



Home Learning Learning Projects

YEAR 5 | WEEK 3 | VIEWPOINTS

Weekly Maths Tasks (Aim to do 1 per day)

- Daily maths lesson from [White Rose Maths](#).
- Get your child to play on [Times Table Rockstars](#). If your child works on [Numbots](#) in school they can access this with the same login.
- Work through activities on [Mathletics](#)- your child have an individual login to access this.
- Ask your child to show everything they know about fractions on a piece of paper. This could be pictures, diagrams, explanations, methods etc. Get them to be as creative as they want to be.
- Allow your child to play on [Hit the Button](#) - focus on times tables, division facts and squared numbers.
- Direct your child to practise [matching fractions](#) on this game. Get them to work on the mixed numbers.
- Daily [arithmetic](#) for different areas of maths. Ask your child to work on level 4, 5 and 6 activities and try to focus on fractions.
- Get your child to work on their [reasoning and problem solving](#) by practising past SATs questions that are broken down into topic areas and have videos linked to them that can be watched if needed. As these are older papers these are suitable for both years 5 and 6. Click on one of the topic areas listed to gain access to the questions.

Weekly Reading Tasks (Aim to do 1 per day)

- Ask your child to read a chapter from their home reading book or a book that they have borrowed from the library.
- Following this, ask your child to create a set of multiple choice questions about what they have read.
- Encourage your child to note down any unfamiliar words from the chapter they have read. Explore the meanings of these words by using a dictionary, reading around the sentence or using print conventions.
- Direct your child to [Love Reading](#). Ask them to explore the Book of the Month and previous books of the month. How many have they read?
- Your child can log on to [Oxford Owl](#) and read a book that matches their book band. After this, direct your child to review the text and justify their opinion with examples from the text.
- *Username:* Your class (5 oak, 5 chestnut, 5 willow, 5 birch1) Birch: you need to add a 1 at the end.
Password: PinnerPark

Weekly Spelling Tasks (Aim to do 1 per day)

- Encourage your child to practise the Year 5/ 6 Common Exception Words (see list)
- Then ask your child to choose 5 Common Exception words. They can then write a synonym, antonym, the meaning and an example of how to use the word in a sentence.
- Practise spellings on [Spelling Frame](#).
- Ask your child to create a word bank of feelings that they have felt over the week. They may be able to identify any spelling rules the adjectives contain. Encourage them to try and include an

Weekly Writing Tasks (Aim to do 1 per day)

- Ask your child to write a blog post summarising the events from the day/week. Encourage them to think about how the language they use may be more informal.
- Your child will be composing an email or writing a formal letter to a 12 year old child from a country of their choice. Ask them to describe what is happening in the world at the moment. They can then compose a reply. How does each world differ?
- Encourage your child to put themselves in their

<p>adjective with a silent letter.</p> <ul style="list-style-type: none"> ● Get your child to proofread their writing from the day. They can use a dictionary to check the spelling of any words that they found challenging. This will also enable them to check that the meaning of the word is suitable for the sentence. 	<p>Mum's or another family member's shoes. Can they write a poem about how they might be feeling with what is happening in the world currently?</p> <ul style="list-style-type: none"> ● <i>People should be able to express their opinion on social media platforms.</i> Do you agree/disagree? Your child can write a discussion about this statement. ● Story Task: They've now created a setting and character for a story genre of their choice. Talk to your child about what is going to happen in their story? Ask them to plan their story thinking about a book of the same genre. Whose viewpoint are they going to write the story from?
---	--

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

- **Viewpoints and Mood** - Ask your child to look into a room in the home and think about how it makes them feel. They can then either draw something linked to how they feel when looking in the room or draw an object from the room and then colour, shade or paint it in a colour that reflects their current mood.
- **London Views-** The London Eye, Tate Modern and Primrose Hill are just some of the famous viewpoints within London. Your child can choose a London viewpoint and use Google Earth or Google Maps to create an accurate scaled map of the location of the landmark. They may wish to identify all of the London viewpoints on their map.
- **Viewpoints from Around the World** - Your child can research famous viewpoints from around the world (e.g. The Eiffel Tower). Ask them to draw what they think they would see from this viewpoint. After this, they can design and create a miniature scale of the landmarks that give these viewpoints. Encourage them to evaluate their creations.
- **A change in Viewpoints-** How did Martin Luther King and Rosa Park's actions and views shape society today? Challenge your child to compare and contrast viewpoints from then and now on people's race, culture and religion. How has this improved society's attitudes towards those who are different to ourselves?
- **Debate-** Is good more powerful than evil? Is it worse to fail at something or never attempt it in the first place? Is it more important to be liked or respected? Ask your child to choose a question to answer, write a speech and use real -life examples to justify their opinion.

- Don't forget to visit [DB Primary](#) throughout the week to post pictures, videos or blogs about what you have been learning at home. Share with your class on their page by clicking on 'communities.' This is a special

All songs for 'What's The Crime Mr Wolf' can be found on [YouTube](#). Please practise these so we can perform once school resumes. The script can be found on DB Primary in your class under the tab 'files'.

**REAL WORLD SCIENCE
CITY SHAPES**



There are lots of triangles in the Sydney Harbour Bridge in Australia, and most bridges. Some materials are better for building with than others, depending on how strong they are when they're in tension and in compression. Using this knowledge, architects and engineers work out what forces a structure can withstand before building begins.

How to set out your experiments:

Friday 27th November 2019

LI:	Me	Teacher
I can identify the different planets of the solar system	✓	✓
I can use accurate measurement to show the distances between the planets	✓	✓
I can create a scale model to show the distance between the planets of the solar system	✓	✓

Aim:

To find out the distance between planets using a scale model. ✓

Equipment:

A roll of toilet paper

A number of felt tips

Sheet of measurements ✓

Prediction:

I predict that the first four planets would have the smallest distance, on the other hand I think the 2 gas giants would be the furthest apart. ✓

Method:

Roll a piece of toilet out and draw the sun on the first piece.

Roll and count the number of squares to the next planet and draw it on.

Continue for the remaining planets. ✓

Diagram:



Conclusion:

The rocky inner planets were very close to each other, however, the distance of the gas giants are very vast as we needed to go from one side to the other side of the hall to get from Saturn to Uranus. This was not an accurate scale model of the solar system because we didn't draw the accurate size of the planet, only the length.

ebi: Why could we not do a scale model with both size and distance?

It's because if we shrunk the planets even more, they would be microscopic so small we couldn't see them. ✓