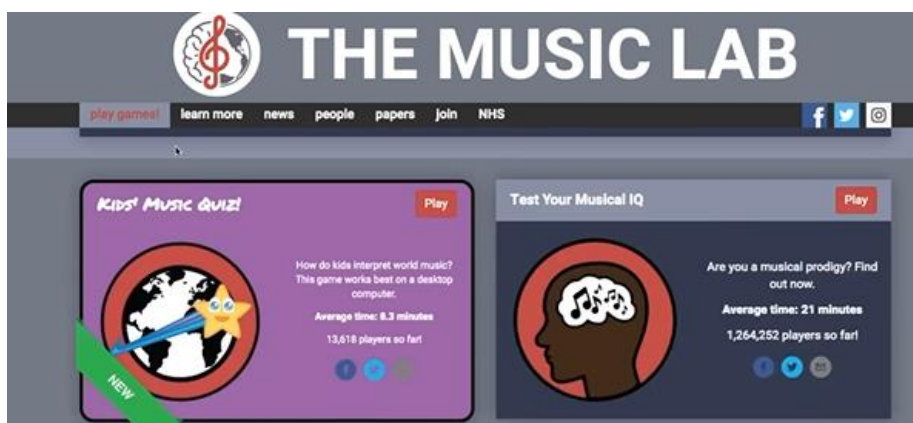
In this project, you will sketch and paint an Iguana (or other reptile). You will consider your use of colour and experiment with mixed-media techniques to describe the texture and patterns of its skin.



Please email a photo of your work to Mrs. Smith  
[caroline.smith@bridge.kent.sch.uk](mailto:caroline.smith@bridge.kent.sch.uk)

### Music

Mr Miles and Mrs Brookes have set a new music challenge – Please follow this link for more information  
<https://bridge.kent.sch.uk/school-life/coronavirus-covid-19/pupil-work>





## Collective Worship

This term our Christian value is **Trust**.

**Trust** in God and in each other, an example of a symbol of trust is a wedding ring which would be worn on the 4th finger.

Spend some time reflecting on the questions below:

- What makes a friend trustworthy?
- Why is it important to be able to trust people in your class?
- How do we learn to trust one another?
- When do you need to have someone to trust?
- What could you do if a friend betrayed your trust or let you down?
- How can you show that you are trustworthy?
- What do Christians mean when they speak about 'trusting God in all things'?



To support your reflections this week you may enjoy listening or joining in to one or more of these songs:

'The Family of Man' by The Spinners <https://www.youtube.com/watch?v=ljsR7eqqHug>

'We are Family' <https://www.youtube.com/watch?v=GhVJaoHjYcQ>

'The Butterfly Song' <https://www.youtube.com/watch?v=L-nb5CR1uec>

In school we have a prayer book, it would be lovely if you could write a prayer about Trust which could then be added to the book and read aloud during Key Stage or whole school collective worship.

## Physical and Emotional Wellbeing

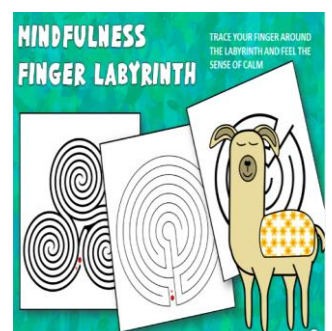
### Exercise

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. 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.

### Reflect

## Mindfulness finger labyrinth

A labyrinth is different to a maze. In a maze you might come to dead ends so have to try and find a different route whereas a labyrinth only has one path which leads you to the centre or to the other end.



These can be used for relaxation and mindfulness practice. You can use your finger to trace through the labyrinth slowly and calmly, focusing all your thoughts and concentration on tracing that path. Use your non dominant hand to make it a bit trickier and which will help you concentrate more.

Use your labyrinth if you are feeling a bit worried, stressed or angry. It will help you to cope and calm down. Remember to do your slow breathing as you do this.

Follow this link to find out more: <https://www.elsa-support.co.uk/mindfulness-finger-labyrinth/>

We hope you are keeping up with our weekly videos which are normally uploaded at the beginning of the week, if you haven't seen them yet head over to the school website to take a look. Please continue to send in your work, it is so important to us to keep in contact with you. Remember if you would like a 10 minute zoom with your teacher to say hello, just let us know, it would be lovely to see you. The whole Year 5 team send a big wave and best wishes to each and every one of you.

The Year 5 Team

### **Contact Details**

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[jo.smith@bridge.kent.sch.uk](mailto: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.\**