



Home Learning Year 5
Week beginning 1st June
Summer 1 Week 6



Religious Education



The wonders of God's creation

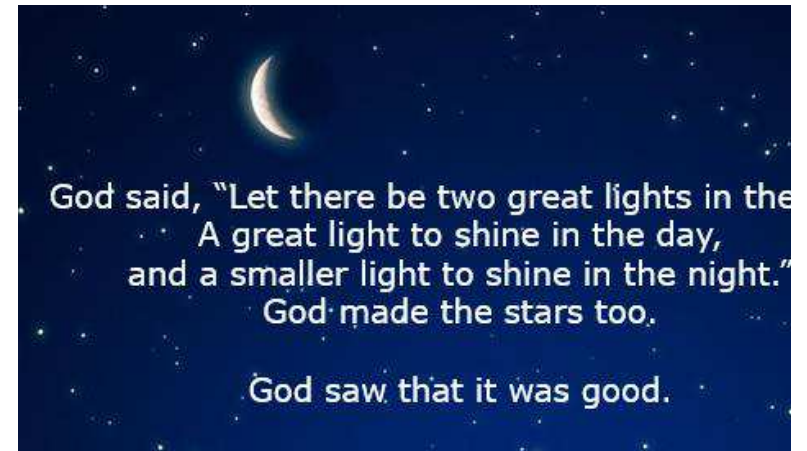
(the PowerPoint will be on SeeSaw)

Write a prayer or poem starting each line with 'We praise you Lord ...'.

S2S

- Make links between the Genesis story and belief in God as Creator of all.
- Make links to aspects of nature by illustrating your prayer or poem.
- Show understanding of what you have learnt about God as Creator.
- Show understanding of the integrity of creation.

Challenge: People of every time, in every place, have been struck by the beauty of the world and wondered about its beginnings. What creations amaze you in the world and why?



English- Stories by Significant Authors

Starter:

Choose the correct form of the verb to agree with the subject in each sentence.

- | | |
|-----------------------------|------------|
| 1. The dogs _____ barking. | was/were |
| 2. Jamie _____ chocolate. | like/likes |
| 3. The boy _____ toothache. | has/have |
| 4. Foxes _____ chickens. | eat/eats |
| 5. Who _____ it? | did/done |



IALT: Predict what might happen from details stated and implied.

We are going to be reading a story about a Princess. This story is called Princess' Blankets by Carol Ann Duffy, before we read it we will predict what we think might happen.

Here is the first image of the Princess in the book.

Create a detailed mind map of your predictions of what might happen to her.

What do you notice?

Who do you think she is?

How will the story unfold? Include details of the plot, theme, characters involved.

What do you think she is thinking? Why?

What do you think she is feeling? Why?

What do you think the problem might be?

What do you think the character's personalities and relationships might be like?

How will the story end?

Challenge:

Imagine you were going to interview her, what questions would you ask her?

Sentence Starters

The girl was.....

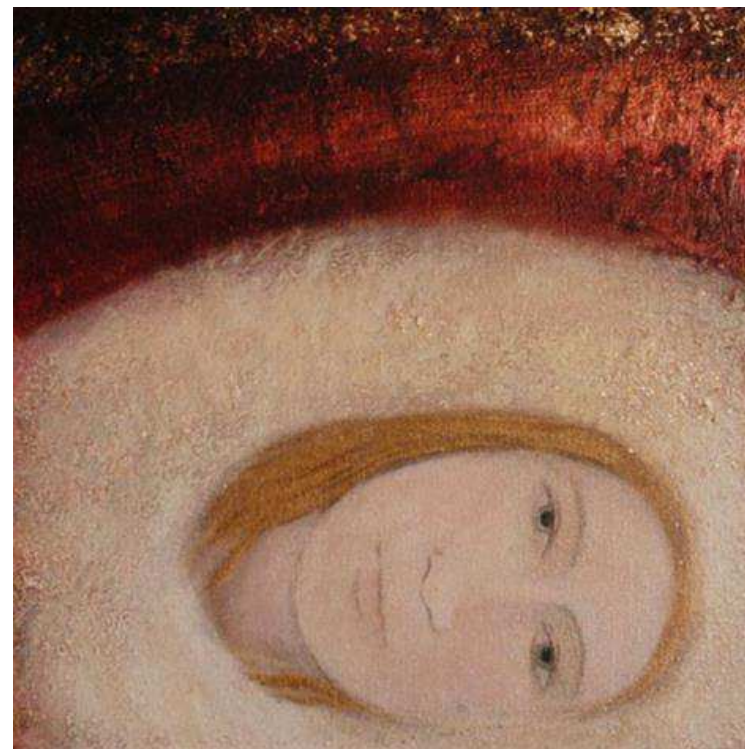
Looking at her you would think that.....

She would spend her days.....

Although she had.....

Whilst at night, she would.....

I wonder why.....



Maths- Geometry: Properties of Shapes: Measuring with a protractor (1)

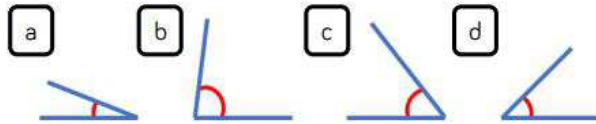
Watch the clips below to learn about using a protractor to measure angles:

https://www.youtube.com/watch?v=Gzd_IsNwTOI&feature=youtu.be

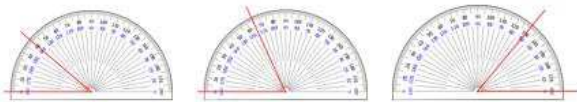
<https://www.mathsisfun.com/geometry/protractor-using.html>

Mild- Complete the task below.

Put these angles in order of size. Explain how you know.



Read the angles shown on the protractor.



What's the same? What's different?

Spicy- Same as Mild and then answer the reasoning question below.

I have measured the angle correctly because my protractor is the right way round.

Teddy

Whitney

I have measured the angle correctly because my protractor is on the line accurately.

Who do you agree with?

Hot- Same as spicy and complete the reasoning task below:

Estimate the size of the angles and then use a protractor to measure them to the nearest degree. How close were your estimates?



Challenge:

Three children are measuring angles. Can you spot and explain their mistake?

My angle measures 135°

Mo

My angle measures 55°

Dora

My angle measures 35°

Alex

Wellbeing



- Try rainbow breathing. Place your finger at the bottom of the rainbow. Breathe in through your nose and trace the red arc until you reach the top. When you reach the top, exhale through your mouth and continue tracing. Repeat with each colour.

EPR What Do You Do and Say to Make People Happy?

- Every day you will make someone happy – you may not even know that you have done this. Try to think of all the things you have done and all the conversations you have had with people and answer the following questions: 1. Who have you made happy? 2. What did you do? 3. How did you feel? 4. Is this something you could do again to make that person happy again or could you do this to make someone else happy? Think about what it is you are going to do each day to make someone smile.

Investigate, Design and Make

Science

IALT: Construct and interpret a range of food chains, identifying producers, predators and prey.

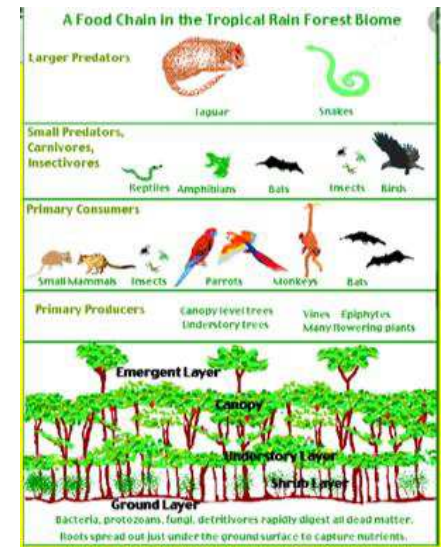
What is a food chain? What is a Rainforest food chain?

<https://www.bbc.co.uk/bitesize/clips/zws87hv>

<https://www.youtube.com/watch?v=hLq2datPo5M>

- Watch the video on food chains.
- Make a headband to show a **Rainforest food chain**.
- Take a picture and upload it on to Seesaw.

Vocabulary: Biome, producer, consumer, predator, herbivore, carnivore



Computing

Computing - Summer 2 2020.
Coding with Scratch.

Lesson 1: Unplugged Lego Coding



Lesson 1: (Unplugged Lego) Coding in Scratch - Make a Maze Game

- Anyone can code. Coding unplugged means just that, coding without the need for a computer or a screen. For this lesson you will need Lego or something similar!
- ***This lesson is uploaded to SeeSaw!***

Coding with Scratch.

What is the activity?

- **First:** Make a maze using Lego or similar. You can use one of the templates attached or make your own.
- **Next:** Cut out or write out code instructions in a list to get a character from one end of the maze to the other. Remember to use the For steps instruction with a direction to simplify your code using loops.
- **Last:** Take a photo of your code and maze and put it on Seesaw.



Discovery of the World: Geography: Rainforest

Rainforest Products

Find out about products which come from the Rainforest. This could be food, medicine or other resources.

- If deforestation continues, what effect could this have on your chosen product? What can be done to help?
- Identify what they are used for and who uses them.
- Which of these products do you use in your home?
- How far have these products had to travel for you to use them?

Present your findings in a table or a mind map.



Physical development- Super Strength!

How to play:

Layout 5 markers in a space around your area.

These are your 5 strength circuit activities.

- Station 1: Perform 10 squat jumps.
- Station 2: Perform 10 lying ball lifts.
- Station 3: Perform 10 push outs.
- Station 4: Perform 10 sit ups.
- Station 5: Perform 10 box press ups.

How many times can you repeat the circuit?



Reflect

Do you understand why working hard will help improve the strength of your muscles?

Do you understand why it is important to be strong when playing sport?

<https://www.youtube.com/watch?v=0bjCC2dJ0Ps&list=PLnwoPgo24bhmqV8Y76iXnwYw9T9AlxbqJ&index=30&t=16s>

Express Yourself



Art: 2020 St Mary Graphics challenge

Iconography in art is widespread, the image of St Mary with child is possibly the most iconic of religious images. In art the painter finds mood and emotion through brushstrokes, colour palettes and composition. Graphic designers use similar methods and use sharp angles and block colour to create inspiring masterpieces. For this task I want all students to create a poster for Cottesmore St Mary's Catholic Primary School to promote the ethos of our wonderful school.

Each year group has a different artist to take inspiration from. Task: Poster Design. Copy or print the image of St Mary to fill an A4 page, then using the correct artist for your year group design and decorate the page in their style. You MUST incorporate the school name somewhere on your poster.

Upload your final outcome (a selection of from each year group will be displayed in the art room next year)

Year 5 – Alexander Purdy

Music Environmental songs

During the lockdown, there has been an increased awareness of our natural world. More of us have been walking and cycling than before. There has been less air pollution and more time to enjoy the wonders of nature in our gardens and nearby outdoor spaces. Songs can be a very effective way of getting across an environmental message. They are catchy and memorable. We will be trying to write our own songs with an environmental message this term. This week: Head to the music clips page and click on the year 5 section. Listen to the song 'Be Cool'. If you want to have a go at singing it yourself, use the 'echo' track and copy each line at a time. The words are provided for you next to the link. Would hearing this song help people to be more aware of the environment? Why?

French- Transport

Translate the words below. Then find or draw a picture to match each meaning. Share your responses on SeeSaw.

Can you write how you travel to school? Je vais à l'école.....

en voiture en camion en avion en bateau à pied en ferry en moto
en vélo en train en bus en camionnette en hélicoptère

Daily tasks

- **Spelling – Science Vocabulary** **Biome, producer, consumer, predator, herbivore, carnivore.** Find out their meanings and write a sentence for each of these words. Use a dictionary.
- **Reading** –30minutes daily, including practicing for fluency and answering questions about what you have read. Look at the Year 5 page for suggested books: <http://www.cottesmore.brighton-hove.sch.uk/page/year-5>
- **TTRS**-login or practice on paper–6, 9 x tables including division facts.
- **My Maths** –login to see what the task is for this week. Use the ‘teach me’ tab to see how to do it!
- **Bug Club**-read the texts and answer the questions for comprehension skills.
- **All children have been given logins for MyMaths, Bug Club and Time Table Rockstars.**
- **If you don’t know them, please email your teacher.**

Hello Year 5

Welcome back after half term! We hope you had a relaxing break and enjoyed the week off. Every single one of you is greatly missed at school. We are now back at school teaching our classes from last year. We will do our best to continue to communicate with you on SeeSaw and through emails, but it may take a little longer than usual as we are in lessons with Year 6.

Keep sharing your fantastic work and activities from home. Take care.



Love from Mrs Bowles, Mrs Elliott and Miss Wilkinson