



Y5 - Home Learning (22/06/20)


(Make sure you help with the household chores each day too)

Please tag @stpatsy5 on twitter with images of your work - we would love to see them!

Reading


Words in context 2a

- Find two words which describe the setting.
- What other words could the author use to describe the main character?
- How has the author's choice of words made you feel about a character? Why?




Retrieve information 2b

- Where does the story take place?
- Who are the characters in the book?
- Through whose eyes is the story told?
- When is the story set? What evidence can you find to justify this?




Inference/justify views 2d

- How does the main character feel in the book? How do you know?
- How was the setting the author chose important to the story? Explain your view.
- Why has the character acted in the way they have? What clues suggest this?
- What lesson did the character learn?



Predict using details 2e

- Using the front cover, what do you think this book will be about? Why?
- What might happen next in the story?
- What challenges do you think the characters might face? What information suggests this?
- How do you think this story might end? What clues suggest this?



Here are some reading activities to try this week!

Writing

This week, I have attached a complete wonderful world of wizards home learning pack. This pack contains many different activities that we follow in school such as synonym games, comprehension questions and persuasive writing. You don't have to complete the whole pack - but they're there if you would like them!

Spellings

- Identity
- Immediate
- Immediately
- Individual
- Interfere
- Interrupt
- Language
- Leisure
- Lightning

Science

Attached below is an activity around the sun and shadows. You can create your very own sundial. Follow the

Useful websites

www.pobble365.com This resources gives you a fantastic image stimulus each day with different writing activities to do

www.visuwords.com a great website to help with synonyms and antonyms for your creative writing

<https://www.twinkl.co.uk/> Twinkl are offering their services free for a month. Parents can find lots of useful resources on there.

<https://primarystareducation.co.uk/covid-19-year-2/> Maths sheets for Year 2. Free if you make an account.

<https://www.tts-group.co.uk/home+learning+activities.html> Download the KS1 booklet for lots of activities.

TTrockstars.com - your log in was sent home in your home pack.

www.resonateonline.co.uk/yumu Mr Larkin has been setting you music tasks for your year group

<https://www.lightbulblanguages.co.uk/resources-sp-pz.htm> a great website for spanish games!

RE

CAFOD - see below for activities.

Art

This week for art, I would like you start off by writing down your thoughts. You may be thinking

instructions to help you.

Sun and Shadows

I can explain day and night and the apparent movement of the sun across the sky.

I can identify scientific evidence which does or does not provide evidence for an idea or argument.



Look at the picture carefully and then give a one sentence answer to each of the questions:



What?

Why?

How?

When?

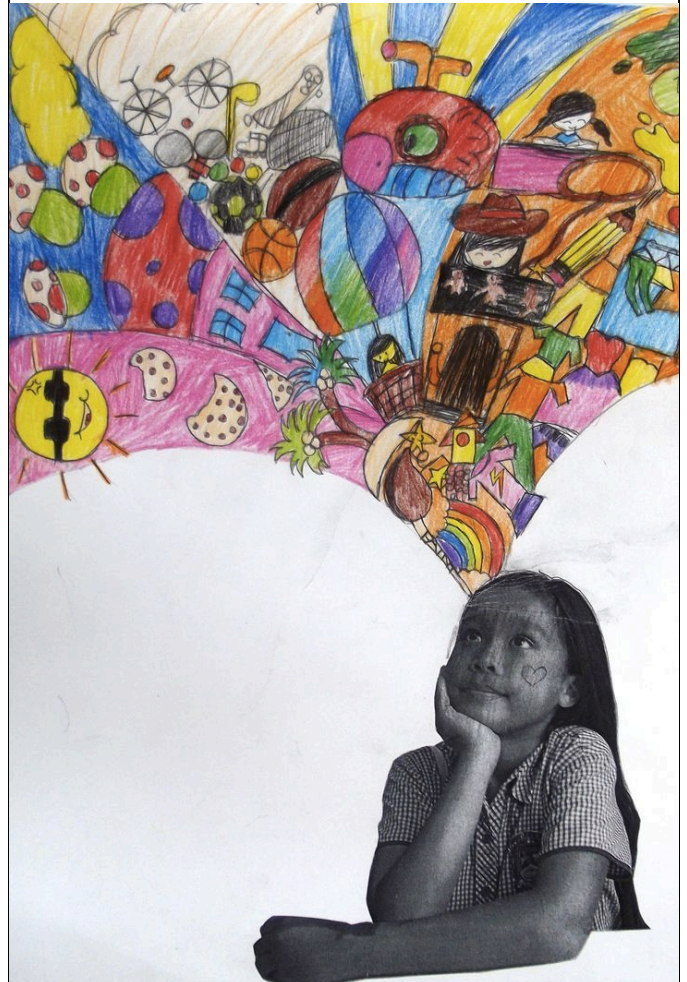
Where?

about: school, friends, family, days out, holidays, worries etc.

Once you have listed your thoughts, draw an image next to each one that represents it. E.g. school - draw the school logo or the school building.

Then, at the bottom of an A4 piece of paper, draw yourself or stick a photograph down as though you are looking up and thinking.

The image below shows an example of what I would like you to do:



You can then draw all of your thoughts and worries above your head. Make it as colourful as you like!

Maths

- Times table practice on doodle maths and TT rockstars - choose a times table that you struggle with and focus on it for a week. Time yourself on Monday, then Friday - see what the difference is!

This week, I would like you to try some white rose hub maths activities. This week, the topic is area! (remember, length x width)

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RE:

When we care for something, we have some responsibility for it, and we are stewards of it. When we look after something, this is called stewardship. Often, the word stewardship is used to refer to a responsibility to take care of something that is owned by someone else to make it sustainable. In simple terms, sustainability means taking into account the impact that our choices will have on other people, future generations and on the earth that nourishes us.

Think about:

1. A person/people on earth they care about.
2. A place on earth they care about.
3. Something on the earth they care about.

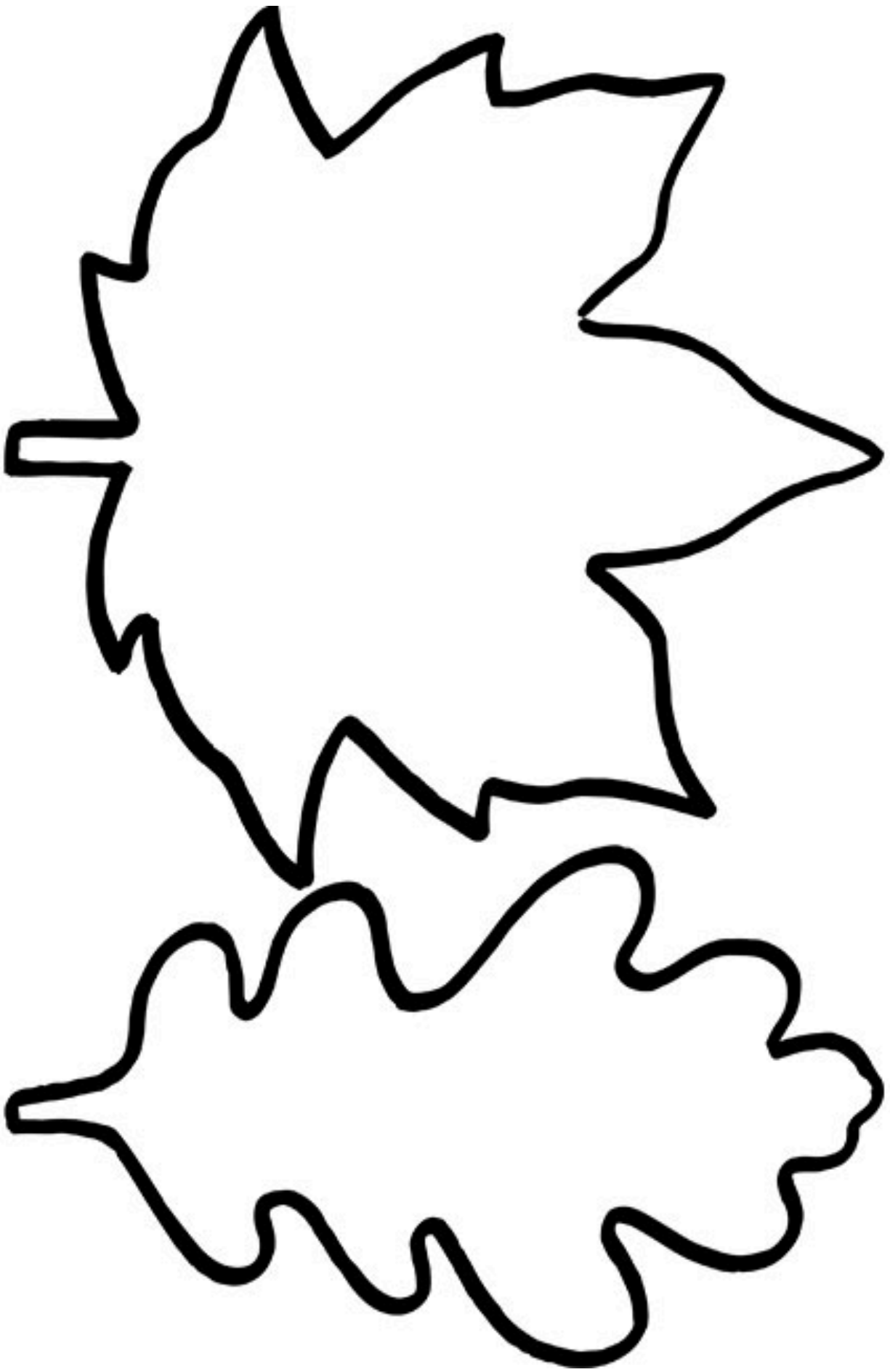
When we care for something, we have some responsibility for it, and we are stewards of it. When we look after something, this is called stewardship. Often, the word stewardship is used to refer to a responsibility to take care of something that is owned by someone else to make it sustainable. In simple terms, sustainability means taking into account the impact that our choices will have on other people, future generations and on the earth that nourishes us.

On one of the leaves, write down some ways to care for the earth and the reasons why we should care for it, (e.g. respect the flowers, protect the birds, honour the land, care for the water etc.). The leaves can then be added together to make a tree of stewardship.

On one of the leaves, copy this poem:

Look to this day for it is life,
the Very breath of life...

For yesterday is already a dream and tomorrow is only a vision.
But today, well lived, makes yesterday a dream of happiness and
every tomorrow a dream of hope. Look well, therefore, to this day.



Sun and Shadows

I can explain day and night and the apparent movement of the sun across the sky.

I can identify scientific **evidence**, which does or does not provide evidence for an idea or argument.

Look at the picture carefully and then give a one sentence answer to each of the questions:



Photo courtesy of PMA/era4 (8) (cc) con: granted under creative commons license - attributed

What?

Why?

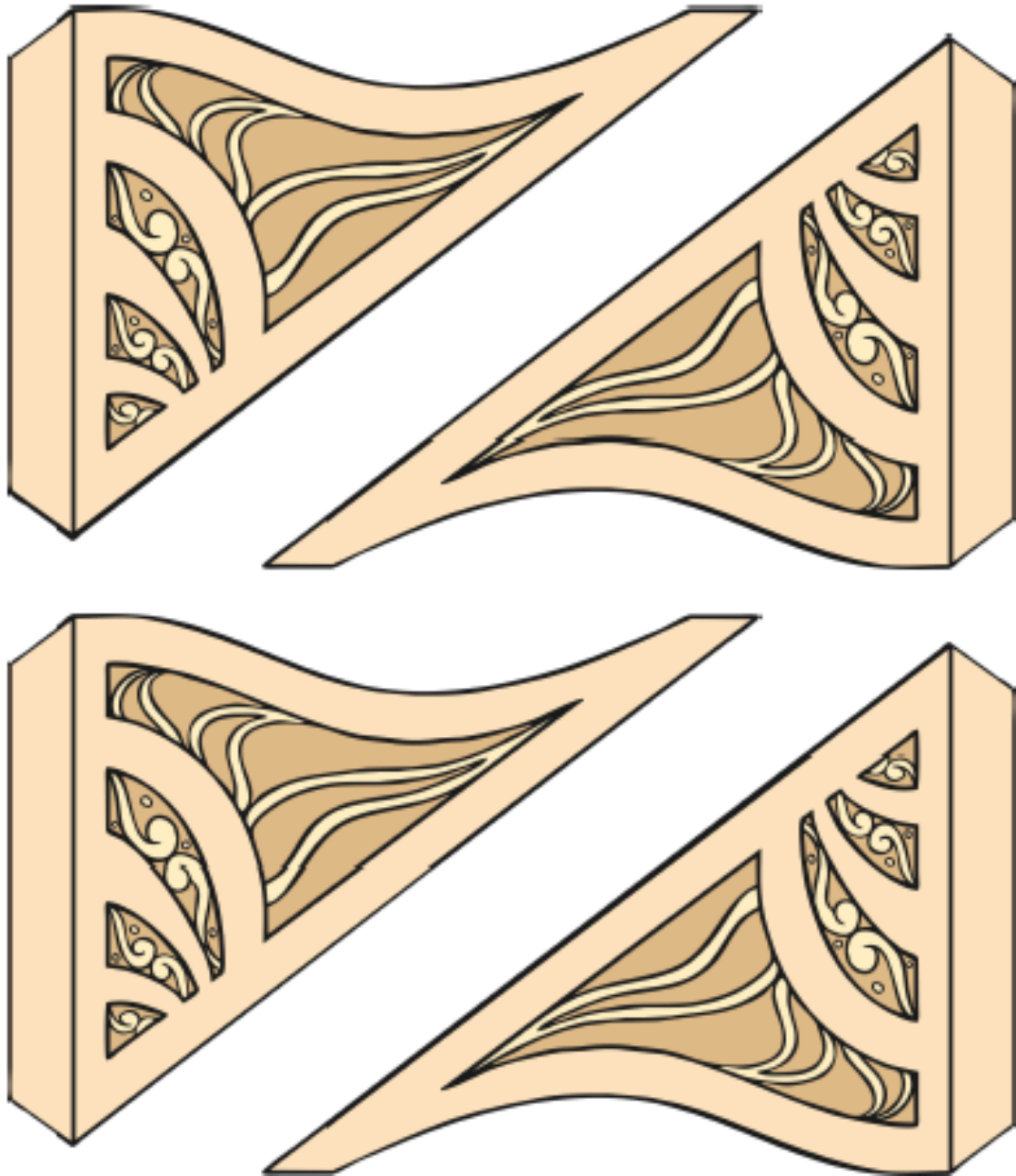
How?

When?

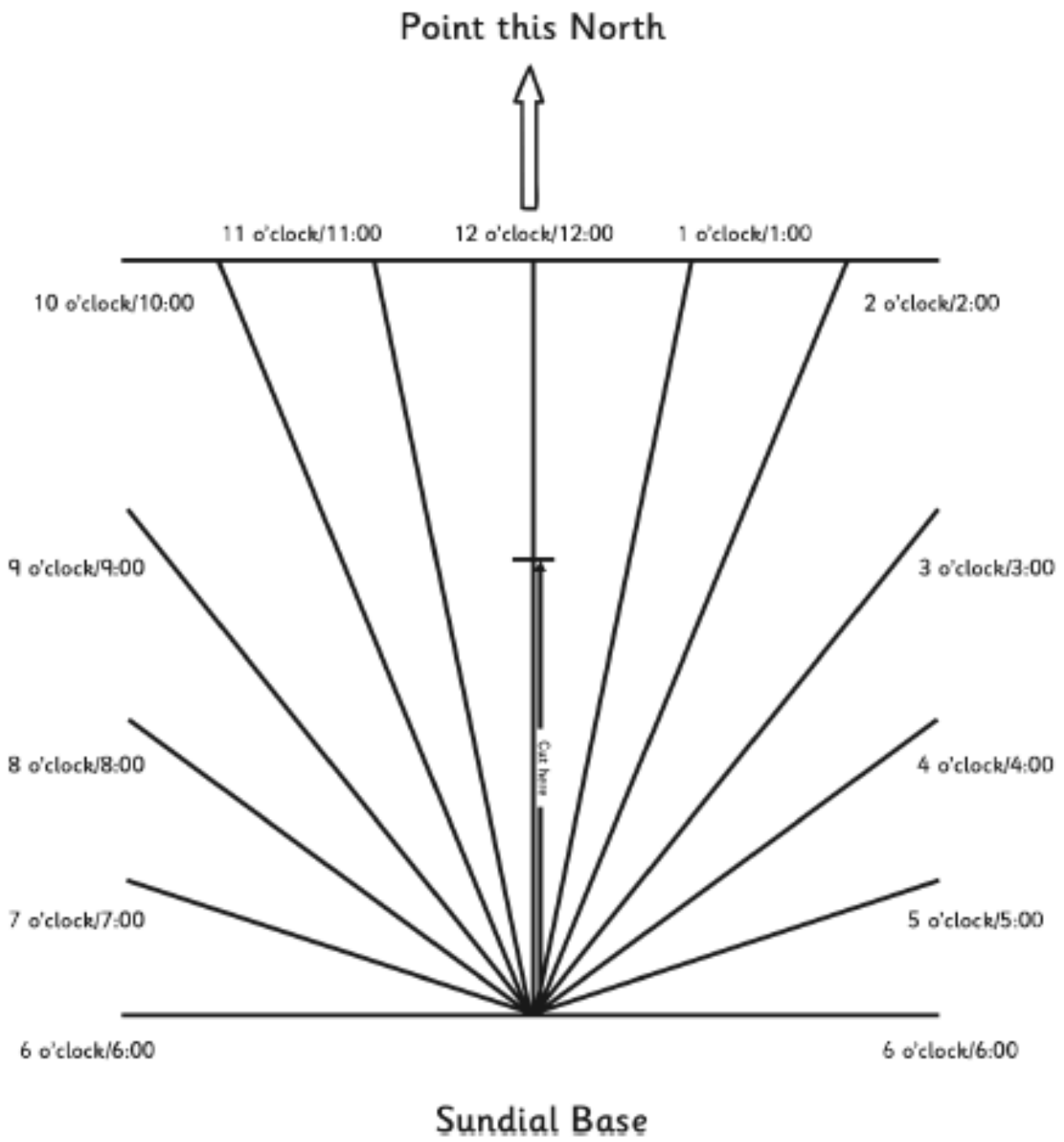
Where?

Sundial Activity Sheet

Print this out onto card and cut carefully. (There are 4 gnomon on this page so you only need to print this page once for every 4 pages of sundial bases).



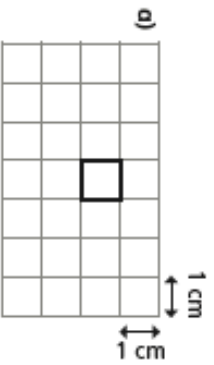
Print this out onto card and cut carefully.

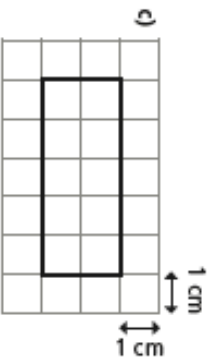


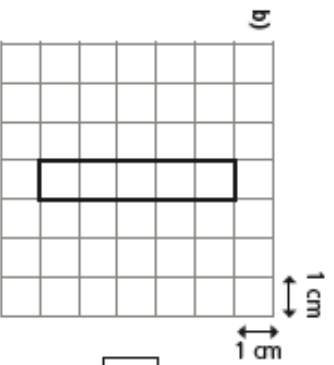
Area of rectangles



- 1 On the grid, the area of each square is 1 cm^2 . Calculate the area of each rectangle.







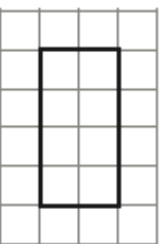
- 2 Complete the sentences to describe the rectangle.

There are rows.

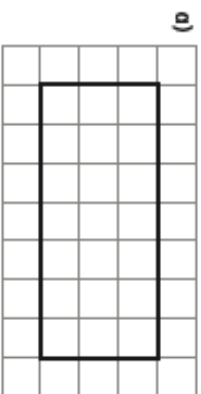
Each row has squares.

There are squares altogether.

\times =

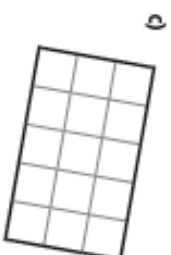


- 3 The area of each square is 1 cm^2 . Work out the area of each rectangle.



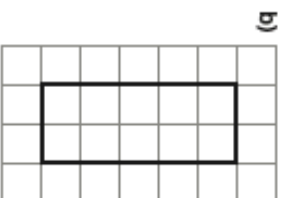
\times =

area =



\times =

area =



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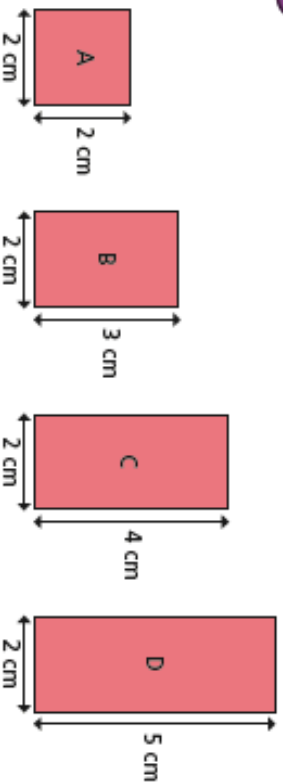
area =



\times =

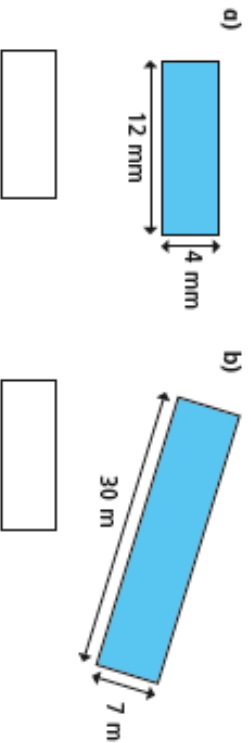
area =

- 4 Calculate the area of the rectangles.



A = cm² B = cm² C = cm² D = cm²

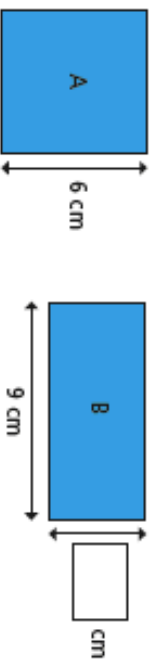
- 5 Work out the area of these rectangles.



- 6 How many rectangles can you draw that have an area of 24 cm²? Label the lengths. Your drawings do not have to be exact.



- 7 These shapes all have the same area. Shape A is a square. Work out the missing lengths.



- 8 A rectangle has an area of 96 cm². The length of the rectangle is 4 cm longer than the width. Work out the length and width of the rectangle.

length = width =

