

Dear parents / carers of Hawthorn Class children,

Please find below a **suggestion** of learning tasks for the coming week. As a school, we want to reassure you that a high priority of ours is well-being, particularly the mental well-being of the children, yourselves and our staff at such a tough time. If you are concerned about the priority for the work below, we would suggest the following order. The Maths-Whizz tasks can take the place of maths lessons!

- 1 – Daily reading and consideration / discussion of text.
- 2 – Daily White Rose Maths lessons – guided lessons and worksheets.
- 3 – English writing – creative writing. 4 – Spelling and grammar practice.
- 5 – Maths Whizz – access the online system and start using.



You should all have received your login details for Maths-Whizz, the online tutoring system. Login to your accounts, complete the initial assessment and start having fun!!

We are happy to be sent work from the children and to answer questions on the learning and activities we have set. We hope the children are able to access the work with some independence and that it allows them to recall and apply some of their in-school learning.

Don't forget to check the school website and our class page for the next teacher challenge video!!

Please let either of us know if you have any queries.

Best wishes, from Mr Martin and Mr Douglas.



<https://www.purplemash.com/sch/chestertonprimar>

Check the 2Dos section to find set work or choose your own activities.

Year 5 Home Learning Menu	Week beginning 13.07.20
<p style="text-align: center;">P.E.</p>	<p style="text-align: center;">Creative (Music, Art, Drama)</p>
<p>Joe Wicks has become the UK's PE teacher. Go on you tube at 9.00am every day to follow along.</p> <p>If you do not have access to YouTube, can your child make up their own workout for you and the rest of the family to have a go at?</p> <p><u>LO: Demonstrate effective ball-striking action including correct footwork and hand-eye co-ordination. Engage in competitive physical activities.</u></p> <p>Pupils at home can try our Skilful Scorer session which will put your pupils running, throwing and stopping skills to the test in a competitive situation.</p> <p>Please follow the link below for a short video on how to become a 'Skilful Scorer.' https://www.chancetoshine.org/staying-active-during-the-covid-19-outbreak?utm_source=Portal+Teachers&utm_campaign=3c8f739600</p> <p>EMAIL CAMPAIGN 2020 04 24 03 37 COPY 01&utm_medium=email&utm_term=0_b4486fc5f7-3c8f739600-123742013#h_365327800581587985735960</p> <p>Find instructions for the activity in the appendix below.</p>	<p>This week we will be looking at Drama, Music and Spanish</p> <p><u>Drama</u></p> <p>Lesson 1: A-Z objects LO: Take a letter of the alphabet and ask the children to turn themselves into something beginning with that letter. No props or materials, just their bodies! https://www.youtube.com/watch?v=PcPkE3K5K0c</p> <p>Lesson 2: One word story LO: a storytelling activity which is great for imagination, creativity, listening, speaking, focus, turn taking and teamwork https://www.youtube.com/watch?v=pwdpA6KsSRc</p> <p><u>Music</u></p> <p>Lesson 1: Understanding pulse LO: To understand pulse in 3 and 4 time https://classroom.thenational.academy/lessons/pulse-in-3-and-4-time</p> <p>Lesson 2: Singing in different scales LO: To sing in major and minor scale https://classroom.thenational.academy/lessons/to-sing-a-major-and-minor-scale</p> <p><u>Spanish</u></p> <p>Lesson 1: Talk family members and pets LO: To be able to name family members and pets in Spanish https://classroom.thenational.academy/lessons/to-be-able-to-name-family-members-and-pets-in-spanish-a3f3c2</p> <p>Lesson 2: Describe physical features LO: To be able to describe physical appearance in Spanish https://classroom.thenational.academy/lessons/to-be-able-to-describe-physical-appearance-in-spanish-7e8a6d</p>

Weekly Subject Focused Project: PSHE - Difference



Study this image before considering the questions below.

You could produce written responses or record your spoken responses.

1. How is the man with the red spots different to the others?
2. How do the others feel about him? How do you know?
3. What is the message behind this picture?
4. How would you feel if people treated you differently because of how you look?
5. When is it OK to treat someone differently from yourself?
6. What does it mean to be 'normal'?



Spelling and Grammar

This week, we are looking at the words ending in -cious.
This one of the ways to create the /shuhs/ sound.



**vicious, gracious,
spacious, malicious,
precious, conscious,
delicious, suspicious,
atrocious, ferocious**

Use the words to practise your handwriting skills.
A practice sheet for this has been included below.

Turn the words into images to show the meaning.



Try some rainbow writing to show sounds or parts of the word:

Watching or Watching

Grammar Challenges

I can use commas instead of 'and' when writing a list.

Save your readers by inserting key words and replacing 'and' with commas. Don't forget to leave the last 'and' in the sentence still makes sense.

Her holiday I will need a beach towel and several pairs of shorts and some sunglasses.

Down the back of the sofa I found an apple core and a 50p coin and a football club and a pencil case.

All the men we saw wore white polar bears and impressive lions and strong tigers and shiny motorcycles.

Wishes to cold and dark but cheerful.

The bike was new and it was fast.

Fruit come from all over the world in the UK.

My favourite things to eat are pizza and onion rings.

I like playing football.

I can use commas to indicate parentheses.

When you first start to use paired commas it can be helpful to start the embedded clause with the words:

Where: The city of New York, where you can see the famous Statue of Liberty, is an amazing place to visit.

Who: Mrs. Smith, who was the reception teacher, was asked to take the whole school assembly.

Which: The city of London, which was where they first met, was the place they had chosen to get married.

When: Many years ago, when my parents were young, the Beatles were a very popular band.

Task:

- Write each sentence adding in an appropriate embedded clause.
- Use commas to signal the start and end of the embedded clause.

1. The boy could play the piano.
2. The beach was better than ever.
3. The ball flew through the air.
4. The music gave me a headache.
5. The old lady walked for a taxi.
6. The bus went down the street.

<https://www.bbc.co.uk/bitesize/topics/zvwwxb/articles/zc773k7>

Take a look at the above page from BBC bitesize to remind yourselves about using commas and the different ways they can be used to help structure sentences.

Then choose one, or both, of the tasks to practise your skills.

*The two-page test is included further down this pack.

Reading

Read for at least 15 minutes a day. We hope you will be keen to read for longer. What a great way to pass the time!!

Each day there is a new stimulus, with **reading, writing and grammar challenges** to think about at www.pobble365.com

In your own reading,
think about the areas shown here.

What new words have you found?

Can you explain what an author means or what is happening in the story?

What can you work out from the text?

Can you find information you have read if someone asks you a question?

Vocabulary	Explain
The word/phrase _____ shows that... A synonym for _____ is... The word(s) _____ suggest that the character is feeling... A definition for the word _____ is...	The most interesting/exciting part was... because... I think the text is arranged in this way because... The best structural/literacy feature was ... because... The author engages the reader by...
Infer	Retrieve
The description of (character) shows that they are... The following word(s)/phrase tells the reader that... My overall impression of this text is... because... I can tell that... because... The character behaved in this way because...	The key characters in the text are... The story takes place in a/near to a ... With adult support, consider appropriate responses to: How did...? How often...? How ... is...? Who had...? Who is...? Who did...? What happened to...? What does ... do? Where did ... go?

Writing

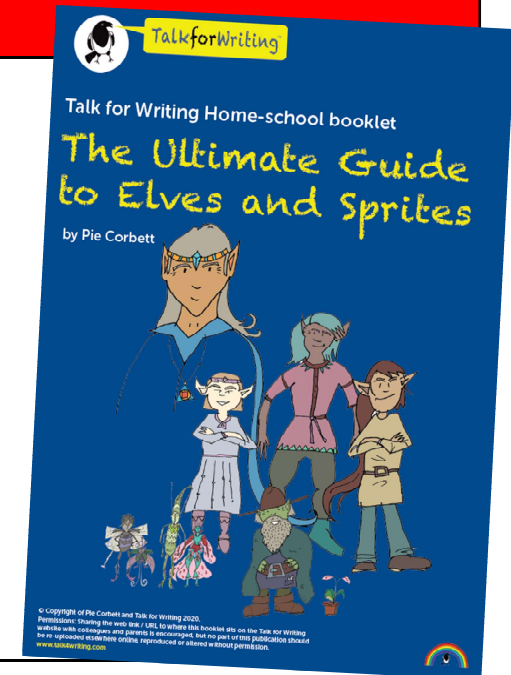
Talk for Writing

This is the third and final week on 'Talk for Writing' unit of work, and we should now be ready to write our own 'Guide to Elves and Sprites'.

We need look back at all of the activities we've completed so far as we plan our work. Remember to take inspiration and ideas from the original and use them to improve your own work. Maybe you'll choose some of the words, phrases or even some whole sentences...

- 12: **Read and raid.**
- 13: **Planning.**
- 14: **Talk your plan through.**
- 15: **It's time to write your own report...**
- 16: **Map your imaginary land.**
- 17: **Extension writing choices.**

If you are finding the writing tasks too time-consuming because they are longer pieces, please take your time and you can finish them in the final week of term.
And remember...
We're always happy to see your work!



Maths

Number focused activities

Please look at your Purple Mash account for any 'To-Do's' that have been set.

There are an arithmetic, mixed objective and problem sheet available to complete in the appendix.

Nrich activities:-

<https://nrich.maths.org/14042>

<https://nrich.maths.org/14683>

<https://nrich.maths.org/6863>

<https://nrich.maths.org/13377>

I have also enclosed a puzzle and investigation for you to look at based around multiples and factors. Please find these in the appendix.

Daily lessons – Summer Week 8

If you have access to a computer, use:

<https://whiterosemaths.com/homelearning/>

Here you will be able to access a lesson a day of maths.

There is a video lesson / tutorial for you to access with your children; please follow the web links to access the worksheets. The videos can be paused to allow time to discuss and embed understanding.

Lesson 1:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-1-Metric-units.pdf>

Lesson 2:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Imperial-units.pdf>

Lesson 3:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Converting-units-of-time.pdf>

Lesson 4:

<https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Timetables.pdf>

You will find lessons for all year groups here. If you feel your child needs to access work from a previous year group, please select the lessons as appropriate. We can also provide the worksheets – just let us know!

Additional Suggested Activities

<https://www.thenational.academy/> - for lessons in each primary subject.

<https://www.bbc.co.uk/bitesize/> - navigate to 'primary' or access the daily core subject (English and Maths) lessons available.

<https://timestable.pixl.org.uk/Timestables.html> - Children have their own login details. Please let us know if you need these to be supplied.

<https://www.topmarks.co.uk/maths-games/hit-the-button> - Times tables, number bonds and more. Great for daily practice.



APPENDIX

PE

CHANCE TO SHINE WEEKLY SESSION: WEEK 6 - SKILFUL SCORER

INDIVIDUAL ACTIVITY



LEARNING OUTCOMES:

Demonstrate effective ball-striking action including correct footwork and hand-eye co-ordination. Engage in competitive physical activities.

EQUIPMENT:

- Ball or alternative (eg. rolled up socks)
- Bat or alternative (eg. racquet, frying pan, broomstick)
- Batting tee (use a bottle top or toilet roll tube)
- Markers (any object will do!)



FIND THE GAP:

- Set up three scoring zones with markers, to hit through
- Strike the ball from the tee aiming to hit the ball through the scoring zone
- If it's too easy: make the scoring zones smaller or further away, or throw the ball in the air to hit a moving ball.

KEYS TO SUCCESS

- Watch the ball all the way through the shot
- Step towards the ball before striking it and create a strong, table base

CHANCE TO SHINE WEEKLY CHALLENGE: WEEK 6 - SKILFUL SCORER

PARENT & CHILD ACTIVITY



LEARNING OUTCOMES:

Demonstrate effective ball-striking action including correct footwork and hand-eye co-ordination. Engage in competitive physical activities.

EQUIPMENT:

- Ball or alternative (eg. rolled up socks)
- Bat or alternative (eg. racquet, frying pan, broomstick)
- Markers (any object will do!)



PAIRS CHALLENGE:

- Set up 2 'planet' scoring zones with markers one behind the other
- Batter throws the ball up and aims to strike ball through the scoring zone.
- Fielder must try to prevent the ball getting past the two scoring zones.
- The batter scores 1 point for the 1st planet and 4 for the 2nd.
- Fielder scores 5 pts for a clean catch.
- Have 6 attempts and swap over. See who gets the highest score

KEYS TO SUCCESS

- Hit through the line of the ball towards your intended target
- Try to strike the ball down and along the floor to avoid a catch.



CHANCE TO SHINE
Spreading the power of cricket



@chance2shine



@chance_to_shine



/chancetoshinecricket

LET US KNOW HOW YOU GET ON! SHARE A VIDEO OF YOU COMPLETING THE CHALLENGE ON OUR SOCIAL MEDIA CHANNELS!



CHANCE TO SHINE
Spreading the power of cricket

LET US KNOW HOW YOU GET ON! COMMENT BELOW WITH YOUR BEST SCORES AND WE'LL SEE IF YOU MAKE IT ON TO THE LEADERBOARD AT THE END OF THE WEEK!

Mathematical investigation (1)

Investigating is a great way to learn to think mathematically, apply logic, spot patterns and improve our perseverance.

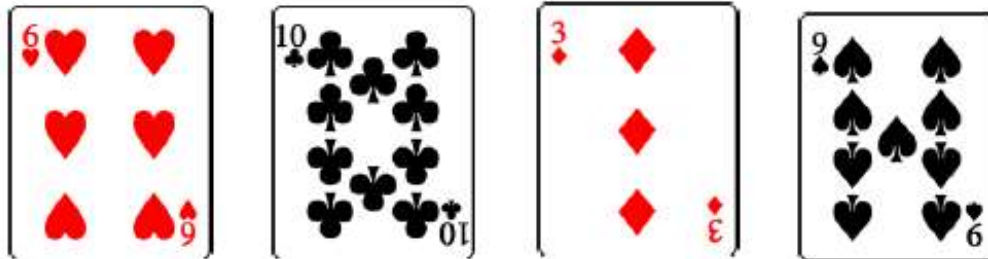
What are the chances of that?!

Aim:

- Apply learning about **fractions** to explore **probability**.

You will need:

- A pack of playing cards *with the kings removed* or 'Chance cards' (*see resource*)



What to do:

- Print and cut out the cards; shuffle them REALLY well.
If using your own playing cards, each one has its face value.
Note that Aces = 1, Jacks = 11, Queens = 12
- We will explore the **chances** of turning over certain cards.
We will discover that there is a lot of maths involved, using **FRACTIONS!**

Let's make sure we've got the basic facts...

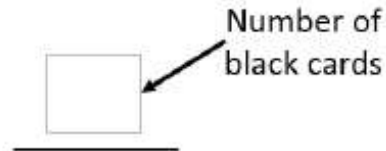
- How many cards are there in total?
- How many 'black' cards are there (cards with a black shape)?
- How many 'red' cards?
- How many cards with a heart ♥? A diamond ♦? A club ♣? A spade ♠?
- How many 1s? 2s? 12s?
- How many even numbers? Odd numbers?

Let's Start Thinking!

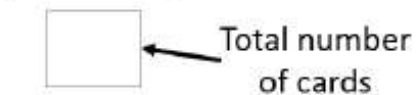
Probability This is a topic you'll be studying at secondary school!!

It's based on an understanding of fractions...

- Fill in the numbers in this fraction.



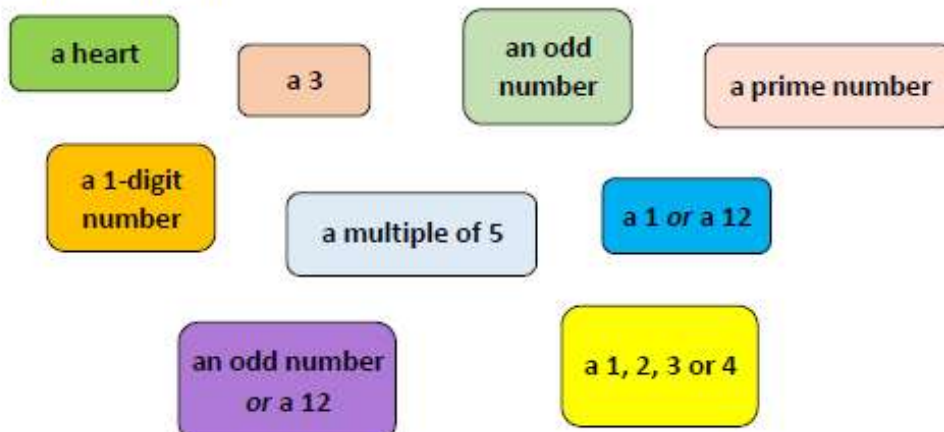
- Write this fraction in its **simplest** form.



That makes sense doesn't it...? 24 out of 48 cards are black. So, one in every two ($\frac{1}{2}$), i.e. **half** of the cards are black; the other half are red.

- What do you *expect* to happen if you turn over the first 12 cards from your pack? *6 reds and 6 blacks?*
- Now have a go... write down what happens. Keep those cards on one side.
- Now try again with the next 12 cards... And the next... And the last 12.
The *theoretical probability* (chance) of turning over a red/ black card is $\frac{1}{2}$. BUT sometimes what we *expect* to happen does happen; sometimes it doesn't...

- Shuffle all the cards
- Work out the probability of picking **one** card from a shuffled pack of 48 which is each of these:



Turn to the next page to check your answers....!

1



2



3



4



5



6



7



8



9



10



11



12



1



2



3



4



5



6



7



8



9



10



11



12



1



2



3



4



5



6



7



8



9



10



11



12



1



2



3



4



5



6



7



8



9



10



11



12



Answers

Answers

The probability of picking one card which is:

- a heart: there are 12 heart cards out of 48 cards ($\frac{12}{48} = \frac{1}{4}$)
- a 3: there are four 3s out of 48 cards ($\frac{4}{48} = \frac{1}{12}$)
- an odd number: there are 24 odd numbers out of 48 cards ($\frac{24}{48} = \frac{1}{2}$)
- a 1 or a 12: there are four 1s and four 12s, so 8 out of 48 cards ($\frac{8}{48} = \frac{1}{6}$)
- a 1, 2, 3 or 4: there are four of each number so 16 out of 48 ($\frac{16}{48} = \frac{1}{3}$)
- a 1-digit number: 36 cards have a 1-digit number so 36 out of 48 ($\frac{36}{48} = \frac{3}{4}$)
- an odd number or a 12: there are four 12s and 24 odd numbers, so 28 out of 48 ($\frac{28}{48} = \frac{7}{12}$)
- a multiple of 5: there are two in each suit (5 and 10), so 8 in all, 8 out of 48 cards ($\frac{8}{48} = \frac{1}{6}$)
- a prime number: there are five in each suit (2, 3, 5, 7, 11), which makes 20 in all. 20 out of 48 ($\frac{20}{48} = \frac{5}{12}$)



Possible Pairs

Contains a right angle and has just 2 equal angles	Has just 2 equal sides
Contains a right angle	All its angles are of different sizes
Has no line of symmetry	Does not contain a right angle
All its sides are of different lengths	Has just 2 equal angles
Contains a right angle and has just 2 equal sides	Does not contain a right angle and has just 2 equal sides
Contains a right angle but does not have a line of symmetry	Has only 1 line of symmetry
Has all its sides equal	Contains a right angle and has all its sides of different lengths
Has three lines of symmetry	Has all its angles equal

I can use commas instead of 'and' when writing a list.



Save your readers by rewriting boring breathless lists and replacing 'and's with commas. Don't forget to leave the last 'and' so the sentence still makes sense.

1	For my holiday I will need: a beach towel and several pairs of shorts and some sunglasses.
2	Down the back of the sofa I found an apple core and a felt-tip pen and a headless doll and a pound coin.
3	At the zoo we saw white polar bears and impressive lions and stripy tigers and cheeky monkeys.
4	Winter is cold and dark and wet, but people enjoy Christmas and warm fires and hot chocolate.
5	The bike was new and red and shiny and fast. It had a light which was bright and clear.
6	Fruit comes from all over the world but apples and pears and strawberries are also grown in the UK.
7	My favourite things to eat are pick and mix sweets and bread and butter and cheese and onion crisps.
8	I like playing football and hide and seek.

I can use commas to indicate parenthesis.



When you first start to use paired commas it can be helpful to start the embedded clause with the words:

Where: The city of New York, where you can see the famous Statue of Liberty, is an amazing place to visit.

Who: Mrs. Smith, who was the reception teacher, was asked to take the whole-school assembly.

Which: The city of London, which was where they first met, was the place they had chosen to get married.

When: Many years ago, when my parents were young, the Beatles were a very popular band.

Task:

- Re-write each sentence adding in an appropriate embedded clause.
- Use commas to signal the start and end of the embedded clause.

1. The boy could play the piano.

2. The beach was hotter than ever.

3. The ball flew through the air.

4. The music gave me a headache.

5. The old lady waited for a taxi.

6. The bus went down the street.

Year 5 spellings - Monday 13th July 2020.

These words all end in the letter string *-cious*,

which is one of the written ways to make the /shuhs/ sound.

This week's words all adjectives, which means they could be used to describe something.

Practise the formation of the words, learn the spellings and discuss the meaning of any new words with your family members.

Look

Trace

Copy

vicious

vicious

gracious

gracious

spacious

spacious

malicious

malicious

precious

precious

conscious

conscious

delicious

delicious

suspicious

suspicious

atrocious

atrocious

ferocious

ferocious