

Year 5 Home Learning for Week One - commencing 23rd March 2020

All children are expected to complete the **spelling** homework as usual in the purple homework books. This has been set for this week, next week (w/c 23/03/20) and the final week of term (w/c 30th March) and will be uploaded on the website from Monday. **Please can you test your children the following week on the previous week's spelling.**

READING JOURNALS – This is to be continued as normal. Children are expected to read every day for 15-20 minutes as part of HOMEWORK (outside of the school day). Reading journals are to be filled in including word/vocabulary activities, an activity around the book/part that you have read e.g. story map, book recommendation. It is important that you are keeping the high expectations of presentation in these books. Black or blue pen and neat, joined up handwriting.

Please see copies of the Y5 class timetables that have been uploaded. This will give you an indication of what to teach when and may help to structure the home learning for this week. All home learning can be done on malorees.j2webby.com. Some elements may be practical so photo evidence is welcomed and if you prefer to do some handwritten activities you can use the purple homework book.

OUTLINE OF DESTINATION READER – See separate documents for specific tasks, mostly this will be set around Journey to the River Sea by Eva Ibbotson.

Monday 23rd/Tuesday 24th – Reading 2 chapters with a specific a strategy focus (summarising) and questions to answer as selfie tasks. Look at the document [journey_to_the_river_sea](#) Q's. You will focus on chapters 13-14, answer the questions, summarise and do the follow up activity and publish them all online.

Wednesday 25th/Thursday 26th – Reading 2 chapters with a specific a strategy focus (summarising) and questions to answer as selfie tasks. Look at the document [journey_to_the_river_sea](#) Q's. You will focus on chapters 15-16, answer the questions, summarise and do the follow up activity and publish them all online.

Friday – A Big Picture or comprehension task will be posted on the website (unseen text). You will also need to do the activity for chapters 17-18, answer the questions, summarise and do the follow up activity.

WRITING/LITERACY

HOT TASK Monday 23rd: Have a go at writing your own non fiction information text on an animal or topic of your choice. We did dragons in class, what will you write about independently? What do you know the most about? How will you structure your paragraphs? Will you link it to our Brazil topic and write about a creature of the rainforest or Amazon river?

COLD TASK: Wednesday 23rd Please look at the cold task document that has been uploaded and have a go at writing a recount in the form of a flashback.

Please choose one of the Literacy Shed story starters each day and spend 30 minutes on creative writing. What does the story starter help you to imagine? What could happen next? What has possibly happened before? Story starters may begin with dialogue, a statement, a character's thought.

We have writing and reading tasks set on Journey to the River Sea by Eva Ibbotson. Please see separate documents. Look at other books by Eva Ibbotson if possible and start these writing activities:

Activities:

1. Imagine a different ending to Journey to the River Sea, in which Maia and Miss Minton remain in the jungle, living with Finn and the Xanti. Do you think they would live "happily ever after," or would they miss the comforts of home and want to return? What might they miss about the outside world?

2. List all the things you love about nature and imagine about how life would be different if, like the Carters, you rarely interacted with that world. What would you be missing out on? How does nature play a role in your daily activities - the sports you play, the outdoor games at recess, your hobbies?

3. Using the descriptions in the story, draw a map that includes the Carter's house, the city of Manaus, and the river between. Then, try to place all of Maia's favourite locations on the map, including her dance class, the museum, Finn's secluded home, even the docks where Clovis hides. You can place other locations on the map that appear in the story. Try to place each location an accurate distance from the others. If an inch on the map equals a mile in real distance, create a key that gives that information, so the map-reader will know exactly how far Maia had to travel.

Other Books by This Author:

The Great Ghost Rescue, 2003, Puffin.

Dial-A-Ghost, 2003, Puffin.

Island of the Ants, 2001, Puffin.

The Secret of Platform 13, 1999, Puffin.

Handwriting – You will have a pdf available of the last two units of work for handwriting for this term. W/C 23/03/20 please do x2 sessions of 15 minutes which will cover Unit 28, pages 60 (15 mins) and 61 (15 mins). W/C 30/03/20 please do Book 5 Check Up 2 page 62 (15 mins) and 63 (15 mins)

Touch Typing – We would like all children in Y5 to do 10 mins of touch typing every day to speed up any work we ask children to do at home using a computer. This is a fantastic life-long skill to have and learning to do this will make all work on a computer fluent and quick. Try the BBC Dance Mat Touch Typing <https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> or alternatively try a programme of your choice.

MATHS

You will be consolidating work from the Autumn term. Please see the uploaded White Rose Maths activities. Each week we will set 10 worksheets so aim for 2 per day. You can print these off and answer straight on the paper or you can answer in your purple homework books. Please put the short date on your work.

RE

Research Jerusalem as a place of pilgrimage. What can you find out about this city? Why is it important to 3 different religions? What 3 major religions is it important to as a place of pilgrimage and why?

French

Go onto language angels and spend 30 minutes revising months of the year and days of the week.

Chess

Spend an hour playing chess with someone. Can you teach them what you have learnt this term? How do you start? Teach your opponent our newly learnt strategies; opening up the board by moving the pawn in the centre, castling and fox and chickens. Explain to someone else the point system for winning and check mate for winning.

TOPIC/SCIENCE

See separate document