

Year 5 and 6

Monday 29nd June – Friday 3rd July

Suggested daily timetable

9:00am	Joe Wicks – PE: 30 minute movement sessions – online daily
9:30am	Handwriting
9:45am	Spelling
10:00am	Reading
10:10am	break
10:30am	Writing https://www.thenational.academy/
10:50am	movement breaks
11:30am	Maths https://www.thenational.academy/
12:15pm	lunch/play break
1:00pm	Reading – either actual book or Bug Club
1:30pm	topic/science/art/ computing/ music/ history https://www.thenational.academy/

Message from Ms Williamson-Smith

Hi Everyone!

I hope that you are all well! As you know, some of your friends have now returned to school this week and while it might feel a little strange at first with the social distancing, I am sure they will adjust to these measures. Well done to all of you for continuing to demonstrate some excellent learning at home; I am extremely proud of all your efforts and your determination to succeed, despite these uncertain times. However, as you are not in school you must continue to progress with your learning.

Please note that as usual you are expected to submit all completed Whiterose maths activities daily by 5 pm and all writing activities by Friday of each week. So far, we have had a good response and I am always excited to share your learning with your classmates and teachers. Remember, that you must also visit the different learning platforms on Mathletics, PIXL, Bug club, Century tech and Lexia. The usage of these sites are closely monitored and certificates will be awarded during our Friday assemblies.

Additionally, you can also visit the Oak National Online Classroom resource to engage in the interactive lessons for the week. No logging in or registration to the website is required. You can access the resource at <https://www.thenational.academy/>. Please find details for this

week's learning below. Remember that I am always contactable on class dojo if you have any queries or even if it is just to say hi.

Have a wonderful week and I hope you will enjoy the activities set 😊.

Spelling (aim for one task per day)

These are the patterns for this week – Year 5 and 6 curriculum spelling words.

<u>hot</u>	<u>spicy</u>	<u>sizzling</u>
awkward	criticise	communication
vegetable	ancient	prejudice
vehicle	dictionary	convenience
suggest	marvellous	responsible
occupy	exaggerate	recommend

The words provided are either previously visited or previously learnt spelling rules. Words are all taken from the Y5/Y6 statutory spelling list.

- How many times can you write each word correctly in one minute?
- Use the Look, Say, Cover, Write and Check! Technique to practise each word.
- Use a dictionary to check the meaning of each word.

Can you write a sentence in your book that includes each of the words – but don't forget your capital letters and full stops!

- Phonics play
- Top Marks
- LEXIA
- Write each letter of your spellings in a different colour pencil

Spellings activity challenge

The words for this week spelling have been taken from the statutory words for Year 5 and 6. Your challenge is to:

- Use a dictionary to find the meaning of each word.
- Write each word in a sentence.

Practise your weekly spellings using continuous cursive handwriting.

Extension

Write the correct spelling of the word in the box:

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. How could Sarah perswad her mum to stay out later?
2. The school trip was to an anshient temple.
3. Mohammad really wanted to win the compitishion.
4. Loki, the dog, hated thunder and litening.
5. There was a worrying sound coming from the vehcle.
6. It won't be nesenary.
7. The tempracher in the classroom was increasing
8. The lady next door was being a newsance.

Handwriting

Please practise these letters/joins in your book this week: I will be sharing some videos to help with your handwriting practise.

- Form all letters correctly – especially *c a d g* and *o* – making sure they all start like a *c* and they all go in the right direction (start off clockwise, then go back on themselves)
- Make sure all your tall letters are tall – *t h k l b* and *d*
- *f, g, j, p, q, y* (these are the monkey letters because the swing below the line)
 - Ensure your writing sits on the line.
 - Lowercase letters and capital letters are consistent in size.

Here are lots of useful examples of handwriting practice sheets on www.twinkl.co.uk which is free for parents at the moment – just enter the code: UKTWINKLEHELPS

Reading

- Use the link to listen to the story <https://safeyoutube.net/w/SukJ> engage also with the books google classroom that was shared on class dojo.
- Read at least 2 chapters from your home reading book or a book that you have borrowed from the library.
- Summarise the events from the chapter.
- Log on to Bug Club and read a book that matches your book band. Write a book review for the text. Justify your opinions giving examples from the text.
- Complete some 'KS2 Reading' nuggets on Century.
- **Listen to a story** every day. There are lots of free websites where you can hear and see stories being read like <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/> or https://stories.audible.com/start-listen?utm_campaign=audible+stories+free+children%27s+audiobooks&utm_medium=&utm_source=linktree

Reading Comprehension

Read the passage and then answer the questions below.

The Cave - Page 1

Mary slept fitfully. She tossed and turned without ever properly waking up, and dreams of anxiety came and went as the moon inched its way reluctantly across the cloudless sky. For the first time in many a night she was woken by neither the cries of her hungry young son, nor the late arrival of her workaholic husband.

The previous day had been a long and tiring one. Alfie had been grumpy, and had refused his milk all afternoon. Only by late evening had he finally given up and gone to sleep. The heating had broken down in the morning and the plumber hadn't answered his phone. On top of that, Rob's Garage had contacted her after lunch to explain that the repairs to the car were going to take much longer than expected; apparently the drive shaft was corroded and the gear box had to be replaced. Where the money was going to come from she didn't know. She had tried to phone Jake at the office for support but had just got through to his voice mail every time. Her best friend Belinda, to whom she would normally turn for help, was on holiday and her elder sister Kate was away in Kent on business.

As she awoke, Mary felt her pillow dig sharply into her neck and she moved her head to one side to relieve the pain. A sudden shallow scratch appeared on her left cheek and she sat up with a cry of surprise. Raising her hand to her face, she dislodged the culprit - a small grain of sand - which fell silently and sulkily to disappear into the gloom by her hips.

Her bed felt hard – like stone. She put a hand down onto the mattress to discover that her favourite soft cotton sheets were unexpectedly damp and strangely unyielding under her exploring fingers. A fraction of a second later she was wide awake, mind racing, as she realised that she was not in her bed - nor even in her bedroom! Her heart drummed a frightened rhythm on her ribs and the pupils of her lovely eyes widened in a desperate quest to gather light for her brain. Mary’s right amygdala screamed at her to take action, but what action? She scrambled to her feet and hit her head hard on a rocky ceiling. Tears appeared in her eyes but she blinked them angrily away and searched in the darkness for a landmark. Over there! A lighter patch of dark – no bigger than a grape! With her left hand outstretched, and her right hand shielding her bruised head, she bent over at the waist, crouched as much as comfort would allow, and carefully made her way towards the light.

To keep her fear at bay, she focused her thoughts on other things: the price of children’s clothes; the baby aardvark at the zoo – recalling that “It feeds on ants and termites.” She remembered the local newspaper report of the man who had apparently gone missing “without trace” from his seaside holiday home last week and that her husband was particularly fond of cheesecake.

The floor was highly uneven, but largely flat and free from obstructions, and Mary made steady progress towards her goal, collecting only minor bumps and scratches on her elbows and shins. Soon, the light had become the size of a football, and then large enough for her to see more clearly and allow her speed to increase. She soon reached the entrance of the cave. Stopping suddenly with a sharp intake of breath, Mary looked down in disbelief. Below the delicately painted toenails of her besmirched and grimy feet stretched a sheer limestone cliff face. At its base, perhaps one hundred metres below, snaked a silent silvery stream, shimmering in the sunlight.

Remember to explain your answers giving evidence from the text using the Point, Evidence, Explanation (PEE) techniques learnt.

The Cave – Page 1: Questions

1) Look at paragraph 1.

(1 mark)

What two things have been waking Mary recently?

- 2) The moon ***inched its way reluctantly across the cloudless sky.*** (2 marks)
What does the word ***reluctantly*** suggest about how time seems to be passing?
Explain your answer.
- 3) In question 2, the moon is described as ***reluctant.*** (1 mark)
This is an example of: (Tick one)
- a) Exaggeration
 - b) Personification
 - c) Antonym
 - d) Simile
 - e) Understatement
- 4) **Find and copy one** word which suggests that Mary's husband works a lot. (1 mark)
- 5) What do you think is the name of Mary's husband? (2 marks)
Why do you think this?
- 6) Why had the previous day been ***long and tiring?*** (2 marks)
Give **three** reasons.
- 7) How do you know that Mary is worrying about her finances? (1 mark)
- 8) From whom does Mary usually ask for advice when things go wrong? (1 mark)

9) Why was Mary's sister away from home? (Tick one)

- a. She was on holiday.
- b. She was looking to purchase some French wine from a dealer.
- c. She had taken a wrong turning off the M25.
- d. She was seeing a heart specialist in a hospital.
- e. She was looking for a new puppy from a rescue centre.
- f. She was on a lecture tour of the south east of England.

10) Look at the third paragraph which begins: **As she awoke...** (1 mark)

What scratched Mary's cheek?

11) Mary realised she was not in her bedroom and became **wide awake**. (1 mark)

How do you know that she could not see very well at this moment?

12) After she hit her head, Mary looked for a landmark in the darkness. (1 mark)

In what direction did she move?

13) Choose the word which best describes how Mary moved through the cave. (1 mark)

Tick one:

- a. Enthusiastically
- b. Eagerly
- c. Warily
- d. Sulkily
- e. Excitedly

- 14) As she moved, what did Mary choose to do to stay in control and not panic?
(2 marks)

Give a specific example from the text.

- 15) What injuries did Mary collect on her journey along the cave? (1 mark)

- 16) Why were Mary's feet *besmirched and grimy*? (1 mark)

- 17) How did Mary feel when she reached the entrance to the cave?
(3 marks)

Find evidence from the text to support your view.

Explain why your evidence supports your view.

- 18) Find the text: *snaked a silent silvery stream, shimmering in the sunlight*. (1 mark)

This is an example of: (Tick one)

- a. Hyperbole
- b. Personification
- c. Synonym
- d. Onomatopoeia
- e. Alliteration

- 19) Identify one feature of Mary's personality. (*Point*) (3 marks)

Find evidence from the text to support your view. (*Evidence*)

Explain why your evidence supports your view. (*Explain*)

Writing

This week you will be learning about all about energy and sustainability.



Your first task is to watch the lesson on Oak academy, to learn how to write a persuasive letter. Please use the link below to access this:

<https://classroom.thenational.academy/lessons/persuasive-letter-reading-comprehension-word-meaning>

Your second task is to research what is energy and sustainability and then using what you have learnt to write a persuasive letter on the importance of reducing our carbon footprint.

You might wish to research the following topics to develop your understanding further:

- What is energy and sustainability?
- What is renewable energy?
- What types of energy are renewable?

These are some features of persuasive letters that must be included.

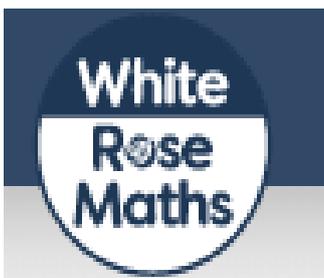
- You will need to use varied sentence starters and conjunctions.
- Persuasive language
- Conclusions.

Please use the link to learn more on how to persuade a reader:

<https://www.bbc.co.uk/bitesize/topics/zv7fq3/articles/zr8cmfr>

I look forward to reading your persuasive texts. Please note that all writing activities are due by Friday the 3rd July. All work submitted must be done either through the class dojo portfolio or at ggyear5@gglvfederation.org and ggyear6@gglvfederation.org respectively.

Maths



- Please complete daily learning challenges and activities on White rose <https://whiterosemaths.com/homelearning/year-5/>
White rose <https://whiterosemaths.com/homelearning/year-6/>

- Complete learning set on Mathletics and Century tech. Your child will have an individual login to access this and certificates will be rewarded during weekly Zoom assemblies.

- Use the PIXL Timetable App to practise your timetables.
- Access Oak Academy for daily learning : <https://www.thenational.academy/>

Music

- Practise singing and learn some new songs using this website:
<https://www.outoftheark.co.uk/ootam-at-home/>

Topic / Humanities

Complete the following lessons:

What is sustainability?

- <https://classroom.thenational.academy/lessons/what-is-sustainability>

Topic/ Art and Design Technology



Reduce Your Carbon Foot Print!

Across the world people such as Greta Thunberg, the Swedish environmental activist has gained international recognition for promoting the view that humanity is facing a survival crisis arising from climate change and many people like her have been working tirelessly to encourage us on ways and things that we can do to reduce our own carbon footprints.

Your task is to design and create a poster on this.

You might want to use some of the ideas below to decide on what you will include on your poster.

Once completed, please take a picture of your completed posters and share with me.

Information on your posters could include but of course this can also be different:

- Reduce energy use – Turn off all electrical appliances when you are not using them.
- Change the way you think about transportation – Ride your bike or walk instead of taking the car.
- Make every drop count – Turn off the tap when brushing your teeth or washing your hands and have quick showers.
- Recycle – Make sure you put any products that can be recycled in the recycling bin.
- Reuse – Can you reuse something again or in a different way?
- Repair – See if any broken items can be fixed before throwing them away and buying a new one.

- Reduce – Think, do you really need more toys or items that will one day end up as landfill?
- Litter free lunchboxes – try to have as little plastic bags and wrappers in your lunchbox as possible. (pictures of fruit & containers that can be used again please)
- Plant more trees – If you can, plant new trees in your garden.

PSHE, Wellbeing and Citizenship



In today's lesson, we visit a key topic of Black Lives Matter given the recent case of George Floyd. The lesson is around creating hope for the future – a future that is not based on the colour of someone's skin but the content of their character. A national push for an Oak Tree of Hope will be shared, where we all share a hope using #Iamhopefulfor and attach it to a tree as a symbol of the diversity of our society.

Please follow the link to the Oak Academy learning platform and complete the set tasks. <https://classroom.thenational.academy/lessons/black-lives-matter-a0b08e>

Movement breaks/PE

All children need **at least** 30 minutes exercise each day. Currently, government guidance is that outdoor exercise is safe and very beneficial. Going to outdoor spaces and parks will keep your child active and support their mental health. For movement breaks whilst you are at home, please use the links below for fun ideas.

Children's Yoga

<https://www.youtube.com/user/CosmicKidsYoga>

The Body Coach for kids

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

'5 a day' Movement Breaks

<https://www.youtube.com/watch?v=gBTvnJpwckw>

Other Learning Links

<https://www.lexiauk.co.uk/>

<https://login.mathletics.com/>