

Year 5 Home Learning – Summer 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.

The four main focuses for this term are:

- To ensure children continue to read 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 apply developing maths skills and knowledge (including times tables/division facts and all four operations) across other areas of maths – making deeper links between and within concepts.
- To learn and apply previously learnt and new spelling rules/patterns from the Year 5 Oxford Owl Spelling Scheme to support them to spell words correctly in their writing.
- To improve the children’s writing – particularly focusing on general composition skills (structure/audience/purpose etc.) across different genres and text types, their writing stamina 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 Year 4 and Year 5 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. 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. 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!

Thanks for your support,

Mr Hunt and Mrs Maggs

Activities

English 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 (please ask if you have lost and need a new one) 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.

This term will be particularly focusing on the following skills:



Inference Questions

2d: Make inferences from the text/explain and justify inferences with evidence from the text.



Inference Iggy will help you hunt for clues in a text about how someone might be feeling or why something is happening.

Compare, Contrast & Comment Questions

2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.
2h: Make comparisons within the text.



Cassie the Commentator discusses the content of a paragraph/text and compares events and characters. Can you do the same?

Author Choice Questions

2g: Identify/explain how meaning is enhanced through choice of words and phrases.



Arlo the Author likes to help you to spot examples of ambitious vocabulary and figurative language, and explain how the words/phrases that have been used add to the meaning of the text.

- Reading Eggs/Reading Eggspress – read one of the set books and answer the questions based on what is read. <https://readingeggs.co.uk/>
Login and password is in the back of Reading Records.
- Oxford Owl – ebooks available to read and spelling activities. Follow link below and click on 'My Class Login' and then enter the following details:
Username: llps56 Password: year5/6
<https://www.oxfordowl.co.uk/login?active-tab=students>
- Other books – see the links for a range of other books that may be of interest related to our topic. <https://www.booksfortopics.com/ancient-greece>
and <https://www.lovereadng4schools.co.uk/lists/16568/Mythology-Ancient-Greece>
- 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)

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<p>w/c Monday 25th April and 2nd May Listen to Theseus and the Minotaur and complete the set activity. https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-theseus/zkvqkmn</p> <p>Activity Find out what the following words mean and put them into a sentences that make sense. Greece Crete Catapults Lured Taxes Labyrinth Heir Elude Mock Tunic</p>	<p>w/c Monday 9th May and 16th May Listen to Perseus and the Gorgon Medusa and complete the set activity. https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-perseus-and-the-gorgon-medusa/zfr6qp3</p> <p>Activity What impression do you get of Perseus? Why? Make a list of the impressions and your evidence e.g. He was determined – every time he met obstacles like The Three Sisters he persevered and succeeded.</p>	<p>w/c Monday 23rd May and 30th May Listen to Odysseus and the Trojan Horse and complete the set activity. https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-odysseus-and-the-trojan-horse/z6v78xs</p> <p>Activity Read the statements below and decide if they are true or false. If they are false, correct them so that they are true. 1. Zeus couldn't be bothered to get involved in the decision-making with the three goddesses. 2. The oracle prophesied that if Odysseus went to war he would not return for 30 years. 3. Odysseus made a plan to hide 20 men in a huge wooden horse.</p>	<p>w/c Monday 6th and 13th June Listen to King Midas and the Golden Touch and complete the set activity. https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-king-midas-and-the-golden-touch/z4wyhbk</p> <p>Activity Sequence these five events in the correct and re-write them adding in extra detail about each event. -Apollo gave Midas the ears of a donkey. -Silenus takes Midas to meet Dionysus. -Midas begs Dionysus to take his wish back. -Silenus falls from his donkey into a ditch. -Midas wishes that everything he touches turns to gold.</p>	<p>w/c Monday 20th and 27th June Listen to Odysseus and the Cyclops and complete the set activity. https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-odysseus-and-the-cyclops/znknxyc</p> <p>Activity Summarise the events of the myth in no more than 100 words.</p>	<p>w/c Monday 4th and 11th July Listen to Persephone and Hades and complete the set activity. https://www.bbc.co.uk/teach/school-radio/ks2-primary-history-ancient-greece-persephone-and-hades/z4qvpg8</p> <p>Activity 1. How is this story linked to The Boy at the Back of the Classroom? 2. What is your favourite part of the story and why?</p>
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- Spelling – we are still on 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. As each unit takes a different amount of time, your child should be able to tell you what spelling pattern we are covering in class but this information and word lists will also be updated on Teams. **All units can also be accessed within the children's Microsoft Teams accounts in: Files - Class Materials - English – Spelling Resources - Y5 Spelling Units.**

Unit 1: words with the silent letter 'b' bomb climb comb crumb debt doubt lamb limb numb subtle thumb tomb	Unit 2: words ending in -ible credible edible horrible legible possible resistible responsible reversible sensible terrible visible	Unit 3: words ending in -able adaptable adorable bearable beatable believable breakable changeable comfortable enviable knowledgeable miserable noticeable predictable reasonable reliable suitable understandable	Unit 4: words with the silent letter 't' bustle castle fasten glisten hustle jostle listen nestle rustle soften thistle whistle wrestle	Unit 5: words ending in -ibly and -ably adorably comfortably considerably credibly horribly incredibly miserably possibly reasonably responsibly sensibly suitably	Unit 6: words ending in -ent absent ancient confident decent dependent different efficient frequent innocent intelligent magnificent obedient patient silent urgent violent
Unit 7: words ending in -ence absence agency competence confident decency dependence difference evidence frequency independence innocence intelligence magnificence obedience patience silence violence	Unit 8: words with the sound 'ee' spelt 'ei' achieve caffeine ceiling conceit conceive deceit deceive either neither receipt perceive protein receive seize	Unit 9: words ending in -ant, -ance and -ancy assistance assistant defiance defiant distance distant elegance elegant expectant hesitancy observance observant relevant relevance pregnancy substance tolerance tolerant vacancy	Unit 10: words ending in 'shus' spelt -cious atrocious conscious delicious ferocious malicious precious spacious suspicious vicious	Unit 11: words ending in 'shus' spelt -tious ambitious cautious fictitious infectious nutritious scrumptious superstitious	Unit 12: words ending in 'shul' spelt -cial or -tial artificial confidential essential financial initial official partial social special

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- Spelling - some of the children also have spellings sent home to practise in their red books and I have previously sent home a copy of the high frequency word mat we use in class when writing should you wish to use.
- SPaG.com – complete the set activities based on previous years' learning and concepts that are covered in class this year. Login and password is in the back of Reading Records: <https://www.spag.com/>
See 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.
- Writing – encourage children to write at any opportunity. This could be writing a shopping list or writing about a book they have read or 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. Children can share any writing done at home on Teams or bring in to school to show us.

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 using 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 daily 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/>
 - Mathematics – tasks set based on what we have been learning in class which will help to reinforce and revise the key concepts. Maths concepts for this term:
 - Fractions: including comparing and ordering fractions as well as proper fractions, improper fractions and mixed numbers and also adding and subtracting fractions
 - Measures: calculating perimeter and area
 - Measures: read and interpret timetables and solve problems involving converting between units of time.
 - Measures: use knowledge of multiplying and dividing by 10/100/1,000 to convert between units of measurement for length, capacity and mass
 - Four operations: use mental strategies and formal written methods for all four operations $+$ $-$ \times \div and solve problems involving the use of all four operations.
 - Fractions, decimals and percentages: decimals as fractions, ordering and comparing decimal numbers to 3 d.p., rounding decimals with 3 d.p. and converting between fractions, decimals and percentages
 - Statistics: solve problems using information presented in a line graph and complete, read and interpret information in tables, including timetables.
- Login and password is in the back of Reading Records: <https://www.mathletics.com/uk/>

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Science Activities – all activities relate to areas we have covered this year in class

- Effects of Gravity - Ancient Greek philosopher Aristotle suggested that all objects have a natural state. Objects on Earth always seek their natural state, which is to be on the ground. If an apple comes loose from a tree, Aristotle said it will fall to the ground because it is seeking its natural state. **How do you think Aristotle would explain a helium balloon? What would you say to Aristotle about his ideas if he was alive today? Can you draw a labelled diagram of the forces acting on the apple when it falls?**
- The Earth and the Sun - In ancient Greece, most people believed that the Earth was flat. Thales was a philosopher and mathematician who suggested that the Earth was spherical. Most people didn't believe him. **How do you know that the Earth is spherical? What evidence can you collect to show that Thales is correct? Can you make a model to show how day and night occur on Earth? Would our model still work if the Earth is flat?**
- Distinguishing between an object and its material - We know about how the ancient Greeks lived because we have found things they used, buried in the ground, like clay pottery and metal coins. Not everything that they used has survived. **Which materials would last a long time if we buried them? How many ways can we sort objects into different groups (e.g. size, shape, material)? Are there any objects that fit into more than one group?**
- Identifying and grouping everyday materials - Rich Greek soldiers wore armour made from metal and poor soldiers wore armour made from cloth. They also carried shields made from wood and metal, and wore helmets and leg guards made from metal. **Why do you think metal is a good material for making a shield, helmet or leg guard? Can we make a table to show what our clothes are made from?**

Ancient Greeks Topic Activities – plenty of different options to choose from

<p>Greek Recipe Instructions Cook a Greek meal, write the recipe for it and don't forget to include a photo!</p>	<p>Map Making Draw and label a map of Greece and plan a trip there. Which modes of transport would you use to get there from your house? Which countries would you pass through or over?</p>	<p>It's All Greek to Me! Find out some simple Greek phrases. E.g. Hello, How are you? What's your name? Etc. Can you make a poster to display them in Greek & English? Make sure you can pronounce them correctly and teach them to the class!</p>	<p>Make a Greek Postcard! Research a modern Greek island and make and write a postcard to someone, telling them all about your holiday there.</p>
<p>Persuasive Greek Holiday Writing! Research and create a holiday brochure or poster persuading people to visit Greece.</p>	<p>Slave Diary Find out what it was like for slaves in Ancient Greece. Imagine you are a slave and write a diary entry describing your day/week.</p>	<p>Olympic Event Create your own Olympic event with rules for competing.</p>	<p>Greek Gods Design your own Greek god and describe their powers and what they are god of.</p>
<p>Greek Flag Create a Greek flag using materials of your choice.</p>	<p>Mythical Beasts Design your own mythical beast – label their features.</p>	<p>Quiz Create a quiz about Ancient Greece – you may want to use the computer to make it interactive so we can have a go in class.</p>	<p>Top Trumps Gods Make a set of Top Trump cards about the Greek Gods.</p>