

Dear Parents/Carers,

Please find below the Home Learning timetable.

We have structured it so that you and your child know what is happening every day.

The minimum expectation is that all children should read every day and complete the Maths and English activities.

Thank you for your support,

Mrs Baron

Headteacher

9 – 9.30am	Exercise
9.30 – 10.30am	Maths activities
10.30 – 11am	Snack
11am – 12noon	English activities
12 – 1pm	Lunch
1 – 1.20pm	Cosmic Yoga for kids
1.20 – 1.35pm	RE
1.35 – 2pm	Reading
2 – 3pm	Optional Activities

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Breakfast	The most important meal of the day! Enjoy!				
9 – 9.30am	PE	Join Joe Wickes every day at 9am for You Tube fitness sessions for children. Alternatively see the Active 15 section below for ideas.				
9.30 – 10.30am	Maths (including Magic Maths)	<p>The White Rose Maths hub has daily online Maths lessons for all children – complete this. The website is https://whiterosemaths.com/homelearning/year-5/</p> <p><u>Magic Maths (15 minutes arithmetic practice)</u> Monday – Arithmetic test 2. See attached document. Tuesday – Y5 Tuesday magic maths sheet. See attached document. Wednesday – Y5 Wednesday magic maths sheet. See attached document. Thursday – ‘Big maths’. See attached document. Friday – Times Table Rockstars</p> <p>Parents, unless you have more than one laptop only one child can access this maths learning at a time. We would suggest that while 1 child completes the maths learning the other child/children could do the optional afternoon activities.</p>				
	Maths intervention group	If you are in a Y5 maths intervention group (you know who you are) please try to access and complete more of the Y5 lessons this term if possible. However, there are some intervention sheets to use instead if still required. These will continue to help consolidate arithmetic skills. There will be three on the Y5 page per week this term. You do not need to do the Y5 lessons AND intervention sheets. Please select the activity that suits your child’s learning best this term.				
10.30 – 11am	Snack Time	Remember to eat healthy snacks and drink water <ul style="list-style-type: none"> • 5 glasses of water each day (1 litre) for 5-8 year olds • 7 glasses of water each day (1.5 litres) for 9 – 12 year old 				
11 – 12 noon	English Activities <ul style="list-style-type: none"> • Spellings • SPaG • Writing 	Monday Spelling Learn this week’s spellings and copy them into your book using neat, joined up handwriting. Check you know the meanings. Try writing them into sentences and have a go at matching the	Tuesday Grammar Complete the attached sheet on modal verbs. See attachments. If you need to recap modal verbs, here is the link again which was shared last week:	Wednesday SPaG This week we are continuing to use a website for delivering English writing lessons pre-recorded by Y5 teachers. We are currently half way through a writing unit which focuses on writing a persuasive letter.	Thursday Writing (planning) Today’s lesson continues on from yesterday and would be easier broken into two sessions over today and tomorrow. Please note that there is a spelling test at the start. You do not need to do this so please skip from 1:37-4:35. The first focus is planning your own persuasive letter. What is your persuasive letter going to be about? Watch how to plan	Friday Writing, editing and improving Start video at 17:50. Today you are writing your persuasive letter. Recap your planning from yesterday. Remind yourself of the things to include (either on video slides or letter support info sheet). Think carefully about the Y5 writing standards you are aiming to achieve. Try

		<p>compound adjectives with their definitions. See below.</p>	<p>https://www.bbc.co.uk/bitesize/articles/znd26v4</p>	<p>Today's lesson covers some SPaG elements of the letter. You will need a pen and paper to join in. The teacher reads through an example and gives you the opportunity to practise some list of three examples independently. To do this, you can pause the video, close the video, click next activity and then navigate through slides (located on bottom bar of video screen) to the questions. The teacher then models answers for you to compare with your own.</p> <p>Please ignore the spelling words that are covered at the end (from about 12:40 mins).</p> <p>Follow this link for today's lesson. https://www.thenational.academy/year-5/english/persuasive-letter-spag-focus-list-of-three-year-5-wk3-4</p>	<p>your letter. Look at the success criteria, the structure, the vocabulary and some sentence starters. These are all recapped on the lesson slides, but we've also attached them as a support document together in one place to refer to. Hopefully you should now have a few ideas to plan your own letter. Please stop watching before the independent activity. Stop video at 17:50.</p> <p>Spend the rest of this session planning out ideas for your own letter. You could plan in a style of your choice such as a thought shower or notes, or you could use one of the planning frames attached (see attachments) to help you. Don't forget to rewind and watch again for ideas. Next lesson you will write the letter. You do not need to plan and write all in one go!</p> <p>Follow this link for today's lesson. https://www.thenational.academy/year-5/english/persuasive-letter-write-a-persuasive-letter-year-5-wk3-5</p>	<p>and ensure your writing covers these. We've included the document below and highlighted any relevant skills specific for this writing task. There is a writing scaffold attached if your child would benefit from using this to aid their letter writing. See attachments. Once you've finished, you still need to edit and make improvements. Watch how to make improvements from 18:26 onwards. Now try editing and improving your own letter.</p> <p>Follow this link for today's lesson. https://www.thenational.academy/year-5/english/persuasive-letter-write-a-persuasive-letter-year-5-wk3-5</p>
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	English intervention groups	If you are in a Y5 English intervention group (you know who you are), you have a separate spelling list to learn each week. See attached sheet. There is also a spelling activity mat to help recap rules and patterns. See attached sheet. Please join in with the other English lessons explained above. Spellings – please learn through the week for a test on Friday (parents please administer the test)				
12noon – 1pm	Lunch Time	Help to make the lunch. Eat. Enjoy! Have fun - OPAL play at home				
1 – 1.20pm	Yoga Up to 20 minutes	Google: You Tube Cosmic Kids Yoga and select one of the programmes				
1.20 – 1.35pm	RE/Prayer	Gospel	Family Prayer Time	CORE VALUE	Family Prayer Time	Pentecost – Week 2
1.35 – 2pm	Reading 20 mins	Everyone should read for 20 minutes every day. Reading books are online – so log onto Oxford Reading Buddy. https://www.oxfordreadingbuddy.com/uk				
2 – 3pm	Optional Activities Other ideas	<p>Story Time</p> <p>Projects – something that is of interest to them. Our Y5 topics for the Summer term were 'Rivers of the World' and 'Life Cycles', so your child might like to do some research on these areas.</p> <p>Find out more about life cycles, including human life cycles. Watch https://www.bbc.co.uk/bitesize/articles/zjppf4j This lesson includes: two videos and six activities to reinforce learning.</p> <p>Have you tried reading a map? What are grid references? How do they work? Have you ever noticed what the symbols are? Have a go at map reading and investigating map symbols using the sheet attached. See attachments.</p> <p>Arts and crafts – lots of ideas online. Pinterest is a good site but there are many others. If you fancy trying out some optical illusion art, follow this link to one of the Oak National Academy's Y5 lessons. It shows you step by step how to recreate something this! https://www.thenational.academy/year-5/foundation/optical-illusions-and-using-shading-to-show-form-year-5-wk3-5</p>  <p>Outdoor play – muddy puddles website Cooking – help your child to read scales, follow instructions Music – singing is so good for the soul. Some karaoke perhaps? PE – children can create their own dance routines to their favourite songs Spanish – login details have been sent out via ping: https://www.languageangels.com/schools/</p>				

BBC Bitesize Daily lessons for Y5 – a wide range of subjects are available. As well as the core subjects of English and Maths, the lessons also cover foundation subjects such as Music, Geography, History and Science. Have a look and enjoy learning: <https://www.bbc.co.uk/bitesize/dailylessons>

Purple Mash – The activities include: Map Symbols - 2pair and 'The Last Days of the Energy War' chapter 1 and quiz.

Don't forget to submit your work once you've finished and leave a comment if you wish. We look forward to seeing more of your wonderful work.

Science – There is a new 'STAYING SAFE' section on the school website with information for parents https://www.st-peterspri.gloucs.sch.uk/Information_for_Parents and special Science activities for you to complete to help with your understanding of coronavirus, hygiene and microbes. <https://www.st-peters-pri.gloucs.sch.uk/KS2>

Wellbeing - There is a new 'STAYING SAFE' section on the school website with special activities for you to complete to help with your wellbeing and happiness while at home. <https://www.st-peters-pri.gloucs.sch.uk/KS2>

NURSERY RHYMES & POETRY

Please note that this could be getting the children to learn nursery rhymes or poems – this is really important and something we rarely get to do because of the pressures of the curriculum. Poetry is good for developmental learning. It helps by teaching in rhythm, stringing words together with a beat help cognitive understanding of words and where they fit. Additionally, it teaches children the art of creative expression. <https://childrens.poetryarchive.org/>

Useful links for this week

English Wednesday: <https://www.thenational.academy/year-5/english/persuasive-letter-spag-focus-list-of-three-year-5-wk3-4>

English Thursday and Friday: <https://www.thenational.academy/year-5/english/persuasive-letter-write-a-persuasive-letter-year-5-wk3-5>

Modal verbs: <https://www.bbc.co.uk/bitesize/articles/znd26v4>

Maths: <https://whiterosemaths.com/homelearning/year-5/>

Spellings

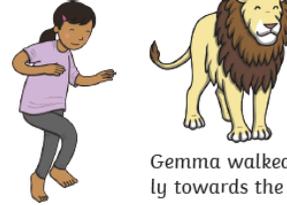
pre-existing
anti-inflammatory
self-aware
self-serve
non-fiction
long-winded
anti-clockwise
heavy-handed
sugar-free
accident-prone

Hyphens

Hyphen – links words or parts of words.
Different from a dash because you do not leave a space between a hyphen and the words in the sentence and it is half as long as a dash.



Used to show that a word continues on the next line.



Gemma walked slowly towards the lion.

Used to link separate words into one new word.



Mother-in-law

Spelling Activity

HYPHENS

A hyphen is used to join two adjectives together to form a compound adjective in order to make the meaning of the sentence clear.

E.g. John had twenty pound notes.

John had twenty-pound notes.

Notice how each sentence has a different meaning. In the first, John has twenty £1 notes, but in the second, the hyphen makes the notes £20 notes.

Match the following definitions with the compound adjectives in the box.

1. Jealousy is a monster that is...
2. To show no emotions
3. A miser
4. To be agile
5. Stubborn
6. To have no compassion for others
7. To be very proud
8. Quick to anger
9. Very sensitive
- 10 A gossip

loose-lipped
tight-fisted
sure-footed
cold-hearted
thin-skinned
short-tempered
green-eyed
bull-headed
stone-faced
stiff-necked

Working at the expected standard: The pupil can:
• Can identify audience and choose appropriate form
• Can select and use organisational and presentational devices that are relevant to the text type e.g. headings, bullet points, underlining etc.
• Can make links between paragraphs
• Can use dialogue to convey a character and advance the action with increasing confidence
• Can describe settings, characters and atmosphere to consciously engage the reader
• Can make precise and varied word choice which support both purpose and effect (features may include alliteration, metaphors, puns and emotive phrases)
• Can use the full range of punctuation from previous year groups: CL,FS, !? commas in lists, apostrophes for possession and contraction
• Can use brackets, dashes or commas to indicate parenthesis
• Can use commas to clarify meaning or to avoid ambiguity with increasing accuracy
• Can use adverbs and modal verbs to indicate degrees of possibility (should, could, surely etc)
• Can use relative clauses beginning with a relative pronoun(who, which, where, when, whose, that)
• Can edit and proofread their writing, proposing changes to vocab, grammar and punctuation to enhance effects and clarify meaning
• Can spell prefixes correctly
• Can convert nouns or adjectives into verbs using suffixes
• Can spell many complex homophones
• Can spell most words correctly from the Y5 spelling list
• Can write legibly, fluently and with increasing speed