

**Monday 20<sup>th</sup> April:** Welcome back Year 5, we hope you had a good 2 weeks with your family and are now ready and raring to go for Term 5! We have lots of great activities planned to support your learning and help you keep fit and healthy. Last term it was lovely to hear how you were all getting on and seeing photos of your work. Some of you were even in your school uniform! How dedicated. Keep up the great work Year 5!

**Daily reading**

As Spring is finally here, we thought it would be good for you to learn about the life cycle of a flower. Read the information provided (it is attached) and then answer the questions. You can either do that verbally with a family member or write the answers in your English book.

### The Life Cycle of a Flower

**11** In the beginning all you need,  
Is a simple, unsuspecting seed.

**23** Giving the plant the ideal condition,  
To germinate must be your mission.

**36** Within no time, you will see a shoot,  
Followed by a searching root.

**50** The root will anchor to the ground,  
The sprout reaches and light is found.

**64** The plant grows taller; grows a stem,  
Growing thicker and thicker, again and again.

**75** Leaves appear as if overnight,  
Spreading out to catch the light.

**88** Once fully grown, a flower is spotted,  
With seeds inside and petals dotted.


**101** Flowers - pink, blue and red,  
Now have seeds they need to spread.

**118** Blown by the wind; carried by a bird,  
Caught on fur; this is how they are dispersed.

**130** No matter how, no matter when,  
The cycle will now start again.

### Quick Questions

- Which phrase tells the reader that the life cycle is continuous?  
\_\_\_\_\_
- List all of the ways that seeds are dispersed?  
\_\_\_\_\_  
\_\_\_\_\_
- Summarise the main points of this text in 20 words or less.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- How does the word 'searching' help you to understand the job of the root?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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**Daily times tables**

So how have you been getting on with learning your tables? We hope you are becoming more confident with them. This week we would like you to concentrate on the times table you are least confident with. It could be 6x, 7x, 8x, 9x, your 12x or even your 13x. In order to know them really well, you must focus on the same times table for the week.

There are different ways to learn them:

- Write them out in order (e.g.  $1 \times 9 = 9$ ,  $2 \times 9 = 18$ ). Then you could write them out in reverse starting with  $12 \times 9 = 108$
- You could find patterns in the times table and highlight them; e.g. does anything happen to the tens or ones digit?
- Could you make up a rhyme or a poem?

*Five times one is five  
Maybe we should drive to the hive*

*I 8 and I 8 and I fell on the floor.  
I couldn't get up until I was 64.*

- Or you can continue to use the useful websites [www.timestable.co.uk](http://www.timestable.co.uk) and Hit the Button.

We look forward to seeing the end result.

## Termly Spellings

Please take time to learn spellings for future weeks and to re-visit past spellings.

These can be found on the school website at <https://www.newbridge.bathnes.sch.uk/> and go to the tab **Classes** and click on your class.

Also, you can learn the Year 5/6 statutory words that we have provided for you. Concentrate on the spellings that you know you find tricky.

This week's spellings are:

har**ass**

hind**rance**

identity

individ**ual**

interr**u**pt

Sometimes, visualising a difficult word in a different way can suddenly make it stick. Create a phrase from each letter of a word and turn it into an acrostic, which can be easier to remember than the word itself. For example:

**H**ello

**A**li

**R**eally

**A**dore

**S**hiny

**S**tars

Can you make one for interrupt, which is quite tricky with the double r?

## Daily Maths

Using pencils, pens, cutlery or pieces of Lego, can you make the all the Roman numerals up to 10? Here are the first 4:



Can you remember the Roman numerals up to 100? If so, can you write some questions in your maths books using Roman numerals?

e.g.

$$X + ? = XV$$


Now choose the activity you want to do.

**Ready:** Use the numbers up to 20 and devise questions using add and subtract.

**Steady:** Use the numbers up to 100 and devise questions using add and subtract.

**Go:** Use all the Roman numerals you know and introduce multiplication and division.

You will need to produce an answer sheets too.

|   |   |
|---|---|
| <p><b>Daily English</b></p>   | <p>This week we are going to take ourselves back in time and visit Ancient Egypt. We did some work on this last term, but this term we are going to be focusing closely on Tutankhamen and the discovery of his tomb. It is really fascinating.</p> <p>Today, we would like you to watch the two clips on BBC Bitesize and makes notes in your book about Tutankhamen. If you can't access these, you can use the information sheet we have attached. What can you find out about him and his reign in Ancient Egypt? Remember when we take notes, we do not write in full sentences. You can use:</p> <ul style="list-style-type: none"> <li>● Bullet points</li> <li>● A mind map</li> <li>● Pictures</li> <li>● You will need sub-headings too.</li> </ul> <p>Use whatever is best for you, but it must help you later on in the week, as we will want you to use your notes to write an information page about Tutankhamen.<br/>Enjoy going back in time.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkxhk">https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zvmkxhk</a></p>  |
| <p><b>Healthy Me</b></p>  | <p>Today, try planning an obstacle course in one of the rooms in your house. For example, you could use the cushions, rug, magazine rack or footstool in your lounge. You could have relay races the other members of your family. Good luck!</p> <p>Could you also try and aim to eat 3 pieces of fruit and vegetables?</p>  |
| <p><b>Problem of the day</b></p>  | <p>How many other words can you make from the phrase:</p> <p style="text-align: center;"><b>ANCIENT EGYPT</b> e.g. tent, net, pit,</p> <p>We look forward to seeing if you challenged yourself, can you find more than 30?</p>  |
| <p><b>The activities below are supplementary and can be used to further extend learning opportunities whilst at home.</b></p> |   |
| <p><b>Home Learning</b></p>   | <p>Please look at your Home Learning grid.<br/>Visit the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> and go to the tab <b>Classes</b> and click on your class.</p> <p>Please plan and complete these activities throughout the duration of the school closure.</p>  |
| <p><b>National Curriculum Word Lists</b></p>  | <p>Look in your Reading Log and find all of the spellings for your year group. How many of these can you learn? Use the strategies listed at the top of the page.</p>   |
| <p><b>Curriculum Overview</b></p>   | <p>Take time to look at the Curriculum Overview for your year group. This can be found on the school website at <a href="https://www.newbridge.bathnes.sch.uk/">https://www.newbridge.bathnes.sch.uk/</a> Go to the tab <b>Key Information</b>, go down the menu on the left hand side to <b>Curriculum</b>, go to <b>Termly Overview</b> and click on the one for your year group.</p> <p>Talk to a grown up at home and decide on an aspect you would like to find out more about. This means that when you come back to school, you will be able to share something new.</p>   |

**Useful websites**

Please see the useful websites list.

*Well done for trying all of these areas of learning. Please can I ask that your parent sends a few lines in an email to let me know what you have completed today*

**5B:** [5b@newbridge.bathnes.sch.uk](mailto:5b@newbridge.bathnes.sch.uk)    **5H:** [5h@newbridge.bathnes.sch.uk](mailto:5h@newbridge.bathnes.sch.uk)

*Please look out for tomorrow's learning, from Mrs Bartlett and Mr Handson*