



Great Wood Home Learning Recommendations



Year 5 Monday 1st June – Friday 5th June

Hello 5C and 5F,

We hope you have enjoyed the half term break and made the most of the gorgeous weather.

This week we would like the children to use their individual email address to send their teacher an email. We sent usernames, passwords and information on how to logon to parent email addresses on 17.04.20. The children could share what they got up to in the half term break or their favourite home-learning task so far.

Please have a look through the tasks below and do what you can. Remember to use your IXL account to practise your Maths and SPaG skills.

We hope that you will do what you are able to and try your very best. If you need any help with accessing your emails or IXL account, please get in touch.

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 Prepositions H.1 Use coordinating conjunctions
<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 Prepositions H.2 Identify coordinating conjunctions
<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 E Prepositions H.3 Use subordinating conjunctions
<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 E Prepositions H.4 Identify subordinating conjunctions.
<u>Friday</u>	Complete pages 21 – 23 of your CPG SPaG book.

Maths

<u>Monday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars. This week Miss Camp has set up a ‘battle of the bands’ competition between 5C and 5F. When you log in, you can play in any game type, at the end of the week, the team with the most correct answers will be the winners. Good luck!</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. If you have not completed questions in the diagnostic area, you will need to do this (without support) before recommendations will be made. This is different from the ‘recommended by your teacher’ section.</p>
<u>Tuesday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars. This week Miss Camp has set up a ‘battle of the bands’ competition between 5C and 5F. When you log in, you can play in any game type, at the end of the week, the team with the most correct answers will be the winners. Good luck!</p> <p>IXL skills suggested by your teacher: Spend at least ten minutes on IXL – Level F B.1 Add numbers with five digits or more</p>
<u>Wednesday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars. This week Miss Camp has set up a ‘battle of the bands’ competition between 5C and 5F. When you log in, you can play in any game type, at the end of the week, the team with the most correct answers will be the winners. Good luck!</p> <p>IXL skills suggested by your teacher: Spend at least ten minutes on IXL - Level F B.2 Addition with five digits or more: fill in the missing digits</p>
<u>Thursday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars. This week Miss Camp has set up a ‘battle of the bands’ competition between 5C and 5F. When you log in, you can play in any game type, at the end of the week, the team with the most correct answers will be the winners. Good luck!</p> <p>IXL skills suggested by your teacher: Spend at least ten minutes on IXL - Level F C.1 Subtract numbers with five digits or more</p>
<u>Friday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars. This week Miss Camp has set up a ‘battle of the bands’ competition between 5C and 5F. When you log in, you can play in any game type, at the end of the week, the team with the most correct answers will be the winners. Good luck!</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. If you have not completed questions in the diagnostic area, you will need to do this (without support) before recommendations will be made. This is different from the 'recommended by your teacher' section

English

Focus Theme: Titanic (part 2)

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

Due to the sensitive nature of the subject matter this week, it is advised that all reading activities and the watching of clips, are completed with an adult and supported through discussion.

Monday

**** You must watch this clip with an adult and turn it off at 6:30 as stated below in the task ****

Watch Sinking of the Titanic – only up to 6:30 mins here: https://www.youtube.com/watch?v=b0L_2jKEbA4&t=198s
Write down key facts about the sinking as you watch.

Imagine you are a news reporter in 1912 and you have just received the information that Titanic has sunk.
Write a news report explaining to your readers the events of the tragedy.

Once you have written your news report, if possible, you may wish to film your report as if it is aired on BBC news. An example of a completed news report can be found here: The Sinking of the Titanic – Breaking News Report <https://www.bbc.co.uk/bitesize/clips/zc78q6f>

Tuesday

Read this information page titled 'Why did the Titanic sink?' – only read page one:
https://www.cusd80.com/cms/lib6/AZ01001175/Centricity/Domain/4211/why_did_titanic_sink%20worksheet%20from%20net.pdf

After reading each account of who was to blame, decide who you think was responsible for the sinking – this may be one person or a combination of a few people.

Imagine you have been asked to join a debate (a formal discussion on a particular, in which opposing arguments are put forward) about who was to blame for the sinking of Titanic. Write down who you think was/were responsible giving your reasons. You may wish to add supporting facts based on what you have read over the past week.

Remember to read back through your work and check your spelling and punctuation

<p>Wednesday</p>	<p>Read about notable passengers who were on board Titanic in Molly Brown and Eleven Other Famous Titanic Passengers:</p> <p>https://www.biography.com/news/famous-titanic-passengers-survivors-victims</p> <p>Select two of the passengers you have read about that interest you the most.</p> <p>Create a fact file for these two passengers – giving the main facts about their journey on board.</p>
<p>Thursday</p>	<p>Think about these two subjects in relation to Titanic.</p> <p>- Titanic – Passengers</p> <p>For each subject, write two adjectives (adjectives are words that tell us more about a noun), three verbs (words used to describe an action) and two nouns (words used to identify a class of people, places or things), which link to these topics, e.g. for Titanic you may use:</p> <p>Adjectives: magnificent, doomed Verbs: sailing, colliding, sinking Nouns: vessel, ship</p> <p>Use www.wordhippo.com to improve your vocabulary. Once you have chosen your nouns, adjectives and verbs, use these to create a ‘diamante poem’.</p> <p>Diamante poems use this structure:</p> <p style="text-align: center;"> Noun (Titanic) Adjective, Adjective Verb, Verb, Verb Noun, Noun, Noun, Noun Verb, Verb, Verb, Adjective, Adjective, Noun (passengers) </p> <p>The words in green will be the ones you generated for Titanic and the word in red will be the ones you generated for passengers.</p> <p>A completed example may look like this:</p> <p style="text-align: center;"> Titanic Magnificent, Doomed Sailing, Colliding, Sinking Vessel, Ship, Men, Women Gazing, Exploring, Searching, Poor, Rich, Passengers </p> <p><i>You may wish to send this to your teacher once completed.</i></p>

Friday	<p>Use all you have read over the past two weeks about Titanic to create either of these two writing outcomes:</p> <p>Non chronological report:</p> <p>A non-chronological report is a text which isn't written in time order. They are normally non-fiction texts which give information on a particular subject or event, without referring to the order in which things happen.</p> <p>Create a nonchronological report about Titanic. Select the topics you found most interesting and write a section for each.</p> <p>Infographic (a collection of images, charts and short pieces of text to provide an easy to understand overview of a topic). Create an infographic about particular key facts for the Titanic. An example of an infographic - Sinking the 'Unsinkable' can be found here: https://www.earthymission.com/wp-content/uploads/2015/06/titanic-infographic-2.jpg</p> <p>Remember to read back through your work and check your spelling and punctuation.</p>
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Foundation Subjects – Suggested afternoon activities for the week

Monday	<p>Focus – History WW2</p> <p>This half term our focus is WW2. To start this topic I would like you to watch the video https://www.youtube.com/watch?v=r_c3rBoU7E4 This looks at lockdowns during the war, a tour of the secret bunker, lessons on the people who worked in the bunker and the work that happened at Western Approaches during the war.</p> <p>Task – Write a short description or draw a picture of what you think your role would be in Western Approaches HQ.</p>
Tuesday	<p>Focus – Try something new</p> <p>This week, we would like you to have a go at writing a song. Watch this clip at: https://www.bbc.co.uk/teach/class-clips-video/english-ks2-write-song-lyrics/zhnh7nb</p> <p>There are two music clips on the page that you can download to use as your backing music and lots of tips on how to come up with ideas for songs. You can write about anything that interests you or perhaps you could write a song about how you have felt during the weeks that school has been closed. We would love to hear your finished songs!</p>
Wednesday	<p>Focus – Time capsule</p> <p>Write yourself a diary entry about how you are connecting with the community and others around you. Have you been drawing rainbows and putting these up in your window? Have you been leaving chalk notes on the path? etc. Create a piece of art work to represent the people who</p>

	<p>you have been living with during this time. This could be represented however you like, for example using handprints in each individual's favourite colours. 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>
Thursday	<p>Focus – Computing, ICT</p> <p>Visit https://juniorkaz.kaz-type.com/kazLogOn.aspx</p> <p>You will need to use your touch-typing password for this. These were shared in ICT lessons and again in the last week of school. Please email your class teacher if you need a reminder.</p>
Friday	<p>Focus – Science</p> <p>Use the clip, activity and quiz at the link below to find out more about the 'Gas Planets'. https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zqrvbk7</p> <p>Extra Challenge: The gas planets have more moons than the rocky planets but how many moons do they have and what are their names? The following websites may be helpful: https://www.ouruniverseforkids.com/ https://www.planetsforkids.org/</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