



Great Wood Home Learning Recommendations



Year 5 Monday 18th May – Friday 22nd May

Hello 5F and 5C,

We hope you have all had a lovely week and that you and your families are well.

This week, we would like you to send us some photographs of the super work you are doing – we have highlighted these activities in blue. We thought it would be great to share these with you so you can see your classmates! Please do not feel like you have to do all of the activities on here. As always, we are simply offering a list of suggestions. This week's English tasks are all about the Titanic! It would be great for you all to practise your writing skills using this interesting topic, if you are able to.

Miss Fazakerley h.fazakerley@greatwood.lancs.sch.uk Miss Camp – r.camp@greatwood.lancs.sch.uk

Have a fabulous week. We miss you all lots,

Miss Fazakerley & Miss Camp

SPaG

| | |
|------------------|---|
| <u>Monday</u> | Log into IXL and spend at least 10 minutes on the teacher suggested skill, unless you can master the skill in less than 10 minutes! Level F B.4 Identify common and proper nouns |
| <u>Tuesday</u> | Log into IXL and spend at least 10 minutes on the teacher suggested skill, unless you can master the skill in less than 10 minutes! Level F B.5 Form regular plurals with -s, -es and -ies |
| <u>Wednesday</u> | Log into IXL and spend at least 10 minutes on the teacher suggested skill, unless you can master the skill in less than 10 minutes! Level F B.6 Use regular plurals with -s, -es and -ies |
| <u>Thursday</u> | Log into IXL and spend at least 10 minutes on the teacher suggested skill, unless you can master the skill in less than 10 minutes! Level F B.7 Form regular plurals with -s, -es, -ies and -ves |
| <u>Friday</u> | Log into IXL and spend at least 10 minutes on the teacher suggested skill, unless you can master the skill in less than 10 minutes! Level F B.8 Use regular plurals with -s, -es, -ies and -ves |

Maths

| | |
|-------------------------|--|
| <u>Monday</u> | <p>Warm up with 10 minutes on Times Tables Rock Stars. Remember, practice will improve your speed and proficiency.</p> <p>Spend at least 15 minutes on the recommendation section of IXL. These questions will appear as soon as you log into your account. These questions have been generated based on your answers in the diagnostic area last week. If you have not completed questions in the diagnostic area, you will need to do this before recommendations will be made. This is different to the 'recommended by your teacher' section.</p> |
| <u>Tuesday</u> | <p>Warm up with 10 minutes on Times Tables Rock Stars. Remember, practice will improve your speed and proficiency.</p> <p>IXL skills suggested by your teacher: Spend at least ten minutes on IXL – Level F K.4 Interpret bar graphs</p> |
| <u>Wednesday</u> | <p>Warm up with 10 minutes on Times Tables Rock Stars. Remember, practice will improve your speed and proficiency.</p> <p>IXL skills suggested by your teacher: Spend at least ten minutes on IXL - Level F K.5 Create bar graphs</p> |
| <u>Thursday</u> | <p>Warm up with 10 minutes on Times Tables Rock Stars. Remember, practice will improve your speed and proficiency.</p> <p>IXL skills suggested by your teacher: Spend at least ten minutes on IXL - Level F K.6 Interpret line plots</p> |
| <u>Friday</u> | <p>Warm up with 10 minutes on Times Tables Rock Stars. Remember, practice will improve your speed and proficiency.</p> <p>Spend at least 15 minutes on the recommendation section of IXL. These questions will appear as soon as you log into your account. These questions have been generated based on your answers in the diagnostic area last week. If you have not completed questions in the diagnostic area, you will need to do this before recommendations will be made. This is different to the 'recommended by your teacher' section.</p> |

English

Focus Theme: Titanic

Explore all there is to know about the most famous ocean liner, 'Titanic'. This week concentrates on Titanic before the sinking. When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.



| | |
|------------------|--|
| Monday | Read about Titanic here, jotting down key facts that interest you: https://www.dkfindout.com/uk/history/titanic/ Now read Titanic Facts and Figures and watch the video about how Titanic was built, jotting down key information: https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zng8jty Based on what you have read about Titanic so far and the notes you have made, create a 'True or False' game for a member of your family or teacher to answer. Don't forget to write the answers, giving an explanation of the correct fact if the answer is false. |
| Tuesday | Read and watch What was life like on board Titanic? https://www.bbc.co.uk/bitesize/topics/z8mpfg8/articles/zkg9dxs Now watch this clip Timeline: The Sinking of Titanic – Britannica Encyclopaedia from 4:08 mins to 5:05 mins https://www.youtube.com/watch?v=fHJ8DwXIFyQ Imagine you are employed by the White Star Line (the company who owned Titanic) and have been asked to create a promotional leaflet or poster to advertise Titanic and its facilities. Create a leaflet or poster persuading people of all classes to buy a ticket. Try to include information of what's available to do on board for all classes. If you'd like more information and images about the facilities available on board Titanic, use this website to support writing your leaflet or poster: http://www.titanicandco.com/inside.html Make sure you continue to proof-read your work as you write, checking for spelling and punctuation. |
| Wednesday | Watch this clip of passengers boarding the ship, taken from the 1997 film Titanic: https://www.youtube.com/watch?v=IYlc30NtRy8 (Note: Although the film has a 12 certificate, this clip is age appropriate). Watch again – pausing at key points as you watch, and jot down words or phrases for the things you can see and hear in the clip, such as: cars arriving, crowds of people, third-class passengers having a health inspection and the ship's horn. Now go back and improve your words and phrases for example, 'cars arriving' may become 'luxurious cars arrived on the dock' and 'crowds of people' may become 'the crowds of people were like a swarm of ants'. You may want to use https://www.wordhippo.com/ to improve your vocabulary. Once you have improved your sentences, have a go at writing this scene in narrative form (descriptive writing). Imagine this scene is for a new opening of a story about Titanic. Write the opening to the story retelling this scene. Don't forget to include the words and phrases you have written. You can select whether your opening is written in first person, 'As I arrived, I saw Titanic for this first time' or third person 'As Character name (you choose your character) arrived, she/he saw Titanic for the first time.' Make sure you continue to proof-read your work as you write, checking for spelling and punctuation. |
| Thursday | For the first few days of its voyage, April 10th 1912 – the evening of April 14th 1912, life on board Titanic was fun and exciting for passengers on board. This website gives you more information about the first few days. Read Titanic - the Voyage: https://www.ultimatetitanic.com/the-voyage Imagine you are a passenger on board Titanic – you can select which class you are! Create a postcard for a loved one back at home explaining your trip so far. Include key facts based on what you have read today, and throughout the week. Make sure you continue to proof-read your work as you write, checking for spelling and punctuation |
| Friday | Read National Geographic Kids - Twenty Top Titanic Facts here: https://www.natgeokids.com/uk/discover/history/general-history/would-you-have-survived-the-titanic/ Make a note of the two facts you find most interesting. Now create a quiz based on the twenty facts you have read about for a family member or your teacher to answer. |

Foundation Subjects – Suggested afternoon activities for the week

| | |
|------------------|---|
| Monday | <p>Focus – Snuggle Up with a Book! Snuggle up on the sofa, with a blanket, in a tent or in a den and read a book. Have some time this afternoon to read and enjoy a story. If you have already read all of your books, you could snuggle up and write you own story instead.</p> |
| Tuesday | <p>Focus – Time Capsule Write a letter to yourself about how you've spent your time so far while being off school. What have you been doing to keep busy? What events have taken place? Has it been someone in your family's birthday? How did you celebrate? Place your letter in your time capsule bag/box from a couple of weeks ago – this is something you can read back to yourself in years to come when things are a bit more 'normal'! We often look at evidence during history lessons, it would be great for you to create your own pieces of evidence to document this time.</p> |
| Wednesday | <p>Focus – Design Technology Sketch your own invention. What is your product? What does it do? How is it different to existing products? Your invention should be a solution to any real-life problem (For example, can you design something that can warn Miss Fazakerley to drink her cup of tea quickly before it goes cold!)</p> |
| Thursday | <p>Focus – Science Use the clip and the activity at the link below to find out more about the 'Rocky Planets'. https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/ztsdj6f Extra Challenge: Find out which of the rocky planets have moons. What other interesting facts can you find out about these four planets? The websites below might be helpful. https://www.ouruniverseforkids.com/ https://www.planetsforkids.org/</p> |
| Friday | <p>Focus – Try Something New This week, we would like you to help plan, prepare and cook a meal for your family. Think of a meal that you can eat together, list the ingredients you will need and help to prepare and cook the dish of your choice. We would love to see photos of your delicious creations! Please don't forget the washing up will need doing after you have eaten your meal!</p> |

Great Wood is providing you with options and choices to promote learning but does not wish to put undue pressure on children and families at this time. What is recommended will consolidate areas that the children have already covered and when we return to school teachers will make sure all gaps in learning are filled. Please contact your child's teacher by email if you have questions