



Home Learning Year 5

Week beginning 22nd June

Summer Week 9



Religious Education



Tuli with her Grandfather



Josh with his Grandma

STEWARDSHIP

We are called to take care of the world because it is a holy gift from God. It is the only place we can live, and when we make thoughtless use of the world's resources, people suffer. Making wise choices about the care of God's creation is called good stewardship.

Here are some questions to think about:

Key questions

- ❑ In what ways are Tuli and Josh taking care of creation?
- ❑ What can we learn from Tuli and Josh about how we live out our call to stewardship?
- ❑ What are the consequences if we do not care for the world?
- ❑ What does scripture teach us about caring for creation?

The Task of Stewardship

CAFOD: One day, one world videos

One day, one world which compares the lives of two children, Tuli in Bangladesh and Josh in England. The film focuses on the similarities between the children against a backdrop of difference. One day, one world is 13 minutes long and is divided into six chapters. It can be watched as a whole film and/or a chapter at a time. We suggest you watch the film more than once, focusing on different elements each time: <https://cafod.org.uk/Education/Primary-teaching-resources/One-day-one-world-videos>

Task: Find examples in the film of good stewardship of the resources entrusted to us, for example, using renewable energy via solar panels. Present your information in a table (for comparison between Josh and Tuli), mind map or writing using headings.

Challenge: Find out what CAFOD is doing to care for creation.

English- Stories by Significant Authors

Starter: Add parenthesis (commas, dashes or brackets) to the sentences below.

Despite the excellent sailing conditions which were totally unexpected my dad's boat came last.

The fete or at least the outside part has been cancelled because of the weather.

IALT: Describe settings, using figurative language and discuss the impact on the reader

Re-read the story Princess' Blankets by Carol Ann Duffy on YouTube. <https://www.youtube.com/watch?v=f6vPRc8urfo> You might need to keep pausing it to read the pages carefully!

Focus on pages 7-14 which tells us about the ocean's blanket, the forest's blanket and the mountain's blanket

This week you are going to be writing a commentary in the style of David Attenborough, based on one of the blanket themed settings in the book.

Watch these clips for examples of commentaries.

Ocean <https://www.youtube.com/watch?v=38JDGnr0vA>

Forest <https://www.youtube.com/watch?v=n96CzzgT930> (Select an extract from 9.14mins onwards)

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



Transcript for Blue Planet II: The Prequel

The ocean. The largest habitat on earth. A generation ago the series Blue Planet took us beneath the waves. But now, we know so much more. Take a deep breath.

[Music]

New science and new technology allow us to voyage further and deeper than ever before. From the restless shores of our coast line where dolphins spit to trick their prey. To uncharted under sea forests where fairy tale creatures dwell.

Across vibrant coral cities, bustling with ingenious inhabitants. To the vastness of the big blue, home to fearless ocean wanderers. And down into uncharted depths where some of earth's best kept secrets hide. Newly discovered dancing yeti crabs. And landscapes never seen before.

Coming soon untold stories from magical worlds.

This is Blue Planet 2.

[Music]

Interesting features for commentaries.

Short simple sentences.

Adjectives

Facts

Collective pronoun (we, us)

Metaphors (fairy tale creatures)

Imperative verbs (take)

Hyperbole and exaggeration (never seen before)

Mild 😊	Spicy 😊😊	Hot 😊😊😊
• Short, simple sentences • Adjectives • Facts • Collective pronoun (we, us)	• Same as mild • Metaphors (fairy tale creatures, coral cities) • Imperative verbs (take)	• Same as spicy • Hyperbole and exaggeration (further and deeper than ever before)

Maths- Geometry: Position & Direction: Reflection and Reflection with co-ordinates

Mild- Complete the task below.

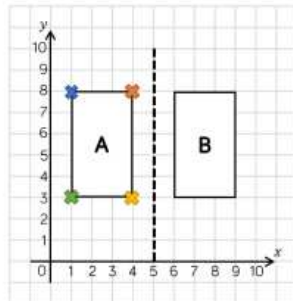


Dora

When you reflect a shape, its dimensions change.

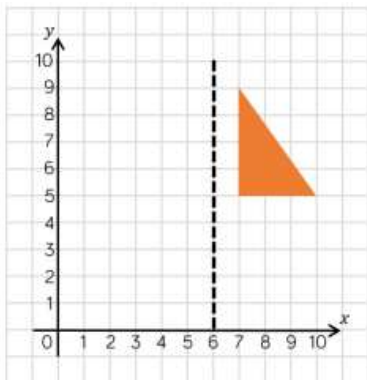
Do you agree with Dora?
Explain your thinking.

Object A is reflected in the mirror line to give image B.
Write the coordinates of the vertices for each shape.



	Original Coordinate	Reflected Coordinate

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



Eva reflects the shape in the mirror line.
She thinks that the coordinates of the vertices for the reflected shape are:

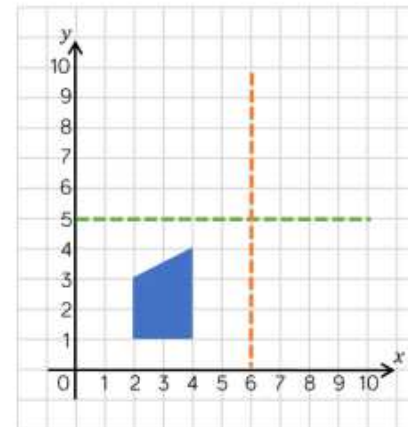
(5, 5)

(2, 5)

(2, 9)

Is Eva is correct?
Explain why.

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



This is a shape after it has been reflected.
This is called the image.

Use the grid and the marked mirror lines
to show where the original object was
positioned.

Challenge:

Is there more than one possibility?



Wellbeing Make it your mission today to smile as many times as you can.

EPR Create a vision board. Think about all the goals you want to achieve and all the dreams you have.
Using these ideas create a vision board using pictures, drawings, writing and any other creative way
you can think of.

It could include getting fitter, learn all my times tables, learn to play an instrument etc.



Investigate, Design and Make

Science

IALT: Find out about a Scientist linked to our topic

<https://kids.britannica.com/kids/article/George-Washington-Carver/352918>

Our famous Scientist and inventor to study is **George Washington Carver**.

George Washington Carver (1860s – January 5, 1943), was an American agricultural scientist and inventor. He actively promoted alternative crops to cotton and methods to prevent soil depletion. While a professor at Tuskegee Institute, **Carver** developed techniques to improve soils depleted by repeated plantings of cotton.



Find out at least 7 facts about his life and what he achieved.

Which products did Carver develop from peanuts? Draw these products.

Choose how you want to represent your work eg powerpoint, fact file, video, poster.....



Computing - Summer 2 2020.
Coding with Scratch.

Lesson 4: Functions



Lesson 4: (Functions) Coding in Scratch - Make a Maze Game

Learn the skills of Functions to organise your code.

- ✓ Click the picture
- 👁 Read the slides and watch 🎥 about Functions
- 👉 Choose Mild, Spicy or Hot from slides 4 & 5
- ➕ Add response and answer the questions
- ✓ to save.

This activity is uploaded to SeeSaw!

Coding with Scratch.
How do I make functions?

- First: click My Blocks
- Next: Make a Block
- Then: call it Moving Ball Sprite & click Ok
- Last: Connect it with your code from last week.

Function: bit of code that can be used again & again to perform actions

Functions help group and organise our code.

These are

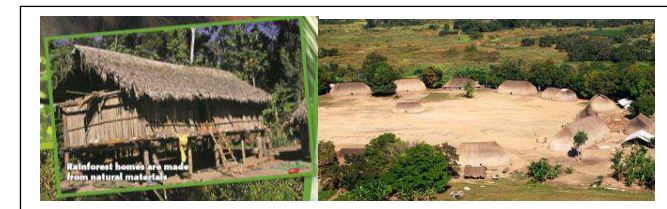
Discovery of the World: Geography: Rainforest

Settlement Project: Create a model of a rainforest settlement.

This project will be split over 2 weeks. First, you will need to research how different groups of people make homes for themselves in rainforest environments. Refer to:

1. What materials do they use? Think about the climate and weather conditions.
2. How do the people get food, water and shelter in their rainforest home? Plan your settlement in as much detail as possible. If you include drawings, these must be labelled. Present this information in a poster, mind map or PowerPoint.

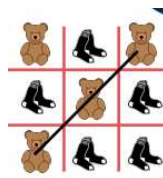
For the second week, using your research and plan, you will make the modelled settlement. *Be as creative as possible with your responses.* You could make a rainforest settlement using lollipop sticks, matchsticks, mud, soil, sand, papier-Mache, twigs from the park, or clay. You could also use a shoebox or cereal box as a base. Take pictures and share on SeeSaw. Website for inspiration and research: <https://christiananswers.net/kids/rainforest/houses.html>



Physical development- Noughts and Crosses

How to play:

- *Mark out a noughts and crosses grid, using chalk, paper or hoops.
- *Each player needs 5 items; socks, teddy bears.
- *Make sure each player has a different set of items.
- *On the command go, players race and put one item at a time inside one of the free spaces in the noughts and crosses grid.
- *The first player to get 3 in a row are the winners.



Top Tips!

Think Tactically If you can not win a game, how can you prevent your opponent from winning?



Reflect

Did you try to plan where you were placing your items before you started running?

Did you have to adapt your plans during the game?

Express Yourself



Art: Tribal face art

The Kayapo Tribe from the Amazon basin use primary coloured symbols and linear designs to portray status during festivities. Research the Kayopa tribe online for inspiration on their face designs firstly then...

Task: To begin with photograph either yourself or a parent/carer. Upload and digitally manipulate using linear design. You can use any app on a smart phone or PC. Upload outcomes on seesaw.

Music: Making Instruments Out of Rubbish- Making a rain stick

Go to the year 5 music clips page and watch the video 'Making Instruments Out of Rubbish'. Does it give you any ideas? Ask your grown up if you can investigate your recycling this week- is there anything that you have there that could make an interesting sound? Could you join two or more items together? If we were to make a piece of music about a rainforest we would need some effective rain shakers. Can you find any tubes that might make an effective rain stick? On the music clips page I have put a basic tutorial for making a rain stick but you could use paints and make yours more impressive and rainforest themed. You could decorate with pictures from the rainforest?

French- Classroom Items

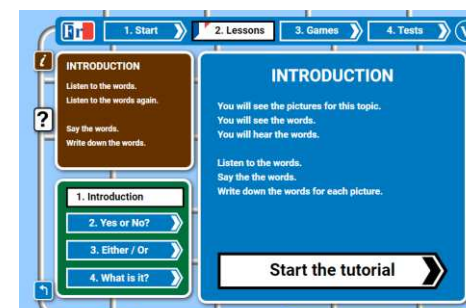
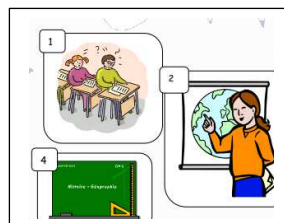
1. Match the picture to the vocabulary:

https://www.primaryresources.co.uk/mfl/pdfs/french_in_the_classroom.pdf

2. Follow this link to hear the pronunciation and learn the items in French.

Click 'full tutorial' first and then work your way through the different activities.

<https://www.french-games.net/frenchlessons?topic=School%20-%20classroom%20objects&level=primary>



Daily tasks

Spelling rule-Double letters: apprehensive, common, different, difficult, excellent, follow, million, opposite, passenger and pollution. Find out their meaning and use them in a range of sentences.

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–11, 12 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

We are enjoying seeing your learning and activities. Can you believe that in exactly one month we will have finished this academic year? It has truly whizzed by. Everyday, you are edging closer to Year 6! Keep sharing your fantastic work and activities from home. Take care.



Love from Mrs Bowles, Mrs Elliott and Miss Wilkinson