

## Year 5 and 6

Monday 1<sup>st</sup> June – Friday 5<sup>th</sup> June

### Suggested daily timetable

9:00am	Joe Wicks – PE: 30 minute movement sessions – online daily <a href="https://www.bbc.co.uk/cbbc/joinin/bp-joe-wicks-workout">https://www.bbc.co.uk/cbbc/joinin/bp-joe-wicks-workout</a>
9:30am	Handwriting
9:45am	Spelling
10:00am	Reading
10:10am	break
10:30am	Writing <a href="https://www.thenational.academy/">https://www.thenational.academy/</a>
10:50am	movement breaks
11:30am	Maths <a href="https://www.thenational.academy/">https://www.thenational.academy/</a>
12:15pm	lunch/play break
1:00pm	Reading – either actual book or Bug Club
1:30pm	topic/science/art/ computing/ music <a href="https://www.thenational.academy/">https://www.thenational.academy/</a>

### Message from Ms Williamson-Smith

Hi Everyone!

Hope you had a fantastic half-term break and that you have continued to remain in high spirits! Has you would now be aware, some children have returned to school this week following the instructions from the government. I can assure you that Mr Gordon is doing everything to ensure their safety and that of the teaching staff. However, as we are not in school we must continue to progress with our learning.

Over the weeks' Miss Tremlett and I have looked at your amazing pieces of work and we have been pleased with the quality of learning you continue to produce each week. At this point, we would like you to give yourselves a pat on the back, round of applause or a celebration of your choice for the efforts made.

Please find details for this week's learning below. Please note that you will be expected to submit all completed Whiterose maths activities daily by 5 pm and all writing activities need to be submitted by Friday of each week. So far, we have had a good response but there is always room for improvement. 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 monitored and certificates will be rewarded 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/>.

### Spelling (aim for one task per day)

**These are the patterns for this week – Words with double consonants.**

<u>hot</u>	<u>spicy</u>	<u>sizzling</u>
affect	profession	committee
office	community	accommodate
cliff	excellent	programme
embarrass	exaggerate	marvellous
offer	sufficient	recommend

The words provided are either previously visited or previously learnt spelling rules. Words highlighted in blue are 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

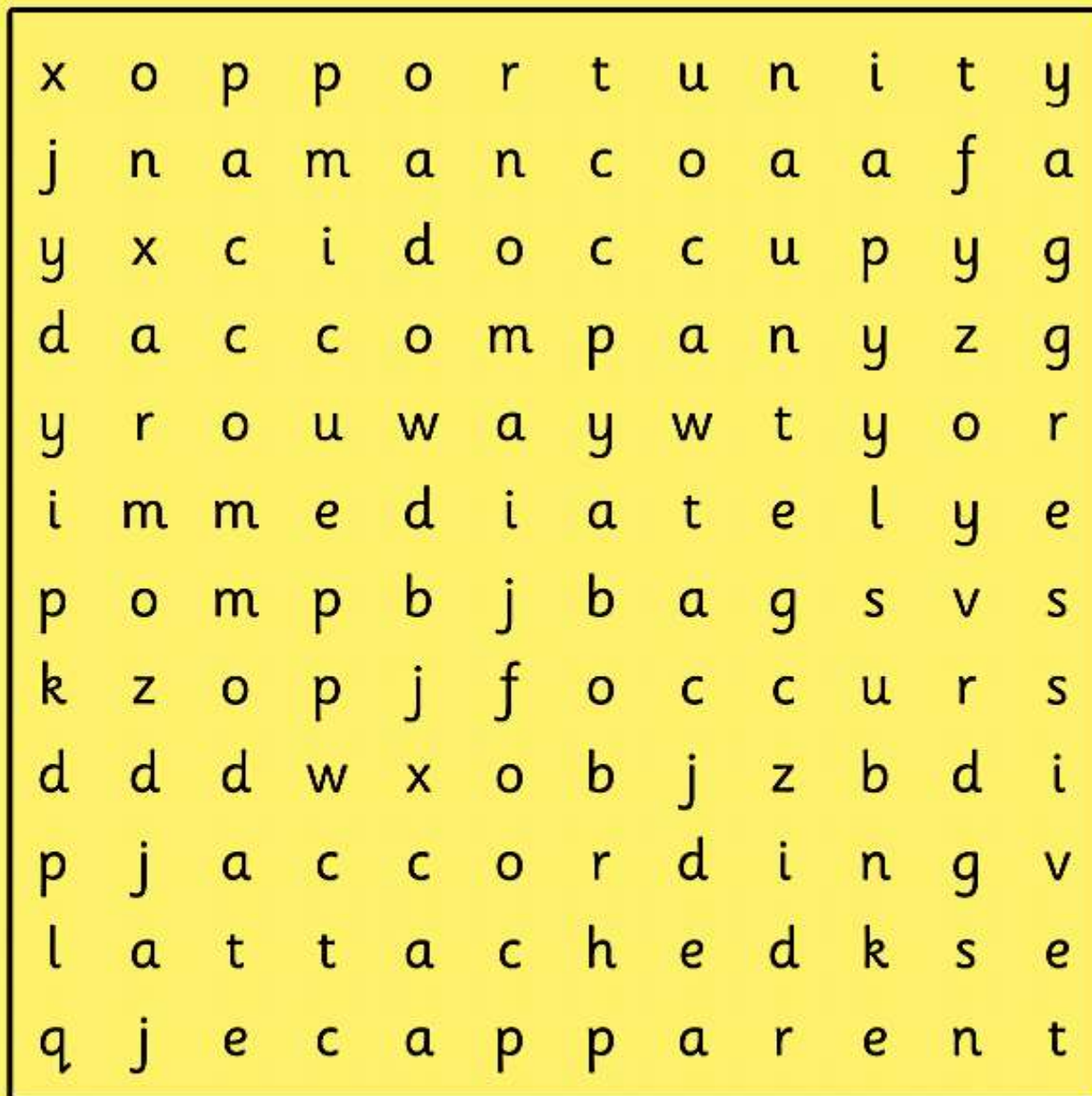
#### To double or not to double

Do the words below need a double consonant when a suffix is added or not? Write the correct version into both of the columns.

	-ing (present continuous)	-ed (past)
Hop		
Burn		
Drop		
Hum		
Rain		

## Extension

Complete the word search focussing on words with double consonants.



opportunity  
immediately  
occupy  
attached  
occur

aggressive  
accommodate  
accompany  
according  
apparent

## 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](http://www.twinkl.co.uk) which is free for parents at the moment – just enter the code: UKTWINKLEHELPS

## Reading

- 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.
- Work through the '6 of 6' reading booklet provided in your home learning pack.
- 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://www.worldofdavidwalliams.com/elevenses/> or [https://stories.audible.com/start-listen?utm\\_campaign=audible+stories+free+children%27s+audiobooks&utm\\_medium=&utm\\_source=linktree](https://stories.audible.com/start-listen?utm_campaign=audible+stories+free+children%27s+audiobooks&utm_medium=&utm_source=linktree)

## Reading comprehension - Hobbit

*In a hole in the ground there lived a hobbit. Not a nasty, dirty, wet hole, filled with the ends of worms and an oozy smell, nor yet a dry, bare, sandy hole with nothing in it to sit down on or to eat: it was a hobbit-hole, and that means comfort.*

*It had a perfectly round door like a porthole, painted green, with a shiny yellow brass knob in the exact middle. The door opened on to a tube-shaped hall like a tunnel: a very comfortable tunnel without smoke, with paneled walls, and floors tiled and carpeted, provided with polished chairs, and lots and lots of pegs for hats and coats-the hobbit was fond of visitors.*

*Hobbits have no beards. There is little or no magic about them, except the ordinary everyday sort which helps them to disappear quietly and quickly when large stupid folk like you and me come blundering along, making a noise like elephants which they can hear a mile off. They are inclined to be fat in the stomach; they dress in bright colours (chiefly green and yellow); wear no shoes, because their feet grow natural leathery soles and thick warm brown hair like the stuff on their heads (which is curly); have long brown clever fingers, good -natured faces, and laugh deep fruity laughs (especially after dinner, which they have twice a day when they can get it).*

Read the passage above which describes the Hobbits. Answer the questions below and remember to explain your answers giving evidence from the text.

**1. How big are hobbits?**

.....  
.....  
.....

**2. What is their opinion of people?**

.....  
.....  
.....

**3. What would you notice if you saw a hobbit?**

.....  
.....  
.....

**4. Do you think that hobbits in general are happy or sad?**

.....  
.....  
.....

7. Looking at both of the above passages, what do we learn about how hobbits spend their time?

.....

.....

.....

8. What sort of things are important to them?

.....

.....

**Writing**



Little Red Riding Hood is a fairy tale about a young girl and a Big Bad Wolf and although there have been many adaptations of this childhood classic many have understood this from Little Red’s perspective. I have always loved taking a story I know well and think about how I could change its meaning or impact on the reader. The levels of sophistication are endless. You can change the order of events, retelling from a different character’s perspective, swap the protagonist, alter the genre or the text type ... the list goes on.

**Your task is to take the well know fairy tale ‘Little red riding hood’ and change it to represent a different perspective to the reader. This could be from the Wolf’s or even grandmother’s perspective. You choose!**

Before starting you can read one version of the story ‘Red’ below for a different view point and structure. You can also listen to this being read aloud here:

<https://soundcloud.com/talkforwriting/red/s-pgmsBkkwTq6>

**Red**

**“Don’t stray from the path!”**

Skipping through the forest, Red, so named because of her favourite cloak, recognised the familiar smell of the lush flowers that she passed every week. The stone-laid path meandered through tall, majestic trees, forming a canopy of serenity.

Red stopped to pick a handful of the gently nodding daffodils that flanked the path to her Grandmother's house. As she crouched, a gentle breeze filled her nostrils with a waft of unfamiliar perfume. 'What is that?' Red pondered.

Staring inquisitively towards the undergrowth, her mother's words echoed meaninglessly, yet continuously, around in her head: "Don't stray from the path!" But why should she always listen to her 4 © Talk for Writing mother? Surely one look couldn't hurt, could it? Overcome with curiosity, Red stepped from the path.

Parting the emerald leaves, Red's eyes sparkled with excitement. In front of her, handfuls of pink confetti drifted down from the boughs of majestic cherry trees; joyous birdsong twittered above her, harmonising the melodic humming of the bees. She could feel her heart racing in anticipation and wondered what other treasures lay beyond the path. In the distance, a lake of dancing primroses enticed her further in; her mother's words were now lost.

Deeper and deeper Red walked, transfixed by the exquisite offerings of the forest. Deeper and deeper she walked, unaware of the world changing around her. Deeper and deeper she walked, until nothing was recognisable. The trees, once a canopy of serenity, now formed foreboding tunnels, suppressing all life in their thorny grasp. The forest floor, once a blazing carpet of confetti, was now a complex maze of brambles and thorns, tearing at Red's vulnerable ankles. The birdsong had stopped; the silence was deafening.

All of a sudden, Red felt like something or someone was watching her; she sensed its presence. An uncontrollable shiver ran down her spine as she realised that she was not alone. What was it?

Panicking, she spun around, hoping to find the path – but it was too late. Red's breathing quickened; her heart hammered against her chest as terror bubbled in her throat. Panic immediately seized her in a spiral of darkness as a sinister shadow grew through the trees. Two malevolent eyes ... the stench of rotten breath ... a spine-chilling howl ...

"Don't stray from the path!" How foolish she had been!

I look forward to reading your stories. Please note that all writing activities are due by Friday the 5<sup>th</sup>. All work submitted must be done either through the class dojo portfolio or at [ggyear5@gglvfederation.org](mailto:ggyear5@gglvfederation.org) and [ggyear6@gglvfederation.org](mailto:ggyear6@gglvfederation.org) respectively.

## Maths



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



Who is the fittest?

This week's lesson is cross-curricular linked with maths and PE and involves a lot of practical workouts to collect your data. This activity will not only help you to develop your fitness but also help you to build skills to work scientifically and to complete your own comparative and fair tests.

When we exercise our heart rate and breathing increases. Using a one minute timer, how many of

these can you do?

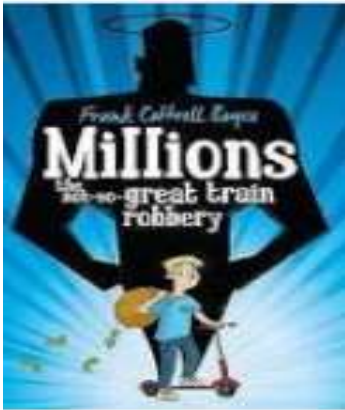
- Star jumps
- Burpees
- High knees
- Catching a ball

Measure your pulse before and after. What happens? Try doing this every day for a week. Can you do more every day? Collect your data and make this into a bar chart or line graph and compare your data. What are your findings and how will you present your explanation of the results?

**Challenge:** If I did 23 burpees every day for 6 days and then on the 7<sup>th</sup> day, I did 25 burpees. How many did I do in total?



## PSHE, Wellbeing and Citizenship



This activity is inspired by the book 'Millions' by Frank Cottrell Boyce. Imagine you won a million pounds what would you do with it? What would life be like?

Remember that you can't buy love or happiness. It will, however, be interesting to see what you would buy.

What is the very first thing that you would go out and buy?

What things would you like to do with your money?

Which family members would you give some money to and why?

Which friends would you give some money to and why?

Which charity would you give money to and why that particular charity?

What places would you like to travel to or see with your money?

What foods would you buy or order?

What would you buy for your bedroom?

What clothes would you buy?

What problems do you think might be caused by having all that money?



## **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/>