Year 5 – Home Learning

Monday 11th May

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| Lesson and Learning Objective | Task |
| Maths  Monday  End of term assessment  Tuesday  Measure angles in degrees | Wow! Can you believe it, we’ve finished the first block of work for the summer term. So how much have you learnt about decimals? Find yourself somewhere quiet to complete the end of block assessment and just like in school try your best to complete each question independently. There’s no time limit but I would suggest you stop after 40 minutes, then mark your answers. I think your teacher would be really interested to know how you got on and if there is anything that really confused you please let Miss Field know and she might be able to incorporate it into future lessons.  I’ve attached an ultimate sheet.  So now we’re starting a new topic - Geometry and Shape and today we’re going to be measuring angles in degrees. Can you remember what acute and obtuse angles are? How many degrees are there in a full turn? Half turn? Quarter turn (or right angle)? A new word that you might hear today is reflex angle – a reflex angle is more than 180° but less than 360°.  The PowerPoint will help you, so read through it, you could either tell someone at home what you think the answers are or just work independently and write your answer down before going to the next slide to check if you were right or not.    Then try these questions.  Which angle is the odd one out?    Could another angle be the odd one out for a different reason?  Are these statements Always, sometimes or never true?  •If I turn from North-East to North-West, I have turned 90˚  •If I turn from East to North-West, I will have turned through an obtuse angle.  •If I turn from South-West to South, my turn will be larger than 350˚ |
| English  LO: To edit and improve a piece of writing | First thing to do is to read your story again. Now it has been a day or two you will have fresh eyes to read it. My main tip for editing something is to read it aloud to yourself or someone else – you will be able to hear if it makes sense, if a sentence is too long or if there is something that could be described further.  Now to edit and improve – to make this less daunting at home we are going to use editing stations (see the attached document).  You will focus on one area when rereading your work and improving only that. Then you will repeat for the next station (I think of these as Underground stations!). I know there is a lot here but it helps you to be systematic and doesn’t take as long as it seems!  I’m sure your writing is marvellous and we would love to read some final pieces! You could always ‘publish’ it, typing or handwriting into a book, adding illustrations and a cover.  Support – Focus solely on stations 1, 2 and 6 and on whether the writing makes sense. |
| Reading  LO: To use evidence from the text | Apologies for the confusion on last week’s reading tasks. Hopefully this will clearer and gets everyone back on the same page - literally!  Read chapters ‘High School’(p91) and ‘Major Tom’(p93) and answer the following questions.   1. Give 3 examples of Miranda being particularly nice to Auggie when they were younger. 2. Explain how the author uses ‘show not tell’ to demonstrate how Via is feeling at the end of page 94 (Major Tom chapter)   Support: Focus on question 1.  EXT: Predict why you think Miranda is being ‘kind of distant, like a casual friend.’ |
| Wider Curriculum | Don’t forget your sunflower seeds! You’ll need to record measurements each week. First create a table similar to the one below. Then using a ruler or tape measure, measure from the soil to the top of the plant and record in the table you’ve created.   |  |  |  | | --- | --- | --- | | Week | Date | Measurement (in cm) | | 1 | 11.05.20 |  | |  |  |  | |  |  |  | |