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| Dear Parent/Carer,  In light of the government’s latest guidance, we are very pleased that we are able to open up more on-site provision for all of our primary pupils. Your choice of provision can now be either; two days in ‘Bubble School’ or up to five days a week in ‘Key Worker School’ if you are a key worker. When the children are at school, they will access the home learning tasks, supported by their bubble teacher. When the children are at home, it is important that they continue with their home learning. The tasks that we set will be a mix of consolidation of previous work and new learning. To help the children with this work, we are including;   * The opportunity for you/your child to communicate with their class teacher via email on a set day, between certain times. * More links to video resources/websites/ on-line clips or pre-recorded sessions from teachers. * Feedback on a chosen piece of work (pictures/copies need to be emailed to the teacher or dropped off to a class box in the main reception area).   In primary, we suggest that children try to complete;   * 30 minutes a day of independent reading/reading to an adult * 30 minutes of maths a day * 30 minutes of English a day * 30 minutes of topic based/creative learning * 30 minutes of PE/ physical activity   Whilst it is important for your child to keep up with their learning at home, we appreciate that this can be a stressful time for children and adults. Looking after mental health is vital. Therefore, we suggest that the day is broken up into manageable learning chunks, interspersed with physical exercise, fun activities and time together as a family. Activities such as the 30 day lego challenge and using the real PE activities could be a good place to start. Setting up a weekly timetable can be a good place to start. As well as educational learning, the children could also begin to learn different life skills – how to boil an egg, sew on a button, learn to send an email, bake a cake using a recipe book etc.  Guidance for parents, regarding home learning, has been released by the government and can be found at the following link;  <https://www.gov.uk/guidance/supporting-your-childrens-education-during-coronavirus-covid-19>  We hope you are all keeping well and staying positive.  **We will be available via email to support parents and pupil with the tasks each week on Wednesdays between 10am-12pm and 1pm and 3pm. Please email your Friday Maths task to your teacher by Tuesday evening of the following week. Feedback will be given via email on Wednesday.**  Kind regards,  The Year 5 team  Teacher email;  [Large-becki@mayfield.portsmouth.sch.uk](mailto:Large-becki@mayfield.portsmouth.sch.uk)  Turner-peyton@mayfield.portsmouth.sch.uk |
| **YEAR 5 HOME LEARNING TASKS** |
| **WEEK BEGINNING:** Monday 29th June 2020 |
| **ENGLISH (**Instruction focus)  *SPELLINGS FOR THIS WEEK:*  Marvellous, mischievous, muscle, necessary, neighbour, nuisance  **MONDAY (Reading)**  Read the below set of instructions. Create a review on them. Include what you like, dislike, who you would recommend to read the instructions and also rate it out of 5 stars.  Instruction writing - Examples of instructions | Teaching Resources  **TUESDAY (Reading)**  Reflect on the set of instructions, from Yesterday. Create a toolkit for a good set of instructions. What features should a good set include? Use the following clip for ideas: <https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-instructions/zrvtscw>  **WEDNESDAY (Spelling)**  Create a word search for the spellings of the week. Ask a family member to complete your word search.    **THURSDAY (Writing)**  Reflect on your knowledge of Instructional writing. Plan your own set of instructions, on how to stay safe from Covid-19! You may need to first, research how to keep safe. You can then look at putting the facts/advise into your plan. There are multiple ways that you could plan. You could create a mind map of ideas or use sub-headings with bullet points underneath. Use your toolkit, from Yesterday, to remind you of what to plan for.  **FRIDAY (Writing) New Learning - video from your class teacher on this lesson!**  <https://mayfieldschoolpo2.sharepoint.com/:v:/g/admin-staff/EVV1unJnn75HhcVYEB7xZToBa21Rhc2CQTF4vd4OKZRbEg?e=CMXkCV>  Today you will write a set of instruction, on hot to keep safe, from Covid-19. Use your plan to help you. Remember to edit your piece, once you have finished. |
| **MATHS** (Data focus)  *Times tables for this week:*  Continue to test yourself weekly, on your target times table. Give yourself 30 seconds per calculation. You can include as many calculations as you wish to in the test. If you pass, move onto the next calculation. If you do not pass in time, continue to remain on that times table until you do pass.  **MONDAY-**    **Challenge:**  Calculate the mean, mode, median and range of each set of data.  *Helpful song: Hey diddle diddle the median is the middle, you add and divide for the mean. The mode is the one that you see the most and the range is the difference between.*  **TUESDAY –**    **Challenge:**  Create your own set of statements and ask a family member to decide if they are true or false.  **WEDNESDAY –**      **Challenge:**  Create your own similar table, for the boys and girls in your class. Include your own further 2 categories. Then create some question on it, for a friend to answer.  **THURSDAY –**      **FRIDAY –** |
| **TOPIC:** Raiders, traders or invaders?  (Video link: <https://www.bbc.co.uk/bitesize/topics/ztyr9j6/articles/zjcxwty>)  **MONDAY-**  Key learning question: How did the Vikings distribute goods?  Discuss/research how they may have traded goods. As we know that they travelled mostly by the water, would they have just stopped anywhere? How could ports have been used to help distribution? Use the internet to research this and create a fact file informing others on how the Vikings distributed goods.  **TUESDAY-**  Key question: How have the Vikings shaped our lives today?  Mind map what we know about the Viking culture, investigate how those things may have changed the way we live today. Are there any Viking events that we know of? What were the Vikings known for?  Write an informative paragraph, explaining to an adult, how the Vikings have shaped our lives today. Focus on one main event, in your paragraph.  **WEDNESDAY-**  Talk to a friend/parent/teacher about our legal system. Why do we have the rules in place? Create a table, one column for ‘Our legal system now’ and one column for ‘The Viking’s rules’. Research and bullet point what you find. Create a conclusive paragraph, once you have finished, explaining if our laws are very similar to the Viking’s or very different.  **THURSDAY-**  Key question: How did the lives of wealthy and poor Vikings differ?  The top of Viking society was the king. He was the most powerful person in all the land and everyone looked up to him. Below the king were the nobles or wealthy Vikings known as jarls. They were rich landowners or traders and they employed men to work for them. Then there were the karls. They were the everyday people and did jobs like farming and craft work. Karls weren't as rich or important as the jarls, but they weren't poor either. At the bottom of the pile were the thralls or slaves. They did the hardest, dirtiest jobs and if they tried to run away they could be killed. However, if thralls could earn enough money they could buy their freedom.  Identify the different social status’ and compare what might have been different for the types of Vikings.  Create a poster for the hierarchy and explain why their roles were important.  **FRIDAY-**  Order the chronology of the Vikings. Be creative, and decide how you would like to present this. You may wish to draw a timeline or create a poster. |
| **BLEARNING WEBSITES**  [**https://www.topmarks.co.uk/maths-games/hit-the-button**](https://www.topmarks.co.uk/maths-games/hit-the-button)  [**https://www.mathplayground.com/**](https://www.mathplayground.com/)  [**https://www.topmarks.co.uk/maths-games/7-11-years**](https://www.topmarks.co.uk/maths-games/7-11-years)  [**https://whiterosemaths.com/homelearning/**](https://whiterosemaths.com/homelearning/)  [**https://nrich.maths.org/primary**](https://nrich.maths.org/primary)  <https://ttrockstars.com/>  [**https://www.bbc.co.uk/bitesize/levels/zbr9wmn**](https://www.bbc.co.uk/bitesize/levels/zbr9wmn)  <https://www.literacyshed.com/home.html>  <https://www.spellingshed.com/>  <https://pobble.com/>  [https://monsterphonics.com/?gclid= EAIaIQobChMI56aEu9yh6AIVFeDtCh2NMAcIEA AYASAAEgK1b\_D\_BwE](https://monsterphonics.com/?gclid=%20EAIaIQobChMI56aEu9yh6AIVFeDtCh2NMAcIEA%20AYASAAEgK1b_D_BwE)  <https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/kids-activities>  [**https://www.topmarks.co.uk/english-games/7-11-years**](https://www.topmarks.co.uk/english-games/7-11-years)  **Audible are doing a free 30 day trial so that children can listen to lots of books online.** |
| **MATHS ANSWERS:**  **Monday:**    **Tuesday:**    **Wednesday:**    **Thursday:**    **Friday:** |
| **YEAR 5-6 SPELLING WORDS** Yr 5 and 6 spelling list - St Michaels School |