**Literacy**

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| --- | --- | --- |
| Activity 1: | Activity 2: | Activity 3: |
| <https://www.literacyshed.com/3littlepigs.html>    This week, we’re going to turn a traditional fairy-tale into a newspaper article.  **Headline**  Who will your focus be on - the hero or the villain? Will you turn it around to make the ‘bad guys’ the victim?  **Orientation sentence**  Look at your story and plan your orientation paragraph:  Who? What? When? Where?  *Include a relative clause to add extra information*  <https://www.youtube.com/watch?v=HbVIIuhgg9Y>  *Try 2 or 3 versions so you can make an Author’s choice of which you prefer.* | **Interviews and quotes.**  Think about who your article is trying to agree with.  Pretend to interview three characters (a sibling or a toy!) to help you add detail to your article.  Remember to record what they say using speech punctuation practiced last week.  *Challenge: choose a character from another story - what might they say?*  *“I’ve met this wolf before,” Red Riding Hood told us, “and if you ask me he got what was coming to him.”*  <https://www.youtube.com/watch?v=jiW3rEjTlo4> - Direct and reported speech.  **Plan your newspaper’s paragraphs**  How will you split your information?  Will you include a ‘what will happen next’ paragraph?  Subheadings - short,might use alliteration or a joke. | Bring it all together  Rewrite your story in the style of a newspaper.  What point of view will you write from?  How will you show bias?  Can you use emotive language to get your audience on your side?  Remember to include:   * Headlines * Subheadings * Pictures and captions * Quotes in speech marks * An opening ‘orientation’ to introduce the story including who, what, where and when. * Separate paragraphs to give juicy details of each key event / topic.   Final:  Publish your work by splitting it into columns and using a picture.  If you choose to type it, play around with fonts to fit your article. |
| NS: After you have written your sentences and story, read them again. Edit and improve your writing, like we do at school!   * Additions (adding in missing words or phrases) * Revisions ( improving sentences or word choices ) * Corrections (correcting wrong spellings) | | |

**Spelling**

Activity 1:

Aim for **5-10 minutes** every day on your spellings.

First, let’s practise ten spellings more spellings from last weeks list:

They all follow **unusual patterns** so have to be learnt especially.

yacht vehicle vegetable variety twelfth thorough temperature system symbol suggest

1. Look up their meaning. You can use an online dictionary. If you can, listen to how they sound when they are read out loud by clicking on the speaker button.
2. Can you think of three synonyms for that word, just like if you were a thesaurus?
3. Use your neatest handwriting to write them in sentences.

At the end of the week you can give yourself a spelling test of your ten words!



Made a mistake? Notice where you went wrong, and re-learn it!

Activity 2:

Use the website <https://spellingframe.co.uk/spelling-rule/5/Year-5-and-6> to practise some of our regular spelling patterns.

[Spelling Rule 38 - Endings which sound like /ʃəl/ (e.g. social, crucial... etc.)](https://spellingframe.co.uk/spelling-rule/33/38-Endings-which-sound-like-el).

**Reading**

Read for at least 40 minutes a day. You can find books online in lots of places:

1. [Readon.myon.co.uk](http://readon.myon.co.uk/) you can choose your Accelerated Reader level.

2. [www.getepic.com/students](http://www.getepic.com/students) Log in with the class code mcs7564 and select your name from the list.

3. [www.readworks.org/student](http://www.readworks.org/student) Enter the class code ZXWXUN password is 1234

**Oxford Owl Class login**

Go to <https://www.oxfordowl.co.uk/> and find the class login on the top bar

Class: CaledonianRd **or** HollowayRd

Password: PoolesPark123

There are lots of audiobooks that you can choose by your age range and theme to practice your comprehension skills.

When you’re listening think about these 5 questions:

* What has happened in this part of the story? Can you order events? (**summarise**)
* What have you learnt about the characters in this section? (**retrieve and infer**)
* What do you think will happen next? Why? (**predict**)
* How does the author want you to feel in this section? What words or techniques have they used (**author’s choice**)
* What would you want to ask the characters at this point? What might they say? (**infer and ask questions**)

Under parent resources there are extra activities across a range of subjects.

**Maths**

Please use the White Rose Maths resources where you will find daily activities and videos to support. The learning is organised in weeks and there is a lesson for each day

**Maths lesson:**

Aim for **30 minutes** a day.

Please start with week 1 from wherever you got up to before moving on to week 2: <https://whiterosemaths.com/homelearning/year-5/>

This is **new learning** so watch the videos first. Check the answers when you’re done and spend time working out **why you got things right or wrong,** so that you really learn.

If you’re feeling very stuck you could try Year 4 as revision work instead.

**Daily Practise:**

Try to complete at least **15 minutes** daily practice every day by going to:

* Mathletics
* Or visit <https://myminimaths.co.uk/year-5-mini-maths/>

Check your answers and find and fix!

**Timestables:**

In Year 5, the expectation is that children know all the times tables in order, muddled and speedily. We also have to know the linked division facts. Make a poster of fact families for a multiplication and division you still find tricky.

Use your times tables books to practise, Mathletics or visit <https://www.timestables.co.uk/>**.**

**Reasoning Challenge:**

[**https://nrich.maths.org/10072**](https://nrich.maths.org/10072) **-** try a game of building the biggest or smallest number to beat your opponent (try the trickier version of game 5)

<https://nrich.maths.org/12205> - you’ll need some scrap paper to practise making these shape designs (can you work out how the area and perimeter changes for each of your designs?)

**Science**

Review the vocabulary you learnt from last week's learning.

Can you make a poster illustrating all the words? What materials could you draw?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| hard | squashy | smooth | absorbent | bumpy | opaque |
| brittle | translucent | rigid | transparent | soft | dull |
| flexible | rough | waterproof | elastic | shiny | Thermal conductor |
| Thermal insulator | Electrical insulator | Electrical insulator | materials | properties | inventor |

**Topic - RE**

We’ve just had the Easter break, so for RE remind yourself of the traditional Easter story.

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6>

<https://www.natre.org.uk/uploads/Free%20Resources/2%207-11%20RE%20Today%20and%20NATRE%20home%20learning%20Easter%20Expert.pdf>

Activities:

* Create a storyboard for the Easter story including an image to summarise each day

Challenge: create 4 diary entries from the perspective of one of Jesus’ apostles

* How does a traditional Christian family celebrate Easter? What does each part represent? <https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-easter/znkngwx>

**Art**

* Symbols of Easter - can you create a poster including different symbols of Easter and what they represent (rabbits and lambs, easter eggs, hot cross buns, palm leaves)