Weekly Home Learning Timetable
Year 5 Week Beginning 22.06.2020

Monday 22nd June

English

Non-chronological report

This week, we would like you to use your research skills to plan and write a NCR about snow leopards.

Think about the American animals NCR that you wrote during our USA topic to help you.

A planning template and information about snow leopards can be found in the resources section to help you with your writing.

You might also find this link useful: https://www.bbc.co.uk/programmes/b00q9y41/clips

Today is a planning day.

Maths

Subtract 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.

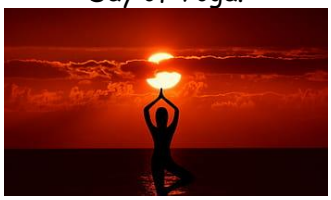
Additional reasoning activities under resources.

Remember that we have set up a ROCKSTARS Times Tables battle for the month of June boys vs girls!!! Good luck and may the best team, who perseveres the most, win.

PE

Yoga

Yesterday was the International Day of Yoga.



Click the link to have a go at some yoga at home:

https://www.youtube.com/user/CosmicKidsYoga

Cosmic Kids yoga perform yoga postures whilst telling stories.

Create your own story to go alongside some yoga moves. Look in the resources section to help you.

Tuesday 23rd June

English

Non-chronological report

Use your planning sheet and the facts you found yesterday to help you write your NCR on snow leopards.

Look in the resources section below for a structural and language checklist to help you.

Today is a writing day.

Maths

Subtract 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.

Geography and Science

Climate change

Next week will be the first installment of London Climate Action Week (1st-3rd July).

http://www.londonclimateactionweek.org/

Click on this link to find out more about coronavirus and the climate: https://www.bbc.co.uk/news/science-environment-52485712

Complete the activities in the resources section.

Wednesday 24th June

English
National Writing Day

Use your knowledge of snow leopards to produce a creative piece of writing. Here are some ideas:

- Write a diary as a snow leopard or a mountaineer.
- Write a story including a snow leopard.
- Create a comic strip about snow leopards.
- Create a persuasive advert to save endangered snow leopards.

Be as imaginative and creative as you like.

Click this link: https://firststory.org.uk/writeday/ to find out about the #247challenge.

Maths
Multiply decimals by 10, 100, 1000

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.

Music and Art
Using art to think about music

Drawing to sounds and music can be a lovely listening activity. Choose one of your favourite songs and 'dance with your hands' whilst listening to it. You could use crayons, pencils, felt tips or paint.

Which colours did you choose? Do you think your art reflects how you feel during the piece of music?

You could explore this with different types of music and listen to the songs more than once if you think your art is not finished.

Thursday 25th June

English
SPAG

This week we would like you to learn about bullet points (this will be helpful for your writing next week!).

Read the information and watch the video on this link: https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/z2yydxs

Then complete the activity in the resources below.

Maths
Divide a one- or two-digit number by 10, 100, 1000 and identify the place value.

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
Changes in old age

After looking at the growth of babies last week, we would now like you to look at late adulthood in comparison.

Research how to stay healthy and active during old age and write a short paragraph explaining what you have found – you could ask an older relative for advice.

There is some information in the resources section which could help. You might also find this link useful: https://www.bbc.co.uk/bitesize/clips/zh2jmp3

Friday 26th June

English	Maths	Topic
Reading Lesson: **Macbeth Retold by Marcia Williams**  https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1 Click on the link and use your home workbook to complete the activities.	**Challenges** Friday is challenge day on Bite size Daily! https://www.bbc.co.uk/bitesize/articles/zfcnscw How many challenges can you complete? Remember to use your book to do plenty of workings. 	**Life on a mountain**  Design A New Creature For The Mountain Remembering that it is cold, windy, the land is sometimes steep and rocky, there is only water in frozen form, and very little food, use your imagination to design a creature that you think would be able to survive up a mountain. 1) Draw a picture of your creature and label the features that will help with its survival. 2) Give your creature a name. Look in the resources section below for more information.

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.
- Write a book review for your favourite book
- Draw a picture of a character or setting from the story - make sure you use all the detail that the book gives you
- Design a new blurb for the back cover of the book or redesign the front cover
- The Reading Journey App https://www.thereadingjourney.co.uk/ it's free and has a built in reading diary. It is available on a range of devices including android for KS2.
- The Children's Poetry archive https://childrens.poetryarchive.org/ it's free!
- Book Trust - Bookfinder: https://www.booktrust.org.uk/books-and-reading/bookfinder/
- Explore the galleries of the Natural History Museum at home! https://www.nhm.ac.uk/visit/virtual-museum.html
- 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.
- Follow illustrator Rob Biddolph's draw-along videos to help you create some fun pictures. He illustrated the cover for next term's lead text 'When the Mountains Roared' by Jess Butterworth. http://www.robbiddulph.com/draw-with-rob

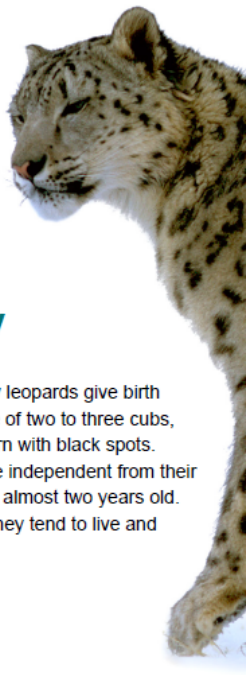
Resources

Monday: English - Facts about snow leopards

WWF

FOR YOUR WORLD

SNOW LEOPARD



The snow leopard is one of the world's most mysterious cats.
Read on to discover more interesting facts about them.

Where they live

Snow leopards can be found in twelve countries across central Asia, and the Himalayas.
wwf.org.uk/wildlife/snow_leopard/

CHARACTERISTICS

- A thick tail is used for balance and can be wrapped around their body for warmth.
- Their coat is a white to smokey-grey colour, with patterned dark-grey to black rosettes and spots.
- Adults can weigh between 35-52kg.
- Short forelimbs and long hind limbs enable them to move quickly in their steep and rocky habitat.
- Extremely agile and a superb jumper. They can spring and pounce on prey up to 15m away!

DID YOU KNOW

Their beautiful coats are grey with solid black or dark brown blotches, spots and streaks, shading to white on the belly. The coats are thick and keep the leopards well insulated.

FAMILY

Female snow leopards give birth to a litter size of two to three cubs, which are born with black spots. They become independent from their mother when almost two years old. As an adult they tend to live and hunt alone.

FEEDING

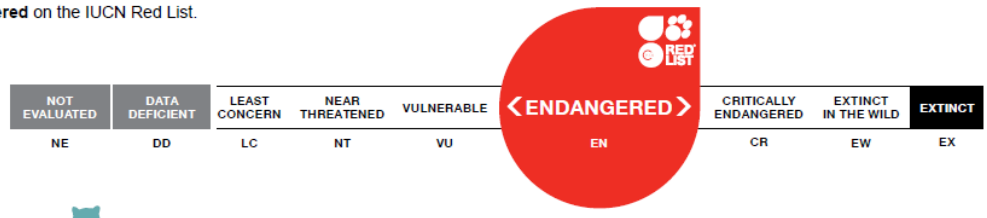
- Their prey includes sheep and goats that share their mountain habitat.
- They usually hunt at dawn and dusk.
- They are a strong predator, able to kill prey up to three times their own weight.

DID YOU KNOW

Unlike other big cats - like lions and tigers - snow leopards can't roar.

CLASSIFICATION

Classified as **Endangered** on the IUCN Red List.



STATUS

Their natural prey has been hunted and pushed out of their habitat by domestic livestock who takeover grazing land. As a result, snow lepoards may have less wild prey to feed on. They sometimes prey on livestock instead, but this can result in herders losing valuable income, and killing the snow leopards in retaliation.

Their fur is highly prized and there is demand for their bones in traditional Asian medicine.

Over 16 years, the species is thought to have declined by at least 20%. It is estimated there are approximately 4,000 to 6,500 individuals remaining in the wild.

Monday: English planning template

Title 
Introduction
Appearance
Habitat
Diet
In the Wild/Young
Did you know? / Fun Facts

Monday: PE resources

Tuesday: English checklist for writing

Structural features	✔
Heading/ title	
Introduction	
4/5 paragraphs with subheadings	
Did you know? / Fun fact section	
Diagram	
Language features	
Present tense	
3rd person	
Conjunctions to link and explain ideas; *so, because, if, after, when, since, once, as, additionally, until , unless, although, however, despite*	
Technical vocabulary *predator, lifespan, carnivore, altitude, streaks, climate, cub, solitary, adapt, hind limbs*	
Interesting vocabulary (nouns, verbs, adjectives, adverbs) *species spines, wings, nostrils, horns, vegetation, abundance, habitat, prey, eggs, dragonologists*	
Relative clauses *that, which, whose, who*	
Modal verbs/adverbs for possibility *can, must, might, should, could, would, probably, definitely, certainly, surely*	
Passive voice *Goats and sheep are eaten by snow leopards.*	

Tuesday: Climate change resources

Climate Change Wordsearch

c	l	i	m	a	t	e	n	m	j	k	o	o	p	g	a	s
a	w	n	j	f	g	g	x	c	a	s	o	k	s	l	u	i
r	a	h	u	r	r	i	c	a	n	e	s	a	d	o	n	t
b	f	l	o	m	n	x	y	t	h	g	p	l	q	b	r	e
o	d	k	d	r	o	u	g	h	t	g	r	k	y	a	i	m
n	q	y	u	p	o	i	n	j	f	f	i	k	r	l	l	p
a	t	f	l	o	o	d	i	n	g	h	s	d	m	q	z	e
n	j	n	b	c	p	x	j	k	f	d	i	v	w	a	c	r
o	s	x	v	f	g	s	b	c	u	h	n	n	a	x	x	a
a	a	r	c	c	m	e	l	t	i	n	g	k	r	z	e	t
d	h	c	k	m	v	a	d	v	y	i	i	m	m	r	d	u
c	t	h	l	u	e	d	s	f	t	o	r	l	i	f	b	r
z	p	a	j	y	t	r	z	m	x	t	y	p	n	c	v	e
x	e	n	v	i	r	o	n	m	e	n	t	o	g	t	g	n
m	h	g	y	l	l	m	n	h	g	r	a	u	m	r	t	e
e	k	e	d	f	f	v	b	z	n	a	s	i	j	j	y	c
s	y	x	s	c	g	r	e	e	n	h	o	u	s	e	h	i

climate
change
carbon
greenhouse
gas
environment
melting
sea
global
warming
flooding
hurricanes
drought
rising
temperature
ice

5 Ways I Can Help Our Earth

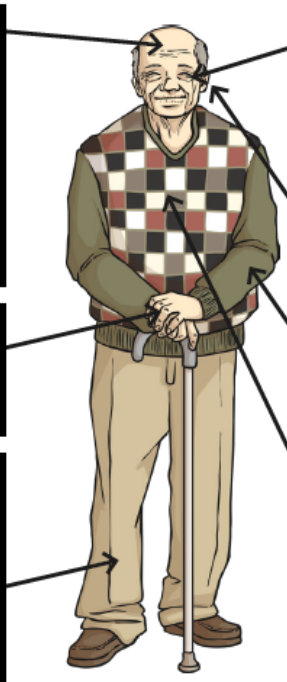
Thursday: Science activity

Old age is the last stage of human development. There are some physical changes that take place for all older people. The body is made up of cells and these cells age over time. All cells die because they are programmed to do so. They then get replaced by new cells. However in old age this process of generating new cells slows down for all people but the extent to which aging leads to ill health or problems does vary from person to person.

New nerve cells still form in old age. New connections are still being made. Lower chemical levels can make older people 'slower' but they are still do things accurately. The brain always has more cells than it needs.

Skin tends to become thinner and finely wrinkled. Less blood flow makes it harder for skin to heal.

As the organs don't function as well they do not always break down nutrients as well either. This can effect parts of the body such as bones. If bones are not absorbing the calcium they need they will get weaker and become more fragile.



Changes in vision are normal as the lens in the eyes stiffens making it harder to focus on closer objects. Also many older people need more light to be able to read.

Hearing decreases especially the ability to hear high pitched sounds.

Muscle strength does start to reduce from the age of 30. As you age you lose about 10 – 15% of muscle mass and strength.

Organs (such as the heart) are made of cells and if the process of new cells being created slows down it does decrease the ability of those organs to work effectively.

What can you do to remain healthy in old age?

Skin	The amount your skin wrinkles is affected by how well you look after it throughout your life and not just in old age. Spending too much time in the sun over your lifetime will eventually leave you with deeper wrinkles, skin blotches and skin reddening. Always use sun protection creams and avoid sun burn.
Muscles	All adults suffer muscle loss but if you exercise throughout your life, including when you are older, you can ensure that muscles remain strong and healthy.
Organs	The fact is that a normal heart will function well throughout your lifetime. Still it is easier for younger hearts to pump blood around the body than older hearts. So while an older person may not be able to outrun a younger person – it does not mean they can't run or be healthy. It is important to be active throughout your life.
Brain	The brain develops throughout your whole life. It is important to avoid activities that will damage brain cells as this damage can be permanent whatever your age. Some people do become senile due to age and due to factors they can't control. However, people who stay active and healthy are able to reduce the risk of such diseases when they are older.

Thursday: English activity

Can you turn these lists into bullet points and punctuate them consistently?

1. Characters in the story include Anders Arnfield, his father, his friend Charlie and the neighbours.

2. Some of the items in Mrs Beaumont's front room included a clock, vases, photo frames and ornaments, most of which were kept on a shelf above a row of cupboards.

3. In the box, Anders found: an old-fashioned wrist watch that had never worked; a fairly short piece of brown twine; a foreign, silver coin; a penknife; a whistle; a black and white photograph showing a young lady in some kind of uniform; a small, round, silver nametag on a chain with the name 'Ivor' engraved on it; a pair of thin-framed metal sunglasses.

Friday: Topic activity

LIFE ON A MOUNTAIN

You might think with conditions being so harsh up a mountain that plants and animals would never live there. However, there are some living things that have adapted so that they can survive high up.
Here are some of the adaptations animals and plants have made so they can survive up a mountain.

Plants:

- create heat to melt snow
- don't grow for most of the time but wait patiently to grow one or two days in the year when it is warm enough
- dissolve rock with acid for nutrients
- do not grow very high so that winds cannot blow them over.

Animals:

- eat pollen that blow on the wind
- are a dark colour because it absorbs heat more than light colours
- have a lot of fur to keep warm
- have hooves that can be wedged into cracks in the rock to help them climb
- have great sense of balance so it can walk on narrow paths and not fall off
- have a huge heart and lungs to cope with less oxygen.

ACTIVITY: Design a New Creature for the Mountain

Remembering that it is cold, windy, the land is sometimes steep and rocky, there is only water in frozen form, and very little food, use your imagination to design a creature that you think would be able to survive up a mountain.

1) Draw a picture of your creature and label the features that will help with its survival.

2) Give your creature a name.

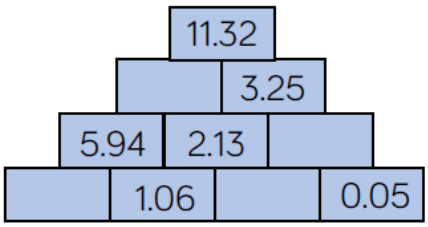
Mountain animals including snow leopards:

https://www.bbc.co.uk/iplayer/episode/b08397lq/planet-earth-ii-2-mountains

https://www.bbc.co.uk/iplayer/episode/b0074sg0/planet-earth-2-mountains

Monday: Maths reasoning problems

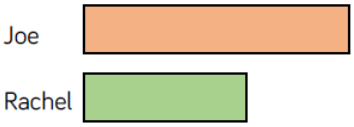
In this number pyramid, the numbers on the top sum to the two numbers underneath.



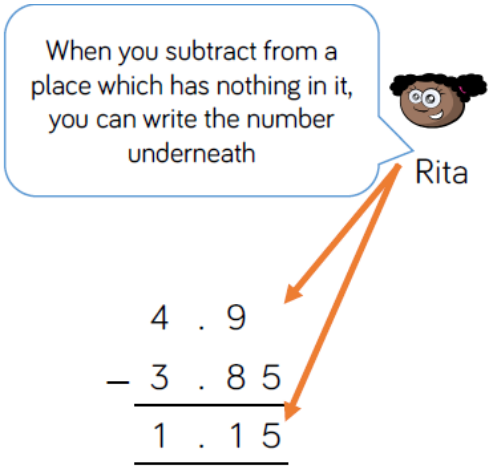
Joe and Rachel have some money.
Joe has £3.45 more than Rachel.

They have £12.45 altogether.

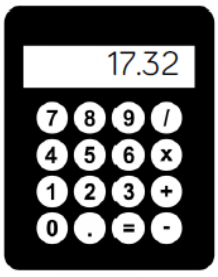
How much money does Rachel have?



Tuesday: Maths reasoning problems



Do you agree with Rita?
Explain your answer.



Bob used a calculator to solve:
31.4 – 1.408

When he looked at his answer of 17.32 he realised he'd made a mistake.

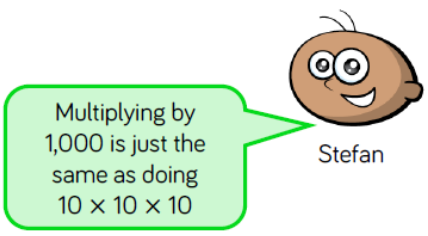
He had typed all the correct digits in.

Can you spot his mistake?

Wednesday: Maths reasoning problems

Using the digits 0-9 create a number with up to 3 decimal places, for example, 3.451

Cover the number using counters on your Gattegno chart.

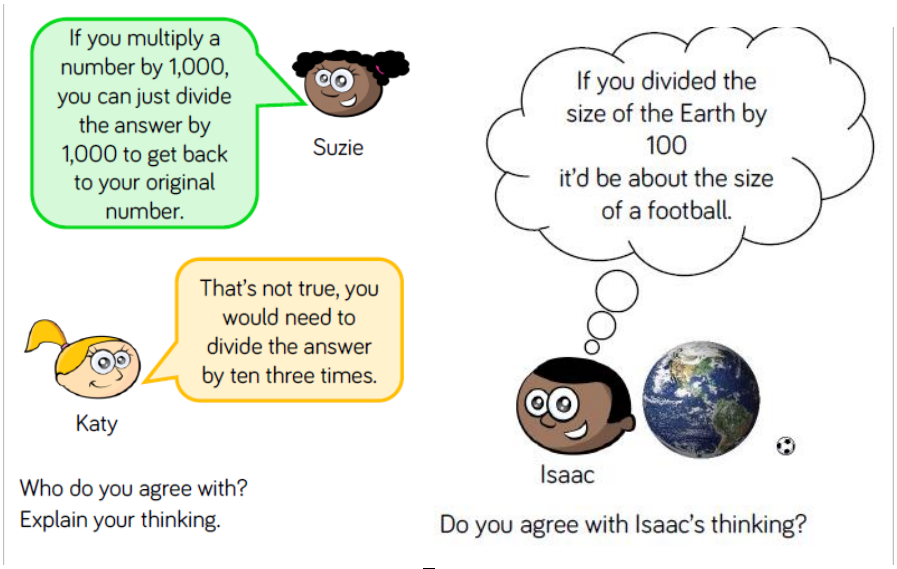


Do you agree with Stefan?
Explain your answer

1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Explore what happens when you multiply your number by 10, then 100, then 1,000
What patterns do you notice?

Thursday: Maths reasoning problems



Maths reasoning problems answers

Joe and Rachel have some money.
Joe has £3.45 more than Rachel.

They have £12.45 altogether.

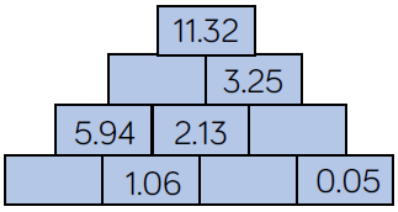
How much money does Rachel have?

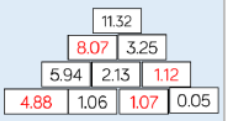
Joe

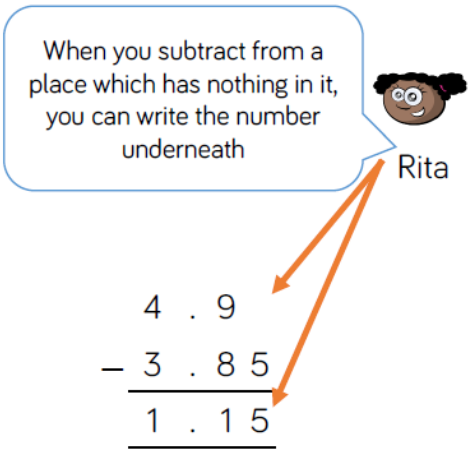
Rachel

Rachel has £4

In this number pyramid, the numbers on the top sum to the two numbers underneath.

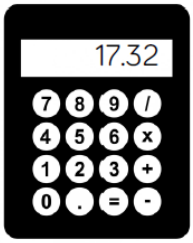






Do you agree with Rita?
Explain your answer.

Rita is not correct, as you need to exchange. She needs to use zero as a place value holder.



Bob used a calculator to solve:
31.4 – 1.408

When he looked at his answer of 17.32 he realised he'd made a mistake.

He had typed all the correct digits in.

Can you spot his mistake?

Bob placed the decimal point after the 4 making 14.08

Stefan

Multiplying by 1,000 is just the same as doing $10 \times 10 \times 10$

Do you agree with Stefan?
Explain your answer

Stefan is correct, as you move the digits 3 places to the left in both cases.

Using the digits 0-9 create a number with up to 3 decimal places, for example, 3.451

Cover the number using counters on your Gattegno chart.

1,000	2,000	3,000	4,000	5,000	6,000	7,000	8,000	9,000
100	200	300	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9
0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.001	0.002	0.003	0.004	0.005	0.006	0.007	0.008	0.009

Explore what happens when you multiply your number by 10, then 100, then 1,000
What patterns do you notice?

Children will be able to see how the counter will move up a row for multiplying by 10, two rows for 100 and three rows for 1,000. They can see that this happens to each digit regardless of the value.

For example,

3.451×10 becomes 34.51

Each counter moves up a row but stays in the same column.

Suzie

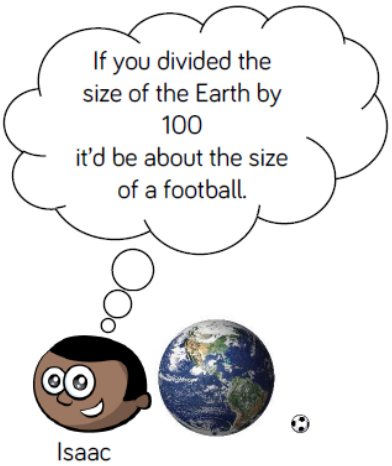
If you multiply a number by 1,000, you can just divide the answer by 1,000 to get back to your original number.

Katy

That's not true, you would need to divide the answer by ten three times.

Who do you agree with?
Explain your thinking.

Both girls are correct, as dividing by 1,000 is the same as dividing by 10 three times



Isaac

Do you agree with Isaac's thinking?

Isaac is quite far off. Children might need to think about how large 100 footballs would be – they might give estimates of its size in footballs