

Hello Everyone,

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- 68-70

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: Suffixes and prefixes (A).

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,

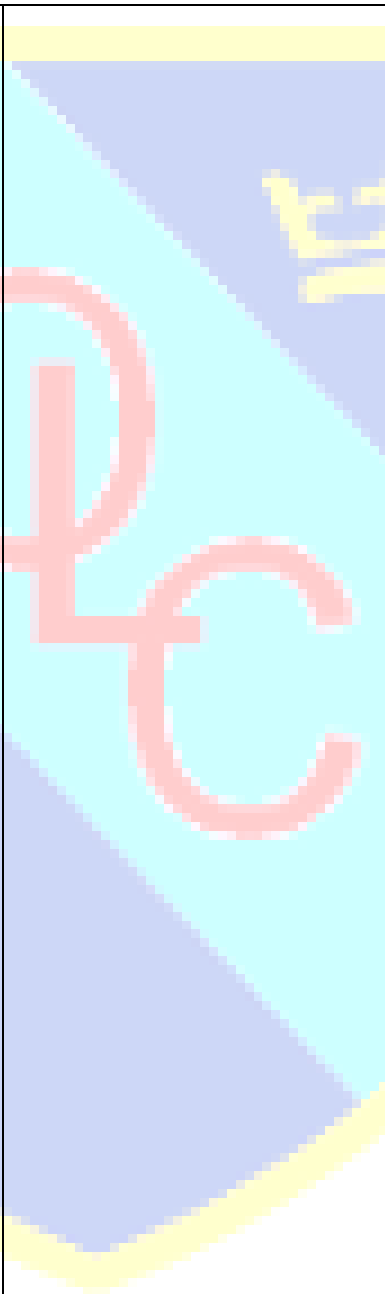
Miss Hannah and Miss Chick




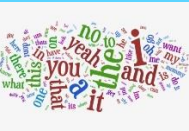
Teachers:	Miss Hannah Miss Chick	Year:	Year 5	Date:	11.3.24
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	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
 <p>RE</p> <p>We are in the season of Lent!</p> 	<p>LO: To know some of the teachings of the apostles from the New Testament letters about becoming more like Christ.</p> <p>Big Question: How can you apply Christ Teaching's to your own life?</p> <p>Ask the children to find some of the New Testament Letters. Where can we find these in the Bible?</p> <p>Explain to the children that these were written after the resurrection of Jesus to guide people who began to believe in him.</p>	<p>Unwavering Faith in the Face of Confusion</p> <p>Joseph, son of David, do not be afraid to take Mary your wife into your home. For it is through the Holy Spirit that this child has been conceived in her. She will bear a son and you are to name him Jesus, because he will save his people from their sins.</p> <p>Matthew 1:20</p>	<p>LO: Understand the consequence of some actions and the need for sorrow and forgiveness when we do wrong.</p> <p>Big Question: Do you think it is always easy to be more like Christ? Why or why not? Give an example where you have found this difficult.</p> <p>Children to explore good and bad times experienced in friendship, family and at school.</p> <p>What are some of the aspects of these good and bad times?</p> <p>Create lists of ideas and compare the impact that these aspects have upon us and on other people.</p>	<p>We are growing to be Faith-Filled and Hopeful</p> 	

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		<p>Using the Letters, find out the type of guidance that they offer.</p> <p>Ask the children to work in small groups and reference the following quotations from the Letters: 1 Corinthians 13:1-13, Colossians 3: 12-15, Colossians 3: 20-23, Ephesians 4: 1-3.</p> <p>Ask the children to think about how these messages could help followers of Jesus today as they try to grow and change to be more like him.</p> <p>Children should understand that this teaching has some reference to the lives of Christians today and more-able children will be able to think of some ways in which they can apply Christ's teaching to their own lives.</p>		<p>Explore with the children the next step that is needed after sin and wrong doing. The need to say sorry and ask God Our Father for forgiveness.</p> <p>Use a variety of dictionaries to explore the meaning of the following words: Forgiveness, reconciliation and sorrow.</p> <p>Why do we need forgiveness?</p> <p>What does it do for us and for other people?</p> <p>Write the I confess prayer into your books. Annotate your understanding and meanings behind the prayer. Include annotations on actions (striking breast).</p> <p><i>Lent, repent, temptation, Sacraments, healing, forgiveness, reconciliation.</i></p>	
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		<p>Children to create story boards to explore these teachings in our world today. Children should aim to include the bible references and an explanation for each scenario.</p> <p><i>Lent, Corinthians, Colossians, Ephesians.</i></p>			
 <p>Maths</p>	<p>Perimeter of polygons Pages 119-121</p>	<p>Area of rectangles (1) Pages 122-124</p>	<p>Area of rectangles (2) Pages 125-127</p>	<p>Area of compound shapes Pages 128-130</p>	<p>Estimate area Pages 131-133</p>
 <p>English</p>	<p>LO: To add parentheses into sentences, indicated with appropriate punctuation.</p> <p>Watch the video again, this time to the end. Draw the children's attention in particular to the comments that appear on the screen. Explain that these are comments that people have posted on the website of a newspaper to express their opinion about something</p>	<p>LO: I can write a diary entry from one character's perspective.</p> <p>Show the children the whole advert again. Then hold up a book that has just been discovered. Tell the children that one of the pigs was keeping a diary, which was discovered when the police raided his house.</p>	<p>LO: To express and justify different opinions about an issue.</p> <p>Show the children the whole video again. Why are the people rioting at the end of the video?</p> <p>Discuss the fact that this case has stirred up strong feelings on both sides of the argument because people can sympathise with the fact that</p>	<p>LO: To plan for a series of letters written from different perspectives.</p> <p>Show the children some examples of letters pages in a newspaper where there are several letters that have been written about the same issue, arguing different points of view.</p> <p>Discuss the variety of tones in the letters – some are angry,</p>	<p>LO: To plan for a series of letters written from different perspectives.</p> <p>Continuing from yesterday:</p> <p>Children to choose some of the arguments AGAINST the Pigs that they thought of in the previous sessions and develop them in a similar way – adding three points to their initial point of view in order</p>

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that is happening in the news.

Show the children the following comments from the video:



Model adding parenthesis to each comment and discuss which punctuation would be appropriate for each parenthesis, e.g.

This isn't right. The three little pigs – **who have no previous criminal convictions** - are the victims.

You have every right, **when you believe yourself to be under attack**, to defend your property.

Children to create their own comments based on the events in the advert, adding parenthesis into each one and choosing the appropriate punctuation to mark it.

Model writing one of the entries to take place before the houses were destroyed, including parentheses and using an informal tone in contrast with the tone of the wolf's letter, e.g.

Dear diary, Things are getting really difficult – actually, desperate - for me and my brothers. We can't afford to pay our mortgages and the debts are piling up. The more I think about it, the more I realise (although my brothers disagree with me) that there's only one solution.

Children to independently write a diary entry from one of the pig's perspectives leading up to the arrest.

the pigs were desperate for money, but on the other hand, they committed a serious crime.

Set up a freeze frame of the protest at 1:45. Show the children signs with slogans taken from the video, e.g. 'WAKE UP AND SMELL THE BACON!' and 'THE BANKS MADE THE PIGS DO IT!' as well as slogans from the other side of the argument, e.g. 'LOCK THEM UP AND THROW AWAY THE KEY' and 'FILTHY SC-HAM ARTISTS!'

Use discussion to bring individual protestors "to life" and ask them, Why do you feel so strongly about this? Why are you so sure that it is right/wrong that the pigs have been found guilty?

Show the children the question: **Do you think the pigs deserved their fate?**

Model writing one response from each side, writing each answer in a separate speech bubble, justifying the opinion expressed with a clear reason e.g.

some are supportive, some are sarcastic.

Remind the children of the points of view that they expressed in the previous session.

Modelled writing: Return to the opinion in favour of the wolf and model developing the argument in more detail, explaining their reasons for thinking that (see below).

I myself have been accused of a crime that I did not commit and I know the pain that this can cause.



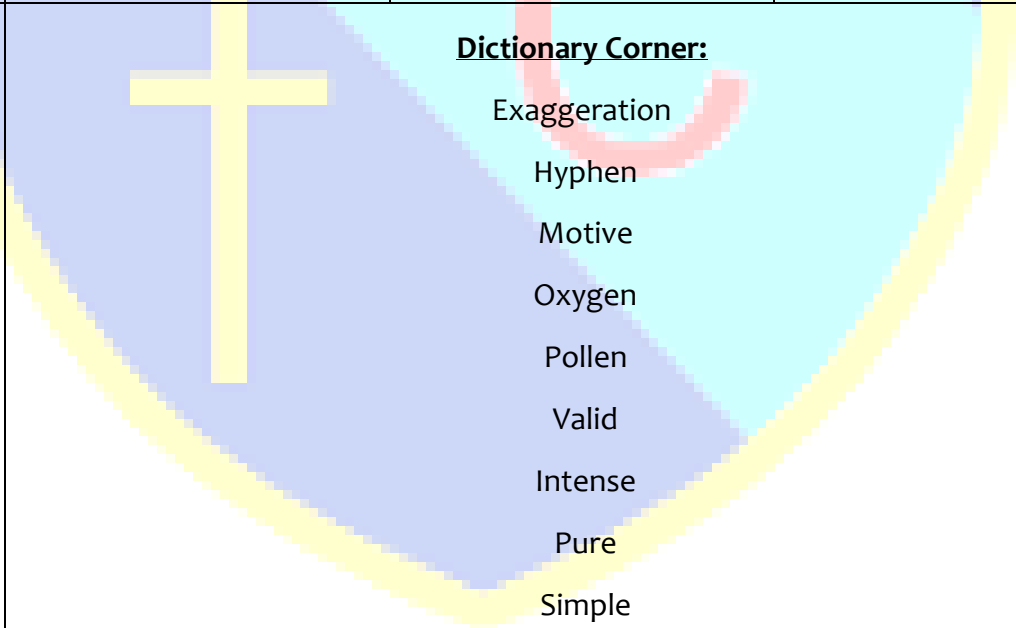
Whatever their reasons, they have committed murder and must face the consequences.

Why did they not seek help for their financial problems in a legitimate way? There are organisations which could have helped them keep up with their mortgage repayments.

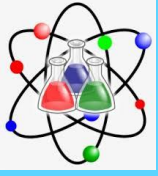
Children to choose some of the arguments **FOR the Pigs** that they thought of in the previous session and develop them in a similar way – adding three points to their initial point of view in order to develop the argument further.

to develop the argument further.

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			 <p>Children to continue, writing down points of view from a range of different perspectives in speech bubbles.</p>		
 <p>Spelling & Handwriting</p>	<p>Year 5 Spelling words for this week: Exaggeration Hyphen Motive Oxygen Pollen Valid Intense Pure Simple Solid Fossil Glamour Hospital Individual</p>		<p>Dictionary Corner: Exaggeration Hyphen Motive Oxygen Pollen Valid Intense Pure Simple</p>		<p>Year 5 spelling handwriting focus for this week: Exaggeration Hyphen Motive Oxygen Pollen Valid Intense Pure Simple Solid Fossil Glamour Hospital</p>

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	<p>Popular Real recognition</p>	<p>Solid Fossil Glamour Hospital Individual Popular Real recognition</p> <p>Put the words in context in sentences.</p>		<p>Individual Popular Real recognition</p> <p>Put 5 of these words into sentences in context and spelled correctly.</p>	
 <p>Humanities</p>	<p>SCIENCE</p> <p>Have a look at some images of moss, ferns and pine cones (on PowerPoint). What is different about these plants to the ones you looked at last week? Get chn to make observations and suggest what they think they are and how they might reproduce (ask Y6 to suggest what they might be classified as).</p> <p>Go through the PowerPoint to learn the difference</p>	<p>Computing Continued Bletchley park Lesson 1: Secret codes</p> <p>Watch teacher video to help understanding of cracking codes.</p> <p>Recap and recall: What can the children remember from code breaking previously?</p>	<p>Geography Lesson 4: Designing tools for fieldwork</p> <p>What will your enquiry question be?</p> <p>Which tools will you use to collect your data?</p> <p>MUSIC</p> <p>Attention grabber: Watch: 'The Young Person's Guide to the Orchestra - Animation'. This animation goes through all the sections</p>	<p>FRENCH</p> <p>Recap and recall: Play Jacques a dit (the French version of 'Simon says'). Say Jacques a dit and one of the weather phrases learnt last week. The children should perform the accompanying mime (used in the previous lesson). If you just say a weather phrase on its own, the children should not perform the mime. If they do, they are out.</p> <p>Attention grabber: Use the Presentation: Weather</p>	<p>PSHE</p> <p>Life to the Full Module 1 Unit 3 Session 1 (Body Image)</p>

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between sexual and asexual reproduction in plants.

Watch - <https://studyjams.scholastic.com/studyjams/jams/science/plants/gymnosperms.htm>

Think about the advantages and disadvantages of sexual reproduction and asexual reproduction (Hamilton).

Have a go at investigating into creating a new plant using asexual reproduction. Follow the instructions on the investigation sheets (Hamilton).

Include: enquiry question, prediction, variables and results table. *geranium plant (stem cutting) + dandelion, bindweed or couch-grass root (root cutting) + African violet plant (leaf cutting)*

Attention grabber: Work your way through the Kapow PowerPoint

Main event: Complete the work sheets in pairs.

Wrapping up presentation: Bletchley Park

ART

LO: To apply knowledge of installation art and develop ideas into a finished piece.

The children finish their installation ideas begun in lesson 4. Explain that they should try to demonstrate what they have learned about installation art. As they finish their plans, they should add information explaining how their installation uses the senses to be interactive. The these will be presented to the class.

of the orchestra and how these different sections play the piece 'The Young Person's Guide to the Orchestra'. Discuss the animation as a class, asking the children the key questions (Kapow).


Main event: Show the *Presentation: Variations exploration*. Go through the slides, playing the musical variations as you go. Ask key questions (Kapow). The main point here is to encourage the children to cultivate mental images of what kind of sounds each instrument section makes.

Hand out the *Activity: Instrument sections playing cards*, and the *Activity: Pop art playing cards*, so that each table has a complete set. The children need to match up the instruments with possible Pop Art image representations, justifying their reasons for doing so. There are no right or wrong answers here, as long as the children can explain their reasoning, any piece of art can be represented by any section of the orchestra. However, for guidance,

phrases to revise the weather phrases from Lesson 1. Slides 10–27 allow you to test the children as they have to supply the missing phrase to make up the sentence. Check answers on following slide.

Main event: Explain to the children that they will listen to a rap about the weather. Ask them to listen out for phrases they recognise from Lesson 1. Display the *Presentation: Weather rap* and play the audio file. Ask the children to perform the actions for the weather phrases when they hear them. Slide 2 has symbols in places of the answers to the question, **Quel temps fait-il ?** This is to encourage children to memorise the phrases and to avoid a phonetic reading of them. Explain to the class that they will perform the rap in groups. Organise the children into groups of three or four. Children rehearse the rap in their groups. Hand out the *Resource: Weather rap words* if children need support.

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			<p>please see the Activity: Pop Art playing card answers to give some ideas of which ones could match up.</p>		
 <p>Daily PE Activity</p>	<p>REAL PE: UNIT 4 – Lesson 4 Creative</p> <p>In this unit, the children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/non-traditional games and sports and healthy competition.</p>	<p>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 complete, and then picks another activity card. The game is finished when a group yells out “Active”.</p>	<p>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.</p> <p>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!</p>	<p>https://youtu.be/xRdIVV-B10w</p> <p>The challenge is to complete as many press ups as you can in 30 seconds.</p> <p>If you have to do them with your knees on the floor then you need to half your total score when you send me your results.</p> <p>See if you can beat Mr Sturgess’ score of 30 press ups in 30 seconds.</p>	<p>https://youtu.be/7cLHW-JrJNg</p> <p>The challenge is to complete as many sit ups as you can in 30 seconds.</p> <p>You can do them with your feet underneath something (such as a chair or the sofa) or with someone standing on your feet.</p> <p>If you do them without any support (like Mr Sturgess), they are much harder and you need to double your total score when you send me your results.</p> <p>See if you can beat Mr Sturgess’ score of 19 sit ups in 30 seconds</p>

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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 – Decimals and Percentages (Week 8) pages 68-70

Communicating with school

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