



Great Wood Home Learning Recommendations



Year 5 Monday 15th June – Friday 19th June

Hello 5F and 5C,

We hope you are managing to keep up the daily exercise to make sure you have a healthy mind and body. Miss Smith has added some fantastic links to fun resources on the PE home learning section of the website. It would be great if you could try some of these out.

Thank you to everyone who has kept in touch this week and sent emails or photographs. **Don't forget to let your teacher know how you are getting on with using your own email address if you haven't done so already.**

We continue to be impressed by all the time and effort that the children are putting into their home learning. The two classes together have answered over 100,000 questions on ixl, over 550 hours! That is an awesome achievement.

This week, we would love if you could send us a piece of writing. This can be from any of the home learning tasks or any other work you are doing at home.

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 J.6 Greetings and closings of letters Practise 5 more spellings from the Year 5/6 word list <u>(I have attached the list of spellings at the end of this document)</u>
<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 J.7 Capitalising titles Practise 5 more spellings from the Year 5/6 word list <u>(I have attached the list of spellings at the end of this document)</u>
<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 I.1 Pronoun-verb contractions Practise 5 more spellings from the Year 5/6 word list <u>(I have attached the list of spellings at the end of this document)</u>
<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 I.2 Contractions with "not" Practise 5 more spellings from the Year 5/6 word list <u>(I have attached the list of spellings at the end of this document)</u>
<u>Friday</u>	Practise 5 more spellings from the Year 5/6 word list <u>(I have attached the list of spellings at the end of this document)</u>

Ask a family member to test you on these 5 words

Maths

<u>Monday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars.</p> <p>This week Miss Camp has set up another '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>
<u>Tuesday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars.</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 to the 'suggested by your teacher' section.</p>
<u>Wednesday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars.</p> <p>IXL skills suggested by your teacher: Spend at least ten minutes on IXL – Level F N.5 Making change</p>
<u>Thursday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars.</p> <p>IXL skills suggested by your teacher: Spend at least ten minutes on IXL – Level F N.6 Price lists</p>
<u>Friday</u>	<p>Warm up with 10 minutes on Times Tables Rock Stars.</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 to the 'suggested by your teacher' section.</p>

English

Focus Theme: World War Two - Explore what life was like for people in Britain in World War Two.

This week focuses on the start of the war and what life was like for evacuees. When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.

Monday

Explore key facts about World War Two by watching and reading these two sources, making notes as you go.

Watch BBC History KS2: Britain declares war on Germany, here: <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-the-outbreak-of-world-war-2/z7d847h>

Read National Geographic Kids: 10 Facts about World War Two here: <https://www.natgeokids.com/uk/discover/history/general-history/world-war-two/>

Based on what you have watched and read, create a quiz for a member of your family / your teacher to answer.

Try to use a range of different questions in your quiz, such as:

- . True/False
- . Multiple choice
- . Ordering statements

You may choose to create your quiz on an online platform such as Kahoot! <https://kahoot.com/home/family-friends/>
(You will need to sign up for a student account, this is free)

Tuesday

Listen to the radio announcement that told the people of Britain that their country was at war with Germany. Jot down how you think people felt when they heard this for the first time. (Please note: most families did not have television at this time so listening to the radio was how they would have found out the news.)

<https://www.bbc.co.uk/teach/school-radio/history-ks2-world-war-2-clips-the-declaration-of-war/z4qn6v4>

Now watch the opening scene from Goodnight Mr Tom (from 0:00 – 2:34mins).

As you are watching, look at the different types of people who are sat in the church (families with children, an RAF officer and his wife, elderly couples etc.) and think about how they are feeling. **Write down words and phrases that could describe this scene.**

<https://www.youtube.com/watch?v=7j8awfdvxaw> (PG certificate)

	<p>Now use a thesaurus or https://www.wordhippo.com/ to improve your vocabulary. For example, ‘a lady holding her husband’s hand’ may become ‘an anxious wife clutching her husband’s hand’.</p> <p>Using the words and phrases you have gathered, select one from the following written outcomes.</p> <ol style="list-style-type: none"> 1) - Write a free-verse poem (there are no rules for this type of poetry) to portray the scene you have watched. 2) - Write a short narrative piece based on the scene.
Wednesday	<p>Explore why children were evacuated and what life was like for them by watching and reading these two sources. Jot down any information which interests you:</p> <p>Watch - BBC History KS2: An Evacuee’s Adventure: https://www.bbc.co.uk/teach/class-clips-video/history-ks2-an-evacuees-adventure/zk7hy9q</p> <p>Read – Evacuation of Children and Women during World War Two: http://www.primaryhomeworkhelp.co.uk/war/evacuation.htm</p> <p>Based on what you have read and watched, create an information page, which could feature in a historical magazine about life as an evacuee. Think carefully about how you present your information, considering these points:</p> <ul style="list-style-type: none"> - Do you have clear headings/sub-headings to inform the reader? - Have you included facts/dates from the information you’ve read? - Have you included any personal accounts about life as an evacuee (this could be taken from the BBC video clip you have watched)? <p>Remember to proof-read your information page, checking for spelling and punctuation.</p>
Thursday	<p>Read the opening (up to the end of page 5) of Goodnight Mister Tom by Michelle Magorian here: https://www.lovereading4kids.co.uk/book/11395/Goodnight-Mister-Tom-by-Michelle-Magorian.html ((You will need to become a member of LoveReading4Kids. Membership is free)</p> <p>Use https://www.wordhippo.com/ or a dictionary to help with any words you are unsure of.</p> <p>Based on what you have read, draw a picture of what you think the two main characters described – Mr Thomas ‘Tom’ Oakley and William ‘Willie’ Beech, look like. Around the pictures you have drawn, label words and phrases taken from the text.</p> <p>Now watch the opening (3:40 mins- 9:24 mins) to the film Goodnight Mister Tom here: https://www.youtube.com/watch?v=7j8awfdvxaw (PG certificate).</p> <p>Compare the opening of the film to the opening of the book. What are the similarities and differences between the two? Write these down. Which opening to the story do you prefer – book or film? Write down your preference and the reasons for your choice.</p>
Friday	<p>Based on all you have read and watched this week, write a short story about a child being evacuated in World War Two.</p> <p>You may wish to use the following plot structure for your story:</p> <ol style="list-style-type: none"> 1) The announcement of war - Open your story with your character hearing the news that Britain is at war. Where are they and who are they with? How do they feel? How do others in the family feel? 2) Evacuation - Your next section could be your character hearing the news that they are to be evacuated, packing their belongings and waving goodbye to their family.

- 3) **Arriving in the countryside** - Your next section may be describing your character's arrival in the countryside, being collected by the billeting officer and taken to their new 'home'. Think about describing the setting of the countryside compared to their life in the city and describing your character's emotions throughout this scene.
- 4) **Settling into a new home** - You may wish to end your short story describing what your character's new home is like. How are they settling in? Do they like the household they have been taken to?

Don't forget to check your punctuation and spelling as you go. Reading to a family member may help with this

Once you have written your story, you may want to read it aloud to a family member or even record the reading to send to your teacher!

Foundation Subjects – Suggested afternoon activities for the week

<p><u>Monday</u></p>	<p>Focus: Try something new</p> <p>Staying in touch with friends and family is important at this time. We often use phones or FaceTime to make contact and it is great to have this technology to keep in touch.</p> <p>This week, we would like you to use 'snail mail' to contact a family member or friend. It's lovely to receive mail through your letter box so we would like you to send either a letter or postcard to a person of your choice.</p> <p>Try to think of someone who would really appreciate hearing from you. It might be someone who is on their own or unable to leave their house at the moment and has really missed seeing you for the past weeks. You might even get a reply!</p> 
<p><u>Tuesday</u></p>	<p>Focus: Science</p> <p>It was lovely to see photos of some of your garden bug hunts last week. What a lot of wildlife there is in your gardens when you look carefully!</p> <p>This week, we would like you to look out for birds in your garden or another outside space to see how many different kinds of bird you can spot. Can you sketch or take a photograph of any of them? Why might it be trickier to take photographs of birds than it was of taking photographs of the insects you found last week?</p> <p>You could use the following link to identify and find out lots more information about birds: https://www.rspb.org.uk/fun-and-learning/for-kids/facts-about-nature/facts-about-birds/</p>
<p><u>Wednesday</u></p>	<p>Focus: ICT</p> <p>Visit https://juniorkaz.kaz-type.com/kazLogOn.aspx 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.</p> <p>Please email your class teacher if you need a reminder.</p>
<p><u>Thursday</u></p>	<p>Focus: Mindfulness</p> <p>The ABCs of Gratitude</p>

	In a seated position, with eyes closed, make your way through the alphabet, beginning with the letter “A.” Think of something you are grateful for that begins with each letter of the alphabet. “I am grateful for Auntie Sue, for bananas, for our cats.” See if you can make it all the way to “z” with a light and grateful heart.
Friday	<p>Focus: French - We're Going on a Bear Hunt</p> <p>This week, Madame Harris would like you to revisit La Chasse à l'Ours, a story you looked at last year in Year 4. You could simply listen to Madame Harris, or you could challenge yourself and try to join in! https://www.youtube.com/watch?v=xmuigHf95bc&feature=youtu.be</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 teacher by questions

your child's email if you have

New Curriculum Spelling List Years 5 and 6

accommodate	conscience	existence	muscle	rhythm
accompany	conscious	explanation	necessary	sacrifice
according	controversy	familiar	neighbour	secretary
achieve	convenience	foreign	nuisance	shoulder
aggressive	correspond	forty	occupy	signature
amateur	criticise	frequently	occur	sincere
ancient	curiosity	government	opportunity	sincerely
apparent	definite	guarantee	parliament	soldier
appreciate	desperate	harass	persuade	stomach
attached	determined	hindrance	physical	sufficient
available	develop	identity	prejudice	suggest
average	dictionary	immediate	privilege	symbol
awkward	disastrous	immediately	profession	system
bargain	embarrass	individual	programme	temperature
bruise	environment	interfere	pronunciation	thorough
category	equip	interrupt	queue	twelfth
cemetery	equipped	language	recognise	variety
committee	equipment	leisure	recommend	vegetable
communicate	especially	lightning	relevant	vehicle
community	exaggerate	marvellous	restaurant	yacht
competition	excellent	mischievous	rhyme	


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