**Maths**

Please access the White Rose learning from this link:

<https://whiterosemaths.com/homelearning/year-5/>

**Maths objective:** adding and subtracting decimals.

**This week’s lessons are:**

**Lesson 1**- Adding decimals with the same number of decimal places.

**Lesson 2**- Subtracting decimals with the same number of decimal places.

**Lesson 3** - Adding decimals with a different number of decimal places.

**Lesson 4** - subtracting decimals with a different number of decimal places.

**Mental objectives:**

Use known multiplication and division facts to apply to mental calculations.

For example, use the known fact that 8 x 7 is 56 to calculate:

0.8 x 7

8 x 70

800 x 7

7000 x 8

80000 x 7

*Don’t forget to continue practising times tables using TTRS!!*

**Useful maths websites**

**TTRS** <https://play.ttrockstars.com/auth/school/student>

**BBC Bitesize** <https://www.bbc.co.uk/bitesize/topics/zsjqtfr/articles/zsbd7p3>

**White Rose Maths** <https://whiterosemaths.com/homelearning/year-5/>

**English**

**Outcome: To write a balanced argument based on August in the book ‘Wonder’**

**Sequence of activities:**

1. **Front cover and Blurb –** Look at the front cover and the blurb of the book Wonder by R. J . Palacio. Have a look at the questions on the resource and answer them clearly and in detail in your work book. **Resource 1**
2. **Read the first few chapters –** Look at the first few chapters of Wonder. What can you learn about August?

Some words in this extract may be unfamiliar due to the book being American. Circle any words or phrases they do not recognise and find the English version of the word.

**Resource 2**

1. **Roll on the wall –** Using **Resource 3**, consider the feelings and write them inside the character and then his thoughts or actions and record these around the outside. *How is August feeling about potentially going to school for the first time? What is he thinking?* Can you build in similes and (or) metaphors at this stage?
2. **For and against –** Use **Resource 4** tolay out reasons why you think August *should* go to school and also reasons why August *shouldn’t* go to school. Use what you have read already. Please write your reasons in one colour and reference the text to support our answer in another colour.Don’t forget to explain your quote from the text. There is an example on the resource.
3. **Edit and improve modelled introduction** – **Resource 5** is a modelled example of an introduction. Unfortunately it is not the best! Can you up level and improve the introduction so it is a good clear introduction to your balanced argument and explains to the reader what the text will be about?
4. **Useful words and phrases** - have a look at the useful words and phrases provided on **Resource 6.** Using your for and against arguments about August, can you choose a couple of words and phrases to develop an *for* argument paragraph – why August *should* go to school and an *against* argument paragraph – why August *should not* go to school.
5. Write up your argument using the balanced argument checklist to help you include what you need - **Resource 7**

Vocabulary challenge – Can you find the definition for the following words and include them in your balanced argument? ***apprehension, bewildered, relentless, abundant, inquisitive, debilitating***

*Once your child has completed their independent piece of writing, please photograph it and email it to the Year 5 email address in order for your child’s teacher to give them feedback.*

*If you require any further support or guidance, please get in touch via email – we are happy to help in any way possible!*

 **Reading Comprehension**

This week’s reading comprehension is *Ch 1: Down the Rabbit Hole, A beginners Guide to Coarse Fishing* and *How the Leaves came Down.*

 Don’t forget to skim and scan!

**Science**

**WALT:** Plan a fair test to investigate different carrier bags and collect evidence to make recommendations regarding their use.

***Weighty Problem: Which is the best carrier bag?***

Find a selection of carrier bags in your house.

Look at their features (materials, extra strength around handle, thicker etc)

In your work books, draw each bag and label the features.

**Resource 1** – Have a look at this sheet. It will inform you of Mr Hamid’s issue. Answer the questions in your work book to prepare you for the upcoming investigation

*Investigation – to be continued…*

**Music/Art**

**WALT:**  explore the classical composer Vivaldi.

Listen to this classical piece of music composed by Vivaldi called the Four seasons Summer. <https://www.youtube.com/watch?v=KY1p-FmjT1M>

Answer the following questions after listening to it:

*What instruments can you hear?*

*How does the pace of the music change throughout the piece?*

*Describe the dynamics (volume) of the music.*

*How does the music make you feel?*

*Does the music relate to the summer in any way? How?*

Challenge: Research the composer Vivaldi and create a short fact file about him. Use this link to help you to find more information:

<https://www.britannica.com/biography/Antonio-Vivaldi>

**Geography/History**

 **WALT: develop a deep understanding of how the Olympic Games began.**

Use this link to

<https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/z36j7ty>

or R**esource 1**

Design a poster advertising the first Olympic Games. Don’t forget to include all of the information that civilians will need to know in order to attend or participate!

Challenge: What are the differences and similarities between the Ancient Greek Olympic Games and the Modern Day Olympic Games?

**PE**

Joe Wicks – The Body Coach

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ> at 9am in your PE kit!
2 – Create your own obstacle course using objects in your home!

We would love to see photos of you doing this – put them on twitter with #SJVPE

**RE**

**WALT:** write a recount of the story of Emmaus

Read the Gospel reading of the Road to Emmaus Luke 24:13-35

<https://www.biblegateway.com/passage/?search=Luke+24%3A+13-35&version=NRSVCE>

 Consider these questions after you have read the story:

Why do you think the two men did not instantly recognise Jesus?

What did Jesus help them to understand on their journey?

***Write a recount of the story.***

P1- Describe the beginning of the journey as Jesus first caught up with the men.

P2- Describe how Jesus entered the conversation and began to talk to the men.

P3- describe what happened as they approached the village.

P4- describe what happened at the breaking of the bread.

Try to use different conjunctions to help structure your paragraphs and sentences, such as...

*A short while later… As evening approached… Meanwhile… Soon after that…*

*By sunset…*

Challenge: How does the story of Emmaus link to the Last Supper and Holy Communion?

To access **Accelerated Reader** at home, please use follow the link: <https://ukhosted81.renlearn.co.uk/2241646/> *or alternatively (if you have no access to physical books), use the link for* ***Epic****, so that quizzes and reading can be completed online:* [*https://www.getepic.com*](https://www.getepic.com) *Please ensure your child reads for at least 20 minutes a day.*

Also, please access **Spelling Shed** daily to help support you making progress in your spelling ability.