

Weekly Home Learning Tasks

Complete as many of these tasks as you can this week.

Remember to submit any completed tasks to your Seesaw account or to the school email address. Three pieces of work per week will be 'showcased' on the class Seesaw page.

Remember to ask family members for support if you are not sure about the task.

Date: 19/5/20

Year group: 4/5

English tasks

There are 5 tasks that you can do this week (1 each day)

1)

Watch the film clip of the book Tuesday by David Wiesner

<https://www.youtube.com/watch?v=JtQ4DdzCZMA>



Tuesday by David Wiesner

Then plan and write a **newspaper article** about the incident. Look at the Features of a Newspaper Report sheet to help you.



Look at the range of instructional texts on <https://www.literacywagoll.com/instructions.html>. Choose a subject of your choice and write a set of **instructions** for somebody else to follow.

Maths tasks

Multiplication War

If you have them, use playing cards to battle against another member of your family.

- Deal the cards evenly between you and put your piles face down
- Each person takes the top card from their pile and puts them next to each other. Multiply the numbers. First person to shout the answer, wins the cards.
- Ace = 1, Jack = 10, Queen = 11, King = 12

(HINT: If you don't have playing cards, you could make a set of digit cards to play)

Waldorf Multiplication Flowers



Here is one about making a Harry Potter wand!

Have you ever wanted to make something you can play with like magic?

Does a Harry Potter wand appeal to you?

Well this is how to make one

You will need

- o Dowel
- o Different coloured paint
- o A hot glue gun
- o Multi-coloured glitter
- o Paint brushes
- o A selection of different decorations of your choice

How to make it

1. Cut a piece of dowel to go on or less and sandpaper the end to a point
2. Glue a central handle to the bottom of your wand
3. Paint the tip sparkly colour for a magical effect
4. Around the gold paint it sparkly white and add different colour all the way on the end of your wand
5. Leave it to dry for half an hour
6. Paint the main part turquoise
7. In between where you glue painted part it red
8. Leave it to dry for half an hour or more
9. Use your turquoise part and add multi-coloured glitter not in sections

Don't copy! Search it for you and your children

2)

Watch the film clip 'For the Birds'



<https://www.youtube.com/watch?v=nYTrIcn4rjg>

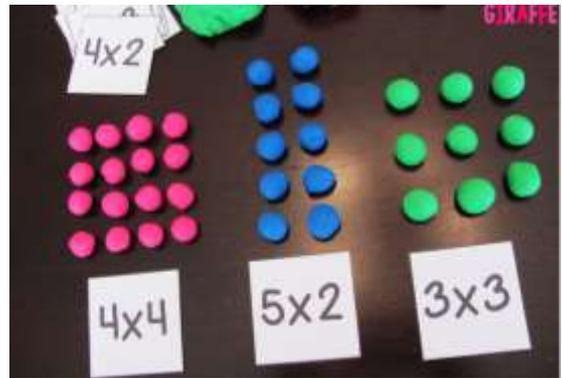
Write a **persuasive letter** like the one below urging the birds to stop bullying Big Bird.

Start with the centre of the flower and write any number 1-12 (or more if you are feeling daring!) in the centre.

- Next, draw 12 petals around the centre, labelling them 1-12.
- Last, draw another 12 petals and write the product of the centre number and the petal adjacent to the new petal.

Using objects from around the house (playdough, rice, pasta, stones etc.) can you make arrays of a times table that you are not as confident with?

Can you create all of the square numbers in the same way? Take photos of what you have done.



- If you have one, write the numbers from 1-12 in an egg box.
- Place 2 marbles, pasta pieces etc. inside.
- Close the lid and give the box a shake. Multiply the numbers together. Repeat. You could turn this into a game to play against more people.
- Why not extend the activity by placing 3, 4 or 5 pieces inside? You could then try making 2 digit numbers/ 3 digit numbers and multiplying them.

Dear Little Bird,

I am writing to you to urge you to think about your dreadful behaviour when encountering a new bird on the telegraph wires today. You behaved like a bully. It is my belief that bullying is wrong and has a lasting impact upon the individual being bullied. Therefore, you must stop.

Firstly, even though Big Bird looks different to you, it is wrong to use this as a reason to be disrespectful to him. Big Bird cannot help how he looks. If everyone was the same, the world would be very boring! Furthermore, your bullying behaviour resulted in the injury of Big Bird and also a rather embarrassing incident for many of the bullies involved. Despite looking a little different, perhaps Big Bird has similar interests to you? You could certainly become good friends rather than mocking him and causing him anguish and stress.

A further point to mention is that you obviously wanted to impress your friends, but they are probably now concerned about how you might treat them! How does that make you feel? Bullying might have made you feel powerful; however, it is very likely that it will have directly affected your closest friends. I am also sure your family will be deeply embarrassed to learn about your behaviour. In addition to this, you can't possibly feel good about yourself.

In conclusion, all the facts indicate that you should accept Big Bird for who he is, and you should think twice about how you have treated him. You now need to make amends for the upset you have caused. Before behaving in this manner in the future, you need to consider an important question: would you like to be treated this way?

Yours disappointedly,
A Pupil

3)

YOU GET A SET
OF MINIONS
FOR A WEEK.



Knock knock. They were here!

Write a **recount** about what you did with them.

4)

Read the text about Food Chains and then answer the VIPERS questions about it.



Why not have a go at making a multiplication board game? It could be like snakes and ladders or Monopoly but use multiplication questions.

Upload pictures of the game that you make.

It might also be a computer-based game that you make using Powerpoint (save it as a PDF to post it on Seesaw)



Can you complete the times table grid? A separate one is attached that you can use the tools to write on. Any that you are not sure of, write them down and learn them.

x	12	4	6	8	7		5
10							
		48					
11							110
4							
				64			
7							
					42		
5							15
2		18					
				72			
3	33						6

Don't forget to use Times Tables Rockstars too.



Food Chains

Food chains explain the way that energy is passed between living things. All energy that animals get begins at the sun. This reaches Earth and is used by plants in a process called photosynthesis. The energy from the sunlight is changed and is locked away inside the plant.

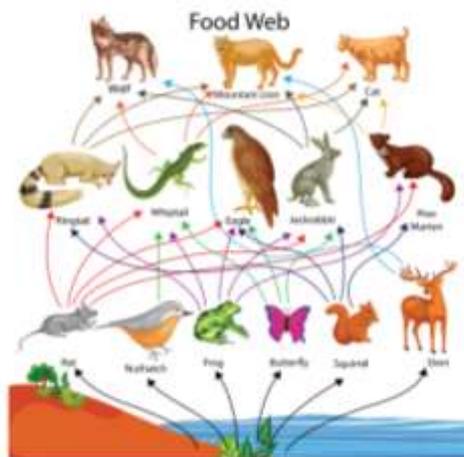
These plants are at the bottom of every food chain. They are called *primary producers*. Primary means the first of something. They are called *producers* because they produce the energy for the whole chain.

At the top of every food chain is an *apex predator*. These animals don't have any natural predators. An example of an apex predator would be a lion or a great white shark. It's important to remember that being hunted by humans is not the same as a natural predator. Not all apex predators are big and scary. The frogfish is an ugly-looking fish that lives at the bottom of the ocean. The only thing that eats frogfish is other frogfish. Therefore it is an apex predator even though it is only 2 feet long.

There are many other animals in the food chain. They sit between the primary producers and the apex predators. They are all predators, but they are also all prey. Think about a blackbird in your garden. It is a predator because it eats small insects. However, birds of prey such as hawks eat blackbirds.

Food chains are never as simple as they seem. Most animals eat more than one prey. Also, most are consumed by more than one predator. When the links between animals become this complicated, it is much better to describe them using a food web. Food webs are essential to the balance of every single ecosystem on Earth.

Animals at the top of the food chain rely on animals below them for their energy. Don't forget, all of that energy comes from 93 million miles away. That's one heck of a takeaway!



RETRIEVAL FOCUS

1. Where does all energy in a food chain come from?
2. What process do plants use to convert sunlight?
3. Write a definition for "primary"
4. All apex predators are bigger than humans. True or false?
5. A whiptail is a predator of the mountain lion. True or false?

VIPERS QUESTIONS

- V** Find another word for "water" in the text.
- S** Why are systems sometimes represented by a food web?
- E** Why are there arrows at the bottom of the diagram? What are they showing?
- S** Explain how energy gets from a plant to a cat, using examples from the diagram.
- I** Why are deer only eaten by two apex predators?

5)

Choose a character and write an acrostic poem about them. Read it to someone. Here is an example:

Forgotten your login, just send your teacher a message and they will remind you!

Hogwarts is his home
Always magic when Harry is around
Ron is his best friend
Ravenclaw, Slytherin, Hufflepuff and Gryffindor the
 sorting hat picked his house
Young Harry was very brave
Platform 9 $\frac{3}{4}$ is where it all began
Owls deliver him letters galore
The Dursleys locked him under the stairs
The scar he will always bare
Every day he misses his parents
Riding a broom playing Quidditch is where he will
 sometimes be



Think of a book you've read. Plan a one minute talk about a key point/character/fact from the book. Record yourself performing your talk.

Grammar/Spelling task

Our learning focus: Paragraphs

Learning Focus

SPAG - Using the suffix ly

There are 4 main rules when adding the suffix ly. These are:

1. Just add -ly [gladly, quietly].
2. If the root word ends in a 'y', change the 'y' to an 'i' and then add 'ly' [angrily, cheekily].
3. If the root word ends in '-le', the '-le' is changed to '-ly' [cuddly, gently].
4. If the root word ends in '-ic', add '-ally' [comically, magically].

Following these rules, you should be able to add the suffix ly to a word and this will give you a new word -which will more than likely be an adverb.

Foundation subject task

Our learning focus: Art

Art Henri Rousseau Jungle Artwork

Research the artist Henri Rousseau. Then create a PowerPoint or poster about his life. Use the artist fact sheet and PowerPoint as a starting point to help you.

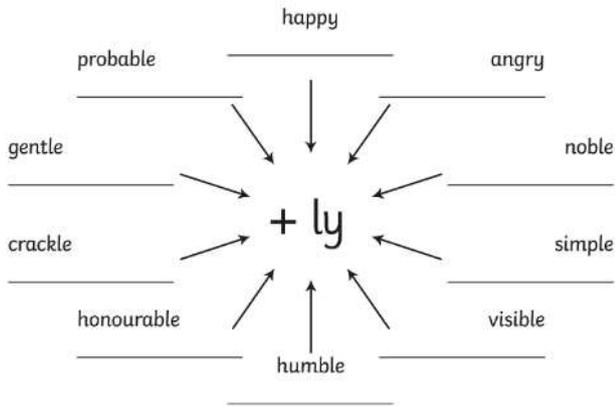


Look at the Henri Rousseau photo pack. Answer the questions about his paintings.

Here is an activity for you to complete

'ly' Spelling Activity

1. Write the words with the suffix 'ly'.



2. Now choose 5 of the words. Write each word into a sentence below.
Don't forget capital letters and full stops!

f	g	u	i	l	s	l	w	y	h	n	j	k	l	t
a	q	t	g	h	c	o	s	t	l	y	n	o	p	l
e	d	f	g	n	m	u	e	a	s	c	f	g	y	h
d	f	p	w	g	h	d	w	q	c	b	n	j	u	i
t	u	r	v	g	h	l	b	h	m	j	k	l	s	f
s	w	i	l	d	l	y	f	h	e	e	g	h	i	t
s	g	c	w	d	g	y	n	i	e	a	s	i	l	y
e	t	k	g	h	j	p	c	s	r	e	t	o	p	l
v	b	l	g	h	l	t	f	a	i	r	l	y	r	t
t	g	y	w	h	o	g	z	r	l	t	t	e	g	g
g	h	r	t	y	o	j	v	g	y	n	h	a	n	n
g	k	g	s	q	a	u	o	d	q	k	n	r	k	j
b	y	c	n	o	p	h	r	s	x	l	e	l	l	d
s	g	l	u	m	l	y	r	l	r	b	n	y	i	s
d	r	t	n	j	l	d	q	a	y	t	h	k	l	p

costly	eerily	fairly	hourly	glumly
loudly	easily	yearly	wildly	prickly



Use natural resources collected from your garden or local area to create a jungle/leaf/flower style collage

Make a 3D model of a rainforest creature. You can be as creative as you like!

Watch the painting in the jungle video

<https://www.youtube.com/watch?v=Vm6EqBp5cfI>

Creature a Rainforest jungle drawing/painting in the style of his artwork

Paint/draw a rainforest animal of your choice. Here are a few examples.



Watch the video on how to draw jungle animals and follow the step by step guides.

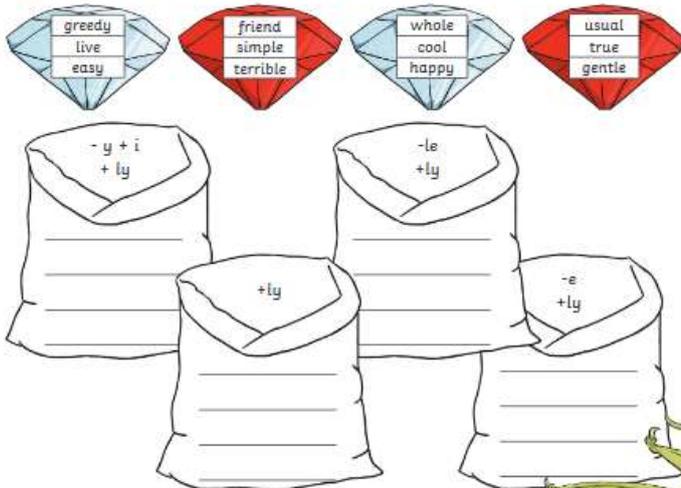
<https://www.youtube.com/watch?v=MUnifhPt7YE>



Try to complete the duplication warm up drawing exercises before you start your drawings! Have fun!

Suffix -ly

Guster the dragon is supposed to be organising his treasure by adding suffixes, but he has got all mixed up! Can you help him? For each root word, decide what rule Guster should follow to add the suffix and write the full word in the correct sack.



Guster has made some mistakes. Can you let him know whether his words are spelled correctly (✓) or incorrectly (X)?

Word	✓/x
crazyly	
steadily	
incredibly	
separately	
lonly	
carefully	

For each of Guster's incorrect words, write the correct spelling below:

Our learning focus: Spellings
Activities you could complete:

Year 4

Common Exception Words		Common Exception Words	
accident	disappear	island	promise
accidentally	early	knowledge	purpose
actual	earth	learn	quarter
actually	eight	length	question
address	eighth	library	recent
answer	enough	material	regular
appear	exercise	medicine	reign
arrive	experience	mention	remember
believe	experiment	minute	sentence
bicycle	extreme	natural	separate
breath	famous	naughty	special
breathe	favourite	notice	straight
build	February	occasion	strange
busy	forward	occasionally	strength
business	forwards	often	suppose
calendar	fruit	opposite	surprise
caught	grammar	ordinary	therefore
centre	group	particular	though
century	guard	peculiar	although
certain	guide	perhaps	thought
circle	heard	popular	through
complete	heart	position	various
consider	height	possess	weight
continue	history	possession	woman
decide	imagine	possible	
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	

Above is a list of all of the common exception words that you need to learn how to spell by the end of year 4. We are going to learn the fifth set of these words. - All of H, I, K & L

Subject Focus ICT

Below is a link to complete some home learning based on staying safe online. It is important that this is done with a trusted adult in your home as well as yourself. Don't try and complete it on your own please!

<https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/8-10s/>

We have also put some activities into this part of the home learning that we have taken from the website. You are welcome to complete as many as you like, either from the work set by us or from the website.

Activity 1: Watch Play Like Share, Episode 1

- Find Play Like Share at www.thinkuknow.co.uk/8_10/watch/
- Watch Episode 1: Block Him Right Good, Alfie with your child.
- Use the following questions to chat about the cartoon:
 - What did you think? What did you like about Play Like Share?
 - What different things do Sam, Ellie and Alfie do online? [E.g. make videos, talk to people, learn to sing, share their songs]
 - What problem did Alfie face at the beginning of the cartoon? [Another gamer messaged Alfie, asking to game with him. Alfie said no as he had to go to school]
 - How did the gamer make Alfie feel? [Happy at first and then uncomfortable and worried when he started making threats]
 - What did Alfie do when he realised something wasn't right? [Didn't reply, Told a trusted adult, his mum, Blocked the gamer, Reported to the website.]
 - What happened when Selfie's video was made public? How did it make them feel? [People they didn't know wrote nasty or strange comments, Received links to adverts, They felt worried and uncomfortable.]

Activity 2: Design a poster for Selfie

- Ask your child to create a poster for Sam, Ellie and Alfie's new band Selfie. Encourage them to come up with a design that shows off each character's talents and personality.
- We'd love to see your work! If you like, find us on Facebook: (Click CEOP) and share a photo of your child's picture.
Artwork only please! Do not share your child's name or personal information, or any pictures of your child.

Activity 1: Alfie's videos

- If needed, watch Episode 1: Block Him Right Good, Alfie again with your child at www.thinkuknow.co.uk/8_10/watch/.
- Look at Resource Sheet 1: Alfie's profile. Alfie has taken some important steps to make sure that he is safe when he is making videos and posting them online.
- Ask your child to write down four steps Alfie has taken, either on the Resource Sheet or on paper.
- Once completed, discuss your child's answers and identify any missed steps [Steps: 1. profile picture is an avatar, not an actual photo 2. username does not feature his name. 3. Privacy set to friends only. 4. Wears clothes that are not school uniform or private, like pyjamas.]

- 1) Heard
- 2) Heart
- 3) History
- 4) Imagine
- 5) Increase
- 6) Important
- 7) Interest
- 8) Island
- 9) Knowledge
- 10) Learn
- 11) Length
- 12) library

Ways you can practise those spellings

- Find the definition of these words
- Write the words in a sentence (that makes sense)

Take a picture of your spelling test with the scores and upload it in response to this.

Year 5

Common Exception Words		Common Exception Words	
accommodate	criticise	immediate	recommend
accompany	curiosity	individual	relevant
according	definite	interfere	restaurant
aggressive	desperate	interrupt	rhyme
amateur	develop	language	rhythm
ancient	dictionary	leisure	sacrifice
apparent	disastrous	lightning	secretary
appreciate	embarrass	marvellous	shoulder
attached	environment	mischievous	signature
available	equipment	muscle	sincere
average	equipped	necessary	sincerely
awkward	especially	neighbour	soldier
bargain	exaggerate	nuisance	stomach
bruise	excellent	occupy	suggest
category	existence	occur	symbol
cemetery	explanation	opportunity	system
committee	familiar	parliament	temperature
communicate	foreign	persuade	thorough
community	forty	physical	twelfth
competition	frequently	privilege	variety
conscience	government	profession	vegetable
conscious	guarantee	programme	vehicle
controversy	harass	pronunciation	yacht
convenience	hindrance	queue	
correspond	identity	recognise	

Above is a list of all of the common exception words that you need to learn how to spell by the end of year 6. We are going to learn the 5th set of words this week. - The rest of H and all of I, L & M.

- 1) Hindrance
- 2) Identity
- 3) Immediate
- 4) Individual
- 5) Interfere
- 6) Interrupt
- 7) Language
- 8) Leisure
- 9) Lightning
- 10) Marvellous
- 11) Mischievous
- 12) Muscle.

Ways you can practise those spellings

- Find the definition of these words
- Write the words in a sentence (that makes sense)

Activity 2: Being kind online

- Ask your child what they remember about Episode 1 of *Play Like Share*.
- Ask your child:
 - **Who wrote a mean comment about Alfie?** [*the Popcorn Wizards*]
 - **Who 'liked' the comment?** [*Sam*]
 - **Why wasn't this a kind thing to do?** [*It might upset Alfie. Sam is meant to be Alfie's friend*]
- Explain when we write or post something online, we must always think about how we might make other people feel.
- **What positive words could Ellie, Alfie and Sam use to describe each other?** Using *Resource Sheet 2: Being kind online*, ask your child to write as many positive words and phrases as they can think of next to each character, using any clues in the video to help. Alternatively, your child can draw pictures of each character and add positive words to describe them.

Other useful websites/ideas