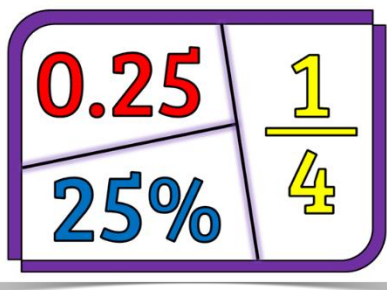| Monday		
English **Recount – Everest Logbook** This week, we would like you to write a logbook entry for Edmund Hillary or Tenzing Norgay to describe part of their Everest experience. Read the example recount in the resources below and see which features it has included. Use your research from last week and these clips to help you plan your recount in chronological order. https://twitter.com/bbcarchive/status/736858186792247296 https://www.youtube.com/watch?v=X4egTHmDYho Today is a planning day.	**Maths** **Percentage symbol and its meaning.** https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1 Please work through the structured lesson and activities. Use your home workbook to complete the activities. Additional reasoning activities under resources	**Science** **Growth of Babies** If you can, look at a photo of you as a baby. *Do you have any clothing from when you were a baby? Maybe you could ask a grown-up to describe what you were like. How much did you weigh/measure? What are the main similarities and differences between then and now? Which Year 5 teacher do you think is in this baby picture?* Look carefully at the baby growth data in the resources below. Answer the questions in as much detail as possible using data from the chart. Extension – present the data in a line graph.

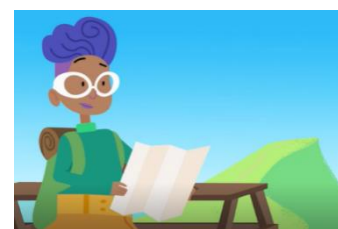| Tuesday		
English **Recount – Everest Logbook** Look through your planning from yesterday, your notes should be in chronological order and include key details about the climb and Hillary/Norgay's personal feelings. Language features • Past tense • First person • Chronological (time) order • Time conjunctions and adverbs • Description of emotions Try to structure your sentences to include relative clauses and modal verbs/adverbs to suggest possibility. Today is a writing day.	**Maths** **Writing percentages as a fraction and decimal.** https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1 Please work through the structured lesson and activities. Use your home workbook to complete the activities. Additional reasoning activities under resources	**Topic** **Contours, Keys and Symbols** https://www.bbc.co.uk/bitesize/articles/zjdm6v4 Please watch the clips, read through the information and complete activities 1 and 2. The worksheet needed for activity 2 can be found under resources

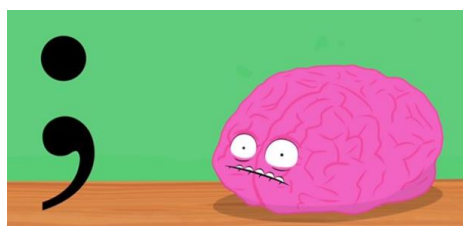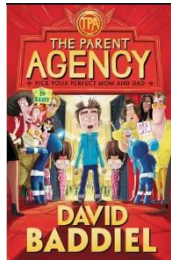| Wednesday		
English **Recount – Everest Logbook** Use today's learning time to complete Everest logbook entry. Make sure that you have included all the features listed yesterday. Remember to send your completed recount or a photo of it to the class email addresses if you can because we would love to see them! Today is a writing day 	**Maths** **Adding decimals using formal method and involving exchange.** https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1 Please work through the structured lesson and activities. Use your home workbook to complete the activities. Additional reasoning activities under resources	**PSHCE** **Refugee Week 2020** This week is Refugee Week, an annual festival celebrating the contributions, creativity and resilience of refugees. This year's theme is 'Imagine'. Check out this pack for young people, which has links to information, films and activities you may want to try. https://refugeeweek.org.uk/wp-content/uploads/2020/05/Refugee-Week-2020-Childrens-Pack.pdf **Note – some links are labelled as suitable for age 11+/KS3/KS4**
Thursday		
English **Semi-colons** Watch the short clip and complete the quiz to remind yourself how semi-colons can be used link two related main clauses. https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zshfdxs Please complete the activity on the worksheet in the resources below	**Maths** **Adding decimals with different decimal places.** https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1 Please work through the structured lesson and activities. Use your home workbook to complete the activities. Additional reasoning activities under resources	**DT** **International Picnic Day** Today is International Picnic Day! If the weather is nice perhaps, you could eat your lunch outside today. Design your own ultimate sandwich. Think about your choice of bread, filling and sauces. There is a sheet in the resources below to help you. Extension- Imagine your sandwich was going to be sold in retail outlets. Design suitable packaging for it. Use the information in the resources to help you.
Friday		
English **Reading Lesson**	**Maths** **Challenge** Friday is challenge day on Bite size Daily! https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1	**Art** **Summer Solstice** Tomorrow is the Summer Solstice, the longest day and the shortest night of the year in the Northern hemisphere. Read the factsheet in the resources below to find out more.

|		
https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1 Please work through the structured lesson and activities. Use your home workbook to complete the activities.	How many challenges can you complete? Remember to use your workbooks to do plenty of workings.	Have a go at creating this day and night inspired artwork using warm and cool colours. https://missbeavis.edublogs.org/2018/10/18/hot-and-cold-sun-and-moon-artwork/ Check out this website to help you and below the four examples there is a link to find out the steps to break it down into simpler steps.

Other activities for the week

- Use the following link to practise your times tables https://ttrockstars.com
- Guided reading – remember to choose your favourite story or a book that you have recently read.
- Have a go at drawing a map of one of the places in the story. See how much you can include and how much detail you can add.
- Pretend you are a travel agent and want people to visit the place in the story. Write a paragraph on what you would tell others.
- The Children's Poetry archive https://childrens.poetryarchive.org/ it's free!
- Book Trust - Bookfinder: https://www.booktrust.org.uk/books-and-reading/bookfinder/
- Discover Harry Potter at home https://www.wizardingworld.com/collections/harry-potter-at-home
- Try out origami https://www.easypeasyandfun.com/easy-origami-for-kids/
- Improve your computer coding https://code.org/hourofcode/overview by signing up for a free account, also suitable for smart phones
- https://www.savethechildren.org.uk/what-we-do/coronavirus-information-advice/keeping-kids-entertained-during-lockdown Save the Children has loads of creative activities to keep you entertained
- Check out these virtual school trips https://www.uswitch.com/broadband/guides/virtual-school-trips/
- Try watching Newsround each day https://www.bbc.co.uk/newsround/news/watch_newsround and maybe try the Newsround quiz at the end of the week.

Resources

Maths: Monday reasoning activities

Oh no! Dexter has spilt ink on his hundred square.
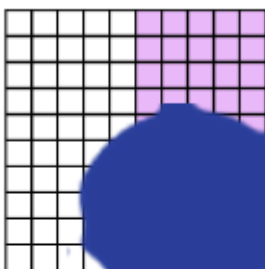
Complete the sentence stems to describe what percentage is shaded.

It could be…

It must be…

It can't be…

Mo, Annie and Tommy all did a test with 100 questions. Tommy got 6 fewer questions correct than Mo.

Name	Score	Percentage
Mo	56 out of 100	
Annie		65%
Tommy		

Complete the table.
How many more marks did each child need to score 100%?

Dora and Amir each have 100 sweets.
Dora eats 65% of hers. Amir has 35 sweets left.
Who has more sweets left?

Maths – Tuesday reasoning activities

Teddy says,

> To convert a fraction to a percentage, you just need to put a percent sign next to the numerator.

Is Teddy correct? Explain your answer.

At a cinema, $\frac{4}{10}$ of the audience are adults.
The rest of the audience is made up of boys and girls.
There are twice as many girls as boys.

What percentage of the audience are girls?

Three children have each read 360 pages of their own book.

Ron's book has 500 pages.
Dora's book has 400 pages.
Eva's book has 600 pages.

What fraction of their books have they each read?

What percentage of their books have they read?

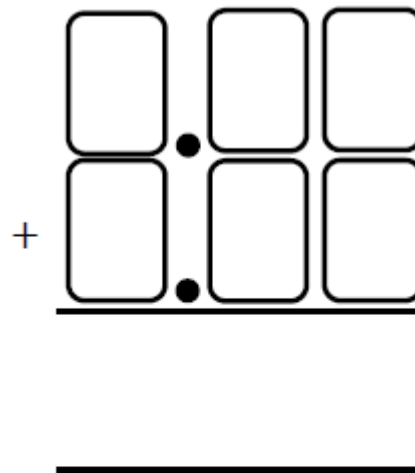How much of their books have they each read as a decimal?

Who has read the most of their book?

Maths – Wednesday reasoning activities

$+ 0.2$

$3.2 + 2.8 = 3 + 3$

$- 0.2$

$+ 0.18$

$3.18 + 2.82 = 3 + 3$

$- 0.18$

Using these strategies, can you find more number sentences which have the same total as $3 + 3$

Using the digits 0 – 9 only once in each of the spaces above, what is:
- The largest sum possible
- The smallest sum possible

Is there more than one way of creating each total?

Maths – Thursday reasoning activities

Eva is trying to find the answer to

4.144 + 1.4

Here is her working out.

```
    4 . 1 4 4
+       1 . 4
  _____
    4 . 2 4 8
```

Can you spot and explain her error?

Work out the correct answer.

Place the calculations in the correct column in the table.

9.99 + 0.1   9.99 + 1
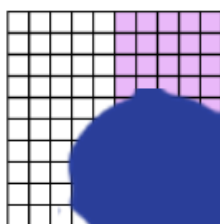
9.99 + 0.001   9.99 + 0.01

Some calculations might need to go in more than one place.

No exchange	Exchange in the ones column	Exchange in the tenths column	Exchange in the hundredths column	Exchange in the thousandths column

Add 2 more calculations to each column.

Maths – Monday reasoning activities answers

Oh no! Dexter has spilt ink on his hundred square.

Complete the sentence stems to describe what percentage is shaded.

It could be…

It must be…

It can't be…

Some possible answers:

It could be 25%

It must be less than 70%

It can't be 100%

Mo, Annie and Tommy all did a test with 100 questions. Tommy got 6 fewer questions correct than Mo.

Name	Score	Percentage
Mo	56 out of 100	
Annie		65%
Tommy		

Complete the table.
How many more marks did each child need to score 100%?

56%
65 out of 100
50 out of 100
50%
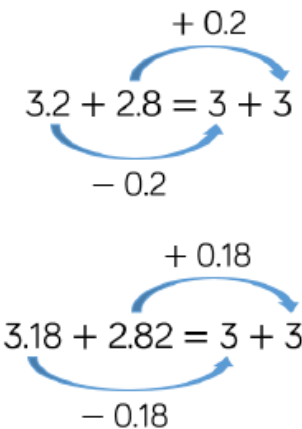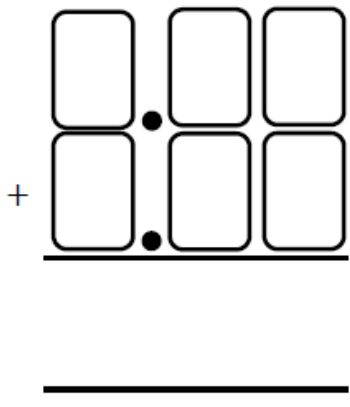
Mo needs 44
Annie needs 35
Tommy needs 50

Dora and Amir each have 100 sweets. Dora eats 65% of hers. Amir has 35 sweets left.
Who has more sweets left?

Neither. They both have an equal number of sweets remaining.

Maths – Tuesday reasoning activities answers

Teddy says,

> To convert a fraction to a percentage, you just need to put a percent sign next to the numerator.

Is Teddy correct? Explain your answer.

Teddy is incorrect, this only works when the denominator is 100 because percent means parts per hundred.

At a cinema, $\frac{4}{10}$ of the audience are adults.
The rest of the audience is made up of boys and girls.
There are twice as many girls as boys.

What percentage of the audience are girls?

60% are children, so 40% are girls and 20% boys.

Children may use a bar model to represent this problem.

Three children have each read 360 pages of their own book.

Ron's book has 500 pages.
Dora's book has 400 pages.
Eva's book has 600 pages.

What fraction of their books have they each read?

What percentage of their books have they read?

How much of their books have they each read as a decimal?

Who has read the most of their book?

Ron has read $\frac{360}{500}$, 72% or 0.72

Dora has read $\frac{360}{400}$, 90% or 0.9

Eva has read $\frac{360}{600}$, 60% or 0.6

Dora has read the most of her book.

Maths – Wednesday reasoning activities answers

$$+\,0.2$$
$$3.2 + 2.8 = 3 + 3$$
$$-\,0.2$$

$$+\,0.18$$
$$3.18 + 2.82 = 3 + 3$$
$$-\,0.18$$

Using these strategies, can you find more number sentences which have the same total as $3 + 3$

Children may find a range of answers. The important teaching point is to highlight that you have added the same to one number as you have taken away from the other.

$$+$$

Using the digits 0 – 9 only once in each of the spaces above, what is:
- The largest sum possible
- The smallest sum possible

Is there more than one way of creating each total?

Largest

9.75 + 8.64
9.65 + 8.74
9.64 + 8.75
9.74 + 8.65

Smallest

0.24 + 1.35
0.25 + 1.34
0.34 + 1.25
0.35 + 1.24

Eva is trying to find the answer to

$4.144 + 1.4$

Here is her working out.

$$
\begin{array}{r}
4.144 \\
+ \quad 1.4 \\
\hline
4.248 \\
\hline
\end{array}
$$

Can you spot and explain her error?

Work out the correct answer.

The digits are lined up incorrectly.

Eva needs to line up the decimal point.

The correct answer is 5.544

Place the calculations in the correct column in the table.

$9.99 + 0.1$ $9.99 + 1$

$9.99 + 0.001$ $9.99 + 0.01$

Some calculations might need to go in more than one place.

No exchange	Exchange in the ones column	Exchange in the tenths column	Exchange in the hundredths column	Exchange in the thousandths column

Add 2 more calculations to each column.

No exchange:

$9.99 + 0.001$

Exchange in the ones column:

$9.99 + 1$

$9.99 + 0.1$

$9.99 + 0.01$

Exchange in the tenths column:

$9.99 + 0.1$

$9.99 + 0.01$

Exchange in the hundredths column:

$9.99 + 0.01$

Tuesday June 25th 2003: Camp IV 26000 feet

Woke this morning after a restless night's sleep to a clear blue sky and no fresh snow. As I unzipped the tent, glimpsing the first peek of blue gave me butterflies, as I realised that this really could be it! After 11 days of waiting and hanging around and wondering if we might need to turn round, it looked as though we might be able to make our first attempt at the summit. We hastily breakfasted on biscuits and tea, none of us really having any appetite for much more.

Tony and I started at 6.45 and struck off to the right, in a southwest direction along the North Face towards the summit, which was about a mile distant as the crow flies and 2200 feet above us. There was virtually no wind and although we could have gone higher and walked more on the ridge, we preferred not to risk the chance of discovering a cold wind that early. Trouble was, this meant we were in the shade and even with the lack of wind, it was jolly cold. We moved slowly, one foot in front of the other and at length, panting, puffing and sometimes slipping back on the scree, we reached the sunlight and began to get warm.

My sore throat started again at this point, which meant that my breathing got very painful. I had to pause every 3-4 steps, as opposed to every 7-8. I knew that I was moving slower than Tony wanted me to and I also knew that our Sherpas were worried. I tried to focus on the small stages and not even think of the ultimate goal, some several hundred feet above us still at 29 028 feet…..

Thursday June 25th 2003: Camp IV 26000 feet

The feelings amongst us are hard to describe. Tony and I made it to the summit late Tuesday afternoon with all our sherpas and in an instant; the aches, the sore throats and even poor Nuri's sore eyes, all left us as we took in the deep satisfaction of success. Our welcome back at camp four was overwhelming. Now there is real hope that the others can make it too. There has been no fresh snow for 3 days and the forecast is set to fair. We could be about to break all the record books for the most members of a group reaching the summit of the world's highest mountain!

Features of a recount

- **First person**
- **Past tense**
- **Chronological (time) order**
- **Time conjunctions and adverbs**
- **Description of feelings and emotions**

Semi-colons

Semi-colons are used to separate two main clauses that are clearly related to each other but could stand on their own as sentences. They can be used to replace a conjunction, e.g.

I have a rugby match next week **and** I really hope we win.

I have a rugby match next week; I really hope we win.

Rewrite these sentences by replacing the conjunctions in these with a semi-colon.

1. I am starving so I can't wait until dinner.

   _____

2. Sam was desperately tired and he wanted to go home to bed.

   _____

3. It was pouring outside so I needed to bring my umbrella to school today.

   _____

4. Fiona went to meet her friend at the airport because she hadn't seen her for ages.

   _____

5. My team are at the top of the league so I expect we will win our match today.

   _____

Write a second related clause after the semi-colon in the sentences below:

6. It was getting very late; _____

   _____

7. Holly looked outside and saw that it was snowing; _____

   _____

8. Larkin did not like getting up in the mornings; _____

   _____

9. Yan loved dark chocolate; _____

   _____

10. The birds were singing sweetly; _____

   _____

Extension – write three of your own sentences to show that you understand how to use semi-colons.

Growth in Height of Boys and Girls

Age	Height of Boys	Height of Girls
0 months	52cm	50cm
1 month	54cm	53cm
2 months	58cm	57cm
3 months	61cm	60cm
4 months	64cm	63cm
5 months	66cm	64cm
6 months	68cm	66cm
7 months	69cm	67cm
8 months	71cm	69cm
9 months	72cm	70cm
10 months	73cm	71cm
11 months	74cm	72cm
12 months	76cm	74cm

What does the data tell you about how babies grow?

What differences are there in how boys and girls grow as babies?

This data shows an average (it shows typical growth). Some babies grow more or less than this. Why do you think this might happen?

Extension – this website could be used to create a line graph online

https://nces.ed.gov/nceskids/graphing/classic/line_data.asp

Make Your Own Contour Island!

You will need:

- card (cereal box)
- scissors
- glue
- coloured pencils or paint

Instructions:

1. Cut out the box below to create your paper template. Trace around the edge of the rectangle onto a piece of card and cut it out. This will form the sea on which the island will be built.

2. On the paper template, cut around the edge of the island along the line which says 'sea level'. **On a new piece of card**, draw around the island and cut out the shape. Glue it onto the rectangle of card.

3. Cut around each contour line in turn and copy each layer onto a piece of card. Glue each layer onto your island.

4. Colour or paint your model and add some landmarks. Remember to add the scale.

sea level

15   30

45

60

75

△ 79

cut along here

0   1km
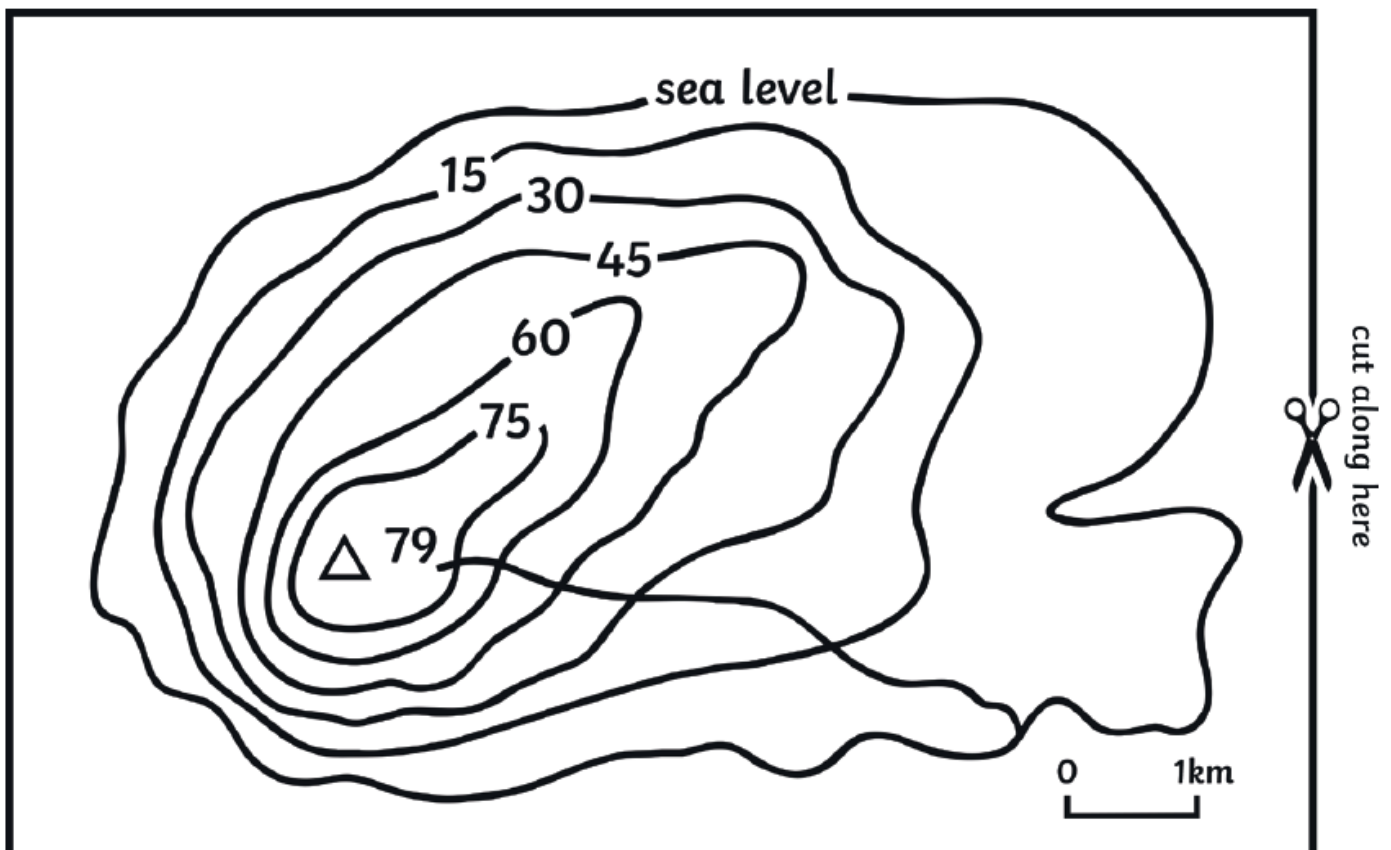
Design a Sandwich

Design and create your own sandwich. Plan out your design below.

Bread	
Butter	
Fillings	
Sauces/Condiments	
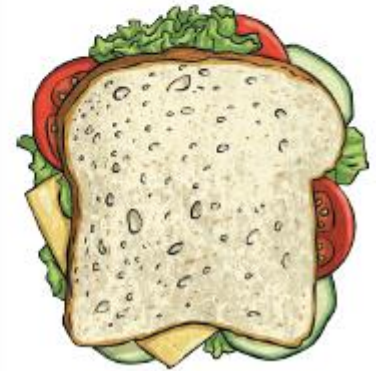
This is what my sandwich will look like:

Extension

Look at some food packaging.

1) What are they made of? Why was this material chosen? What information can be found on the packaging (weight, product description, ingredients, logo, picture, nutrition information…).

2) What shape is the packaging? Why was this shape chosen? How do you think it was it made?

3) Discuss what happens to the materials once they have been used. Can they be recycled? Can they be used again? Could the packaging be made from any other materials?

Design their own packaging for your sandwich; you should consider the following:

- Is it attractive and eye-catching? Does it make the consumer want to pick it up and look at the contents?

- Will it hold the sandwich safely and securely? Will the food be kept fresh?

- What information needs to be written on the packaging? Do the ingredients of your product need special mention? If so, what will you write?

Art - Friday resources

Summer Solstice

The equator is an imaginary line around the middle of the Earth. Countries above the equator are in the northern hemisphere. Countries below the equator are in the southern hemisphere.

Can you imagine a pole going through Earth from the North Pole to the South Pole? This pole would be the Earth's axis. The Earth spins round on this axis. The axis makes the Earth lean or tilt over.

The Earth moves or orbits around the Sun. This takes around one year. At different times of the year, some places on Earth are nearer to the Sun than others.

If you live in the northern hemisphere, Earth is tilted closer to the Sun in the summer, giving more light and heat.

Spring

Sun

Summer

Winter

Autumn

This picture shows the seasons in the northern hemisphere.

Can you see how the northern hemisphere is tilted towards the Sun in summer?

What is the Summer Solstice?
The Summer Solstice happens when the North Pole is most tilted towards the sun. The Summer Solstice happens around 21st June. This is the longest day and shortest night of the year in the northern hemisphere.

Summer Solstice in the Far North
Around the Summer Solstice, countries in the far north, like parts of Norway, Finland, Greenland and Alaska, have daylight all day long.

In the UK from mid-May to mid-July, the Shetland Islands and Orkney never get really dark as the sun only sets for a few hours.

Solstice Celebrations

For thousands of years, there have been solstice celebrations around the world. The hours of daylight and the seasons were important to the people who lived long ago. Today, bonfires and parades mark the Summer Solstice around the northern hemisphere.

In England, many people gather at Stonehenge, which is believed to have been an important place 4000 years ago. At the Summer Solstice, some of the stones at Stonehenge are in line with the rising sun.
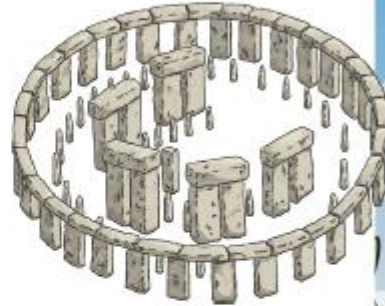
On the Orkney Islands, Summer Solstice is celebrated at the ancient standing stone circle of the Ring of Brodgar.