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| **Learning at Home**  **YEAR 5**  **Monday 11th January – Friday 15th January 2021**  **All the resources are also available on:**  **ValleyPrimary.co.uk - Curriculum – Lockdown Home Learning –Year 5 - Spring Week 2**  Printing is optional  Year 5 Teachers welcome emailed copies of the Home Learning | |
| **Reading** | **Read for 30 minutes a day**.  Answer the Bug  questions, using full sentences and punctuation.  Use your log in details for Bug Club and remember to complete the comprehension questions.  Username: Childs first name  Password Teal (followed by a number)  School Code: AHX7 |
| **English** | **Task 1: Romeo and Juliet- The brawl - News or Newspaper report.** Last week we looked at the brawl in Act 1, Scene 1. For this lesson we’d like you to imagine that you are a news reporter covering the fight. You will need to write a script for this report. We have given you 2 templates to help you to think about how to structure the report and to record the key details that you want to include. You will need to write your script out in full though as these templates do not have enough room for you to include all of the details.  Alternatively, if you have already completed a news report in the previous week, then you can now present the news story in the style of a newspaper, using the templates provided. Don’t forget to include the 5 W’s.  **Task 2: Romeo and Juliet - Character Description of Romeo**  In this lesson you will be introduced to Romeo (one of the key characters). We would then like you to create a character description of Romeo. Online you will find a planning sheet, check list of key features for a character description, word mat and the Year 5 top ticks. Please use all of these to create a character description. You may wish to create an illustration to go with your written description.  **Task 3:**  **Romeo and Juliet (Matchmaking) – Understanding Juliet, Lady Capulet and the Nurse**  In this session you will be introduced to 3 new characters, Juliet, Lady Capulet and Nurse. Your tasks in this session are to read a translation of the interaction between the three of them from Act I, Scene iii and to answer questions about what is said. You will then create a comic strip to show some key parts of their conversations using pictures and speech bubbles. You certainly DO NOT need to include all of the scene within your speech bubbles, just some of the key things that you think are said between the three of them. You can use the original language or the translated version.  **Task 4: Romeo and Juliet (Matchmaking) – Describing Juliet, Lady Capulet and the Nurse**  In this session you will think again about Lady Capulet, Juliet, and the Nurse. You will be asked to create a fact file on each of them. You should be including information about their physical appearance (which can be gained from the pictures on the PPT or your own version if you have one available), their background, what has happened to them so far in the play, relationships with other characters in the play, personal thoughts and opinions.  **Task 5:** Reading Comprehension – A boy called Mouse  Read the short passage and use quotes from the text as evidence in your answers.        Retrieving Information   1. Use a dictionary to find the meaning of: 2. urge 3. poised 4. What is Mouse having for supper? 5. What time of day are the events in the text happening?   Making Inferences   1. Do you think this text is set in the past or nowadays? Why? 2. Why do you think Hanny says nothing about what she saw to Uncle Scrope? 3. Why might Uncle Scrope want Mouse to have an ‘accident’?   Writer’s choices   1. Why do you think the writer opens the text with a description of the birds and the trees and clouds? 2. Why do you think the author has chosen to give Uncle Scrope “pale eyes” and Mouse “bright brown eyes”?   Challenge question (extended answer)   1. Do you think Mouse comes from a rich or a poor family? Explain why, using evidence from the text. |
| **Maths** | **IXL**  Number sense A1-19  Addition B1-9  Subtraction C1-7  Perimeter and Area R1-11  Multiplication D 1-25 New topic  **Maths Frame (Practise daily this week in order to help with times table fluency)**  <https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>  **Daily Maths (Please use a times table grid if you are unsure of all yur times tables)**  Work through the Videos, have pen and paper ready.  **Lesson 1:**  <https://whiterosemaths.com/homelearning/year-5/week-1-number-multiplication-division/>  Multiply 2 digits x 1 digit  Now try these:    Multiply 3 x 1 digit  Now try these:    Multiply 4 x 1 digit  Now try these:      *(Worksheets to complete if you need more practise on lockdown home learning page)*  **Lesson 2:**  Multiply 2x 2 digits *(PPT available and Worksheet to complete if you need more practise on the home learning page)*    **Lesson 3:** Multiply 3x2 digits  *(Worksheet to complete if you need more practise on the lockdown home learning page)*    **Lesson 3:** Multiply 4 x 2 digits  *(Worksheet to complete if you need more practise on the lockdown home learning page)*  **Lesson 4:** Problem solving using 4x1, 2x2, 3x2 and 4 x2 multiplication  *(Please copy the question onto paper to do your calculations. The answers are in the resources for Week 2 on the Lockdown home learning page)* |
| **Spelling &**  **Grammar** | **Spelling**  Practise the Year 5 spelling rule for Homophones    <https://spellingframe.co.uk/spelling-rule/5/Year-5-and-6>  Practise the Year 5/6 Spelling list in your Reading Journals - Look up the tricky words and put them into sentences |
| **Topic**  **History** | **Lesson 1-** Knowledge Harvest  In this lesson we will think a bit more about the history of the english language. Follow the notepad to think about the different periods in English history and then have a look at the 4 sample texts. On these texts record some notes to show what you notice about the language, any similarities/difference. Then try to place the text samples on a timeline, providing a reason for why you have put each text in that place. Extension-see if you can find your own examples of text from each of the time periods specified on the timeline. You could also have a look at how other languages have changed over time.  **Lesson 2**- Why do people immigrate and settle in different countries?  In this lesson you will follow the notepad to find out more about the different groups who have settled in Britain before 1066. Finding out about place names and finally piecing together a timeline of events, using what you have learnt. |
| **DT** | Cams and Followers   1. Look through the PPT (Refer to the Lockdown home learning page) 2. Answer the questions that are on the sheet or refer to the questions below and write the answers into the home learning book.     What is a cam?  What is a follower?  Draw and label 3 cams mechanisms seen in the clip  How does a cam mechanism help something move up and down?  Are they any other findings that you have found of interest? |
| **PHSCE** | “Thinking about habits”  **TASK 1:** Follow the PPT on Thinking Habits with Year 5 Teacher  **Task questions to follow and answer as a class**   * : ‘What is a habit?’ * What are common habits that people have? * Why do people develop habits? * Do people choose habits? * How can habits make us feel? * Can habits be harmful? * Is a habit always bad/harmful?  Can habits be helpful? * How do we know whether a habit is good or not-so-good for us? * How often do you have to do something for it to become a habit? * Is there a difference between a habit and an addiction?  When does a habit become an addiction? * Is it possible to change a habit?  Give up a habit?  Develop ‘good’ habits? * What helps people to ‘break’ a habit? * Is following a football team/music group/pop star a habit? Is it an addiction?   **TASK 2**  Write a definition for both the words habit and addiction. Remember that there are no commonly accepted definitions of these terms and there is an overlap between the two.  For example; you might define a habit as 'something that a person does repeatedly' whereas addiction might be defined as 'an urge to do something that a person may feel hard to control'.  **TASK 3. Answer the 2 questions and give an explanation** *(A worksheet is on the Home Learning page, if preferred)*   * *‘A habit I would like to stop is…’* * *‘A habit I would like to start is…’* |
| **Topic**  **(Science)** | **Task:** To read the PPT on properties and changes of material and follow the instructions  This lesson is to recap and consolidate the intended learning from Week 1 |
| **German** | If you wish to practise your German skills whilst at home feel free to use the details below:  Link into **Linguascope -** To access these resources, please follow the steps below:  1.    CONNECT:     [www.Linguascope.com](http://www.linguascope.com/)  2.    LOG IN:         valley1           Password: german20 |

Week 2

This is the timetable the Year 5 will be working with; however, changes are sometimes necessary and will be explained during the online lessons.

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|  | Monday11th January | Tuesday 12th January | Wednesday 13th January | Thursday  14th January | Friday  15th January |
| 9am – 9.35  Group 1 Maths Input | **2**  Can I Multiply 2x 2 digits?  *(Refer to PPT in resources)*  IXL/Maths Frame | **3**  Can I Multiply 3x 2 digits?  IXL/Maths Frame | **3**  Can I Multiply4x 2 digits?  IXL/Maths Frame | **4**  Can I Problem solve using multiplication?  IXL/Maths Frame | **4**  Can I Problem solve using multiplication?  IXL/Maths Frame |
| 9.40- 10.15 Group 2 Maths input | **1**  Can I Multiply 2 digits x 1 digit?    Can I Multiply 3 x 1 digit?    Can I Multiply 4 x 1 digit?  IXL/Maths Frame | **2**  Can I Multiply 2x 2 digits?  IXL/Maths Frame | **3**  Can I Multiply 3x2 digits?  IXL/Maths Frame | **3**  Can I Multiply 4x 2 digits?  IXL/Maths Frame | **4**  Can I Problem solve using multiplication?  IXL/Maths Frame |
| 11am-11.35 Group A English input | **1** Romeo and Juliet -The fight  Can I script a report? Or Can I write a newspaper report | **2** Romeo and Juliet -  Lovesick  Can I plan and create a character description of Romeo? | **3** Romeo and Juliet- Matchmaking  Can I answer questions about the personalities of Lady Capulet, The Nurse and Juliet?  Can I create a comic strip to record key aspects of their conversation? | **4** Romeo and Juliet-. Matchmaking  Can I make observations of key characters using quotes to support my ideas? | **5**Reading Comprehension |
| 11.40-12.15  Group B English Input | **1**Romeo and Juliet – The fight  Can I script a report? Or Can I write a news paper report | **2**Romeo and Juliet – Lovesick  Can I plan and create a character description of Romeo? | **3**Romeo and Juliet- Matchmaking  Can I answer questions about the personalities of Lady Capulet, The Nurse and Juliet?  Can I create a comic strip to record key aspects of their conversation? | **4**Romeo and Juliet- Can I create a fact file on information about key characters? | **5**  Reading Comprehension |
| 2.00-2.40 IPC Input for all | **IPC 1**  Knowledge Harvest  Identifying how the English language has changed throughout history. | **IPC 2**  Why do people immigrate and settle in different countries and how can this shape a country? | **PHSCE**  “Thunking about habits” online lesson  **PE**  Complete the activity on Page 1 of the booklet | **Science**  Properties and changes of materials | **DT**  Cams and Followers |