



Home Learning – Week commencing 22.06.20

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 – you will be learning to write descriptively this week. In maths this week will be continuing with the 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 22nd	<p>Li: Can I show my understanding of text? Context: Comprehension. Read through chapter 14 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=I_KMpXSTcso Now use the PowerPoint for Monday and work through the comprehension questions. Record in your book. Now have a go at using the Shakespearean Insult kit. Follow the instructions to create your own insults. Try to be as funny as you can- 😊</p>	<p>LI: Can I interpret timetables? Warm up: converting time to 24 hr clock – Use the Power Point for today and work through the slides recording your answers in your book.</p> <p>Continue to use the Power Point to learn how to interpret information presented in a time table. Choose either three, two or one-star sheet to complete. Well done 😊</p>	<p>LI: Can I create a mind map of what I have learnt in science.</p> <p>Today you will reflect on your learning in science this term on Materials and create a mind map to show what you have learnt. Make in colourful and use a branch for each of the topics you have covered this term. E.g. one branch for mixing materials – on this branch draw pictures and use text to show what you have learnt and repeat for each topic covered in materials. Well done – I have been impressed with the variety of science experiments you have shared on tapestry this term.</p>
Tuesday 23rd	<p>Li: Can I show my understanding of text? Context: Comprehension. Read through chapter 15 and 16 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. Chp 15 https://www.youtube.com/watch?v=UbdL8qVHR3A</p>	<p>LI: Can I interpret timetables? Warm up: Use first few slides to practise 24 hr clock conversions</p> <p>Continue to use the Power Point to learn how to interpret information presented in a bus time table. Choose either three, two or one-star sheet to complete. Well done 😊</p>	<p>PSHCE Li: What is discrimination? Today you will be learning about celebrating the diversity in our world. You will need to work with someone to discuss the issues in today's Power Point. Open up the Power Point and work through each of the slides discussing each one with someone at home. Complete the research activity on finding 5 things out about a country of your choice.</p>

	<p>Chp 16 https://www.youtube.com/watch?v=s_iwgIUz-zA Now use the PowerPoint for Tuesday and work through the comprehension questions.</p>		Well done ☺
Wednesday 24th	<p>Li: Can I create my own plan to defeat a dragon? Context: Using evidence from text create own plan to defeat a dragon. Today you will be learning to write your own plan to defeat a dragon.</p> <p>In your plan remember to include conjunctions of time, imperative verbs and complex sentences. Remember to use accurate punctuation. Add drawings to illustrate your plan. Well done – share your plan with someone.</p>	<p>Li: Can I interpret timetables? Context: Cinema times and time tables. Warm up: Film time clocks. Follow the number line method for counting on to find the duration of films. Use the first few slides of the today's Power Point.</p> <p>Continue to use the Power Point to learn how to interpret information presented in a time table. Choose either three, two or one-star sheet to complete. Well done ☺</p>	<p>PSHCE: Li: What is racism? Today you will continue to learn about celebrating the diversity in our world by learning about racism. Work through the Power Point discussing each slide with someone at home. Last year, our school community raised awareness of racism by following the 'Give Racism the Red Card' project. Your challenge today is to reflect on both PSHCE lessons and to design a poster to celebrate the diversity in our World. In your poster include our school values of love and respect. Well done ☺ I look forward to seeing your posters.</p>
Thursday 25th	<p>Li: Can I show my understanding of text? Context: Comprehension. Read through chapter 17 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=aTtx1V6eD3s Now use the PowerPoint and work through the comprehension questions. Record in your book. Imagine being trapped in the mouth of a dragon. Now write a description of what it might be like. Follow the instructions on the Power Point.</p>	<p>Li: Can I interpret timetables? Context: train times. Warm up: How long does the train journey take – first few slides on the Power Point.</p> <p>Continue to use the Power Point to learn how to interpret information presented in a time table. Choose either three, two or one-star sheet to complete. Well done ☺</p>	<p>Li: Mindfulness activity. Today you will be learning to use breathing activity to help you to relax. We have done this in class several times this year. Watch the video and follow the instructions in the video. This is an exercise you can do any time when you feel you would like to relax and feel calm. You might want to play some calm music as you do this breathing exercise. How did it feel? I hope you felt calm and relaxed ☺</p> <p>https://www.youtube.com/watch?v=A0fWhIB-dvk</p>
Friday 26th	<p>Li: Can I show my understanding of text? Context: Comprehension. Read through chapter 17 of How to Train your Dragon. https://www.youtube.com/watch?v=1TKCysyGXs (there is a text version in the resources)</p>	<p>Li: Can I interpret timetables? Context: TV guide timetables Warm up: TV viewing times – first few slides of Power Point.</p> <p>Continue to use the Power Point to learn how to interpret information presented in a time table. Choose either three, two or one-star sheet to complete. Well done ☺</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</p>

	<p>You can listen to Cressida Cowell reading and follow the text if you prefer. Now use the PowerPoint and work through the comprehension questions. Record in your book. Complete the activity on being brave on the PowerPoint. Well done – share your writing with someone.</p>	<p>You have covered a lot this week – Well done if you managed to complete all the activities.</p>	<p>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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