



## Wickham Church of England Primary School

### Home Learning

15.5.20



### Year 5

Hello everyone! We hope you are all doing well. It has been so lovely to see more of the home learning you have all been doing over the last few weeks and I even received a letter! I am enjoying speaking to you on the phone, I am missing you all lots. Don't forget if you want to catch up you can email the office and they will pass it to me or ring school and I can ring you back.

[adminoffice@wickham-primary.hants.sch.uk](mailto:adminoffice@wickham-primary.hants.sch.uk)

### Reading

**Oak Academy has some guided reading activities like this on:**

<https://www.thenational.academy/year-5/english/character-description-reading-comprehension-fact-retrieval-year-5-wk2-1#slide-2>

### Writing

Using the Home Learning Materials from the HIAS English moodle

#### **The materials**

- Each writing booklet contains a sequence of 5 lessons.
- You should set aside time to complete each of the lessons in order.
- Each lesson will take no more than 30 mins to complete.

#### **How to use**

- Read the instructions carefully before you start a task.
- Each lesson has a simple explanation and examples to get you started.

#### **How can parents, carers and siblings help?**

- Read the extracts aloud with your child
- Collect interesting words and phrases on paper / post-its as they read
- Talk to your children about their ideas before they write
- Adapt any of the resources and materials as you feel necessary to support your child's needs

## 5 day writing sequence

This sequence is developed around the opening chapter of *The Clockwork Crow* by Catherine Fisher. An extract of this chapter is available at:

<https://www.lovereading4kids.co.uk/book/15820/The-Clockwork-Crow-by-CatherineFisher.html>

### **Teaching sequence:**

1. Response to Reading
2. Vocabulary
3. Exploring the Writing
4. Grammar Practice and Play
5. Writing Challenges

The Clockwork Crow

Chapter 1 - Seren Rhys is freezing

A clock ticks, frost is white.

Stars travel through the night.

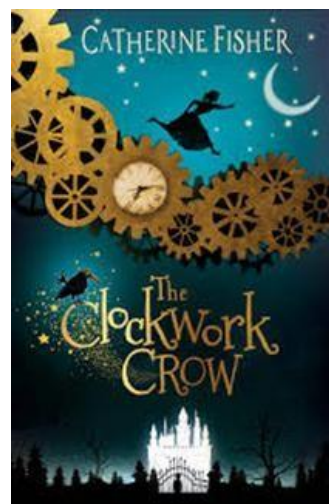
The railway station was deserted. The only thing that moved in its silent shadows was the big hand on the clock as it crept towards the hour of eight. Seren stared up at it, hypnotised and weary. How could it go so slowly? Had she really only been waiting half an hour? It seemed like forever. She was muffled in a heavy coat, a woollen hat, scarves and a shawl, but she had never been colder in all her life. Even with thick gloves thrust deep in her pockets she couldn't feel her fingers. In fact, if she didn't move right now she would probably freeze to the spot, so she jumped to her feet and began to stamp up and down the bare platform, the thump of her clumsy boots ringing in the bitter night.

She stamped fourteen steps to the wall.

Fourteen steps back.

To the wall. And back.

Over everything – the benches and the roof and the railway posters – a thin layer of frost shimmered like crushed diamonds in the light from the lamp. The night was so silent it scared her. She breathed out a cloud and then turned quickly as the stationmaster's door opened.



## Lesson 1 – Response to Reading

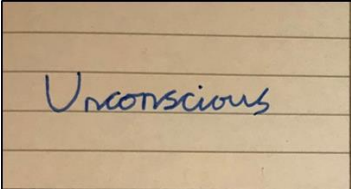
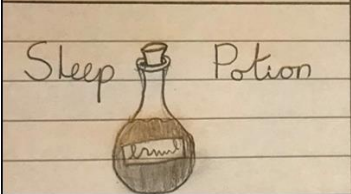
**Read the opening extract of the text – as you read make notes:**

- Do you have any questions? – Is there any vocabulary you don't understand? – What does it remind you of?
- How does it make you feel?

**Read the text again before you answer the following questions:**

1. Where is Seren?
2. How do you know time is passing slowly?
3. The author says the frost 'shimmered like crushed diamonds' what does this mean?
4. List 3 different things that tell you Seren is freezing:
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

## Lesson 2 – Vocabulary

|  |  |                                       |  |
|--|--|---------------------------------------|--|
|  <p>Unconscious</p>  | <p>When someone is unconscious it is like they are asleep.</p> | <p>Word</p>                           | <p>Definition in your own words</p>        |
|  <p>Sleep Potion</p> | <p>When someone is wide awake they are conscious!</p>          | <p>Picture to illustrate the word</p> | <p>A reminder of what it does NOT mean</p> |

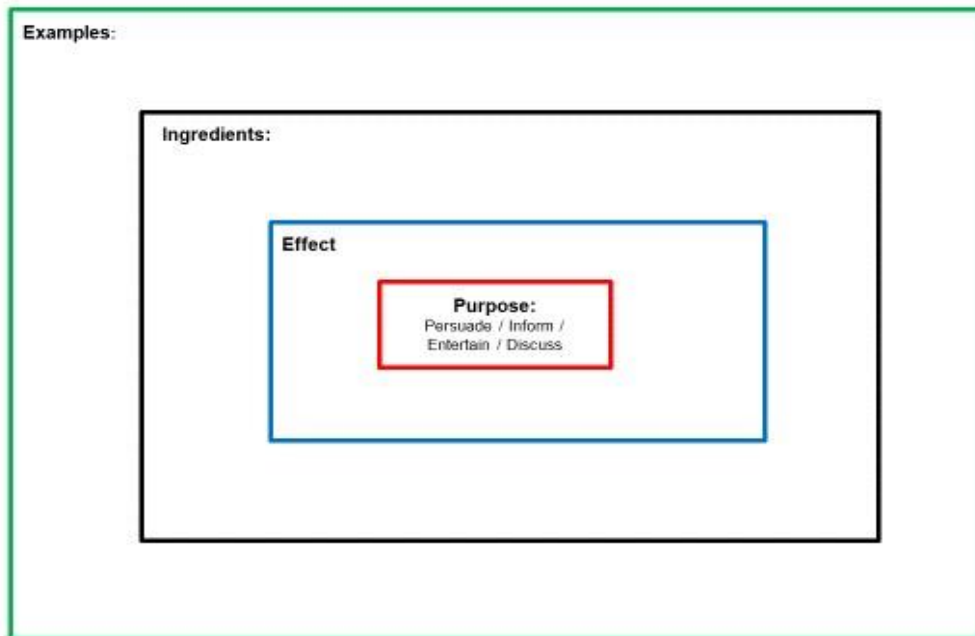
**Choose three words from the grid below and show your understanding by completing a vocabulary card for each. You will need to draw 4 boxes for each word.**

|               |              |                  |
|---------------|--------------|------------------|
| <b>cosier</b> | <b>grate</b> | <b>curiously</b> |
| <b>numb</b>   | <b>shawl</b> | <b>thaw</b>      |

## Lesson 3- Exploring the Writing

Looking at pg 7 and 8 of the text:

The purpose of the writing is to entertain.



But in this extract what is the effect the writer creates? Do they...

- Build tension
- Create excitement
- Hint at a mystery

How has the writer achieved this?



## Lesson 4 – Grammar Practice and Play

The train was already **rumbling** in from the darkness and **settling to a long hissing stop**, its carriages and engine clicking and sparking with heat.

**Brakes screeched. Steam erupted in billowy clouds.** The air was sharp with the stink of oil and coal. Doors swung open. Passengers climbed down. All at once the station was full of people chattering, calling out, unloading bags; she looked hurriedly for the stationmaster but he was far down at the end with his back to her, supervising great milk churns being loaded on.

## Lesson 4 – Grammar Practice and Play

Explain the author's use of:

- The word '*rumbling*'
- The phrase '*long hissing stop*'
- Short sentences for action



Change the underlined sections:

- Select different vocabulary
- Replace the effective alternative
- Change the short sentence for action



Create your own:

- Imitate the author's style
- Choose a of transport arriving at its destination

## Lesson 5 – Writing Challenges

Using what you have learnt so far, choose one of the following three challenges to complete:

1. Continue the scene where Seren has just be pulled onto the train. Describe the setting, characters and atmosphere through careful selection of vocabulary, sentence grammar and punctuation.
2. When Seren finally settles on the train, she takes a moment to reflect on the strange encounter and examine the package more carefully. Write in the 1<sup>st</sup> person to describe her thoughts, feelings and observations.
3. The Stationmaster is writing up his daily log. What might he have noticed and commented on from the evening shift. Was there anything routine and normal? Did anything strike him as strange?

## Spelling

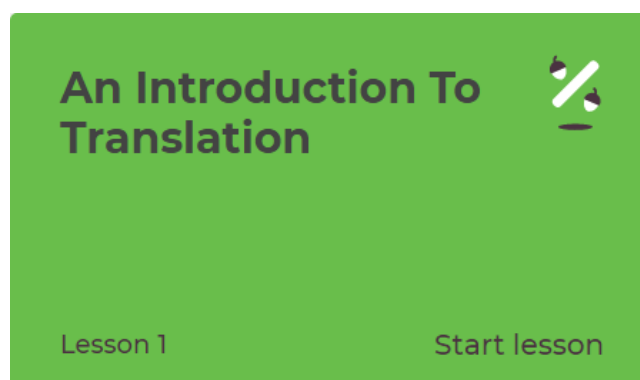
Don't forget to practise the list of common exception words which we sent home. This list is also available on our website under 'Home Learning'.

Carefully check any writing you produce for spelling errors, particularly the common exception words for Year 1 to Year 4.

There are SPAG lessons incorporated into the Writing lessons on The Oak Academy Online Classroom too.

## Maths

<https://www.thenational.academy/online-classroom/year-5/maths#subjects>



There are daily lessons on here on this topic.

There is also this from the maths team:

Hampshire Mathematics Team Home Resources



## Year 5 Problem

Swimming sessions at a swimming pool cost £3.15 for children and £4.70 for adults.

How much does it cost for 3 children and 2 adults to go swimming altogether?

### Model answer

*I can visualise this problem using the bar model:*

|       |       |       |   |
|-------|-------|-------|---|
| £3.15 | £3.15 | £3.15 | ] Total cost<br>of<br>Swimming<br>Session |
| Child | Child | Child |   |
| £4.70 | £4.70 |       |   |
| Adult | Adult |       |   |

*I shall estimate first using rounding:*

£3.15 rounds to £3 to the nearest whole pound

£4.70 rounds to £5 to the nearest whole pound

So I now need to calculate:

3 children need 3 tickets

$$3 \times £3 = £9$$

2 adults need 2 tickets

$$2 \times £5 = £10$$

So the approximate total cost for 3 children and 2 adults is

$$£10 + £9 = £19$$

I will now carry out the calculations to get the answer to the problem

Hampshire Mathematics Team Home Resources

$$3 \times £3.15 = £9.45$$

$$2 \times £4.70 = £9.40$$

I now need to add these together to get the total

$$£9.45 + £9.40 = £18.85$$

(I did all these calculations mentally, but some people might prefer to use written methods)

The answer to the problem is £18.85 (this is near to my estimate of £19)

**Now try these problems.**

If the swimming sessions at a swimming pool cost £3.15 for children and £4.70 for adults, what would be the cost for 3 adults and 5 children?

Space for working

If the swimming sessions at a swimming pool cost £2.95 for children and £4.25 for adults, what would be the cost for 3 adults and 7 children?

Space for working

Answers:

£29.85

£33.40

- Remember to learn and practise times tables. I keep checking if there is anyone to play in the arena game. I can also see which of you have been playing, some of you have moved up the leaderboard!



<https://trockstars.com/>



## **Art**



'From my back door'

### **'From My Back Door - Art From Nature'**

There are many artists who are drawn to nature as a source of inspiration. I would like you to use this inspiration to make your very own work of art work over the coming weeks.

The rules for the project are simple. Using nature as your stimulus make a work of art that you can bring to school when we all return. Your work can be in any medium, it can be flat on piece of paper or on a canvas or 3d. It must be no larger than A4 size. It could be really tiny! It can be a drawing, painting, a collage, printmaking, an artist book or a piece of textile art. It could be a tiny sculptural piece, you could use something from nature and add to it. See the attached pictures, websites and artists as a starting point, don't forget Pintrest has tons of great ideas too - just input children's nature art.

When you finish, write a short artist statement (example attached), of no more than 300 words about what inspired you to make it. Think about the artists you looked at first, the piece of nature that was your starting point, why you made it etc. Lastly make up a great title for your work.

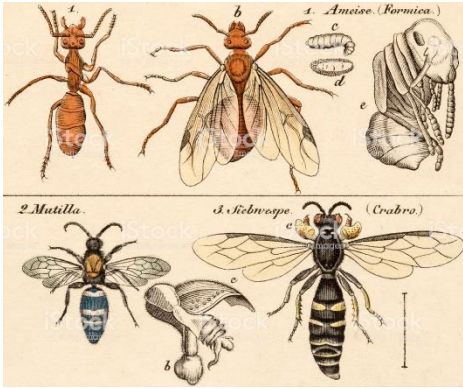
Here are some examples I found on the Art moodle:

### **Ideas pages:**

make an art book....



Do some close observational or botanical drawings or paintings, draw a tree



Paint a stone, varnish it with PVA...

Print from leaves....



Collage!



Make some art from nature and photograph it, stitch a leaf, weave some grass.....





Draw what you see! Abstract the shapes you see and make them in to colourful patterns.



Really famous works of art inspired by nature...



**Waterfall, No 1 Iao Valley Maui Georgia O'Keefe**  
oil on canvas 1939



**Water Lilies Claude Monet**  
oil on canvas 1917-19





'Irises' Vincent Van Gogh  
oil on canvas 1889



'Surprised' Henri Rousseau  
oil on canvas 1891

And finally, a few more ideas:

Take a piece of paper and pencil and draw what you see. Can you draw flowers and other natural forms from your garden? Make view finder. Draw what you see through it. Make it abstract. Make something sculptural. Country Diary of an Edwardian Lady has some lovely botanical drawings in it. Have you got a copy of it in the house? What other art books have you got lying around to inspire you? Look in newspapers and magazines for more ideas. Use images of nature to make a collage. Make little book out of scrap paper or use an old notebook. Record your processes. Record your ideas. Call it your ideas book. You might have lots of ideas you want to try out first then choose your favourite one to develop. Remember you have plenty of time to work on your finished piece, don't rush. If you have access to the internet look at some artist websites for inspiration. Here are two to start you off: <http://www.arttextilesmadeinbritain.co.uk/the-artists.html> <https://www.tate.org.uk/tate-etc/issue-1-summer-2004/cultivated-minds-art-garden>. A few artists to google: Andy Goldsworthy, Stephanie Redfern, Nils Udo, Richard Schilling, Fan Kuan.

Example of an artist statement to explain your work:

title of my piece  
media used  
your name  
your age  
statement - why you chose what you chose, what you did, artists that inspired you.

**'that tree outside'**  
**paint, pencil, collage**  
**Jo Bloog**  
**Age 10**  
**I looked outside and the first thing I saw was the huge tree at the bottom of my garden. I decided to draw the tree and then printed from its' leaves. This took me quite a long time. I then decided to draw the animals and birds that I could see on the tree. I used the shapes and drawings I made for my final piece. Artists that inspired me are Stephanie Redfern and Vincent Van Gogh.**

Don't forget the best inspiration is what **you** see outside. Step outside your back door or look out of your window. See things with fresh eyes. **Really look.** Whatever you see and record will be special and unique to you!

*Remember your ideas will be loads better than mine! Good luck, enjoy, get creative and get making!*

## French

Before the school closure we had begun to learn the French words for colours. Can you remember them?

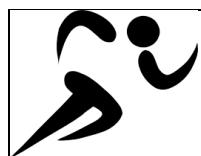
rouge   orange   bleu   gris   jaune   rose   vert   violet   noir   marron   blanc   multicolore

- Try labelling the rainbow in your window (or the rainbow at the bottom of this page) using the correct words.
- Watch this clip and learn the 'Rainbow Song' in French. Can you record yourself singing it and then send it to us?

<https://www.youtube.com/watch?v=WZWN2Uragvc&feature=share>

## PE

Now that you can exercise more frequently outside your home why not try these athletics challenges and fill in the grid below for a week. Can you improve your technique and scores as the week progresses?



# ATHLETICS CHALLENGE

|   | SATURDAY | SUNDAY | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|----------|--------|--------|---------|-----------|----------|--------|
| <b>Standing jump</b><br>(a two-footed jump from a standing start). How far can you jump? Measure the distance with a tape measure or ruler. |          |        |        |         |           |          |        |
| <b>Ball throw</b><br>(throw a small ball as far as possible) Measure the distance with a tape measure or in strides)                        |          |        |        |         |           |          |        |
| <b>Sprint challenge</b>   |          |        |        |         |           |          |        |

Mark out the distance you will run eg between two lamp-posts. Measure the time you take using a stop watch or the second hand on a watch.

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

Happy home learning everyone!

