



Year 5 Home Learning Weekly Overview
WB 29/6/20



	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	<i>White Rose – Week 10 – Lesson 1</i> Measuring with a protractor	<i>White Rose – Week 10 – Lesson 2</i> Drawing lines and angles accurately	<i>White Rose – Week 10 – Lesson 3</i> Calculating angles on a straight line	<i>White Rose – Week 10 – Lesson 4</i> Calculating angles around a point	<i>White Rose – Week 10 – 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/zhhppg8/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.				
Writing	This week we will be completing a unit of writing based upon a story called 'The Game', which is based upon the movie Jumanji. You can watch the trailer for the original trailer Jumanji 1995 and you can see the consequences of playing the game https://www.youtube.com/watch?v=yLyXEQPuLjo (You may want to watch this with an adult).	Activity 1 Now you have read the whole story, what did you like & dislike? What puzzled you (what questions do you have – why, what, how ...) and what surprised you?	You are going to reread the text carefully and answer some comprehension questions about The Game.	Activity 1 The adjective game (see resources). Activity 2 It's now your turn to be an author. Look at the problem section of The Game. Then have a go at re-writing with new ideas.	You are to keep the classroom setting the same but are to plan some ideas of what might come out of the game and what will happen once it is released. Your task is to have a go at writing your own sections of the story (see resources).
	Read the story (see resources), you can also listen to a recording of The Game story below here: https://soundcloud.com/talkforwriting/game/s-7MBIxRcz8zL Go back through the story and underline any words you don't know the meaning of. Now investigate some of them using a dictionary. After, take each word and put them into new sentences. How many sentences can you create?	Activity 2 Relative clauses -these clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like which/who/whose/that. Let's add some relative clauses into sentences that could be			



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		used in our story. For example: Mrs Allbright was marking books. Mrs Allbright, who was tired and cross, was marking books (See resources).			
Reading	Read the extract and complete the OWI grid based on what you observe, wonder and infer (see resources).	Complete the comprehension questions based on what you have read in the extract (see resources)	Imagine if you were in Maia's position how would you feel about the prospect of moving to somewhere you had never been before or with people you don't know? Explain your answer in detail and aim to write at least half a page.	After reading the extract please answer the questions below using supporting evidence from the text. What is happening now in the story? What do you think happened before this? What does this extract suggest will happen next in the story? Do you think the choice of setting will influence how the story develops?	Complete the VIPERS questions. V - What does the word 'guardian' mean? I - What was Maia thinking when she received the letter from the twins? P - Do you think Maia wanted to go to the Amazon? E - Which words and phrases did the author use effectively to show Maia was apprehensive about going to the Amazon? R - What are the names of the two sisters that were teachers in the school? S - What was the first thing that happened in the story?
Follow the link https://www.lovereading4kids.co.uk/extract/9875/Journey-to-the-River-Sea-by-Eva-Ibbotson.html to read the opening extract of Journey to the River Sea by Eva Ibbotson to complete the daily tasks. Remember to answer the questions in full sentences, using evidence from the text where possible to justify your answer – getting into this habit will support your transition to Year 6.					
Spelling Shed www.spellingshed.com			Trockstars www.trockstars.com		



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Optional afternoon activities

History	Geography	Topic
Imagine that you were in Ancient Greece during the Battle of Troy. Your task is to write a newspaper article about the Battle of Troy.	Write a description of a Greek setting that could be used in a travel brochure. Try and include persuasive devices so that people will choose to go there. Can you include information about the human and physical features that are part of your setting and explain why these are important?	As this will be our last week about Troy Story, can you create a quiz about Ancient Greece that your classmates could answer?
PSHE Reflect on your time during the lockdown and think about some of the happier moments you have had. This may be learning a new skill, spending time with those you care about most, a funny event, etc. Can you display these in a two-page spread?	RE Having learnt about all of the different Greek gods. Can you design your own Greek god? You may want to display this as a fact file or a poster.	#30dayswild Check out https://www.wildlifetrusts.org/30-days-wild-schools-pack This week I would like you to go on to the website and complete any activities that you haven't yet completed.



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English – Monday

The Game Danny and Susie were bored. It was wet play again and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do. To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends © Talk for Writing 5 squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Susie picked it up. "I've never seen this game before," she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals, insects and other strange creatures. "An animal game? Boring!" said Danny, already losing interest. "Oh come on, let's play. There's nothing else to do," suggested Susie, smiling widely and shaking the box. They sat down in a quiet corner, lifted the lid and took out the board.

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go." Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast, "Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go." Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast, children, the spider, Mrs Allbright. There was an almighty boom and then ... nothing. Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went. "Pack up, Class 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats." Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again! Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before and he intended to investigate it, the very next time they were in for wet play ...



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English – Tuesday

Drop in a clause into the sentences below, using who:

Danny was looking out of the window.

Susie ran to the door with the box.

Freya watched The Voice on the iPad.

Now have a go at dropping a relative clause into the sentences below using which.

The board game intrigued Susie.

The netball court looked slippery.

The dominoes were in the basket.

English – Wednesday

1. Does The Game remind you of any other stories that you know? List them below.
2. Danny and Susie had a good choice of things to do at wet play time. Is that TRUE or FALSE? Circle the answer
3. Find and copy a word that is closest in meaning to disappointment.
4. Write down two things that children are doing in the classroom.
5. Is Mrs Allbright the teacher in the class? YES or NO? (Circle one) What are the clues to suggest this?
6. Why might another lunchtime inside be stressing Mrs Allbright?
7. Look at this comment from Danny: “An animal game? Boring!” said Danny, already losing interest. Why might Danny think the game would be boring?
8. What were the three signs that something bad was going to happen once the game started?



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9. List the things the spider did once it was out of the game:

10. The text says: "Her eyes widened in horror as she realised what was coming next." What might Mrs Allbright be thinking at this point?

11. Why did Susie put the dice and counters into the bin?

12. Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play?

English - Thursday

Activity One

You can change the mood of your writing by choosing your adjectives carefully.

Read this description of the Tarantula.

The handsome Tarantula looked at the children. Its glistening, hazel eyes scanned the room. Delicate hairs covered its plump body and swayed like shimmering grass. Its solid legs, like thick branches, stood strong.

The spider sounds quite pleasant. However, if we change the adjectives, you can make it sound much more scary. Give it a try! Fill in the gaps with an adjective that will help to make the spider sound gruesome.

The _____ Tarantula looked at the children. Its _____, _____ eyes scanned the room. _____ hairs covered its _____ body and swayed like _____. Its _____ legs, like _____, stood strong.

Activity Two

It's now your turn to be an author. Look at the problem section of The Game. You are going to re-write it with new ideas.

The problem: At that moment, the table began to shake, then the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent. "EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then... It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair. "What shall we do?" shouted Danny desperately, pressing himself tightly against the wall. "Read the instructions," ordered Sally, "We have to stop it!"

What other problems could the game cause? What else could come out of the game and what would it do?



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English – Friday

Start with the first strange events as a sentence of three and then show how the children react: At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

At that moment, ...

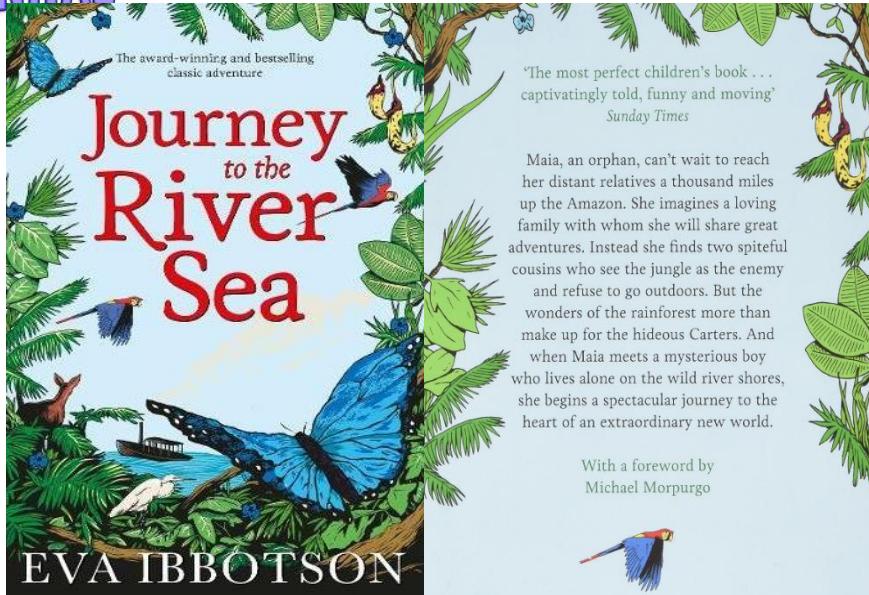
Next, introduce the new threat. Tell us where it came from and what it looked like: In a blink of an eye, an enormous spider, as big as a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight bulging eyes scanned the room and then ...

In the blink of an eye, ...

Reading – Monday



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Observe What do I actually see?	Wonder What do I NOT know but want to know?	Infer I think... Maybe... I believe...

Reading – Tuesday

What is the name of the girl who is the main character in the story and why was she so concerned about the news Mr. Murray was going to deliver?

What had happened to Maia's parents?

How do you think Maia would feel about having to go and live there?

What concerns did Miss Banks have?

Why did the Amazon River used to be called The River Sea?

How did the facts differ that Maia delivered than her classmates?

How do you think Maia would be feeling as she was leaving her boarding school to go on the long adventure to Brazil and the Amazon?



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How does the writer describe Maia's new governess, Miss Minton?

What had happened to the handle of Miss Minton's Umbrella?

What happened to Miss Minton as a result of her actions with her umbrella?