



# **Ideas for Home Learning Year 5**

**Week beginning:  
13<sup>th</sup> July**

## Structure of the Day

### How much work should we be doing each day?

We know that different families are going to be in very different situations. For some, ideas for activities to do at home will be very welcome. Some children find it a lot easier to work at home than others.

We do not want the ideas here to create additional strain in what may already be difficult circumstances for some families. What follows is therefore just a guide. The idea is not to replicate a school day for the children.

So the answer to the question “how much should we be doing each day” will vary from family to family and child to child.

### Some basic principles are:

- Keep it varied – shorter periods doing a range of different activities with breaks in between help the children focus; so swap between activities
- Keep it fun – if your child is losing focus or enthusiasm, switch to a different subject or have a break
- A bit of structure can help – pick start and finish times that work for your child and work for you
- But be adaptable and realistic – there is no point creating stress and conflict; better to do less and it be a positive experience that feels successful than more and it feel like a chore
- Praise your child's efforts
- Don't over-correct work that children have done – better to praise what is right and pick one or two examples of mistakes that your child can learn from. Pointing out everything that is wrong demoralises and demotivates and gets in the way of learning instead of helping it.
- If children develop a particular interest in a project or topic and want to dedicate their time to that rather than other suggestions for work, then let them follow their interest.

### What should we be trying to achieve?

We are really aiming for:

- Children to have the opportunity to practise and consolidate existing skills and knowledge
- Children to be able to explore their context for learning and different national curriculum subjects

### How do we do this?

Overleaf are various ideas of activities you can do with your child. It is not a checklist to be ticked off. You don't have to do it all. The following is a suggested outline, but please do what works for your child. We would suggest doing:

- three to four activities a day
- breaks in between
- these activities to include some reading every day
- some mathematics at least three times per week; this could include playing a maths game on line, rote learning of number facts (e.g. multiplication tables, number bonds depending upon age) as well as any specific activity set by the teacher)
- some writing activity at least three times per week
- some of the other activities that the teacher has set.
- Also, if you are struggling to get out of the house and get some exercise, you can do one of the “Five a Day” Fitness activities at home – log in details overleaf (please do not forward to parents who are not at St Matthew's).

We will be sending this document out with updates on a weekly basis except during school holiday periods. Some sections will be updated each week, others (for example the “Possible Projects”) will change when the context for learning changes.

## Our Context for Learning

***Our context for learning this half term is Ancient Greece!***

You will find some fuller details by looking at our Curriculum Framework for Year 5. Our latest curriculum framework can also be found on the St Matthew's Website at

[http://www.stmatthews.cambs.sch.uk/website/curriculum\\_1/185652](http://www.stmatthews.cambs.sch.uk/website/curriculum_1/185652)

**Ideas for Activities:** The following are suggested activities. There is a range of worksheets, online/screen based tasks and practical tasks. If you don't have access to an electronic device, please don't worry about completing the online tasks if that is not possible. Please note that your child is not expected to complete all of them, the options are there to choose from for which suit you/your child.

Please feel free for children to do their own free choice of writing as the main thing is that they continue to write and enjoy writing.

You do not have to print out all of the attachments/sheets. It is possible to do most activities on paper or in books, looking at sheet or task on screen, or writing down key points. Of course, you can also print sheets out if you have a printer and ink. But you should only print the sheet your child needs.

## Mathematics

Please complete the Year 5 Daily Lessons from 6<sup>th</sup>-10<sup>th</sup> July on the BBC Bitesize website: <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons> on **shape and space**.

There are some useful video clips on 2d on **Espresso KS2 Maths, 2D shape (upper)** and some games activities which children could do to re-inforce their understanding.

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/frontscreen/item326776/grade2/index.html?source=subject--KS2--Resource%20types](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item326776/grade2/index.html?source=subject--KS2--Resource%20types)

There are also helpful video clips and activities on reflection and translation on **Espresso KS2 Maths, Position and Direction (upper)**

[https://central.espresso.co.uk/espresso/primary\\_uk/subject/module/frontscreen/item370984/grade2/index.html?source=subject--KS2--Resource%20types](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item370984/grade2/index.html?source=subject--KS2--Resource%20types)

If your child would like more of a challenge, please complete the four lessons in week 11 (w/c 13.07.20) on <https://whiterosemaths.com/homelearning/year-5/> on **metric and imperial units, units of time and timetables**. PDFs attached.

*These activities are introducing new concepts, so children may need a little more support with these.*

**Times tables:** this week, have a go at the **ultimate times tables challenge** (PDF) to see which tables facts you need to revise. You can practise using **Topmarks hit the button** <https://www.topmarks.co.uk/maths-games/hit-the-button>

If your child needs further support in any lesson or is finding the activities tricky, please look on Espresso <https://bit.ly/2SIGUXg> and look at videos, activities and worksheets on the topic being covered in that day's lesson.

If your child would like an additional challenge, please look on n-rich website for range of challenges, puzzles and games <https://nrich.maths.org/primary>, especially their new Maths at Home section. Excellent for children with solid understanding of white rose lessons.

## Reading

Regular reading each day is one of the most important things that children can be doing at




home.



Children each have a log-in for Bug Club that children can use to access things to read and associated activities.

Just as good is children reading their own favourite reading material at home.

| Subject   | Tasks  | Other activities  |
|---|--|---|
| <p>Reading</p>  <p>Keep reading your personal reading book. Try to read for at least 20 mins a day.</p>  | <p>Read a Bug Club Book using your <b>Active Learn</b> password. (If you don't know your password, please let your class teacher know and we can set this up for you).</p> <p><a href="http://www.activelearnprimary.co.uk">www.activelearnprimary.co.uk</a></p> <p><b>Reading comprehension activity:</b> (see PDF Garden Birds reading comprehension)<br/> <b>Read the text about Garden Birds and see if you can answer the comprehension questions.</b><br/> <b>There are 3 levels of difficulty to choose from, so choose the one which is right for you:</b><br/> <b>*= hard</b><br/> <b>**=harder</b><br/> <b>***=hardest</b></p>                                   | <p>Write a letter to a friend telling them about a book you have been reading. Explain why you think your friend should read the book.</p>  |
| <p>Writing</p>  <p><b><u>MAKE SURE YOU HAVE AN ADULT WITH YOU WHEN YOU GO ONLINE</u></b><br/> The Lighthouse<br/> <a href="https://vimeo.com/21910518">https://vimeo.com/21910518</a></p> <p>Grace Darling<br/> <a href="https://www.youtube.com/watch?v=Yv3eS40jON0">https://www.youtube.com/watch?v=Yv3eS40jON0</a></p> | <p>See the attached PDF documents:<br/> <b>Activity 1:</b> watch The Lighthouse film and answer the questions<br/> <b>Activity 2:</b> How observant are you?<br/> <b>Activity 3:</b> wordsearch<br/> <b>Activity 4:</b> write a poem<br/> <b>Activity 5:</b> Lighthouse comprehension<br/> <b>Activity 6:</b> write the ending of the story<br/> <b>Activity 7:</b> write a script for the film<br/> <b>Activity 8:</b> write a newspaper report</p> <p><b>Watch the film about Grace Darling, then:</b><br/> <b>Activity 9:</b> Grace Darling diary entry<br/> <b>Activity 10:</b> Grace Darling report<br/> <b>Activity 11:</b> water safety poster (see powerpoint)</p> | <p>What do you think it would be like to live in a lighthouse? What are the advantages/disadvantages?</p>   |
| <p>Grammar</p> <p><b>Fronted Adverbials</b></p>   | <p>You can make your sentences openings more interesting by using <b>Fronted Adverbials</b>. We learned how to do this in school, but you can revise this skill by watching the Espresso video on fronted adverbials and doing the activity and quiz.<br/> <a href="https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item361705/grade2/module305322/collection361825/section361766/index.html">https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item361705/grade2/module305322/collection361825/section361766/index.html</a><br/> Then you can try the <b>Fronted Adverbials writing activity (PDF)</b></p>                  | <p>A note for parents: A fronted adverbial is a word, phrase or clause that is placed at the start of a sentence. They are used to explain <b>how (manner)</b>, <b>when (time)</b> or <b>where (place)</b> something happens. A fronted adverbial is separated from the main clause with a comma. For example:<br/> <b>Early one morning</b>, Rohan went for a run in the park.</p> <p>Try to include some fronted adverbials in your Lighthouse and Grace Darling writing.</p> |
|   |  |   |

|  |   |   |  |
|--|---|---|--|
| <b>Spelling</b><br><b>This week's words:</b>   |   | <b>Look, Say, Cover, Write, Check</b><br>Write out this week's words on a piece of paper. Read the first word out loud, cover it up then try writing it out. Check to see if you have spelled it correctly!<br><br><i>If you have a printer, you could use the look, say, cover, write check sheets attached. If not, just do it on paper.</i>  | Make sure you know what each of the words means. Use a dictionary to check.<br><br>Harder/hardest:<br>Write sentences for each pair of words, showing that you know the different meanings.<br>Hard: write a short story, using as many of your spelling words as you can.   |
| <b>Hard/harder</b><br>advice<br>advise<br>device<br>devise<br>licence<br>license<br>practice<br>practise<br>prophecy<br>prophesy   | <b>hardest</b><br>courageous<br>outrageous<br>serious<br>obvious<br>curious<br>hideous<br>spontaneous<br>courteous<br>disastrous<br>glamorous |   |  |
| <br><br><b>Science</b><br><b>States of Matter</b><br><br><u><b>MAKE SURE YOU HAVE AN ADULT WITH YOU WHEN YOU GO ONLINE</b></u> |   | You have already learned a little about <b>solids, liquids and gases</b> on Purple Mash. Now you are going to find out more about how materials can <b>change from one state of matter into another</b> and whether or not these changes are reversible.<br><b>1 Start off by watching these film clips to get an overview. There is a quiz to complete after each clip:</b><br><a href="https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/zsgwwxs">https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/zsgwwxs</a><br><br><a href="https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z9ck9qt">https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z9ck9qt</a><br><br><a href="https://www.bbc.co.uk/bitesize/topics/zkgg87h">https://www.bbc.co.uk/bitesize/topics/zkgg87h</a><br><br><a href="https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39">https://www.bbc.co.uk/bitesize/topics/zkgg87h/articles/z3wpp39</a><br><br><b>2 Now watch this film on states of matter and then complete the worksheet and activities (if you have the resources available).</b><br><a href="https://stemlearning.wistia.com/medias/40gbvl6olu">https://stemlearning.wistia.com/medias/40gbvl6olu</a> | You can carry out some simple experiments at home. You will need some everyday materials from around the house and a ziplock bag if you have one. If you don't, you could place a saucer or bowl of water on a window sill. Mark the level of the water and see if it changes over a few days.                         |
| <b>Context</b><br><b>Ancient Greece</b><br><br><b>Myths and Legends</b>  |   | The Ancient Greeks loved stories; myths and legends were important to them. <b>Your task is to read some of these stories (links attached) and then to create an illustrated book for</b>   | See links attached for: <ul style="list-style-type: none"> <li>• <b>The Trojan Horse</b></li> <li>• <b>Theseus and the Minotaur</b></li> <li>• <b>Pandora's Box</b></li> <li>• <b>Odysseus and the Cyclops</b></li> <li>• <b>Icarus</b></li> </ul> There is also some information about Greek myths and legends on the |



|   |   |   |
|---|---|---|
|   | <p><b>younger children using one or more of the stories.</b></p>  | <p>Oddizzi website.<br/> <a href="https://www.oddizzi.com/">https://www.oddizzi.com/</a><br/>         User name - poplarclass<br/>         Password - geogks2po<br/> <a href="https://www.oddizzi.com/teachers/explore-the-world/country-close-up/greece/ancient-greece/myths-and-legends/">https://www.oddizzi.com/teachers/explore-the-world/country-close-up/greece/ancient-greece/myths-and-legends/</a><br/>         You may be able to find Ancient Greek stories of your own, as well.</p> |
| <p><b>Art</b><br/> <b>Surrealism</b></p>  | <p>This week you are going to be looking at a type of painting called Surrealism. Watch the videos – do you like this style of painting? Why? Why not? Complete the activities to create pictures of your own.<br/> <a href="https://www.bbc.co.uk/bitesize/articles/zrb6wnb">https://www.bbc.co.uk/bitesize/articles/zrb6wnb</a><br/>         BBC daily lessons y5 7.7.20</p>  |  <p>You could also make a collage picture, drawing, painting or model of a lighthouse.</p>   |
| <p><b>Geography</b><br/> <b>The Galapagos Islands</b></p> <p><u><b>MAKE SURE YOU HAVE AN ADULT WITH YOU WHEN YOU GO ONLINE</b></u></p> <p><b>Greece</b></p> | <p>Find out about the Galapagos Islands with this BBC bitesize daily lesson for 30.6.20<br/> <a href="https://www.bbc.co.uk/bitesize/articles/zgrdg7h">https://www.bbc.co.uk/bitesize/articles/zgrdg7h</a><br/>         Watch the film clips, do the quiz and write a postcard.</p> <p>Find out more about Greece in the <b>country close up</b> section on the Oddizzi website</p>   | <p>Would you like to visit the Galapagos Islands? Why? Why not?</p> <p><a href="https://www.oddizzi.com/">https://www.oddizzi.com/</a><br/>         User name - poplarclass<br/>         Password - geogks2po</p>   |
| <p><b>PSHE</b></p> <p><b>Positive thinking</b></p>  | <p>In our class google meet sessions, some of you have shared new skills or activities that you have tried during lockdown, for example baking, going for longer walks and bike rides, visiting different parts of Cambridge, playing new games etc<br/>         You could reflect and record some of the positive things you have learned about yourself during lockdown as a reminder of how proud you should be of yourself!</p> | <p>Use the PDF to help you<br/> <b>What positives have come from lockdown.</b></p>  |

French: Please practise your French choosing among the online resources which Madame Lombardi put on the home Learning section of the school's website (bottom left of the screen). Keep checking that section also for new tasks for each year group which she will update weekly or fortnightly depending on the class or year group. You can send her any work for her to check, if you like.

## Additional Online Resources

*Children may also find the following online resources interesting. Some relate to our context for learning, others are to do with specific subjects like mathematics.*

- **The National Literacy Trust** have given free access to read 'The Book of Hopes' written by Katherine Rundell, which also includes contributions from more than 100 children's writers and illustrators. A wonderful and comforting read for children during these uncertain times. <https://literacytrust.org.uk/family-zone/9-12/book-hopes/>
- **The Museum of Zoology** has created a bank of resources that can be accessed from home: <https://museumofzoologyblog.com/>
- **Espresso**: [www.discoveryeducation.co.uk](http://www.discoveryeducation.co.uk)  
**Username**  
student6144  
  
**Password**  
matthews10
- [www.topmarks.co.uk](http://www.topmarks.co.uk)
- [www.primaryhomeworkhelp.co.uk](http://www.primaryhomeworkhelp.co.uk)
- **Learn Together Cambridgeshire** have put together a collection of home learning resources: <https://www.cambslearntogether.co.uk/home-learning> .It includes links to various websites as well as ideas for exciting challenges!

## Five a Day Fitness Activities

5-a-day Fitness is a collection of online 5-minute follow-along fun fitness routines with an array of different themes, from Pirates to Superheroes, and Pop to Jive. Resources can easily be used at any time, in most spaces, and without any physical equipment.

Cross-curricular language learning resources are available in French, Spanish and Welsh, and can also be easily used at home. These language videos have MFL voice-overs and optional on-screen Key Word translations, thereby improving language reading and listening skills.

The Time-2-Chill resources are 2-minute follow-along routines concentrating on relaxation, imagination, co-



ordination and mindfulness, a great way to assist well-being.

There's no preparation required, simply log in, select a video routine, join in, have fun, get fit and learn at home!

**IMPORTANT: \*THESE LOGIN DETAILS ARE TO BE USED BY PARENT/CARERS AND PUPILS FROM YOUR CHILD'S SCHOOL ONLY. \*DO NOT SHARE THESE LOGIN DETAILS WITHIN ANYONE OUTSIDE OF YOUR HOME/IMMEDIATE FAMILY.**

The home access username and password for parents/carers and pupils of St Matthew's is:

**USERNAME: 5-a-dayAtHome**

**PASSWORD: AtHome123**



## Joe Wicks

Joe Wicks, the Body Coach, has lots of children's workouts to do at home on his Youtube page:

<https://www.youtube.com/playlist?list=PLyCLOPd4VxBvPHOpzoEk5onAEbq40g2-k>

He will also be doing PE lessons, 9am-9:30am every week.

Please remember these are only suggested activities and resources. Please feel free to do other things or different tasks that your child is interested in. **We do not expect them to do everything.**

**We will be sending new information every Friday during term time.** Please explore the excellent resources for learning to be found on **Purple Mash and Espresso**. There are lots of excellent resources, activities, videos and games for all areas of the curriculum and beyond.

Children can record any work in their homework books, on paper or another pad or type work on the computer.

Please email us if you have any questions or log- ins do not work and we will try to get back to you as soon as we can. We will be checking work emails each day, however please remember we will be in school some days supervising some children and we will also be involved with looking after and helping our own children at home.

Thank you for all of your support this term and especially during this difficult time for us all.

Kind regards,

[Frahman@stmatthews.cambs.sch.uk](mailto:Frahman@stmatthews.cambs.sch.uk)

[Hflynn@stmatthews.cambs.sch.uk](mailto:Hflynn@stmatthews.cambs.sch.uk)

[Cwarsap@stmatthews.cambs.sch.uk](mailto:Cwarsap@stmatthews.cambs.sch.uk)

[Cbailey@stmatthews.cambs.sch.uk](mailto:Cbailey@stmatthews.cambs.sch.uk)