



Year 5 Home Learning Weekly Overview
WB 22/6/20



	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<i>White Rose – Week 9 – Lesson 1</i> Subtracting decimals with the same number of decimal places	<i>White Rose – Week 9 – Lesson 2</i> Subtracting decimals with a different number of decimal places	<i>White Rose – Week 9 – Lesson 3</i> Multiply decimals by 10, 100 and 1000	<i>White Rose – Week 9 – Lesson 4</i> Divide decimals by 10, 100 and 1000	<i>White Rose – Week 9 – Friday Maths Challenge</i>
	Head to White Rose https://whiterosemaths.com/homelearning/year-5 and watch the video. Then follow the link to BBC Bitesize https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1 . Navigate your way to the right day and lesson as outlined above. There you will find a learning summary explaining the concept being taught and at least two activities to complete. Sometimes, there may also be an extra video for you to watch.				
English	When writing your narrative based on Alma, you will need to ensure that you are varying your sentence. Using the DADWAVERS prompt (see resources), I would like you to create your own sentences from the perspective of you being Alma.	You are to write a narrative in the 1 st person describing Alma’s discovery of the shop, what she sees in the window, entering the shop and up to the point where she touches the doll. Using the planning prompt to help you structure your ideas (see resources).	Read the WAGOLL, and identify how suspense and tension has been created. Begin writing your own suspense narrative as if you are Alma. Use the WAGOLL and video to help support your ideas. Don’t forget to include the features identified in the success criteria (see resources).	Continue to write your own suspense narrative as if you are Alma. In order to ensure you have the correct writing stamina for Year 6 aim for you story to be at least 3 pages. -Edit and improve your writing. Try to use a dictionary and/or thesaurus to ensure your spelling is accurate and to consider ambitious vocabulary.	In order to support your transition into Year 6, a skill that you need to develop is the ability to analyse your work and justify the features you have used. Complete the table (see resources) I have included an example for you to point you on the right lines.



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<p>We will be continuing Next week we will be continuing our learning about Alma by creating our own narrative. You can watch the video by following this link https://www.youtube.com/watch?v=fLDEM_9JNsw</p>					
<p>Reading</p>	<p>Using the PowerPoint, look at the front cover. What do you think the book will be about? What things can you see on the front cover? What sort of story will it be? Who might enjoy it? Think of the title Tuesday. What might it tell you about the story? Please ensure when you are answering your questions that you use the A.P.E prompt (see resources)</p>	<p>Using the PowerPoint, I would like you to look through the picture book. How do you think a character was feeling at different points during the story? Select four key events during the story and write their thoughts in a thought bubble.</p>	<p>Using the PowerPoint, I would like you to look through the picture book. Complete the inference questions (see resources). Again, please try and use the A.P.E prompt structure your answers as this will prepare you for Year 6.</p>	<p>Complete the VIPERS questions based on the book Tuesday (see resources).</p>	<p>You are to study the last page of Tuesday and to write and illustrate a story that continues where the author leaves. What happens on the night that the pigs fly out?</p>
	<p>Tuesday is a beautiful, humorous picture book, with lots of scope for building inference and other reading skills. The unpredictable events of a particular Tuesday unroll before the reader with the precision and clarity of a silent movie. A copy of the book has been attached as a separate resource on the website.</p>				
<p style="text-align: center;">Spelling Shed www.spellingshed.com</p>			<p style="text-align: center;">Ttrockstars www.ttrockstars.com</p>		



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Optional afternoon activities

<p>History and English</p> <p>Ancient Greeks loved the theatre. Write a play to perform to your family. You could take photographs of yourself acting it out at home.</p>	<p>Geography</p> <p>Create a post card for the Greek Tourist Board showing nice things about Greece.</p>	<p>DT</p> <p>What food was popular in Ancient Greece? Design a menu with popular foods. Extra challenge Cook a traditional Greek recipe.</p>	<p>#30dayswild</p> <p>Check out https://www.wildlifetrusts.org/30-days-wild-schools-pack</p> <p>This week I would like you to go on to the website and complete some of the activities available. I would also like you to complete each of the daily Random Acts of Wildness activities.</p> <p>Day 1- Meditate in the wild (strike yoga poses – feel the stresses melt away) Day 2- Design a wild home (from bug hotels to a hedgehog hideout) Day 3- Draw a wild landscape Day 4- Map your local wildlife (draw a map & mark where you see wildlife) Day 5- Pick up litter (Sweep the area for rubbish and poop it in the bin)</p>
<p>Science</p> <p>This week for Science, We are going to be looking at irreversible change. Watch the videos and read the information by following the link https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx Use the worksheet (see resources) as an example of how to complete your irreversible change investigation.</p>	<p>History and Computing</p> <p>The Greeks were famous for their clever thinking and we still remember and use some of their ideas today. Examples are Pythagoras, Aristotle, Hippocrates. Research a famous ancient Greek and what you have learnt. You may use PowerPoint if you wish.</p>	<p>MFL</p> <p>Find out some simple Greek phrases. E.g. Hello, How are you? What’s your name? etc. Display them in Greek and English.</p>	

WHITE ROSE MATHS RESOURCES HAVE ALSO BEEN SAVED ON THE WEBSITE INCASE YOU PREFER TO USE THIS INSTEAD OF THE BITESIZE ACTIVITIES.



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English – Monday

Using DADWAVERS to vary sentence openers.

- Description
- Action
- Dialogue
- Where things are
- Adverb
- Verb
- Estimation of time
- Rhetorical Questions



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English – Tuesday

Imagery and Figurative Language

Sentence Opener Ideas

Descriptive words and phrases- Shop

Descriptive words and phrases- Doll

Building Suspense and Tension

Thoughts, Feelings and Micro-expressions



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Wednesday – English

Wednesday English

As I meandered my way through the streets of London, snow danced its way down from the clouds like a soft white feather. A blanket of white stretched out ahead of me like a sheet, crisp and untouched. Above me, flurries of snow continued to cascade delicately, laying upon the rooftops. Despite the bead weather, the laughter of children on nearby streets rang through the air like a bell. My heart soared as I continued between the towering buildings, heading for the other end of the alleyway. It was cold—really cold: ears pricking; Rudolf-red nose; hand shaking. Drip. Drip. Drip. Beads of fluttered snow, which melted into ice-cold water, dripped from my nose like a driver heading from the board. The snow continued to fall faster and faster and I continued on my way.

From the right, something caught my eye. Intrigued. Inquisitive. Curious. I headed towards it. On the wall stood a large, grey chalkboard. I scanned over the names, reading them one by one. Questions flooded my mind as I wondered why the names were there and who had written them. I felt out of the loop and wanted to be part of whatever group this was so I picked up the lonely piece of chalk that lay on the ground below. After finding a space in the middle of a board, I wrote my name: Alma.

An unusual sound came from behind me, almost like the churning cogs in a machine and I spun around. Unusually no one was around me. Looking left and right, nothing seemed out of the ordinary, however, as I looked ahead, I noticed a rather peculiar building. The face-like window seemed to draw me closer like a moth to a flame, its large, peering eyes seeming to entrance me. I moved closer. In the window, through the frosted glass, I noticed the silhouettes of something. Using my glove I managed to wipe just enough of the window to see inside...

I felt myself gasp. It couldn't be true. My wide eyes scrutinised the figure in the window. Small woolly hat. Blonde hair. Pink coat. It seemed familiar, too familiar. After a moment's hesitation, the realisation hit me like a runaway train it was me! My breath quickened and I stepped back in confusion. How did it get there? I looked down at my own body, just to be sure. There was no denying it, the figure in the window was almost my exact double. I had to be sure so I decided, confidently to look again, but when I raised my eyes to further investigate, my double was gone.

Fear gripped my soul and I thought for sure my eyes were playing tricks on me. I cupped my eyes and peered through the glass into the dimly lit room. I couldn't see anything. Panic flooded my veins. My heart pounded inside my chest like a caged wild animal. I moved sporadically along the glass, searching and I went inside.

I looked around the rest of the dolls, bound to the shelves. I noticed panic in their eyes, like trapped souls desperate to escape. I didn't care. My eyes managed to locate her and I was like a snake, hypnotised by the music, curling and curving towards her.



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The closer I got, the more my heart pounded and the more I wanted her. Why was she here? Question after question popped up in my mind and I knew that I'd be able to answer them all as soon as I got to her. Alarm bells sounded like sirens inside my body and every inch of me was screaming to turn back, to leave the shop. But I didn't

I was there.

One more step.

One more climb.

My bare hands reached out. I stretched. Nearly. Almost. Finally.

Silence.

The room around me changed. I felt myself lunge forward, no control over my actions. Fear flooded me as I wondered what happened. I looked around. Where was I? I tried to turn my head but I couldn't. I opened my mouth to speak but my lips didn't move. My eyes continued to look around the room, at the dolls, at the door. I felt knew where I was. I wanted but I couldn't. I was trapped. body of the doll. What will I escape? Is there any

Thursday – English

<u>Success Criteria</u>	
<i>Items to include in your story:</i>	 Brain
Have you used a range of descriptive sentences to describe the character? <i>Ambitious vocabulary, list sentences, similies or expanded noun phrases</i>	
Have you included coordinating conjunctions in your sentences?	
Have you used a range of fronted adverbials ?	
Have you used a range of relative clauses ?	
Have you included subordinating conjunctions in your sentences?	
Have you included commas to separate clauses and phrases?	
Have you included direct speech and the correct punctuation ?	
Have you include parenthesis in your sentences?	
Have you included suspense and tension into your story?	

trapped. Instantly I to cry and scream Trapped inside the should I do? How hope?



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Friday – English

Analysing our work			
Features to include	Yes/No	Evidence from text	Why have you used this feature? What affect does this have on the reader?
Example Have you used relative clauses?	Yes	Beads of fluttered snow, <u>which melted into ice-cold water</u> , dripped from my nose like a driver heading from the board.	This feature has been used in order to paint a picture in the readers mind of what the setting is like by explain how the snow is melting and dripping of Alma's nose. This allows the reader to be able to imagine what it is like as Alma walks along the snow covered streets.
Have you used compound sentences?			
Have you used complex sentences?			
Is the reader often addressed?			
Are words choices adventurous and selected for deliberate effect?			
Have you used brackets or dashes?			

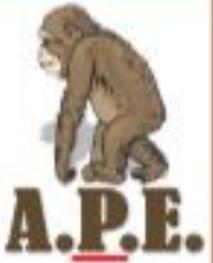
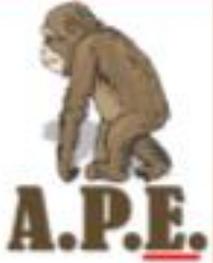


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Have you used commas to separate clauses?			
Have you used fronted adverbials?			

Reading – Monday

<p>Answer it</p> <p>I think... The writer... In this text... I believe that... It is clear that... The speaker... The writer creates ... by ... My opinion is ...</p> 	<p>Prove it</p> <p>For example... I know this because... The writer states that... The text includes... The character says... For instance, the writer describes ... as ... I get this impression because...</p> 	<p>Explain it</p> <p>This implies... This suggests that... This means that... This makes you realise... This creates a sense of... This makes the reader think/feel... This can be interpreted as... The effect of this is...</p> 
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Reading – Wednesday

1. What is the turtle’s reaction to seeing the frogs? How do you know?
2. Why might the frogs be rotating on their lily pads?
3. How do the frogs feel when scaring the birds?
4. Why don’t the birds fight back?
5. Why has the man paused? How can you tell he has paused?



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6. How do the frogs react to being caught in the laundry?
7. How do the frogs overcome running into the laundry? What does this tell you about the character of the frogs?
8. What might the man from earlier in the book be saying to the police?
9. What might the policeman be saying down the radio?

Reading – Thursday

V- What vocabulary can you use to describe the frogs?

I-Why might the police have sniffer dogs?

P- Predict what will happen now the frogs have landed.

E- Explain why it's so strange for the lily pads to be in the street.

R- What is different on Page 23 compare to Page 24?

S- Summarise the whole book in a single paragraph of around 12 sentences.



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Science



Mixing Milk and Vinegar.

What do you observe? Describe what you see with words and diagrams.

What are the new materials that have been created? How are they useful?



Mixing Bicarbonate of Soda and Vinegar.

What do you observe? Describe what you see with words and diagrams.

What are the new materials that have been created? How are they useful?
