Year 5 – Home Learning

Friday 15th May

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| Lesson and Learning Objective | Task |
| Maths  To draw accurately | Today you’ll be drawing lines correctly to the nearest millimetre. You’ll be using a protractor to draw angles of a certain size. You’ll also need to think about your estimation skills and ask yourself, ‘Does it look right?’ And finally remember all those words you learnt on Wednesday and Thursday about how to describe an angle.  Open the PowerPoint called Friday-Drawing-Lines-and-Angles-Accurately.pptx. Just like before work your way through the file stopping to complete a fluency task and then at the end a reasoning and problem solving task.  I’ve also attached a mental arithmetic test. Set your timer for 20 minutes, and don’t forget to check all your answers! You’re aiming to get all of them right. |
| English  LO: LO: To compare and explore the mood of shots  Optional  LO: To use recognise homophones | **SPaG focus – emotive and powerful language, use of conjunctions and cohesive devices, show not tell**  Recording a story as a film means lots of things need to be considered to tell it the way they want to (especially with no speech!). We can use the 3Cs to understand this: character, colour and composition (the way parts of something are put together).  What characters do we have and what do we know about them?  Does the colour change at any point in the film? Why is this? What does it represent?  Why has the animator chosen to order his events this way? What makes it effective?  What mood do these things create? What emotions does the man feel at different points in his life?  Task: For each image, write the mood it conveys and why you feel it does. Then write two or three sentences for that picture which conveys the mood (relating to the picture).  Here’s an example:  The mood depicted here is devastation and heartbreak.  With a vice like grip, the weary man clutched his dear comrade’s hand, holding him like a vulnerable child in his last moments. His eyes brimmed with tears threatening to pour as he stared down knowing there is nothing more he could do than stay with him. It was as though everything around the two heroes disappeared and faded to black, a bitter representation of the emptiness and sorrow the man felt inside.  I have also attached some useful vocabulary which might be useful.  Success Criteria for creating mood in your writing:   * Describe the characters’ actions * Describe the characters’ feelings * Describe the colours * Describe the composition (how the setting is laid out)   Support – Write one sentence which conveys the mood in the picture – selecting prompts from the success criteria.  Challenge – Write a cohesive paragraph conveying the mood.  OPTIONAL – Extra SPaG practise  LO: To use recognise homophones  Time for a bit of silliness! Homophones are tricky and you have all worked hard to use the right ones. Now to test your knowledge but in reverse!  Your task is to write a paragraph (only 3-5 sentences) and every time you use a homophone, use the wrong one! It really makes you think, here’s my first attempt:  **Aisle bee sew** upset if my friend isn’t **aloud two** visit!  I managed 5 wrong homophones. How many homophones can you include? Have you used the wrong one?!  OPTIONAL - Handwriting – Friday 15th May  I don’t know about you guys but we have noticed that because we are writing less (we’re doing a lot more typing!), our writing is less fluid – we can’t have that so we’ve added an extra handwriting activity to today’s blog that we will put on every Friday which should keep your writing nice and controlled – remember those joins! Complete if you think you need a bit of practise!  Task - Copy the ‘Life Cycle of a Plant’ poem onto another sheet of paper. Remember our handwriting success criteria!   * Use the pincer grip to hold my pen/pencil * All of the letters rest on the line * Ascenders (tall letters – t, f, k, l, h, b, d) reach the line above * Descenders (hanging letters – q, y, p, f, g, j) hang well below the line * Ascenders and descenders don’t cross * My letters are a consistent size * Finger spaces are used between words * All of my writing is joined in a cursive style * I ‘smile in’ and ‘smile out’ of all of my letters   Support – Use the shaded sheet to guide your writing |
| Reading  LO: Justify your opinion, giving evidence from the text. | Wonder  **Chapter – ‘An apparition at the door’**   1. Clarify what the word ‘apparition’ means. 2. Explain why you think Via describes Mom as ‘angelic’ rather than ‘ghost like’? It might help if you clarify the words ‘angelic’ and ‘ghost-like’.   Support: What 2 things make Mum seem like a Ghost?  EXT: Explain why you think the author describes Mum with ‘her forehead leaning on the door’ what does this body language tell us about how Mum is feeling?  Optional Reading Comprehension:  For an added challenge or change from just reading ‘Wonder’ you might like to have a go at this first news comprehension too (see attached) |
| Spelling | See list 27 attached. |
| Wider Curriculum  RE: Understanding the 5K is Sikhism. | Read through the attached PowerPoint and then complete the question sheet all about Sikhism and the role of the 5ks in the Sikh faith. |