

UPPER KEY STAGE HOMEWORK

Maths:

In Year 5, we are using a new book for maths homework this year. The book will tie in with what we have been learning in class. Each week we will allocate certain pages for your child to complete. We will be going through the homework in class which gives us the opportunity to address any misconceptions.

Please complete the following pages this week- 45-47

SPAG.com will also be used to monitor children's spelling and grammar progress. Please complete the online test following this link:

<https://spag.com/Public/Home>

Task: Probability words

Spellings: Weekly spellings are available on this learning plan below. During the week, children will complete activities using these spellings in class.

Reading: We will be issuing reading books over the coming weeks based on our recent reading assessments. In the meantime, the children are welcome to read reading books from the class library.




Thank you so much for your support. Please do come and see us if you have questions

Kind regards,



Miss Hannah and Miss Chick



Teachers:	Miss Hannah Miss Chick	Year:	Year 5	Date:	15.01.2024
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p>	<p>CHRISTMAS</p>	<p>How might the life and teaching of Jesus inspire people to help those who are homeless or in need of refuge?</p>	<p>Who are the homeless? Why are they homeless? How might the life and teaching of Jesus inspire people to help those who are homeless?</p>	<p>SAINTS FOCUS</p>	<p>GOSPEL VALUE CATHOLIC SOCIAL TEACING</p>
	<p>Christ is Born!</p> 	<p>Look with the children at Estate Agent information. What do we find in an ideal house?</p> <p>In groups, children to produce a recipe for an ideal house.</p> <p>Reflect with the children about refugees and homeless people not having opportunities to create such an ideal living place.</p> <p>Write a bullet point list imagining what the accommodation was like for Mary and Joseph in the stable.</p>	<p>Look with the children at Estate Agent information. What do we find in an ideal house?</p> <p>In groups, children to produce a recipe for an ideal house.</p> <p>Reflect with the children about refugees and homeless people not having opportunities to create such an ideal living place.</p> <p>Write a bullet point list imagining what the accommodation was like for Mary and Joseph in the stable.</p>	<p>COMPASSIONATE AND LOVING</p> 	<p>https://mycatholic.life/saints/saints-of-the-liturgical-year/baptism-of-the-lord-feast/</p> <p>We know it's a few days early but, this week's saints focus brings us to the Baptism of the Lord. Read through the life of the Saints and pray together:</p> <p><i>Father, Son, and Holy Spirit, You came to me in my baptism and united me in my fallenness with You in Your divinity. I pray that I will continuously be aware of all that divides us and will never grow weary of repenting of my sin. I do repent once again, dear Lord. I beg for Your mercy and forgiveness and open myself more fully to You,</i></p>

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		<p>Create a “For Sale” advertisement for the stable advertising its limited features.</p>			<p><i>Your Father, and the Holy Spirit. Father, Son, and Holy Spirit, I trust in You.</i></p>
 <p>Maths</p>	<p>Divide a number up to 4 digits by a 1-digit number (1) Pages 21-23</p>	<p>Divide a number up to 4 digits by a 1-digit number (2) Pages 24-26</p>	<p>Divide with remainders Pages 27-29</p>	<p>Efficient division Pages 30-32</p>	<p>Solve problems with multiplication and division Pages 33-35</p>
 <p>English</p>	<p>LO: To describe action using a relative clause.</p> <p>Read Chapter 5 – 6. Focus on page 37 and the line, “One last look around the room, a deep breath – and I slide the keycard into the slot?” What effect does this dash have? Why not write the sentence without it? Highlight that it creates a strong, dramatic interruption. Grammar splat: “The cockroaches power into the corridor, filling the</p>	<p>LO: To use the passive voice to write a formal report.</p> <p>A change of tone: Have a range of phrasal verb cards to match to oneword verb cards (see resources). Which sound more formal? When might you use some of these one-word verbs? Ask children to experiment putting these in a sentence. Change the tense accordingly. I am not making up</p>	<p>LO: To use a variety of noun phrases to describe.</p> <p>Read the sentences and try to guess which animal the sentences are talking about. Read Chapter 8-9 (pages 57-69) Why does Kester not know the names of certain animals? Focus on the description of the stag, how did the author knit together some of these descriptive phrases? Discuss how these noun phrases are made.</p>	<p>Read Chapters 10 and 11 (pages 70-83) Draw attention to the sentence: “The grizzled wolf, knocked but not down, snarls and prepares for his next blow.” Why do you think the author omits the relative pronoun? Why do the wolves not trust humans? Why does the stag think Kester can help?</p>	<p>Reading lesson</p> <p>Read Chapter 5 – 6. Focus on page 37 and the line, “One last look around the room, a deep breath – and I slide the keycard into the slot?” What effect does this dash have? Why not write the sentence without it? Highlight that it creates a strong, dramatic interruption. Grammar splat: “The cockroaches power into the corridor, filling the floor with a black flood of shell.” Ask children: what</p>

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floor with a black flood of shell.” Ask children: what tense is the book mostly written in? Identify that mainly the verbs are written in present and present progressive tense (to show lots going on at the same time). What effect does this have on the reader? Collect other present progressive verbs as we read and add to the grammar splat. What if the author had written: “The cockroaches, who filled the floor with a black flood of shell, powered into the corridor,” does this have the same effect? Is there that same sense of energy? The General ordered me to keep going.

Can you change the verb to the present tense?
Can you add in a relative clause?

fabricating what took place.
Read up to page 50 and stop at the sentence “...as the pigeon’s wheel sharply round and begin to fly north from the Hall.” Explain to the children that Facto demands an official report be written to explain what happened in Spectrum Hall and how Kester managed to escape. Explain how the passive voice can be used to sound formal but can also be used when we don’t want to reveal who the perpetrator is. In this case what actually happened was hard to believe, so we may want to omit certain details to look credible.

(Explore use of adjectives, nouns, prepositions)
Task: write a passage about these chapters describing the stag from The Wild that Kester encounters. Use Torday’s description of the stag on page 68 as inspiration. See example on PowerPoint.

Children add more information to their maps about the Ring of Trees. Collect verbs and adjectives that describe the wolves on the board. Review noun phrases from yesterday. We are going to use these again, but this time to describe the pack of wolves. Task: add another paragraph to their description of The Last Wild and this time focus on the wolves. See example on PowerPoint.

tense is the book mostly written in? Identify that mainly the verbs are written in present and present progressive tense (to show lots going on at the same time). What effect does this have on the reader? Collect other present progressive verbs as we read and add to the grammar splat. What if the author had written: “The cockroaches, who filled the floor with a black flood of shell, powered into the corridor,” does this have the same effect? Is there that same sense of energy? The General ordered me to keep going.

Can you change the verb to the present tense?
Can you add in a relative clause?
Can you then omit the relative pronoun and change the verb to present progressive?
Experiment adding a dash to make the last action more significant!

The General, who was scurrying up my arm, orders me to keep

Can you then omit the relative pronoun and change the verb to present progressive? Experiment adding a dash to make the last action more significant!

The General, who was scurrying up my arm, orders me to keep going. I look around, I blink slowly – and I walk out the door not looking back.

The General, scurrying up my arm, orders me to keep going. I look around, I blink slowly – and I walk out the door not looking back.

Millions of varmints helped Kester to escape.

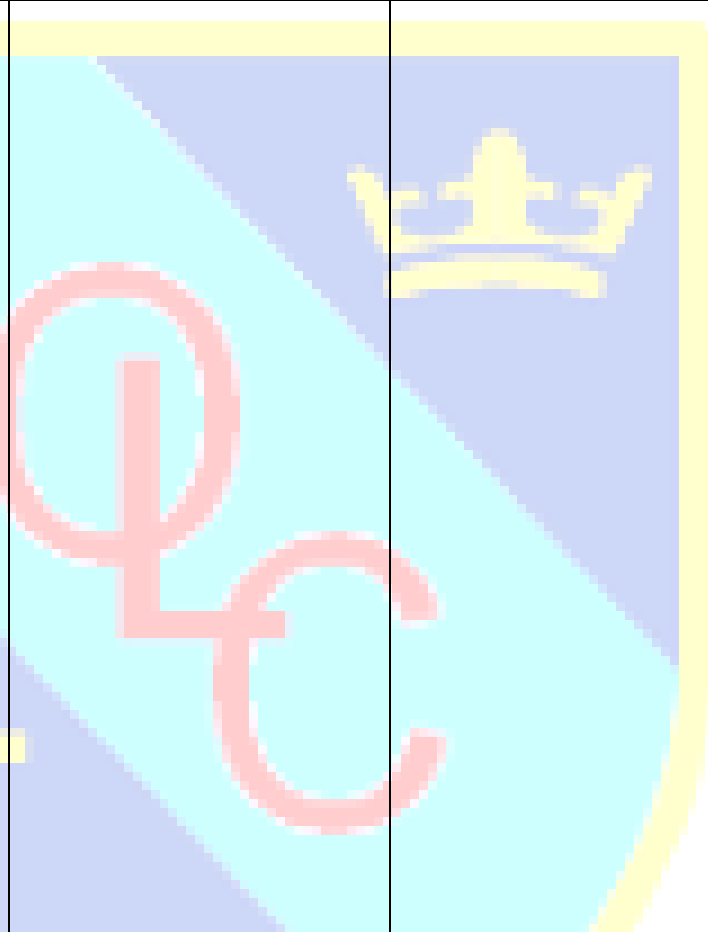
If you were writing this report, do you think this explanation sounds believable?

We can change the sentence to the passive and then cut out the final section of the sentence:

Kester was helped to escape by millions of varmints.

Now we can write our report without having to say who exactly helped Kester.

Read the rest of part 1



going. I look around, I blink slowly – and I walk out the door not looking back.

The General, scurrying up my arm, orders me to keep going. I look around, I blink slowly – and I walk out the door not looking back.



Spelling & Handwriting

Year 6 Spelling words for this week:

- achieve
- belief
- believe
- chief
- convenience
- experience
- field

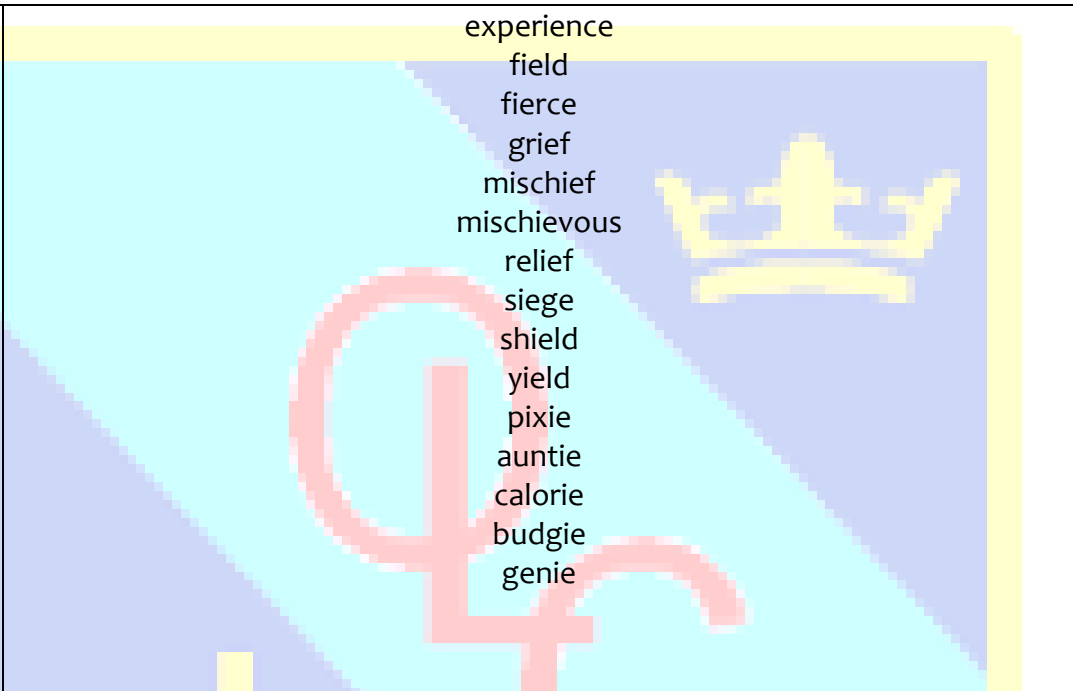
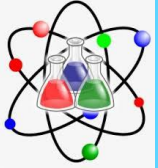
Dictionary Corner:

Put the words in context in sentence:

- achieve
- belief
- believe
- chief
- convenience

Year 6 spelling handwriting focus for this week:

- achieve
- belief
- believe
- chief
- convenience
- experience
- field

	<p>fierce grief mischief mischievous relief siege shield yield pixie auntie calorie budgie genie</p>	<p>experience field fierce grief mischief mischievous relief siege shield yield pixie auntie calorie budgie genie</p> 			<p>fierce grief mischief mischievous relief siege shield yield pixie auntie calorie budgie genie</p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>
 <p>Humanities</p>	<p>SCIENCE</p> <p>In your groups, have a look at the 'What if' question cards on Hamilton and see if you can use what you already know about electricity to explain your predictions of what might happen for each. Using the suggested equipment, practically investigate the 'What if' question cards. As part of these investigations you will need to make a note of the correlations that you notice between</p>	<p>Computing</p> <p>Mars Rover (2)-</p> <p>Lesson 2</p> <p>LO: To explain how the data for digital images can be compressed.</p> <p>Recap and recall</p>	<p>Geography</p> <p>Lesson 3: What are renewable sources of energy?</p> <p>Which countries rely a lot on renewable energy?</p> <p>What kinds of renewable energy are there?</p> <p>How is renewable energy generated?</p> <p>FRENCH</p>	<p>MUSIC</p> <p>Before the lesson: Watch teacher video – What is musical theatre?</p> <p>Attention grabber: Ask the children what they can remember about the main features of musical theatre. What would they expect to see and hear if they went to a musical theatre show? Explain that they will be learning about types of songs in musical theatre. Play the song from the link: 'Opera Australia - Anthony Warlow - The Pirates of Penzance - I am the Pirate'</p>	<p>PSHE</p> <p>My Dream Job</p> <p>Finish this sentence... 'My ideal job is... because...'</p> <p>Spend some time researching as a class different jobs/career. Choose one of the jobs discussed as a class and record your research on the 'My Ideal Job' resource sheet. You will need to find out about and record:</p> <ul style="list-style-type: none"> • Job title • Job description/main duties • Qualifications needed • Salary <p>• 3 steps needed to take to achieve my dream job, e.g. work hard at</p>

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the number of components, the batteries used and the level of sound, movement or brightness this creates.
E.g. bulb brightness correlates directly with the voltage supplied.

Using these ideas, today you are going to begin thinking about the design and electronic components of your light installation.

Once you have completed your tests, have a look at the examples of electrical art installations (Hamilton) to inspire ideas for the design and electronic components of your installation. List features that you particularly like. Use the design brief and your success criteria to help you to create an ideas board for your design, clearly recording your ideas in the form of annotated drawings/diagrams.

How fast can you complete the picture puzzle?

Work through the powerpoints.

Follow teacher sheet on saving images in different file types.

What happens to the image colour?

Computer room is optional for this lesson.

Before the lesson: Watch teacher video – *Clothes and colours*

Presentation: Key vocabulary and pronunciation. Play the audio files to hear the words spoken in French and then children repeat the word after the audio.

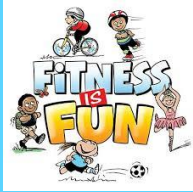
Attention grabber: **Fruit salad game** – Arrange the children in a circle and ask each child to write down a piece of clothing from the *Activity: Clothes cards*. As there are only six different types of card, there will be more than one child with the same card. Call out a word from one of the cards. The children check their cards and any child with that card must get up, say the word on their card, and swap places. All the children now pass their card to the child on their right so that everyone has a new card and can see a new piece of vocabulary written down. Repeat the process with a different word each time until all the words have been read out.

Main event: Give each child a copy of the *Activity: Coloriez les vêtements*. The children need to colour the items to match the statements. Go over the answers in class.

King' on VideoLink (2:56 minutes). Ask the key questions (on Kapow). Agree that the song 'I am a Pirate King' is a character song. Explain that songs can be categorised as either an 'action' song or a 'character' song, although some songs can seem to have elements of both.

Main event: Play the children a minute or so from the different video clips on Kapow, asking them to consider whether the songs are character or action songs. Put the children into groups. They will work in these groups for the rest of the unit. Ask the groups to write a definition of an action song and a character song. Explain that they can include examples, but there should be enough in the definition to help someone else identify a song, without listening to an example.

school, get some relevant work experience (mechanic/hairdresser), go to university, work in my dad's shop, etc.



Daily PE Activity

**REAL PE: UNIT 3 –
Lesson 2**
Cognitive

Make Good Decisions

I can explain what I am doing well and I have begun to identify areas for improvement.
I can use awareness of space/others to make good decisions.
I can develop methods to outwit opponents

Fitness Focus - Fitness Bingo Here's a Fitness Bingo game. The kids really enjoy it and, once you've done the initial set-up of creating the Bingo Cards, it's quite easy and runs itself. Here is a sample Bingo card. You can create additional cards by copying, cutting, pasting and creating additional activities and placing them in different squares.

Instruction: Kids work in teams of two or three. Place individual activity cards face down in the centre of the gym. Each group leader picks up an activity card and must complete the activity listed. The group marks their Bingo cards when the activity is

Step Challenge - Every week it is important that we are getting in a whopping 10000 steps a day or that we are walking equal to 5 miles each day.

But we do a lot of sitting in class which really doesn't help our daily progress. So your challenge is to get in **at least 4000 steps (2 miles)** at playtime and lunch time each day to make sure we're giving ourselves a good chance to keep fit!

Star Jump challenge - How many star jumps can you and your friends do at break time in 2 minutes?

Lets see who can do the most!

Galaxy hop like SOX

Disney Pixar
Light Year

In space, each jump takes you further – especially when you're a springy robot cat! Hop and spring like there's no gravity on this planet!

Instructions

- 1 Everybody stands in a line at the start.
- 2 The person at the front of the line runs a short distance, stops, crouches down and tucks in their head.
- 3 Now the next person in the line should run and leaping over the first person, just like the cat leaping around the spaceship! Then they run a little further and crouch down too.
- 4 Now the third person in the line runs and superhuman leaps over the first person, then the second person. Keep going until everyone in the line has leapt/hopped and is crouching.
- 5 Now the person who started should stand and leap over everyone, one at a time. How long can you leap for?

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complete, and then picks another activity card. The game is finished when a group yells out “Active”. Background music is great at building on the students’ energy.

A	C	T	I	V	E
Wall-sit	Lunges	Jumping jacks	“I Don’t Know” Stretch	Squats	Jog on the Spot
Burpees	Bench Step-Ups	Cross-Country Ski	Slow Motion Lie Down	Knee-Ups	Leg Lifts
Bicep Curls	Arm Circles	Choose your own	Curl-Ups	Hamstring Curl	Push-ups
Bicycle	Front Elbow Support	Tuck Jumps	Shoulder Rolls	Butterfly Stretch	Sit-ups
Grapevine	Twist	Seat Walk	Wall-sit	Jog Around the Gym	Toe-Touches

Homework:

MATHS – Multiplication and Division B (Week 1) pages 45-47

Communicating with school

Please direct all queries to the school office email on: office@olc.solihull.sch.uk