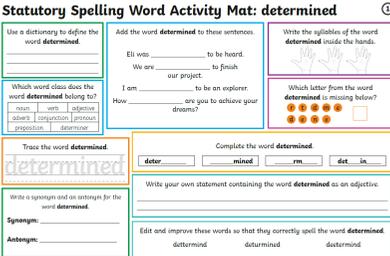
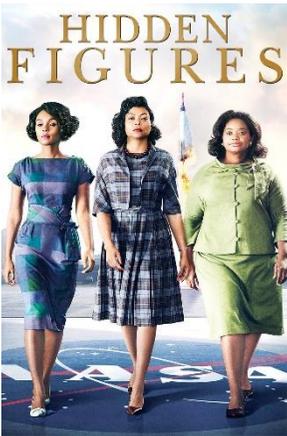


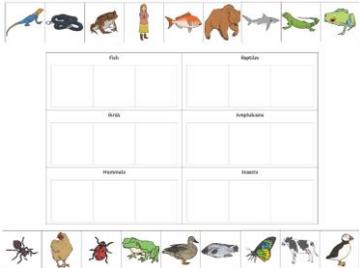
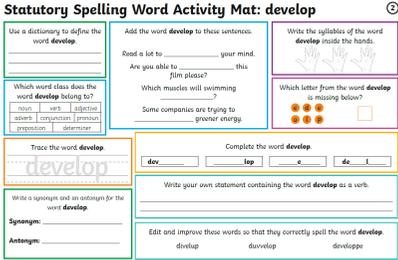


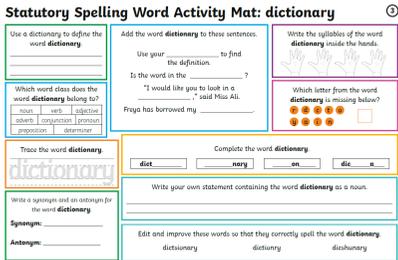
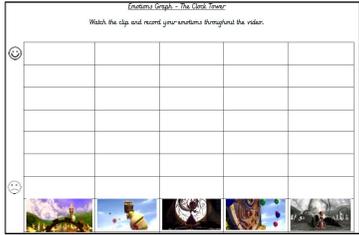
Year 5 Home Learning
w/c 22nd June 2020



All activities and resources will be at the bottom of the page and on Seesaw activities

	<p>Spelling</p> <p>(All spelling mats can be found on Seesaw activities and at the bottom of the page)</p>	<p>Reading</p>	<p>Literacy</p> <p>(Setting description)</p>	<p>Maths</p> <p>(You will no longer be able to access to the task sheets online, you will have to log onto Seesaw activities to complete)</p>	<p>Topic/Science</p>
<p>Mon</p>	<p>Statutory Spelling Word Activity Mat: determined</p> 	<p>Read chapter 4 of Hidden Figures</p> 	<p>During the next two weeks, we are going to look at setting descriptions.</p> <p>Today, you are going to look at the example of a setting description.</p> <p><i>I knew I just needed to get away. As I peddled, my legs turned as fast as a jet engine. The blood was pumping through my body so loudly it was like a rush in my ears. When I rounded the final corner, I saw that my town was a small scattering of houses in the distance. Ahead of me was just the endless road, and theinky night sky. I gripped my handlebars tightly and pumped my legs even faster. I was a machine. Like the beam from a powerful torch, a single, bright light suddenly cut through the sky. Then another appeared, which was a beautiful, luminous green colour: After a while, thousands of tiny lights were shooting across the vast sky, like microscopic, silent rockets.</i></p>  <p>Like we do at school you are</p>	<p>Today we are looking at adding and subtracting fractions</p> <p>Click here to watch the video (Summer term week 5 - Lesson 1)</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Click on the following link to access the activity</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Add-and-subtract-fractions-2019.pdf</p>	<p>Science</p> <p>We are now looking at the unit:</p> <p>Living things and their habitats</p> <p>Today you are going to look at the different animal groups.</p>  <p>Variations in Animal Groups Discussion Prompts</p> <p>Use the powerpoint on Seesaw activities and at the bottom of the page to find out about the different</p>

			<p>going to find as many features as possible. Make a key of colours of the features you have found and then underline those features within the text. How many features will you find?</p>		<p>animal groups. Once you have found the information complete the task sheet - organising the animals into the correct animal groups.</p>  <p>Once you have completed the sheet, make an information poster explaining all about the different animal groups.</p>
<p>Tues</p>		<p>This week we are looking at the skills: Give and explain the meaning of words in context.</p> <p>Click through the powerpoint on Seesaw activities about how to decipher words in context.</p> <p>Read chapter 4 again looking out for words</p>	<p>Today, you are going to take a closer look at the features of a setting description.</p> <p>Click on the following link for today's lesson.</p> <p>https://classroom.thenationalacademy/lessons/setting-description-identifying-the-features-of-a-text</p> <p>Once you have completed the lesson, create a poster showing the main features</p>	<p>Today we are looking at adding fractions</p> <p>Click here to watch the video (Summer term week 5 - Lesson 2)</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Click on the following link to access the activity</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-2-</p>	<p><u>Topic (History)</u></p> <p>This is a 2 day project</p> <p>Today, you are going to research all about the story of Apollo 11.</p> 

		<p>you don't understand (don't pick nouns). Using these words complete the table.</p> <table border="1" data-bbox="622 304 893 501"> <thead> <tr> <th>Unknown word</th> <th>What I think it means</th> <th>Definition</th> <th>Use the word in a new sentence</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Unknown word	What I think it means	Definition	Use the word in a new sentence																					<p>of setting description. You will refer back to this when it comes to writing your setting - think of it as your 'tool box'.</p>	<p>Add-fractions-2019.pdf</p>	<p>Click on the following links to collect as much information as you can.</p> <p>https://www.youtube.com/watch?v=raN5VLEro1w</p> <p>https://kids.kiddle.co/Apollo_11</p> <p>https://www.penguin.co.uk/articles/children/2019/jul/facts-about-moon-landing-space-race-apollo-11.html</p>
Unknown word	What I think it means	Definition	Use the word in a new sentence																										
<p>Wed</p>	 <p>Statutory Spelling Word Activity Mat: dictionary</p>	<p>Today, we are looking at Homonyms.</p> <p>Click through the powerpoint uploaded to Seesaw activities.</p> <p>Once you understand homonyms complete the worksheet.</p>	<p>Today, we are looking at how the setting can set the mood of the story. Watch the following video. There are no words in this video but the different scenes make you feel different emotions.</p> <p>https://www.literacyshed.com/the-clock-tower.html</p> <p>Once you have watched the video once, watch it again completing the feelings graph for the different scenes.</p> 	<p>Today we are looking at adding mixed fractions</p> <p>Click here to watch the video (Summer term week 5 - Lesson 3)</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>Click on the following link to access the activity</p> <p>https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Add-mixed-numbers-2019.pdf</p>	<p>Once you have collected as much information as you can, you are going to showcase all the information in whatever way you want. But I am challenging you to make it: big, bold, and colourful. Make it very interesting and creative; use your art skills to make it stand out.</p>																								

					<p>Phase</p> 
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Statutory Spelling Word Activity Mat: determined

1

Use a dictionary to define the word **determined**.

Add the word **determined** to these sentences.

Eli was _____ to be heard.

We are _____ to finish
our project.

I am _____ to be an explorer.

How _____ are you to achieve your
dreams?

Write the syllables of the word **determined** inside the hands.



Which word class does the word **determined** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Which letter from the word **determined** is missing below?

r t d m e
d e n e

Trace the word **determined**.

determined

Complete the word **determined**.

deter _____

_____ mined

_____ rm _____

det _____ in _____

Write a synonym and an antonym for the word **determined**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **determined** as an adjective.

Edit and improve these words so that they correctly spell the word **determined**.

determind

deturmined

deetermind

Statutory Spelling Word Activity Mat: develop

2

Use a dictionary to define the word **develop**.

Add the word **develop** to these sentences.

Read a lot to _____ your mind.

Are you able to _____ this film please?

Which muscles will swimming _____?

Some companies are trying to _____ greener energy.

Write the syllables of the word **develop** inside the hands.



Which letter from the word **develop** is missing below?

e d e
o l p



Which word class does the word **develop** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **develop**.

develop

Complete the word **develop**.

dev _____ _____ lop _____ e _____ de _____ l _____

Write a synonym and an antonym for the word **develop**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **develop** as a verb.

Edit and improve these words so that they correctly spell the word **develop**.

divelup

duvvelop

developpe

Statutory Spelling Word Activity Mat: dictionary

3

Use a dictionary to define the word **dictionary**.

Add the word **dictionary** to these sentences.

Use your _____ to find the definition.

Is the word in the _____ ?

"I would like you to look in a _____," said Miss Ali.

Freya has borrowed my _____.

Write the syllables of the word **dictionary** inside the hands.



Which word class does the word **dictionary** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Which letter from the word **dictionary** is missing below?

r d c t o
y a i n

Trace the word **dictionary**.

dictionary

Complete the word **dictionary**.

dict _____

_____ nary

_____ on _____

dic _____ a _____

Write a synonym and an antonym for the word **dictionary**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **dictionary** as a noun.

Edit and improve these words so that they correctly spell the word **dictionary**.

dictsionary

dictionry

dicshunary

Statutory Spelling Word Activity Mat: disastrous

4

Use a dictionary to define the word **disastrous**.

Add the word **disastrous** to these sentences.

What a _____ day out!

A _____ fire spread through the forest.

My attempt to bake a cake was _____.

Our first match of the season was _____.

Write the syllables of the word **disastrous** inside the hands.



Which letter from the word **disastrous** is missing below?

t i s r u
d o a s

Which word class does the word **disastrous** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Trace the word **disastrous**.

disastrous

Complete the word **disastrous**.

disas _____

_____ rous

_____ st _____

dis _____ ro _____

Write a synonym and an antonym for the word **disastrous**.

Synonym: _____

Antonym: _____

Write your own statement containing the word **disastrous** as an adjective.

Edit and improve these words so that they correctly spell the word **disastrous**.

disasterous

disastrouse

disarstrous

Statutory Spelling Word Activity Mat: embarrass

5

Use a dictionary to define the word **embarrass**.

Which word class does the word **embarrass** belong to?

noun	verb	adjective
adverb	conjunction	pronoun
preposition	determiner	

Add the word **embarrass** to these sentences.

Why do you always have to _____ me?

I didn't mean to _____ you.

Will it _____ you if I wear this hat?

My dad will _____ me with his dancing later.

Write the syllables of the word **embarrass** inside the hands.



Which letter from the word **embarrass** is missing below?

m r e r
a a s s

Trace the word **embarrass**.

embarrass

Complete the word **embarrass**.

emba_____

_____rass

_____ar_____

emb_____a_____

Write your own statement containing the word **embarrass** as a verb.

Write a synonym and an antonym for the word **embarrass**.

Synonym: _____

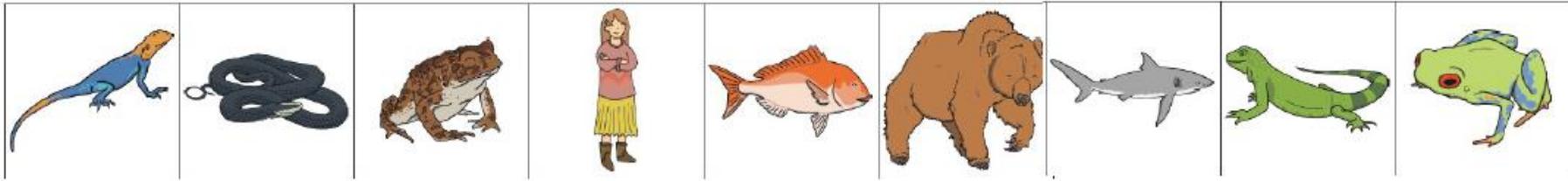
Antonym: _____

Edit and improve these words so that they correctly spell the word **embarrass**.

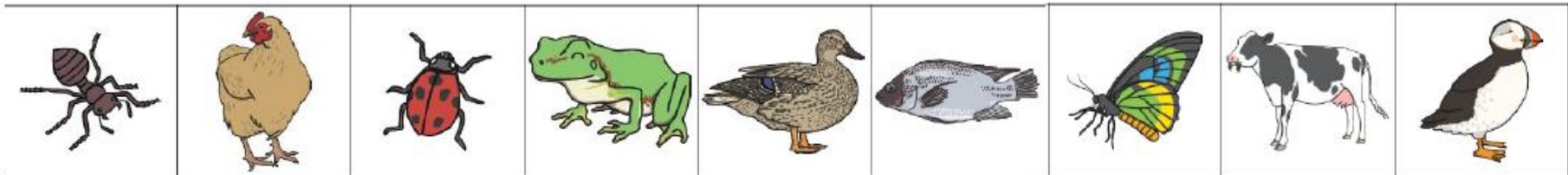
embarass

emmbarrass

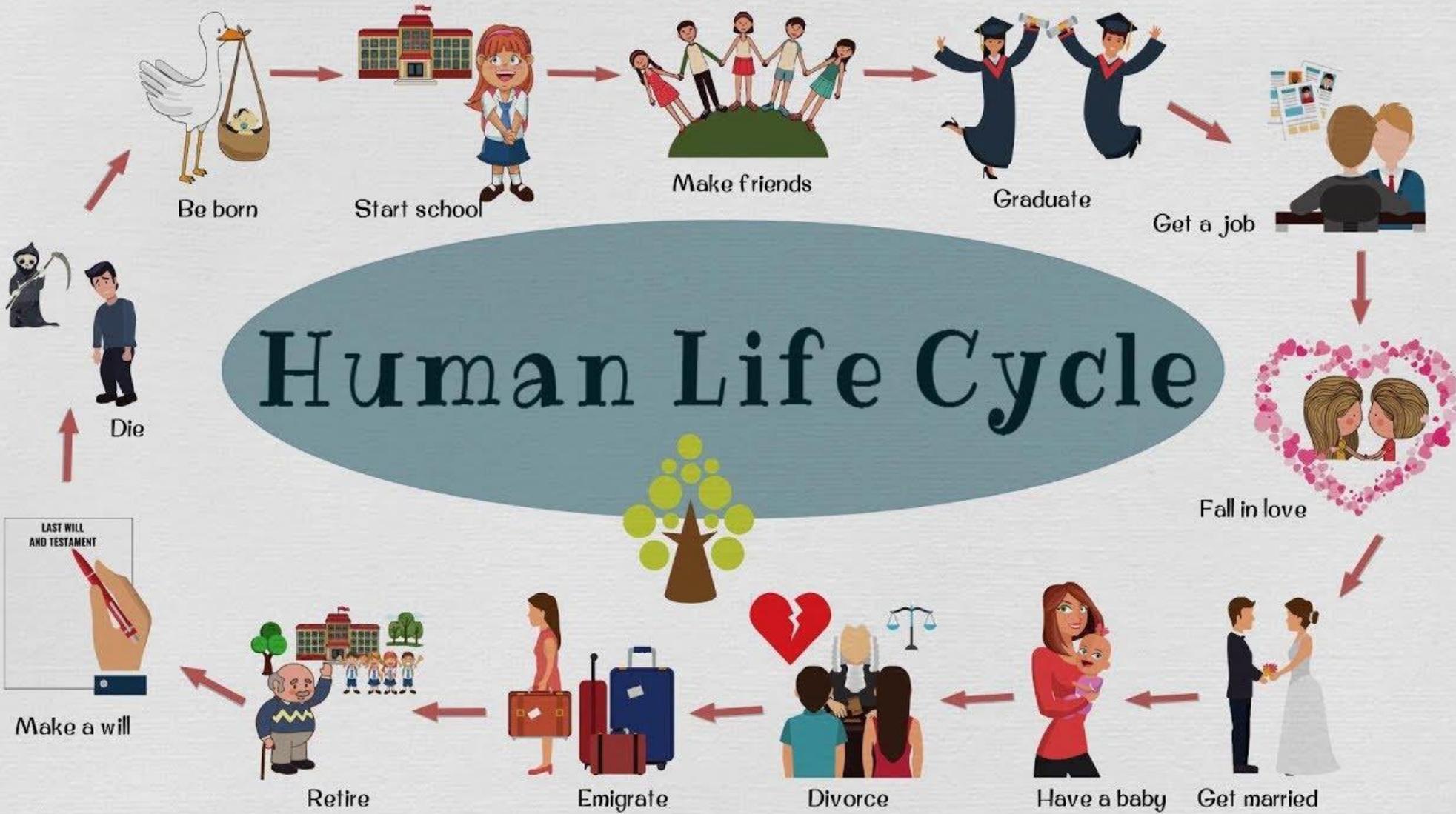
imbarriss



Fish			Reptiles		
Birds			Amphibians		
Mammals			Insects		



Human Life Cycle



PHSE



Wednesday

2a I can understand the meaning of words in context.

Homonyms:

1. A bolt of energy hit the skyscraper last year, so it burned down.

- A. "bolt" means a roll of fabric.
- B. "bolt" means a short screw.
- C. "bolt" means a flash of lightning.
- D. "bolt" means to lock or secure a door.

Read the following sentences and select the correct meaning of the homonyms according to their context.

2. I bought a stamp to send a letter to my cousin.

- A. "stamp" means to imprint a mark on something.
- B. "stamp" means a paid postage mark.
- C. "stamp" means a small block with a design.
- D. "stamp" means an act of banging down a foot.

3. "What is going on down there, with all that racket?" demanded mum furiously.

- A. "racket" means a business.
- B. "racket" means lots of noise.
- C. "racket" means easy living.
- D. "racket" means a sports bat.

4. She was the head of her class.

- A. "head" means a face of a coin.
- B. "head" means highest part of something.
- C. "head" means a title.
- D. "head" means top of body.

5. I was trying to hide my report card from my aunt, but her eagle eyes saw it immediately.

- A. "hide" means to block the view of something.
- B. "hide" means to keep something secret.

Wednesday

2a I can understand the meaning of words in context.

6. The stock market is stable; it has remained constant for the last two years.

- A. "stable" means a place where you keep animals.
- B. "stable" means not excitable.
- C. "stable" means not radioactive.
- D. "stable" means not changing.
- C. "hide" means skin of an animal.
- D. "hide" means turn away.

7. The spy was able to jam the signal.

- A. "jam" means to make music.
- B. "jam" means to fill something up.
- C. "jam" means to stop something from working.
- D. "jam" means preserve made out of berries.

8. I had a little loom to make a wool hat for my friend.

9. A. "loom" means about to happen.

9. The pirate swabbed the stern of the ship.

- A. "stern" means the back of an object.
- B. "stern" means strict.
- C. "stern" means the back of a ship.
- D. "stern" means to be serious.
- 10. B. "loom" means the middle part of an oar.
- 11. C. "loom" means to appear larger.
- 12. D. "loom" means a weaving machine.

Thursday

2a I can understand the meaning of words in context.

Synonyms

1. Think of another word or phrase that means the same or has a similar meaning to the one in bold. Use the rest of the sentence (the context) to help you identify its meaning.

- Climbing mountains is **risky**. _____
- The birds started to sing at **dawn**. _____
- Try to **imagine** your favourite holiday. _____
- **Perhaps** I'll go to the cinema. _____
- Do you **possess** a ball I can borrow? _____
- What time will the visitors **arrive**? _____

2. Tick the correct option.

The soldier fought a courageous battle.

In this sentence, the word **courageous** is closest in meaning to:

- difficult
- tricky
- successful
- brave

Friday

2a - I can recognise the meaning of words in context.

In each passage below there are some highlighted words, using your synonym knowledge change the words to another appropriate word. Remember not every synonym of a word will work in that context. (Sometimes more than one word will be needed.)

In the fall of 1943, Dorothy Vaughan started the school year teaching math at R. R. Moton, the black high school in Farmville, Virginia, just as she had for the past twelve years. She loved being a teacher, and she **dedicated** herself to helping her students as much as she could while **waiting** for a response to the job applications she had **submitted** a few months earlier.

[Blank box]

[Blank box]

Dorothy had plenty to keep her busy. The high school had been built for 180 students, but more than 300 now **squeezed** into the classrooms. She taught algebra in the school's over-crowded **auditorium** with two other classes taking place in the

[Blank box]

[Blank box]

World War II was never far from anyone's mind. That fall, the high school's 4-H club made care packages for **departing** servicemen and hosted a community **discussion** titled "What Can We Do to Win the War?" The school sold war stamps to raise money for the military. The **community** held going-away parties and feasts for the young men **heading off** to the front lines of combat.

[Blank box]

[Blank box]

[Blank box]

[Blank box]

But Dorothy knew this was a very good job, one that would allow her to help her family. So she **accepted**. She shared the news with her family and friends. Her students were sad to see their teacher Mrs. Vaughan leave the school. The townspeople found out about Dorothy's **decision** when they read a **notice** in the Farmville section of the *Norfolk Journal and Guide*. It read: "Mrs. D. J. Vaughan, instructor in mathematics at the high school for several years, has accepted a **position** at Langley Field, Va."

[Blank box]

[Blank box]

[Blank box]

[Blank box]

I knew I just needed to get away. As I peddled, my legs turned as fast as a jet engine. The blood was pumping through my body so loudly it was like a rush in my ears. When I rounded the final corner, I saw that my town was a small scattering of houses in the distance. Ahead of me was just the endless road, and the inky night sky. I gripped my handlebars tightly and pumped my legs even faster. I was a machine.

Like the beam from a powerful torch, a single, bright light suddenly cut through the sky. Then another appeared, which was a beautiful, luminous green colour. After a while, thousands of tiny lights were shooting across the vast sky, like microscopic, silent rockets.



Emotions Graph - The Clock Tower

Watch the clip and record your emotions throughout the video.



