



Home Learning Year 5

Week beginning 6th July

Summer Week 11



Monday 6th July 2020

Religious Education



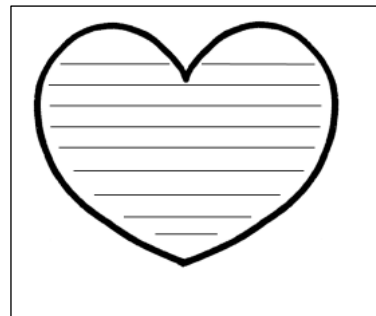
Caring for God's people

IALT: know about caring for God's people

- Complete crossword based on Luke 12: 32-34
- Think of how **you** can care for God's people and write this idea on a heart shape giving reasons for your actions and linking to your beliefs.

S2S

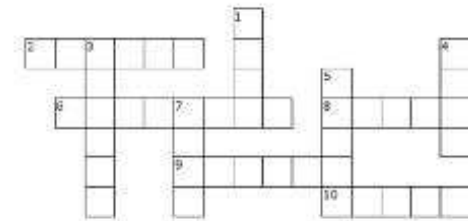
- Make links between beliefs and sources, giving reasons for actions and choices.
- Show knowledge and understanding of caring for God's people.
- Show knowledge and understanding of, by making links between beliefs and life.



Treasures in Heaven

For where your treasure is, there your heart will be also.
Luke 12:34 (NIV)

This puzzle is based on Luke 12:32-34 (NIV)



ACROSS

2. The home where we will live forever with God
6. Valuable things such as gold, silver, jewels, or money
8. The organ that pumps blood through the body
9. Small in size
10. A group of sheep that live or feed together

DOWN

1. Having little money or possessions
3. Filled with fear
4. An insect with wings similar to a butterfly, usually flies at night, and is attracted to light
5. Someone who steals
7. To exchange or deliver something for money

heaven	treasure	sell	moth	flock
thief	heart	afraid	little	poor

English- Ialt: Use fronted adverbials in my writing

What are fronted adverbials?

An **adverbial** is a word or phrase that has been used like an **adverb** to add detail or further information to a verb. (An easy way to remember what an adverb is: it **adds** to the **verb**.)

Adverbials are used to explain how, where or when something happened; they are like adverbs made up of more than one word. For example:

We met by the train station.

He stood and waited under the clock.

The rabbit hopped as fast as it could.

She danced all night long.

He ate his breakfast before the sun came up.

In the sentences above, the verbs are in pink and the adverbials are in blue.

'Fronted' adverbials are 'fronted' because they have been moved to the front of the sentence, before the verb. In other words, fronted adverbials are words or phrases at the beginning of a sentence, used to describe the action that follows.

A comma is normally used after an adverbial (but there are plenty of exceptions to this rule).

For example:

Before the sun came up, he ate his breakfast.

All night long, she danced.

As fast as he could, the rabbit hopped.

Under the clock, he stood and waited.

By the train station, we met.

The fronted adverbials in these sentences are in blue.

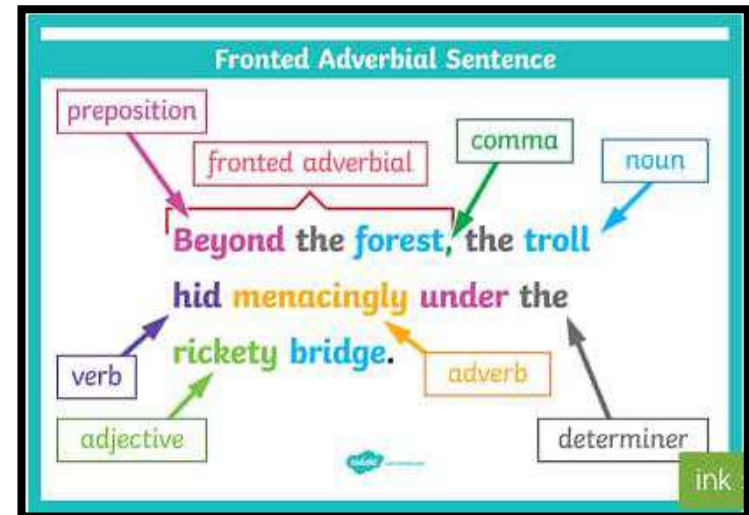
Lesson 1- Add a fronted adverbial (for time) to each of the sentences.

Lesson 2- Using your knowledge of fronted adverbials; re-write the sentences using a fronted adverbial.

Lesson 3- Retell the story using fronted adverbials in your writing.

Lesson 4- Using fronted adverbials in independent writing task.

Lesson 5- Identifying different ways you can write fronted adverbials.



Maths: Ialt: Find equivalent fractions

Equivalent Fractions have the same value, even though they may look different.

These fractions are really the same:

$$\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$$

Why are they the same? Because when you multiply or divide **both** the top and bottom by the same number, the fraction keeps its value.

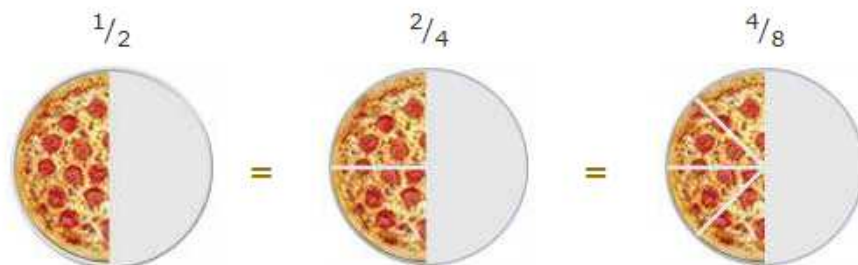
The rule to remember is:

*"Change the bottom using multiply or divide,
And the same to the top must be applied"*

Here is why those fractions are really the same:

$$\begin{array}{ccc} & \times 2 & \times 2 \\ \text{↩} & & \text{↩} \\ \frac{1}{2} & = & \frac{2}{4} & = & \frac{4}{8} \\ \text{↪} & & \text{↪} \\ & \times 2 & \times 2 \end{array}$$

And visually it looks like this:



Lesson 1- Finding equivalent fractions by multiplying

Lesson 2- Finding equivalent fractions by multiplying

Lesson 3- Finding equivalent fractions (reasoning)

Lesson 4- Equivalent fractions (problem solving)

Lesson 5- Equivalent fractions (problem

Tuesday 7th July 2020

Science

IALT: make observations, as a natural scientist would, recording data and reporting findings

IALT: learn about some famous naturalists

Web links

<https://www.bbc.co.uk/newsround/52344078> David Attenborough

<http://www.janegoodall.org.uk/jane-goodall> - Jane Goodall Org;

<http://video.nationalgeographic.com/video/jane-goodall-retrospective> - Jane Goodall, Nat Geographic. Choose one of these links to watch.



Go out into your garden or watch from your window and sit and observe nature. You need to remain still and quiet. What can you see, what can you hear, and what you smell? Quietly write notes about things you spot –move slowly so as to not disturb any wildlife. Spend at least 10-15 minutes, birds and mini-beasts should be seen and heard. Not everything you hear will be natural – you may hear and see vehicles on nearby roads, or planes in the sky. What is a natural scientist? A natural scientist, or naturalist, studies natural history, i.e. the study of plants and animals by observation rather than by experimentation. An animal behaviourist makes a scientific study of everything an animal does (from amoebae to gorillas!), so again they observe very carefully.

You have just 'been' natural scientists and in fact have been working as natural scientists over the past few weeks as you have learned and observed the insects, frogs, chicks and plants.

Task: Make a diary of your observations. Write in detail adding lots of description include diagrams of your observations.

Wednesday 8th July 2020

Computing



- 1) Click the picture to begin
- 2) Read the slides and code on slide 4
- 3) or snip your instruction screen
- 4) Add response and your
- 5) to answer the question
- 6) to save.

This activity is uploaded to SeeSaw!

Lesson 6: (Instructions) Coding in Scratch - Making a Maze Game

Most video games have a title screen explaining the game, so let's add one to our maze game.

Thursday 9th July 2020

Geography: Rainforest

End of topic task- Create your own knowledge organiser. This will be spread over two weeks.

In Science and Geography, we are now using knowledge organisers to help guide us through our topic. These are topic related definitions and terms.

For this task, you will create your own knowledge organiser, using the given headings. Be careful with your spellings and presentation because we would love to use them for next year 5s.

Example of knowledge organiser. This template will be on SeeSaw.

Rainforest Topic Summer 2020 Task: DEFINE THE TERMS AND FILL IN THE BLANKS

Scientific and Geographical vocabulary		Location and features	
1. Term	Definition	Region	
2. Rainforest		Types of Rainforest	
3. Country		Map of the world	
4. Continent		Parts & places	
5. Ecosystem		Climate	
6. Deforestation		Deforestation	
7. Biodiversity		Conservation	
8. Interdependent			

Causes and Impact of Deforestation

Causes	Impact
1.	
2.	
3.	
4.	
5.	

Layers of the Rainforest, Draw and label.

Draw and label diagrams of products and medicines linked to the rainforest.

Use pictures, sketches and drawings to make a poster about the rainforest. (Include information about the life.)

Interesting Facts



Friday 10th July 2020

Creative Arts

Paper sculpture Challenge 2020

Paper craft is accessible to all regardless of age or ability. It has been used for centuries to create cheap yet effective sculptures. Research paper building templates, or simply create your own style and build a paper sculpture of your favourite church.

- Mild: create a church using any paper source, colour, drawing etc
- Spicy: Create a church sculpture using white paper only and black pen for detail.
- Hot: research pop-up examples and create a 3D pop-up church sculpture out of paper.

Check out free printable templates at the web address below: <https://www.template.net/business/paper-templates/paper-house-template/>

Daily tasks

Year 5 and 6 spellings- **equipment, environment, government, pronunciation, profession, exaggerate, frequently.** Practise these spellings by writing them out in **Rainbow** colours.

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–7, 8 and 9x 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

You may have noticed that our home learning grid looks a little different. Mrs Brady-Smith has written in your English and Maths tasks. You will then see RE, Science, Geography, Computing and Creative Arts that Mrs Elliott, Mrs Bowles and Miss Wilkinson have created. Using the timetable that was emailed out, these activities can be completed in the afternoon after your core subjects (Maths and English).

I hope this makes SeeSaw a little easier to use and understand.

We look forward to seeing your work.

Take care.

Love from Mrs Bowles, Mrs Elliott and Miss Wilkinson

