

Year 5 and 6

Monday 6th July – Friday 10th 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! The weeks are going by quickly but things are really calm here at school. This week we are looking at a range of ideas in school and as you are not in, you must also join in and continue with your learning. Well done to all of you for continuously completing some amazing pieces of learning at home!

Please note that as usual you are expected to submit all completed White rose 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 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>
forty	individual	mischievous
variety	relevant	frequently
vehicle	shoulder	yacht
vegetable	variety	responsible
dictionary	recognise	controversy

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 spelling words using continuous cursive handwriting.

Extension

Correct the spelling mistake:

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. After the bad tackle, John's knee had a purple brewse appearing.

2. Kali could speak three languges.

3. Her favourite programe started at six o'clock.

4. Alice's curiocity led her down the rabbit hole.

5. "I apreshiate all the birthday wishes," she beamed.

6. The teacher encouraged the children to use the dicshionary.

7. The resturent was fully booked.

8. The sistum had broken down.

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

- Choose and read a book from the Google classroom virtual library from the section around the world.
- 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 2

A large, sharp-beaked bird sat on a long moss-covered ledge to the left of the cave entrance. There was no escape that way; the ledge petered out after a few metres and in any case, it was barely wider than her foot. To the right, a few small stunted bushes clung tenaciously to the rock face, their gnarled roots taking advantage of a few deep cracks from which dark stains – evidence of water – emerged to tarnish the cliff face beneath.

Twisting her shoulders and poking her head out into the nothingness, she swivelled her eyes skywards and saw that she was standing about ten metres below what looked like the top of the cliff. She couldn't be sure, but she thought that she could see some thin trees and yellow-flowered gorse bushes just above a line where hard grey gave way to soft green. Feeling suddenly dizzy, Mary withdrew her head into the comparative safety of the cave and sat down to think.

Her frontal lobe arrived at the obvious answer at the same time as the alarm on her mobile phone informed her that it was time to feed Tiger, the neighbour's cat. Peter was away in Cyprus and she had volunteered to look after his beloved pet until he returned. Heaven knows why it was called Tiger – it was jet black with green eyes and it was as scared as an elderly lady in a shark tank.

Mary silenced the inappropriately jolly and annoyingly persistent tune, and noticed at the same time that there was no signal – strange, since she was so high up. She pointed the

screen towards the sky, but there was still nothing. With a shrug, she got up, adopted her crouching stance, and began her journey back into the cave.

After some minutes, she looked behind her and saw that the light at the entrance had dwindled to the size of a peanut. Using the torch on her phone to speed her progress and protect her aching body from the harsh rock, she continued down the ever-narrowing tunnel. Over the last few minutes, her feelings of optimism had been gradually fading as the space around her diminished - and they were soon to evaporate completely.

After a few more steps, Mary came across the thing that she had not even dared to contemplate. The tunnel ended abruptly. She had reached the back of the cave! The walls, roof and sides of her subterranean prison joined together in a stony embrace and her way was completely blocked. She frantically waved her torch around in the darkness and checked three times in every direction, but there was no alternative. Her hopes were dashed; she had no alternative but to go back.

Surely this was impossible. How had she got here? What was going on? Her brain ached as she fought back the panic. "Think Mary, think!" Her neurons fired like an artillery barrage. Fight, flight or freeze!? None of them were an option and she knew it. She forced herself to remain calm, turned around and began reciting prime numbers to help her remain in control. She began to retrace her steps.

When she was at last reunited with the daylight, she once more poked her head out into the abyss and reassessed her limited options. Far below, she thought she could make out a yellow excavator approaching a little bridge across the river, but it was too far away to help her. Taking a deep breath, she turned her back to the sun, slid her left foot out of the cave and placed it into a small hole.

She began to climb.

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

The Cave – Page 2: Questions

- 1) Look at paragraph 1. (2 marks)
Why was there no escape to the left of the cave entrance?

- 2) What caused the dark stains on the cliff face to Mary's right? (1 mark)

- 3) **Find and copy one** word which tells you that the bushes on the cliff face had not grown as tall as they normally would. (1 mark)
- 4) When Mary looked up the cliff, she saw **a line where hard grey gave way to soft green**. What does this mean? 1 mark)
- 5) Mary popped her head back into the cave and **sat down to think**. (2 marks)
In your opinion, what was she trying to understand?
Give a reason for your answer.
- 6) When Mary figured out the **obvious answer** to her puzzle, she immediately set off back into the cave. (2 marks)
Why did she set off back into the cave? Explain your reasoning.
- 7) Read paragraph 5. Why had the light **dwindled to the size of a peanut**? (1 mark)
- 8) Mary's **feelings of optimism...were soon to evaporate completely**. (1 mark)
This is an example of: (Tick one)
- a) Hyperbole
 - b) Metaphor
 - c) Synonym
 - d) Simile
 - e) Alliteration

- 9) **Find** and **copy one** word from paragraph 6 which means *to think about*. (1 mark)
- 10) What were Mary's feelings when she reached the back of the cave? (2 marks)
How do you know this?
- 11) Find the text: ***The walls, roof and sides of her subterranean prison joined together in a stony embrace.*** What does this mean? (1 mark)
- 12) Why were Mary's hopes dashed? (Tick **one**) (1 mark)
- The roof had collapsed and blocked the way.
 - She was exhausted and could not carry on.
 - She did not know which tunnel to choose to escape from the cave.
 - She could see no way out.
 - Her torch batteries had run out and she could not see where to go.
 - She had forgotten to set her TV to record *Strictly*.
- 13) Choose the word which describes **least well** how Mary was feeling when she turned around and retraced her steps. Tick **one**: (1 mark)
- Concerned
 - Panicked
 - Agitated
 - Relaxed
 - Worried
 - Nervous
- 14) Find and copy an example of a simile from paragraph 7. (1 mark)

- 15) Find the text: ***Surely this was impossible.*** (1 mark)
Explain what was **impossible**.
- 16) What three things ***were not an option*** for Mary? (3 marks)
Explain why each one was not an option.
- 17) Where was Mary when she was ***reunited with the daylight?*** (1 mark)
- 18) When Mary poked her head out into the abyss, she (Tick **one**): (1 mark)
- wondered how high up she was;
 - tried to think of a new plan to get home;
 - thought about which of the many choices for escape she would pick;
 - once more thought about her small number of possible option;
 - day-dreamed about who had won *Strictly* this week.
- 19) Why did Mary take ***a deep breath*** before leaving the cave (1 mark)
- 20) How did Mary leave the cave? (1 mark)
- 21) Do you think Mary reached safety after leaving the cave? (3 marks)
Find evidence from the text to support your answer.
Explain how this evidence backs up your opinion.

Writing



This is a writing topic that both Year 5 and 6 have covered before and so you should be quite familiar with this form of writing.

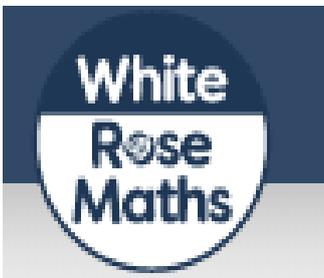
This week you will be writing a persuasive letter to the Members of Parliament (MPs) persuading them of the importance of including Black History in the curriculum with the aim of convincing them that this should be taught all year round in schools and not limited to just Black History Month.

To refresh yourselves on the features of a persuasive letter and how to persuade. Please use the link below to access this:

<https://www.bbc.co.uk/bitesize/topics/zv7fqp3/articles/zr8cmfr>

I look forward to reading your letters. Please note that all writing activities are due by Friday the 10th. All work submitted must be done either through the class dojo portfolio or at ggyear5@gglvfederation.org and ggyear6@gglvfederation.org respectively.

Maths

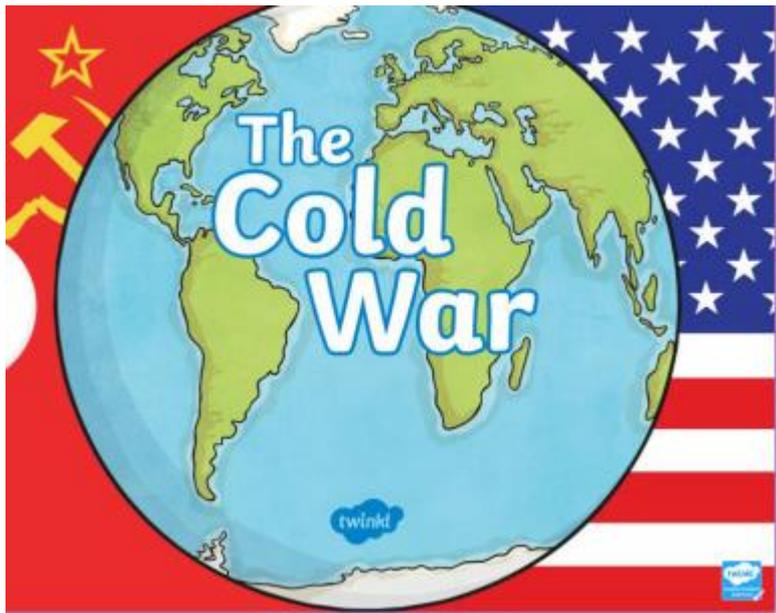


- Please complete daily learning challenges and activities on White rose <https://whiterosemaths.com/homelearning/year-5/>
White rose <https://whiterosemaths.com/homelearning/year-6/>
- Complete learning set on Mathletics and Century tech. Your child will have an individual login to access this and certificates 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/ History



Why did the USA and the USSR enter a cold war?

In today's lesson, we will learn about the power vacuum that was left in central Europe following the defeat of Germany in the Second World War. We will learn how two competing ideologies, capitalism and communism, competed for influence across Europe and the rest of the world.

Please follow the link to the Oak Academy learning platform and complete the set tasks.

- <https://classroom.thenational.academy/lessons/why-did-the-usa-and-the-ussr-enter-a-cold-war>

Topic/ Art and Design Technology

Sock puppets



How many times have you been looking for your socks and was only able to find an odd pair?

Today you will be rummaging through your draws to find these and you will be learning how to make your very own sock puppets with your family. Your task is to design and make your own sock puppets. You will need to first complete your design booklets with your process, pictures, instructions and evaluation

of your designs. Please use the link below to design and create your own puppet to showcase to your friends and family. Here are some instructions to help you to make your very own puppets.

https://www.loveyourclothes.org.uk/sites/default/files/content/Sock_Puppet_Dog_B_2.0.pdf

Once completed, please take a picture of your completed design or share a video with me.

PSHE, Wellbeing and Citizenship

Kindness



This week's assembly topic focuses on Kindness.

Please follow the link to the Oak Academy to access this. <https://classroom.thenational.academy/activity-clubs/faith-at-home/episodes/kindness-primary>

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/>