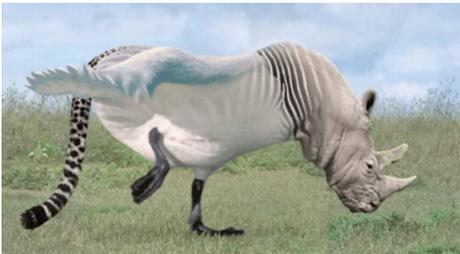


Well done to all of you who took the chance to improve your suspenseful storytelling skills! This week we're looking at creating a non-fiction text about an animal that you create. We're going to imagine that we are brave explorers who have just discovered a new species and we will write a non-chronological report to present our findings to the world. First, we're going to have a look at a WAGOLL that's already been written.

Activity 1:	Activity 2:	Activity 3:																																
<p>If you want some inspiration for your creature, have a look at Where the Wild Things Are : <a href="https://cutt.ly/6yrU67Z">https://cutt.ly/6yrU67Z</a></p> <p>Our WAGOLL is about the rare Rhiswanozebtah - a mix of <b>rhino</b> plus <b>swan</b> plus the <b>o</b> of rhino plus the start of <b>zebra</b> and the end of <b>cheetah</b></p>  <p>Have a read of the example <a href="https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Maria-Rhi.pdf">https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Y5-Maria-Rhi.pdf</a></p> <p>Or listen along <a href="https://soundcloud.com/talkforwriting/rhi-swano-zeb-tah/sVRW2gbiXcMY">https://soundcloud.com/talkforwriting/rhi-swano-zeb-tah/sVRW2gbiXcMY</a></p> <p>Evaluate using these sentence stems</p> <ul style="list-style-type: none"> <li>• I was really interested in</li> <li>• I want to know more about</li> <li>• My top facts were</li> </ul>	<p><b>Zoom In on Key Vocabulary</b> Have a look for any words you don't understand <i>(try using your reading skills to infer a meaning before you check with a dictionary)</i></p> <p>Here are our key words</p> <table border="1" data-bbox="574 936 1032 1717"> <tr> <td>juveniles</td> <td>Anything young e.g. animals, humans, plants</td> </tr> <tr> <td>prominent</td> <td>Something that stands out and can be seen easily</td> </tr> <tr> <td>inhabit</td> <td>To live somewhere</td> </tr> <tr> <td>gouge</td> <td>To make a rough hole in something</td> </tr> <tr> <td>agile</td> <td>Moving quickly and easily</td> </tr> <tr> <td>surveying</td> <td>Looking out for something</td> </tr> <tr> <td>prey</td> <td>An animal that is hunted by another animal</td> </tr> </table> <p>For each word:</p> <ul style="list-style-type: none"> <li>• Draw a picture</li> <li>• Find an antonym (opposite meaning)</li> <li>• Practice writing in a sentence</li> </ul>	juveniles	Anything young e.g. animals, humans, plants	prominent	Something that stands out and can be seen easily	inhabit	To live somewhere	gouge	To make a rough hole in something	agile	Moving quickly and easily	surveying	Looking out for something	prey	An animal that is hunted by another animal	<p><b>Think about the text</b></p> <ol style="list-style-type: none"> <li>1. What are the four distinct animals that make up the Rhiswanozebtah?</li> <li>2. The Rhiswanozebtah likes to sleep in patches of grass. TRUE or FALSE?</li> <li>3. What <u>evidence</u> is there to suggest that the Rhiswanozebtah is agile?</li> <li>4. Find and copy a word that is closest in meaning to unlikable.</li> <li>5. The text refers to areas the Rhiswanozebtah inhabits. What are they?</li> <li>6. Fill in this table:</li> </ol> <table border="1" data-bbox="1062 1083 1516 1417"> <thead> <tr> <th></th> <th>Would eat</th> <th>Wouldn't eat</th> </tr> </thead> <tbody> <tr> <td>Rabbits</td> <td></td> <td></td> </tr> <tr> <td>Cauliflower</td> <td></td> <td></td> </tr> <tr> <td>Leaves</td> <td></td> <td></td> </tr> <tr> <td>Snakes</td> <td></td> <td></td> </tr> <tr> <td>Buffalo</td> <td></td> <td></td> </tr> </tbody> </table> <ol style="list-style-type: none"> <li>7. Why might the Rhiswanozebtah be so rare?</li> <li>8. Which section of the text tells you about what the Rhiswanozebtah can do? Write the opening sentences.</li> <li>9. Give two ways in which the Rhiswanozebtah could be a nuisance.</li> <li>10. Look at the end of the text. What might happen if a Rhiswanozebtah did make its home near to where you live? List the things that you might witness as a result of this new creature moving in. Consider all the facts about how it behaves.</li> </ol>		Would eat	Wouldn't eat	Rabbits			Cauliflower			Leaves			Snakes			Buffalo		
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## Spelling

Activity 1: Aim for **5 minutes** every day on your spellings. There are two approaches:

1. The first choice is visiting

<https://spellingframe.co.uk/spelling-rule/35/41-Words-ending-in-able-and-ible-Words-ending-in-ably-and-ibly-1-of-2>

1. adorable

a-dor-a-ble

2. adorably

a-dor-a-bly

3. applicable

ap-pli-ca-ble

4. considerable

con-sid-er-a-ble

5. considerably

con-sid-er-a-bly

6. changeable

change-a-ble

7. forcible

for-ci-ble

8. dependable

de-pend-a-ble

9. comfortable

com-fort-a-ble

10. enjoyable

en-joy-a-ble

11. horrible

hor-ri-ble

12. horribly

hor-ri-bly

13. incredible

in-cred-i-ble

14. incredibly

in-cred-i-bly

### Spelling Rule 41 - Words ending in -able and -ible Words ending in -ably and -ibly

2. Or the second option is to work on paper and follow these steps to learn spellings 1-21

- 1) Find out their meaning, use a dictionary if you can.
- 2) Can you think of three synonyms for that word?
- 3) Use your neatest handwriting to write them in sentences.
- 4) Give yourself a spelling test. Made a mistake? Notice where you went wrong, and re-learn it!



look



say



cover



write



check

## Reading

Download the reading pack from here. Complete one comprehension activity each day.

<https://www.literacyshedplus.com/en-gb/resource/stage-5-reading-packs>



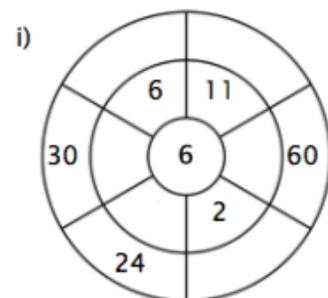
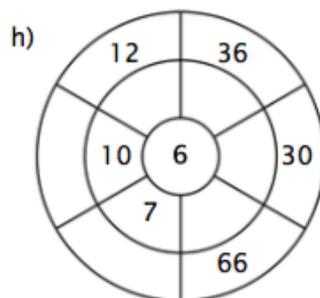
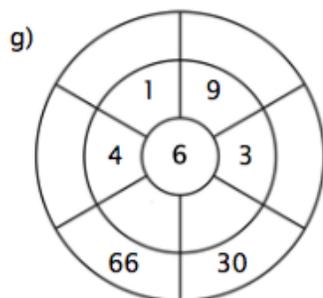
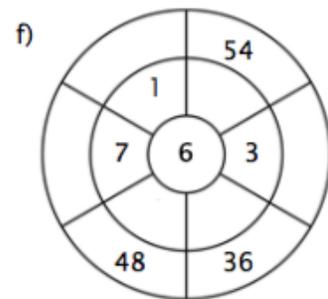
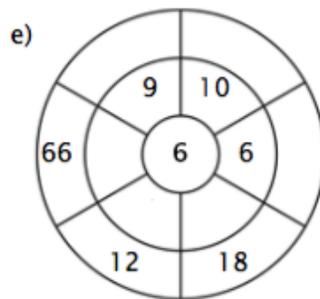
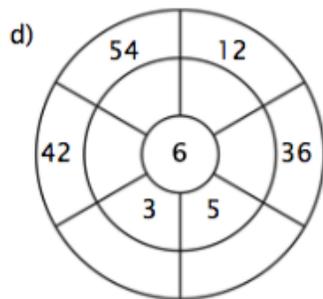
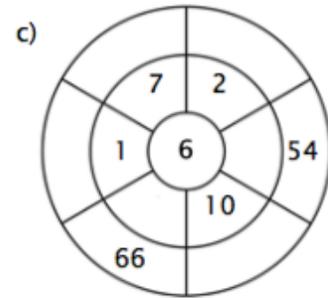
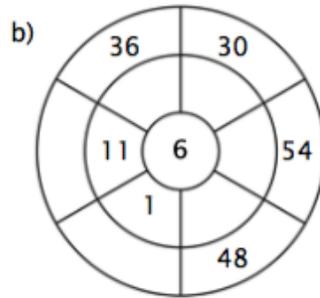
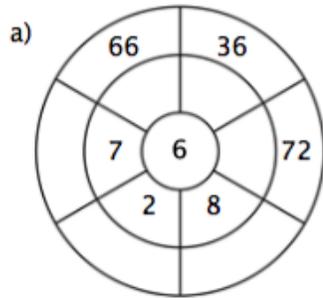
## Maths

We are using **White Rose Maths Home learning** resources. Please start with **Summer Term week 1** and keep moving on through to **week 2 and 3**. [Home Learning - Year 5](#) This is **new learning** so watch the videos first if you can. 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 finding the White Rose a bit hard on your own you could use the Bitesize lesson as it's AMAZING for revision. **Click here - [Year 5 and P6 lessons](#)** (or google bbc bitesize home learning).

Timestable focus: 6 times table

Complete the circle by multiplying the number in the center by the middle ring to get the outer numbers.



Spanish - [La Canción del Tiempo y el Clima.](#)

Create a weather forecast in spanish. What weather will it be on each day? Revise the days of the week! <https://www.youtube.com/watch?v=SQbspMMdJU8>



**Science - Changes to Materials**

Chemical reactions are useful in cooking and help to improve the taste of food.

Cooking and chemistry have quite a bit in common. Watch this video to find out more.

[Chemical reactions in cooking food - KS2 Science](#)

Help with and watch cooking at home throughout the week and record any chemical reactions you notice to the food. How does it change? In what ways? Try the recipe below if you can.

**Cooking**

Ask an adult for help before starting this. Be a menu designer. Think of a weeks menu that would make sure you got all the fruits and vegetables you would need.

[Fruit and vegetables The Eatwell Guide V2](#)

 **Prep: 5 minutes**

 **Cook: 10 minutes**

 **Serves: 2**

**Recipe info****Ingredients**

2 large eggs  
1 tsp of cold water  
Cooking spray  
Salt and pepper

**Equipment**

Small mixing bowl  
Fork  
Non-stick frying pan  
Spatula  
Plates

**Description**

This is a traditional English way of making an omelette, see variations for ideas from other countries.

**Method / What to do**

1. Gently beat the eggs together with salt, pepper and a teaspoon of cold water.
2. Warm a medium frying pan over a high heat and spray with a thin coating of cooking spray.
3. Pour the egg mixture into the centre of the pan and cook over a high heat for 1 – 2 minutes.
4. As the egg begins to set, use a spatula to push the set egg towards the omelette centre.
5. Cook the set omelette for another minute, then loosen the edges with a spatula and fold the omelette in half.
6. Tilt the pan and slide the omelette onto a warm plate and serve immediately on its own or with a crisp green salad.

**Teaching points**

- ☉ Eggs should be stored in the refrigerator, as their freshness quickly deteriorates in warmer temperatures.
- ☉ Remove eggs from the fridge 20 – 30 minutes before use for best results.
- ☉ Buy eggs which have the Lion Quality mark on the eggshell and egg box, as this means that the eggs have been produced to the highest standards of food safety.

**Topic - History: Ancient Greece**

***The Greeks told stories about their gods to explain why things happened in the world. We are going to look at Hades and Persephone.***

This Greek myth explains why we have seasons. Hades, Lord of the Underworld, kidnaps the young goddess, Persephone. Her mother, Demeter, goddess of the harvest, is so distraught that all the plants start to die and people begin to starve. Zeus orders Persephone's release, but by eating six pomegranate seeds she is seemingly trapped forever. With the world dying, Zeus realizes a compromise is the only answer. For six months of the year, Persephone is allowed to be with her mother, but for the other six months, she must remain in the Underworld. And that is why we have summer and winter.



**Listen to this Greek Myth if you can <https://youtu.be/keqHSzW1vd4> and read the version below. Why do you think there are more than one version of this story?**

- 1) Imagine you were going to make a film of the story. Create a storyboard (like a comic strip) showing the different scenes.
- 2) Write a series of diary entries in the role of Hades or Persephone.

**What are you thinking and feeling at different points in the story? Why did Hades kidnap Persephone? Do you feel sorry for him? What do you think of Zeus's decision. Was it fair? Why do you think Zeus made this decision?**

The Greek goddess, Persephone, was the child of Demeter, the goddess of earth's fertility and harvest, and Zeus, the king of all the Olympians. Demeter was the most nurturing of goddesses and, in turn, was the most nurturing mother. She cared as deeply for her daughter Persephone as she did the earth. Persephone lived a happy, fruitful childhood, playing with the other Olympian children and spending time in the gardens of Olympus.

On one occasion however, as Persephone was picking the flower, narcissus, with a group of her favourite flora nymphs, the earth suddenly opened up. Out of the deep, dark blackness Hades emerged.

From his place in the Underworld, he had seen Persephone's innocent beauty grow to radiance. He desperately wanted her to be his Queen of the Underworld. So, one day he approached

Zeus asking for permission to take Persephone as his Queen. With little concern for how Demeter would respond to such a request, Zeus agreed and Hades was given consent.

Now, Hades, at the sight of Persephone's natural but rich beauty took hold of her and carried her gently down with him to the Underworld. Persephone cried out for her dear mother Demeter but to no avail. Now in the Underworld, Persephone was under Hades' control.

Demeter approached the gardens where Persephone usually played with the nymphs but could no longer find her daughter anywhere. She found one particular nymph in a grove, usually boasting morning glory flowers in her hair, sobbing; the flowers lay strewn along the lush grass. Demeter gently asked her where Persephone was. The nymph, in anguish, would not answer.

Stricken with grief, Demeter scoured the earth in search of her daughter. Her immense sorrow caused the earth to grow dark, cold, and barren. The once lush meadows yellowed. The trees curled and furled. The rain stopped.

Having searched the entire living land, Demeter finally contacted Zeus. He informed her of Persephone's marriage to Hades in the Underworld. Demeter grew into a motherly rage. She demanded Zeus to return Persephone to her care.

But Zeus refused.

Demeter left Olympus and watched as the earth began to decay without her nurture. She sought to punish Zeus for betraying her and their daughter. The now yellow meadows blackened and decomposed into dust. The trees began to shrink into the hard dirt. The rivers shriveled up and the lakes froze over.

Zeus had no other choice but to agree to Demeter's demands.

He told Hermes, the messenger, to bring Persephone back up to Demeter's care.

In the Underworld, Persephone had grown to love Hades, who treated her with compassion and loved her as his Queen. As she would have up in Olympus, she remained eternally beautiful in the Underworld. Hades admired her kind and nurturing nature. However, Persephone missed her dear mother greatly and wished to spend time on earth with her.

When Hermes reached the Underworld, he requested that Persephone come back to earth with him to rejoin her mother and father. Hades knew he could not refuse the commands of Zeus, but also could not part from his beloved Persephone.

Before she departed from the Underworld, Hades offered Persephone a pomegranate as a farewell. This was, however, a cunning move by Hades. All the Olympians knew that if anyone ate or drank anything in the Underworld they would be destined to remain there for eternity, as the Fates had cautioned. Even Demeter had warned Persephone of this fate and instructed her never to eat or drink anything.

Thinking of her mother, Persephone decided to, instead, eat the small seeds of the pomegranate – assuming that these would not count as consumption. Little did Persephone

know but this was exactly why Hades had given her the pomegranate. After eating six of the seeds, Persephone was approached by the Fates, who told her she would forever remain in the Underworld as Hades' Queen.

Hermes sadly went back up to Zeus and Demeter, who anxiously sat awaiting her daughter's return. Upon the sight of Hermes alone Demeter spiraled into a fit of immense grief and sobbing – she knew what Hades must have done to keep Persephone there.

However, Zeus, being the mighty king of all gods, could *not* allow his beloved land to become decayed and barren; and so, he met with Hades himself. With the help of Hermes the infamous deal was struck.

Because Hades had deceptively tricked the young Persephone into eating the pomegranate, he was commanded to allow Persephone to visit her poor mother above his domain. In return Zeus promised a binding deal that allowed Hades to have Persephone a month for each seed she had eaten. Thus, for half of each year, Persephone was to sit on the throne of the Underworld beside Hades.

During Persephone's six months on earth reunited with her mother, the land was fertile, beautiful, and warm. The meadows were lush and of the deepest green. The trees were tall, sturdy, and fruitful. The rains came often and drought was unseen.

However, when Persephone left the land and entered Hades' domain, earth experienced a cold, dark period with no growth. Demeter grieved for her daughter and had little time to nurture the land.

Thus, according to Greek mythology, the seasons were created – the autumn and winter months were when Persephone sat on the throne of the Underworld beside Hades, and the spring and summer months were when Persephone was reunited with her dear mother, Demeter.

## **Art**

The British Library has challenged people to make their own miniature book. These tiny books shown below measure 57mm high and 47mm wide – around the same length as a mouse's tail!

First make your book. Then write a mini story, and **illustrate** it!





### Tools & Materials needed to make one miniature book

Light weight paper – 1 sheet of A4 plain or lined paper (this sheet will make two miniature books); Coloured paper, wrapping paper, magazines or newspaper for book covers and spines; Scissors; Small elastic band, string or even a bobby pin to bind your book; Pencil; Glue

### Fold your paper

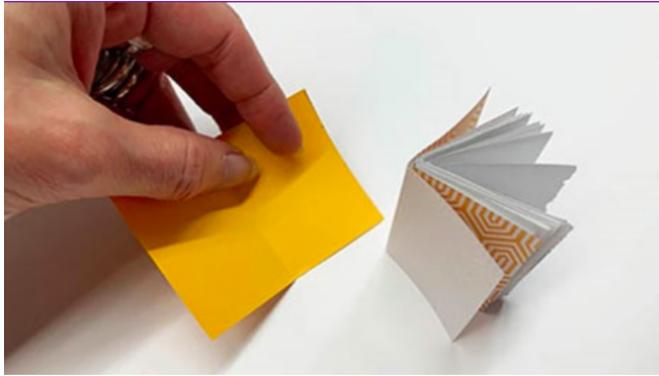
Fold your A4 paper in half, short side to short side – Take your time to try and match the corners and then flatten the paper with your hand. Now, firmly run your finger down the crease to create a tight fold. Make sure to do this every time you fold your paper. Cut or tear the A4 sheet in half, short side to short side. Save one half to make another book later.



Fold the paper in half, short side to short side, and in half again, short side to short side, And in half again, short side to short side. Open the paper up - there will be 8 rectangles. These rectangles will become the pages of your book.

Cut the paper with scissors, so you have four sets of folded double pages. Fold the cut sheets in half, short side to short side. Put the folded pieces inside one another. This folded block will become the pages of your book. It is called the *book block*. Put the book block to one side.



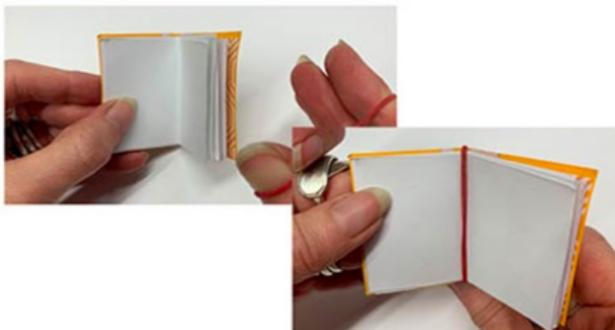
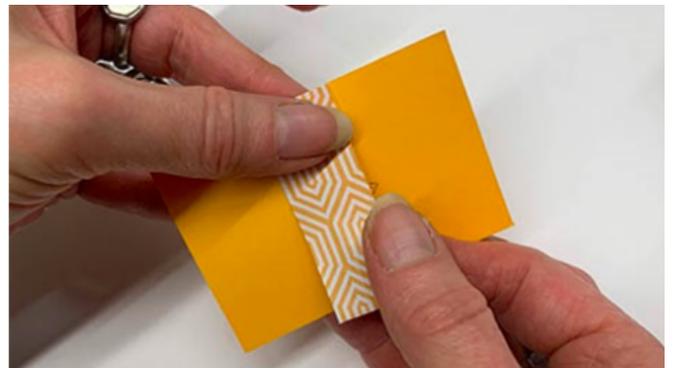


**Make your cover boards**

Open your book block, place it on the plain side of the paper you have chosen for your cover.  
Draw around it making sure to add a little extra height and width so it fully covers the book block.

**Make a spine strip**

Cut a strip of paper, magazine, wrapping paper etc. the same height as your cover.  
Glue this spine strip to the outside cover of your book.



**Assemble your book**

Wrap the cover around your book block. Open the entire book to the middle page and 'bind' your book together with an elastic band, string or bobby pins.  
**Enjoy writing and drawing in your book!**  
Can you make an even smaller book?

**RE**

It is time to find out something about what is important to many Jewish people.

Watch the [What Is Judaism?](#) on the bbc website.



The film told you lots of things about the Jewish day of rest called Shabbat.

1. **Draw some of the things that you would find on a Shabbat dinner table.**
2. You could watch the film and pause it when it shows a picture of the table set out for the Shabbat meal to help when you are drawing.
3. Around your picture, add labels and descriptions of the items.
4. Next, add some speech bubbles saying what Jewish people are remembering at Shabbat.
5. You could also add in extra things you have found out about Shabbat.

**Philosophy for Children**

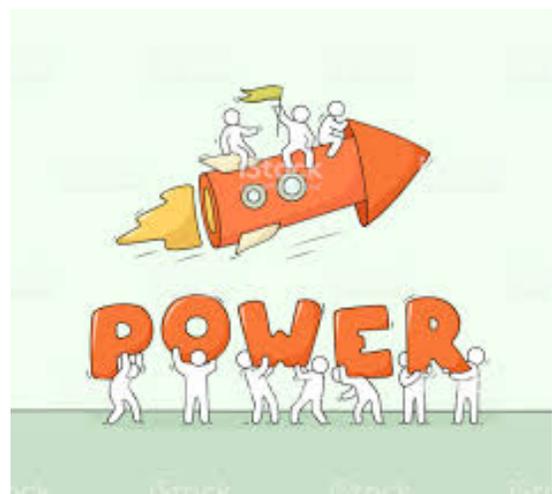
What's your opinion? Share it with someone at home. Do they agree or disagree? Why? Can you think of another point of view?

**Talking Points**

- Who in these pictures has the most power?
- Can you give examples of ways in which they have power?
- What does it mean to have power over someone or something?

**Fun Activity**

- Think of one person who has, in your view, a lot of power?
- What would you most like to ask them to do with that power?



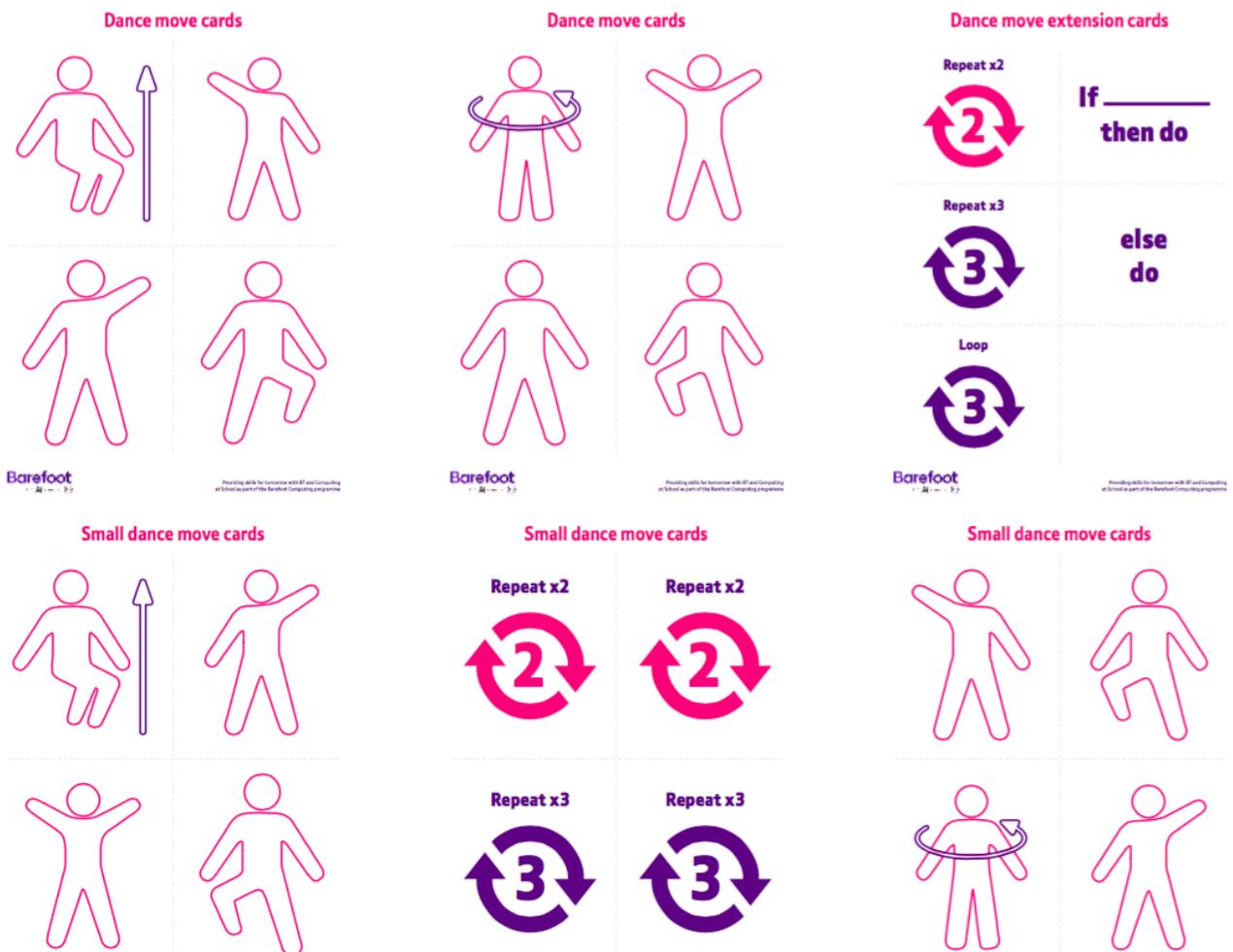
**Algorithms – An algorithm is a precise sequence of instructions, or set of rules, for performing a task.**

Choreograph (create) a dance to a song of your choice. Record the algorithm (instructions) for your task. Use the cards below or invent your own.

Your dance moves could be very simple (e.g. jump, spin, wave arms), or more complex (e.g. floss, dab).

Make sure you have your algorithm in the correct order and have a card, picture, painting or action figure to represent each dance move. If you have repeated moves use a repeat sign, or use additional (more) copies of the move cards!

Persuade as many people as possible to follow your dance algorithm. You can explain that an **algorithm is a sequence of instructions to get something done** and they need to help you finish your homework!



## **Music**

Use **Charanga.com** which is an online teaching resource to support their music curriculum.

You have a **log in to use the home learning section of the website**. Please find your login details in the year group home learning folder on the website.

Song resources and lessons have been added to your workspace

Alternatively you can use <https://www.bbc.co.uk/bitesize/subjects/z7tnvcw> to access additional music education.

## **PE Activities**

Skill Focus: Object control

1: Balancing the object Use a small ball (or a scrunched up piece of paper) and a surface such as a book or a small frying pan instead of a tennis racket

Try balancing the object in different ways: Two-handed, one-handed, left hand, right hand

Technique: Keep your eyes on the ball and begin to see if you can move around slowly in different directions or at different levels

Challenge: start to see if you can bounce the ball repeatedly without dropping it.

Game: With a partner or on your own how many bounces can you do on the sport and then moving!

2. Rally with a partner: Stand facing each other. Use either two hands or one hand to keep hitting the ball to each other. Try a hit and catch first if this helps your technique!

Technique: Use an underarm swing, keep your eye on the object and move your feet to react!

Challenge: Try hitting on the other side of your body to perform a backhand!

Game: See how many successful hits you can do with a partner without the ball hitting the ground; this is called a rally!

[#ThisIsPE - Coordination with ball skills](#) watch this for more information!