



Y5 - Home Learning (29/06/20)

(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

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|---|--|
| <p>Reading Activity Card 1</p> <p>Draw a timeline of events that happened in the story. You may like to use a flowchart.</p> | <p>Reading Activity Card 2</p> <p>Write a dialogue (conversation) between two of the books characters.</p> |
| <p>Reading Activity Card 3</p> <p>Make a map of the area around the story or draw a map of a journey or a location in your book.</p> | <p>Reading Activity Card 4</p> <p>Choose two characters. What are their similarities and differences? You may like to use a Venn diagram to illustrate your points.</p> |
| <p>Reading Activity Card 5</p> <p>Make a table of words that have the same ending. eg. ...ed, ...ing, ...er.</p> | <p>Reading Activity Card 6</p> <p>Write five sentences telling why this is a good book, then why it is not.</p> |

Here are some reading activities to try this week!

Writing

This week, I have attached a complete 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!

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!

Spellings

- Marvellous
- Mischievous
- Muscle
- Necessary
- Neighbour
- Nuisance
- Occupy
- Occur
- Opportunity

RE

CAFOD - see below for activities.

Science

Attached as a separate document is an experiment called 'why soap works'. I would like you to investigate this and then answer the questions below.

Art

This week for art, I would like you to draw the skyline of Liverpool and represent it as colourful as possible!

Below is the original skyline:



And here is a more creative version:



I am looking forward to seeing what you create!!

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 multiplying 2 digits using the area method!

Reading Activity Card 1

Draw a timeline of events that happened in the story. You may like to use a flowchart.

Reading Activity Card 2

Write a dialogue (conversation) between two of the books characters.

Reading Activity Card 3

Make a map of the area around the story or draw a map of a journey or a location in your book.

Reading Activity Card 4

Choose two characters. What are their similarities and differences?
You may like to use a Venn diagram to illustrate your points.

Reading Activity Card 5

Make a table of words that have the same ending.
eg. ...ed, ...ing, ...er.

Reading Activity Card 6

Write five sentences telling why this is a good book, then why it is not.

RE:

Read the passage below from the book of *Genesis* 1: 26-31 which tells us how we are made to be like God and explain that after God created the earth, God created humans.

Then God said, "Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." So God created mankind in his own image, in the image of God he created them; male and female he created them. God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground." Then God said, "I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food. And to all the beasts of the earth and all the birds in the sky and all the creatures that move along the ground—everything that has the breath of life in it—I give every green plant for food." And it was so. God saw all that he had made, and it was very good. And there was evening, and there was morning—the sixth day.

Below, are templates for the numbers 1-7. I would like you to showcase what God did in each of the days. E.g.



1 2 3 4

5 6 7

Why Soap Works Experiment

Record Sheet

Test 1: What I predict will happen when I put my finger into the bowl the first time.

What actually happened?

You may wish to draw a picture or add a photograph.



Test 2: What I predict will happen when I put soap on my finger and put it into the bowl.

What actually happened?

You may wish to draw a picture or add a photograph.



Why Soap Works Experiment Record Sheet

Why was there a difference in how the pepper behaved when the soap was added?

Think of the surface of the water as the skin on your hands and the pepper as microbes on your hand.

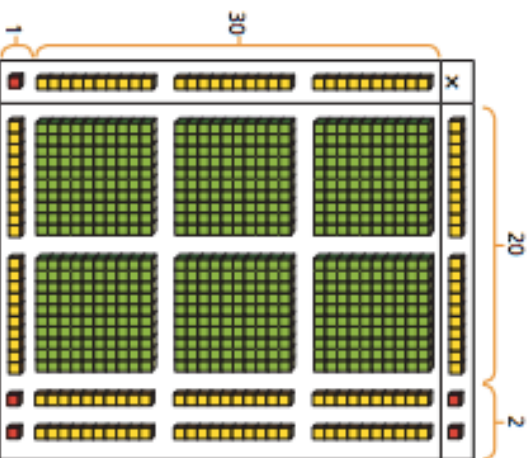
Write a sentence to explain what happens when soap meets the microbes on your skin.

Why should we use soap when we wash our hands?

Multiply 2-digits (area model)

- 1 Kim is using base 10 to work out 31×22

Use Kim's model to help you complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

$31 \times 22 =$

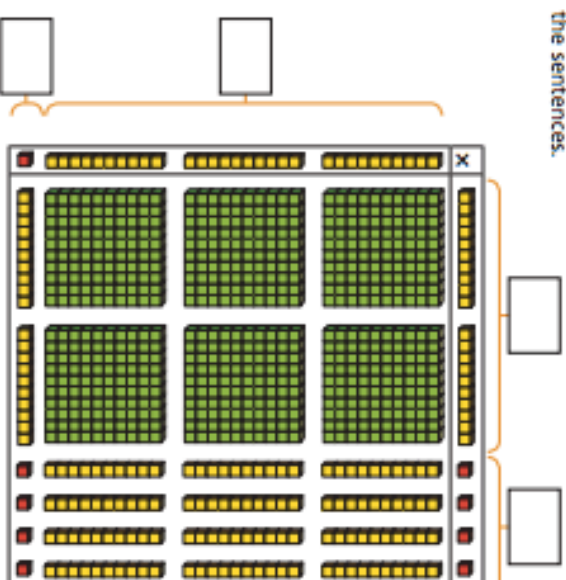
- 2 Use base 10 to work out the multiplications.

a) $12 \times 14 =$

b) $23 \times 13 =$

- 3 Amir is using base 10 to calculate 31×24

a) Add the missing information to the area model and complete the sentences.



There are ones altogether.

There are tens altogether.

There are hundreds altogether.

b) Describe any exchanges you need to make.

c) Complete the multiplication.

$31 \times 24 =$

- 4 Use base 10 to work out these multiplications.

a) $25 \times 15 =$

b) $36 \times 12 =$

