Hatherleigh Community Primary School **Week Beginning: 1st February '21**

Home Learning

Beeches (Year 5)

	English	Maths	Science & the wider curriculum
Yr 5 Mon 1st Feb	**<u>Reading (20 mins)</u>** Please remember to read and/or listen to a book for 20 to 30 mins each day. When possible please talk to an adult about what you have read. Over the week create a character profile of the main characters. (You could draw a picture of them and list facts next to your picture listing facts about them.) **<u>Spelling (10 mins)</u>** **Personal Spelling Lists** Concentrate on learning your personal spelling lists. Get an adult to test you, test yourself or get a friend to test you online. Do 20 to 30 words each day. In your learning diary Highlight all the words that you spelt correctly and then practise any words that you incorrectly spelt using your preferred strategy. eg Pyramid OR Look, cover, write etc By the end of lockdown try to have learnt all the spellings in your list. If you have already learnt all the Yr 5 and 6 words try to find interesting words in a dictionary. (Try to find words that would be good to include in your own writing)	**<u>Fractions</u>** Learning Objective: I know what a fraction is. Make sure that you have a really good understanding of what fractions are and what they tell us by the end of this lesson. Fractions are parts of a whole thing. However the whole thing can vary. They could be 1 object or 1 group of objects. ¾ means that the whole has been split into 4 parts (The bottom number, denominator, tells you this) and you have 3 of the parts. (The top number, numerator, tells you this.) This picture shows one large square cut into 4 parts and 3 of the 4 are coloured yellow (¾) 1 part is painted blue (¼). This picture also shows 16 dots split into 4 groups. 3 of the groups have been coloured yellow (¾ of 16 is 12). 1 of the groups has been coloured blue (¼ of 16 is 4). By the end of today you need to recognise fractions of shapes and begin to find fractions of amounts. **Task 1**	**<u>Topic - History/Geography</u>** **<u>Rise British Empire</u>** Learning Objective: To gain an understanding of the British Empire and Slavery The British economy was transformed by the Atlantic slave trade. In 1700, 80 per cent of British trade went to Europe from ports on the east and south coasts. However by 1800, 60 per cent of British trade went to Africa and America, sailing from the three main west coast ports - Glasgow, Liverpool and Bristol. Many cities across Britain prospered either directly or indirectly due to the slave trade. **Task 1** Create a timeline from 1562 to 1833.. Research and place the historical figures on the timeline with a brief description of their role in the slave trade. John Hawkins http://www.bbc.co.uk/history/british/abolition/slavery_business_gallery_11.shtml Edward Colston

Text Work
Learning Objective: Reading Comprehension.

Over the next few weeks we will be learning about how to write effective instructions.

Task 1 (Monday Worksheet)
Read the 'How to Make Pancakes' text and answer the questions.

Task 2
Join me on **Google Meet** during the drop in for a guided session to go through this comprehension at **14.30.**

Collect 24 objects - Lego bricks would be ideal. This is now your 1 whole group.
Draw a box 24cm long. (the drawing is a representation of what you are doing with the objects.)

Split your 24 objects into 2 groups.
Draw another box under your first box and split it down the middle. Label each section as ½.
Then split you objects and boxes into 3 equal parts, 4 equal parts etc until you can't split them into any smaller equal groups.

1

½	½

⅓	⅓	⅓

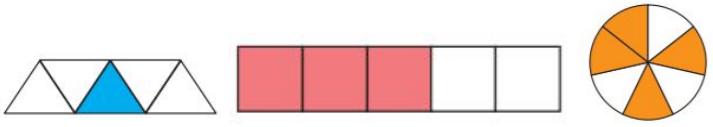
¼	¼	¼	¼

⅙	⅙	⅙	⅙	⅙	⅙

Task 2
Once you have finished, think about and explain the below.

What other maths does this remind you of?
Which groups can't you split your shape into?
Which fractions are closely related?
Which fractions are similar?

Task 3
What fractions of the shapes are coloured in?



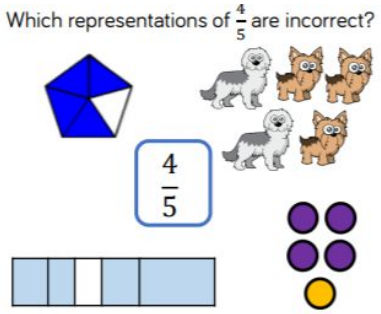
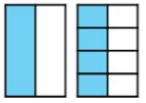
https://www.bbc.co.uk/news/uk-england-bristol-42404825

Ignatius Sancho
https://spartacus-educational.com/SLAsancho.htm

William Wilberforce
https://www.historyforkids.net/william-wilberforce.html

Attitudes towards slavery changed significantly in the British Empire with the Abolition of Slavery finally be passed by parliament in 1833.

PE
Complete today's Joe Wicks Workout.
https://www.youtube.com/watch?v=I9sciRMnE1c
Or
Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.

	English	Maths	Science & the wider curriculum
Yr 5 Tues 2nd Feb	**<u>Reading (20 mins)</u>** Please remember to read and/or listen to a book for 20 to 30 mins each day. Continue to create a character profile of the main characters. **<u>Spelling (10 mins)</u>** **Personal Spelling Lists** See above **<u>Text Work</u>** Learning Objective: Begin to the identify the language, structure and presentation of instruction writing. Play some card games with an adult, sibling or partner. Think about how you learnt the rules. **Task 1** Have a go at learning to play 'Sevens' by following the 'How to play Sevens' instructions. As you play make a list of the features you think good instructions should have. **<u>How to Play Sevens</u>** *You need 2 – 6 players and a pack of playing cards* · Firstly, deal seven cards to each player.	**<u>Fractions.</u>** <u>Review of yesterday's learning</u>  Learning Objective; Begin to find equivalent fractions. **Task 1** Look at the boxes you drew yesterday. List which fractions are inline with one another. eg ½ = 2/4=3/6=4/8 What do you notice about these 'equivalent' fractions? **Task 2** Take two pieces of paper the same size. Fold one piece into two equal pieces. Fold the other into eight equal pieces. What equivalent fractions can you find? 	**<u>French</u>** See the French Food Worksheet on the website. **<u>Science</u>** LO Use the idea of the Earth's rotation to explain day and night and that apparent movement of the sun across the sky. Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions. **Key Vocabulary:** Day, night, Sun, Earth, rotate, axis, shadow, time, countries, daylight, night time, distance, light, dark. Why does night and day occur? How do you know? Does night and day occur at the same time everywhere on Earth? Why? Why not? Watch the BBC Bitesize clip https://www.bbc.co.uk/bitesize/clips/z9fpyrd and this one https://www.dkfindout.com/uk/space/solar-system/day-and-night/

	· Then, turn one of the remaining cards face up, and place the rest in a pile face down. · Now, players take it in turns to play. · Each player places a card face-up on top of the card which is already face-up in the middle, thus creating a pile of cards which are face-up. · BUT a player may only place one of their cards on this pile if the card they are placing is the same suit or the same number as the card which is on top of the pile. · If a player cannot play when it comes to their turn, they must take a card from the face-down pile of cards. · A '7' is a 'wild card' and may be played at any time, on any number or suit. · Playing a 'Jack' means that the player following you has to miss a turn. · Finally, the player to get rid of all their cards first is the winner! **Task 2** Look at the other 'Card Games' sheets. (You don't need to print these off) Have a go at a few of these games, **thinking about how easy the instructions are/are not to follow and which features help the chn to understand them.** **Task 3** Write an evaluation of the instructions. Which were easy/hard to follow? Why?		Can you answer the questions above? Now create a presentation to teach someone about day and night. *** Here are some things you may like to investigate. Investigate the differences between sunrise and/or sunset times for each month of the year – create a line graph to show how the time alters. Compare with a different country. Find out about jetlag and why it occurs when we travel through time zones.

English	Maths	Science & the wider curriculum

Yr 5 Wed 3rd Feb

Reading (20 mins)
Please remember to read and/or listen to a book for 20 to 30 mins each day.
Continue to create a character profile of the main characters.

Spelling (10 mins)
Personal Spelling Lists
See above

By the end of lockdown try to have learnt all the spellings in your list.
If you have already learnt all the Yr 5 and 6 words try to find interesting words in a dictionary. (Try to find words that would be good to include in your own writing)

Text Work
Learning Objective; Use adverbs to link paragraphs and sections.

Writers make the order of instructions clear, and make links between the steps by using *ordered steps, numbers, bullets, arrows and time adverbs*.

Task 1
Read The 'Wednesday English Adverbs' Document to remind yourselves about how to use adverbs for time.
Think about which adverbs may be most useful when reading and writing instructions.

Task 2
Write instructions using adverbs to build cohesion (link sections together)

*'Using an Escalator Safely'
** 'How to use an Escalator'
*** 'How to Use the Telephone'

Think about how do the adverbs help to link and clarify?

Fractions

Learning Objective; Begin to find equivalent fractions.

Task 1

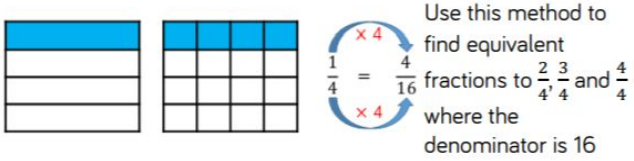
Which of the below are true or false?

	True	False
a) $\frac{1}{2}$ is equivalent to $\frac{3}{6}$	☐	☐
b) $\frac{2}{3}$ is equivalent to $\frac{3}{4}$	☐	☐
c) $\frac{2}{4}$ is equivalent to $\frac{3}{6}$	☐	☐
d) $\frac{2}{3}$ is equivalent to $\frac{4}{5}$	☐	☐

Which of these fractions are easy to see that they are equivalent?

Today you need to look at how to convert equivalent fractions mathematically.

Watch https://vimeo.com/498327611



Task 2

PE
Complete today's Joe Wicks Workout.
https://www.youtube.com/watch?v=I9sciRMnE1c
Or
Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.

PSHE
As part of our PSHE work on Mental Health we have a whole school task to design your own/or use the template to produce your own coat of arms/shield promoting resilience and not giving up. Please focus on the fact that it is ok to get things wrong and that we learn from making mistakes.
You might want to research different coat of arms, or have a look at the Harry Potter coat of arms.

A Template is on the website.
Consider these words and how they might be portrayed.
Resilience, determination, perseverance, positivity etc.
Please upload to Dojo and send to year5@hatherleigh-pri.devon.sch.uk

		Convert the fractions below to their equivalent. $\frac{4}{12} = \frac{\square}{3}$ $\frac{6}{12} = \frac{\square}{4}$ $\frac{6}{12} = \frac{\square}{2}$ **Task 3 (Optional)** **Solve;** Here are some fraction cards. All of the fractions are equivalent. $\frac{4}{A}$ $\frac{B}{C}$ $\frac{20}{50}$ A + B = 16 Calculate the value of C.	

	English	Maths	Science & the wider curriculum

Yr 5 Thurs 4th Feb	**<u>Reading (20 mins)</u>** Please remember to read and/or listen to a book for 20 to 30 mins each day. Continue to create a character profile of the main characters. **<u>Spelling (10 mins)</u>** **Personal Spelling Lists** See above **<u>Text Work</u>** Learning Objective: To make comparisons across instruction texts. **Task 1** Read through the 'Advanced Instruction Book' powerpoint. Create a checklist of what instructions need to be effective. e.g. Step by step, Imperative verbs (Boosy verbs, '**Crack** the eggs…' instead of 'You can crack the eggs…' Today's learning is all about comparing a range of instruction texts, thinking about structure & language. **Task 2** Choose one *, **, *** to instructions to compare. You need to consider the layout, structure, language used, intended audience. * 'Art Attack Instructions'; 'Aeroplane Instructions' **'LeapPad Instructions'; 'Aeroplane Instructions' *** 'A guide to using twitter'; 'Getting Started with your iPhone' **Task 3** Join me on Google Meet for a guided session Times will depend on which star level you choose. (See below). *Thursday - 12.30 **Thursday - 13.00 ***Thursday - 13.30	**<u>Fractions</u>** Learning Objective:Explore fractions greater than 1. Watch; https://vimeo.com/498362964 **Task 1** Complete Thursday Worksheet **Task 2** Complete Thursday ** and *** Worksheet	**<u>Break</u>** As you are hopefully already aware this week is Children's mental health week and the theme is 'express yourself'. This afternoon we would like you to have time away from a screen and do something that you enjoy that will support your mental well-being. You might like to ride your bike, read a book, play a board game or do some painting. Whatever you choose to do please relax and enjoy it. We would love to put some photographs onto the website so if you would like your photograph included please e-mail it to your class e-mail address. It would be lovely to see some of the things you enjoy doing as a family so please feel free to get involved too parents! **<u>PE</u>** Complete today's Joe Wicks Workout. https://www.youtube.com/watch?v=I9sciRMnE1c Or Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.

	English	Maths	Science & the wider curriculum
Yr 5 Fri 5th Feb	**<u>Reading (20 mins)</u>** Please remember to read and/or listen to a book for 20 to 30 mins each day. Finish creating a character profile of the main characters. **<u>Spelling (10 mins)</u>** **Personal Spelling Lists** See above **<u>Text Work</u>** Learning Objective: Explore and research different text types. **Task 1** Look at 'How Escalators Work'**.** This is an Explanation Text. The purpose is different from instructions - to *explain* how or why something happens (not to instruct). They have more formal language (e.g. *surface, internal*) and use technical terms (e.g. *truss*). Please note the <u>adverbs for cohesion</u>, that are there more for cause and contrast than with the instructions. Also note the use of brackets. Click on link for animated diagram - think about how diagrams and animations present information in a way that would be difficult with text alone. **Task 2** Look at the 'Friday Yr 5 English - Research Questions' page. Answer some of the questions posed. Find the answers by researching and present your answers as an explanation. Make sure you write in full sentences. *Research 2 questions. **Research 3 questions. ***Research 4 or more questions.	**<u>Fractions</u>** Learning Objective:Explore fractions greater than 1. Rewatch; <u>https://vimeo.com/498362964</u> **Task 1** Complete Friday Worksheet	**<u>PE</u>** Complete today's Joe Wicks Workout. https://www.youtube.com/watch?v=I9sciRMnE1c Or Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.