

# Year 5 Home Learning – Autumn Term 2022

Dear Parents/Carers/Children,

See below for information about daily reading and other (optional) activities to support the learning happening in school this term. The whole point of these activities is to build on the learning we are doing in school in order to help the children further engage in the learning and develop across all areas of the curriculum.

Four of the main focuses are:

- To ensure children are reading a range of different genres of texts regularly in order to develop their passion and improve their comprehension (understanding of what they have read) to apply across the curriculum.
- To learn all the times tables and related division facts – as the children have already found out, having a quick recall and secure knowledge of these is essential to accessing many of the mathematical concepts covered in Year 5 such as fractions.
- To learn and apply spelling rules/patterns from the Year 4 and Year 5 Oxford Owl Spelling Scheme to support them to spell words correctly in their writing.
- To improve the children’s writing including the use of adventurous vocabulary, general composition skills (structure etc.) and the ability to use the correct spelling, punctuation and grammar.

Don’t forget to encourage children to continue to use their Microsoft Teams accounts (logins in back of Reading Records) where this document and resources/links can be found. In addition, there are other activities and links to our learning in class (such as spelling lists) which can be found on there; not forgetting the opportunity to interact with each other on our ‘Chatter Channel’.

Anything you can do to at home will only benefit and support what we are doing in school. The best way of doing any activities at home is to do it in short bursts such as 10-15 minutes rather than for too long! We would also love to see any completed activities shared with us in school or on Teams (uploading work/photos etc.) so we can celebrate success and reward those putting extra effort in.

Thanks for your support,

Mr Hunt, Mrs Maggs and Mrs Baber

## Activities

### Reading Activities

- Reading a range of different genres of texts for 10+ minutes daily and record this in Reading Records. Focus on word reading and fluency as well as an understanding of what is being read through questions.

Each child has a ‘comprehension dogs’ bookmark in their Reading Records – this is useful as it has lots of examples of questions to ask related to key reading skills such as retrieval, inference, summarising and understanding vocabulary.

Continue to take the quizzes after you have finished your books by following the link to Accelerated Reader here (login and password in back of Reading Records): <https://ukhosted137.renlearn.co.uk/6708460/>



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• Oxford Owl – eBooks available to read, audio books to listen to and spelling activities. Follow the link below and click on Students and then enter login details (login and password in back of Reading Records) <http://www.oxfordowl.co.uk/login>

- Other books – see the links for a range of other books that may be of interest related to our topic.  
<https://www.booktrust.org.uk/booklists/b/books-about-refugees-and-asylum-seekers/> and <https://www.booksfortopics.com/refugees-and-immigration>

- Choose a book you have read and enjoyed recently – write a book review to include the following details:

- Name of book and author
- What the story is about
- Why you enjoyed it
- Who you would recommend it to
- A star rating out of 5
- A picture of a scene/character(s)

### Maths Activities

- Keep learning times tables up to the 12x table so you can give quick recall. Below is the order in which times tables should be learnt: 2x, 5x, 10x, 3x, 4x, 6x, 7x, 8x, 9x, 11x and 12x tables.  
It is also important to know the division facts and other related facts that match the times tables e.g. If I know  $6 \times 4 = 24$ , I also know  $4 \times 6 = 24$ ,  $24 \div 4 = 6$  and  $24 \div 6 = 4$ . I will therefore also know  $6 \times 40 = 240$  and  $240 \div 40 = 6$  as well as  $4 \times 600 = 2,400$  and  $2,400 \div 600 = 4$  etc.
- ✓ **We are continuing to use the Times Table Rockstars programme (login and password is in the back of Reading Records) this year to secure our knowledge and quick recall of times tables and division facts. As well as doing regular activities/tests in class, there will also be activities set for the children to do at home on <https://trockstars.com/>. Your child will be able to tell you what times tables we are working on each week.**
- ✓ Another useful website is Hit the Button: <https://www.topmarks.co.uk/maths-games/hit-the-button>
- ✓ Another good way of practising times tables is to have a competition between family members and friends – you can roll a dice twice and see who gets the answer the quickest. Here are links to printable dice:  
12 sided - <https://www.timvandevall.com/wp-content/uploads/Printable-12-Sided-Paper-Dice-Tabs.pdf>  
Other Templates - <https://www.timvandevall.com/printable-paper-dice-template/>

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- Mathematics – complete the set activities based on what we have been covering in class. Maths concepts for this term include:
  - Number and Place Value including ordering and comparing numbers, rounding, negative numbers and Roman numerals.
  - Four Operations including mental and written methods – using the column method for addition and subtraction. Furthermore, we will also be covering mental multiplication and division of larger numbers using known related facts, multiples, factors and prime numbers, square and cube numbers, written methods of short multiplication and short division.
  - Fractions and Decimals including: calculating fractions of shapes and amounts, equivalent fractions, comparing and ordering fractions, changing fractions to decimals and vice versa, ordering and rounding decimals.
  - If we can squeeze it in to the Autumn term, we will also be looking at measures including converting between units of measurement for length, capacity and mass using our knowledge of multiplying and dividing by 10/100/1,000. <https://www.mathletics.com/uk/> Login and password is in the back of Reading Records.

- Try out some of the Year 4 and 5 Teach Active maths activities on Teach Active website using the link below (easier to copy and paste the link as sometimes doesn't load when clicked on). <https://www.teachactive.org/my-account/?code=CS375>

### Writing/Spelling, Punctuation and Grammar (SPaG) Activities

- Spelling – this term we are revising some of the units from the Y4 Oxford Owl Spelling Scheme before we move on to the Y5 Spelling Scheme. Each unit is related to a particular spelling pattern and a list of the words to practise and learn for each pattern are also listed below. It would be really useful if you could reinforce these spellings at home. Your child will be able to tell you what patterns we have been revising at the particular time and any they may find more challenging than others. **All spelling lists for each unit can also be accessed within the children's Microsoft Teams accounts in: Files - Class Materials - English – Spellings – Y4 Oxford Owl Spelling Units.**

Unit 1: Adding the prefix mis- and revising un-, in-, dis-	Unit 2: Words ending in 'zhuh' spelt -sure	Unit 3: Adding the prefix -auto	Unit 4: Adding the suffix -ly	Unit 5: Adding the prefix inter-	Unit 6: Words with the 'ay' sound spelt 'eigh', 'ei', 'ey'	Unit 7: Words ending in -ous
misbehave misplace mislead misspell misprint disagree unfair mistreat misunderstand mismatch	treasure measure enclosure leisure pleasure closure picture adventure capture mixture creature	automobile autograph autocue autopilot autobiography automatic	angrily automatically bossily breezily cheekily comically cozily dramatically finally frantically happily hastily	intergalactic internet interact interlock international interrelate intercity intermediate subway antifreeze submarine supermarket	grey eight vein veil obey prey neigh eighty weigh they	anxious courageous curious dangerous enormous hideous glamorous humorous mountainous obvious outrageous poisonous

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undo unkind	puncture		heavily heroically magically merrily nicely physically sadly sleepily slowly		rein sleigh weight freight eighteen	serious tremendous
<b>Unit 8: Words with the 's' sound spelt 'sc'</b>	<b>Unit 9: Words ending in 'zhun' spelt -sion</b>	<b>Unit 10: Adding il- and revising un-, in-, mis-, dis-</b>	<b>Unit 11: The c sound spelt -que and the g sound spelt -gue</b>	<b>Unit 12: Adding the ir- to words beginning with r</b>	<b>Unit 13: Adding the suffix -ion (1)</b>	<b>Unit 14: Adding the suffix -ion (2)</b>
ascend descend fascinate muscle scene scent science scissors	collision confusion decision division erosion explosion invasion revision television	disagree disappear dislike disobey disqualify illegal illegible illiterate illogical impatient impolite impractical incomplete incorrect unclear unkind	antique catalogue cheque colleague dialogue fatigue grotesque league tongue unique	irrelevant irregular irresistible irresponsible illogical disappear impatient incorrect unfair disconnect imperfect untidy	discussion permission confession depression submission possession admission transmission progression impression procession expression	confusion tension precision revision expansion suspension extension comprehension

- Spelling – those children with red spelling books should practice the words sent home focus on securing the spelling of any high frequency words they find tricky as well as checking in any writing done.
- Writing – encourage children to write at any opportunity. This could be writing a shopping list or writing about a book they have read or instructions for a game they have played as well as writing emails to family and friends. Incidental writing is a great way of getting children to write without being forced to and will help their ability to write for a range of purposes.
- SPaG.com – complete the set activities based on previous years' learning and concepts that are being covered in class this year.  
<https://www.spag.com/> Login and password is in the back of Reading Records.

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See [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/244216/English\\_Glossary.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf) for a detailed guide to any unfamiliar terms related to grammar and punctuation.

### Science Activities

#### **Earth and Space (Autumn 1):**

To fit with what we are looking at in class, please feel free to encourage your child to develop their passion for Earth and Space – children may want to look at aspects of space such as the phases of the moon, stars and their constellations or become an expert about a particular planet.

- Suits You – design your own spacesuit. Think about the things a space suit might have to go through or be used for and the materials that would be best to survive the conditions. A spacesuit is more than just clothes that astronauts wear in space. Think of it like a really small spacecraft! It protects the astronaut from the dangers of being outside in space as it is very different from being on Earth. They need to stop the astronaut from getting too hot or cold. The suits also need to give them oxygen to breathe and water to drink. They need to protect them from space dust that can travel faster than a bullet! They have gold-lined visors to protect them from bright sunlight and play a critical role in any space mission.
- Extreme Habitats - if you could design the most extreme habitat (just like those on the planets) they could imagine, what would it look like? What are the most extreme living conditions they can think of? What sorts of living conditions would pose a threat to animals you know? Could a human live in your habitat? If not, why not? How might an animal need to adapt in order to live there?



#### **Forces (Autumn 2):**

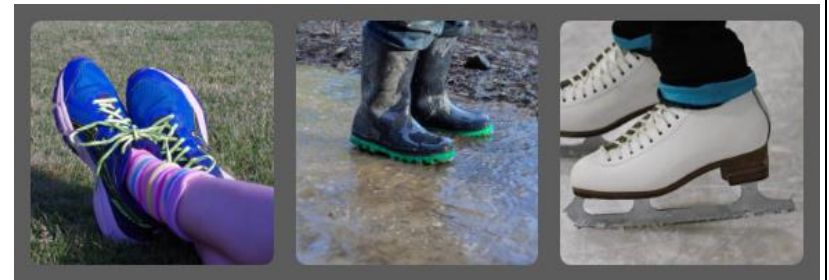
- Best Foot Forward – can you give a reason why each shoe could be the odd one out? Think about: appearance, what they do, where they might be found.




- Blade Runner – this runner is using a prosthetic blade. What do you notice about the runner? How does the prosthetic look different to the runner's own leg? How do you think the prosthetic blade will behave when the runner starts running? What do you think are the benefits and drawbacks of wearing a prosthetic blade all the time? Watch the videos to find out more about prosthetics

<https://www.youtube.com/watch?v=cbluQzV4Ruk>

<https://www.youtube.com/watch?v=IFv3ic9gQBs>



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Topic Activities		
<p align="center"><b>All About Maps</b></p> <p>To support our learning about maps in school follow the link to pupil activities on Digimaps for Schools: <a href="https://dfsresources.edina.ac.uk/resources/subject/pupil-resources-108">https://dfsresources.edina.ac.uk/resources/subject/pupil-resources-108</a> Have a go at the 'map symbol match games', 'map quiz' or 'map symbols crossword' activities. Login details in back of Reading Records: <a href="https://digimapforschools.edina.ac.uk">https://digimapforschools.edina.ac.uk</a></p>	<p align="center"><b>History of Refugees</b></p> <p>What is life like for a refugee? Why do many people become refugees? Study and research times in history when people have become refugees - think about wars that have happened over the years. You might want to create a timeline to show what you have found out.</p>	<p align="center"><b>A Guide to Syria</b></p> <p>In Chapter 6 of Boy at the Back of the Class we learn that Ahmet is from Syria. What is life like in Syria? Explore the culture, food, buildings, religion and physical geography including the climate and information about the mountain ranges. You present your findings in any way you want e.g. guide book, video travel guide, PowerPoint presentation, poster etc.</p>
<p align="center"><b>Grow Your Own Plant</b></p> <p><i>'Mrs Khan was teaching us all about photosynthesis.'</i> (Page 22 of Boy at the Back of the Class)</p> <p>Explore what a plant needs to survive (light, water, right temperature, room to grow, nutrients etc.). What would be the impact of changing these? What happens during the process of germination? What is photosynthesis?</p> <p>You might want to grow your own plant or just answer the questions above and create a poster etc. We will be studying plants in more detail in the summer term.</p>	<p align="center"><b>Make Your Own Instrument</b></p> <p><i>'She helped us make musical instruments out of things we found in the school recycling bin.'</i> (Page 8 of Boy at the Back of the Class)</p> <p>Make one (or more) musical instruments using items which can be recycled. You might want to bring it in to play in our music lessons or video record yourself playing it at home.</p>	<p align="center"><b>Talking Kurdish</b></p> <p>Ahmet speaks Kurdish and is learning English. Learning a new language: is it easy or hard? How would you feel if you didn't understand what everyone around you was saying?</p> <p>Can you learn some Kurdish words that you would use to greet other people e.g. Hello... How are you? I am fine thanks... What's your name? My name is... etc.</p>
<p align="center"><b>Get Arty with Dennis Wojtkiewicz</b></p> <p>Take a photo of a piece of fruit or vegetable in the style of Dennis Wojtkiewicz's paintings. You might want to replicate one of his paintings in your photo or create your own. Think about how you will slice your chosen item and you will use the light when taking your photograph.</p> <p align="center"></p> <p><a href="http://www.wojtkiewiczart.com/">http://www.wojtkiewiczart.com/</a></p>	<p align="center"><b>Mountain Shelter</b></p> <div style="border: 1px solid black; padding: 10px;"> <p align="center"><b>Design a Shelter For... The Mountains</b></p> <p><b>What's it like there?</b> Mountains are steep, often rocky peaks of land. In Britain, experts say they should be at least 300m high to be considered 'mountains' rather than 'hills'. Mountains are found all over the world, and are prone to extreme weather conditions.</p> <p><b>What can I build with?</b> Wood, stone, slate.</p> <p><b>What should I consider?</b> The weather can change very suddenly: from hot to cold, from high winds to a blizzard. There could be avalanches or landslides. Think about where to build - maybe close to a mountain lake or stream, in a spot that's sheltered, close to transport, or on a plateau for farming?</p> <p align="center"><b>Write a description of your shelter and draw a picture of it.</b></p> </div>	