



Home Learning – Week commencing 15.06.20

Year 5

Dear Parents. Our approach for this closure is to provide daily, meaningful learning activities that parents can provide *some* level of support with. Please see the accompanying letter for further details. With your support, we hope children will be encouraged to maintain their learning through the activities below as much as possible. Please can all recorded work be completed in the blank exercise book that has been sent home, apart from where the task dictates otherwise. Please use this area of our website for useful information: <http://bathwickstmary.org/our-creative-curriculum/>. Given the limitations of responding to individual needs and setting individual work, please feel free to adapt or change the activity for your child if appropriate. Thank you for your on-going support. Mr. Purkiss

Dear Year 5,

Hi everyone – I hope you had a good weekend and that you managed to enjoy the cooler weather we've been having. Thank you so much for all the lovely work that is being uploaded to Tapestry. I continue to be impressed with the quality and creativity of the work you are sharing – well done! **Please** try to use the resources from Tapestry if at all possible. In English you will continue to use the class book – How to Train your Dragon by Cressida Cowell. We will be focusing on synonyms, creating your own map of the Isle of Berk and comprehension. In maths this week will be starting a new topic of statistics this week. Please remember to produce **neat and well-presented** learning in your book. Take care, keep smiling and see you soon- Mr Jackson.

Please note that from now on any additional resources needed to support home learning can only be found on tapestry.

	English	Note: You can use slide show in the PowerPoint resources on Tapestry but not on the website so interactivity is lost if you don't access through Tapestry.	Topic
Monday 15th	<p>Li: Can I show my understanding of text? Context: Comprehension. Read through chapter 11 Part 1 and Part 2 of How to Train your Dragon. (there is a text version in the resources) You can listen to Cressida Cowell reading and follow the text if you prefer. https://youtu.be/WKqQ815bSUU https://youtu.be/ANHZrtBLcg</p> <p>Now use the PowerPoint for Monday and work through the comprehension questions. Record in you book. Then – complete the task on Synonyms (you can use time tomorrow to complete).</p>	<p>LI: Can I interpret line graphs? Context: finding fractions Warm up: choose five numbers over 10 and below 20 and add them altogether. Today you will be learning about line graphs. You will learn how to answer questions about data in a line graph. The data you will be interpreting is continuous data. Work through the PowerPoint for today answering the questions as you go. When you have completed the PowerPoint have a go at the task. The task is set at three levels – choose the level which is right for you. The three-star task is the most challenging. Well done!</p>	<p>LI: Can I show what I have learnt about the Vikings? Today you will complete the topic of Vikings by creating a mind map of what you have learnt. Use different colours on your mind map for different things you have learnt about the Vikings. For example – you may have a branch on your mind map which is labelled transport – and on this branch you will write/draw pictures of a Viking Longship. I look forward to seeing what you have learnt about the Vikings on your mind map. Share your learning with someone. 😊</p>
Tuesday 16th	<p>Li: Can I use synonyms? Complete the task you started yesterday on synonyms.</p>	<p>LI: Can I interpret data in a line graph? Context: To interpret data in line graphs making comparisons of two sets of data. Warm up: Division: How would you solve these division sums? (refer to video on website if you have forgotten) https://www.youtube.com/watch?v=SqF0i-mrNOU&feature=youtu.be 126 ÷ 6 = 861 ÷ 7 = 310 ÷ 5 =</p>	<p>Science: Li: Can I identify and explain irreversible chemical changes? Read through todays science Power Point. Over today and tomorrow complete the activities to show your understanding of chemical changes in materials. I understand that some of you might find it difficult to find</p>

		<p>Today you will be continuing to learn how to interpret data in a line graph. The next step in your learning is to compare two sets of data presented in line graphs.</p> <p>Work through the PowerPoint for today answering the questions as you go. When you have completed the PowerPoint have a go at the task. The task is set at three levels – choose the level which is right for you. The three-star task is the most challenging. Well done!</p>	<p>materials to test so you might choose to carry out some research on the internet to show your understanding. I have been impressed with positive feedback on the science activities and the great work being uploaded to tapestry. Thank you – I know it isn't easy trying to find materials and many of you have adapted the task to suit materials which you do have around the house. Many budding scientists in the class.</p>
<p>Wednesday 17th</p>	<p>Li: Can I show my understanding of text? Context: Comprehension. Read through chapter 12 of How to Train your Dragon. (there is a text version in the resources) You can listen to Cressida Cowell reading and follow the text if you prefer. https://www.youtube.com/watch?v=kGd5LPeUKzQ&safe=true Now use the PowerPoint and work through the comprehension questions. Record in your book. Now complete the hyperbole task. https://www.bbc.co.uk/bitesize/topics/zs4qn39/articles/z6h72sg</p>	<p>Li: Can I interpret data? Context: revisiting bar chart in the context of Planet data and interpreting data in line graphs linked to Mars data. No warm up.</p> <p>Work through the PowerPoint for today answering the questions as you go. When you have completed the PowerPoint have a go at the task. The task is set at three levels – choose the level which is right for you. The three-star task is the most challenging. Well done!</p>	<p>Complete science activities.</p>
<p>Thursday 18th</p>	<p>Li: Can I show my understanding of text? Context: Comprehension. Read through chapter 13 of How to Train your Dragon. (there is a text version in the resources) You can listen to Cressida Cowell reading and follow the text if you prefer. https://www.youtube.com/watch?v=Ddafa6lFf-M Now use the PowerPoint and work through the comprehension questions. Record in your book.</p>	<p>Li: Can I interpret data? Context: Linking bar chart and line graphs data in context of climate graphs. Today you will be taking the next step in learning how to interpret data. You will be learning about climate graphs which combine continuous data and discrete data in graphs. You will be interpreting line graphs (continuous data) and bar chart (discrete data).</p> <p>Warm up: Mega mountain task. Open the mega mountain file and then answer questions from the Power Point today. Continue to work through the PowerPoint and then complete today's activities. Well done!</p>	<p>Li: Mindfulness activity. Sometime this week take time to go on a guided walk with your family. As you walk pause and describe the things you see and notice in the wonderful natural environment (you might choose to take some photographs) When you return from your walk take time to find a quiet place to reflect on your walk. Relax and try to recall all of the things you observed on your walk (you might use the photographs you took). You may wish to play some soothing music as you relax and reflect on the awe and beauty of our natural environment. I hope you enjoyed the walk and that your reflection time help you to relax and be calm and peaceful. 😊</p>

Friday 19th	<p>LI: Can I show my understanding of text? Context: Create a map of the Isle of Berk. Lots of Authors use maps in their books of place they write about. Today you are going to create your own map of the Isle of Berk. Create your own symbols and use shading and colour to show cliffs and high points. Have fun – share your map with someone. 😊</p>	<p>LI: Can I show my understanding of line graphs? Context: Diving into mastery. This week you have been learning about statistics and how to interpret bar chart and line graphs. If you have managed to complete all the task your challenge today to show your understanding by completing the diving into mastery tasks – there are 2 tasks to have a go at. If you haven't managed to complete all the tasks take today to finish any unfinished tasks. Well done – we have covered a lot this week! 😊</p>	<p>Computing/Sharing: Li: Can I choose work to showcase? Spend this afternoon reviewing the work you have done so far. Choose one piece of work you would like me to comment on. You could choose to make a video (no more than 2 mins) or a photograph or an audio file or use Word, PowerPoint – to showcase your learning. Upload this to observation section in Tapestry. Well done 😊</p>
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Daily activities and practice:

<p>Daily reading: Record daily reading in your reading record. When you complete your reading book – write a short review of your book in your purple book and follow the format on the yellow pages of your reading record.</p>	<p>Daily spelling / phonics practice: https://spellingframe.co.uk/ Use the link above to access spelling activities to learn the year 5 common exception words. If you complete learn a list of your choice.</p>	<p>Daily Times tables / mental maths: Daily use of TTRS – If you aim to use at 10 am – then anyone who is logged in at this time you can choose to play in multiplayer games: arena, festival or rock slam. Year 5: https://play.ttrockstars.com/auth/school/student/32670</p>	<p>What can you do to be active and get fresh air and exercise? (In line with any Government advice). Start your day with some exercise. https://www.youtube.com/watch?v=d3LPrh10v-w&safe=true You could use the above link to Joe Wicks kids work out – he is doing a live work for kids at 9:00am each morning.</p>
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Weekly Extension Project / Challenge Activity – continue to add to your project below.

The following was written by a Head Teacher. When I read it, I thought it would be a great extension/challenge task reflecting on the past weeks and the weeks to come. How you approach this task is up to you – you will be creating a primary source of historical information.

This thing we are part of, it's a living history. Our children are all part of this, and it will be talked about for generations to come. Schools are closed; sports are cancelled; people are quarantined... on a **GLOBAL** level. The best thing your children can do is to keep a Journal over the next come in weeks. Handwritten, typed, in photographs or drawings... Record events, day to day activities, fears and feelings. Let them make a video Journal if that's the media they prefer. As parents, let them interview you, be part of it. When it's all over, save it/ store it in a safe place for them. They will share this with their children and grandchildren. Help them create tangible, primary source of their own history.

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