

Maths

Over the next few weeks, we will aim to complete the year 5 maths curriculum. This means that there will be some new learning. We are doing to follow 'White Rose Maths – Home Learning'. This means that there will be a video to start off each day as well as a worksheet and answers. I will be on hand if you want any further assistance so please just get in touch.

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

Summer Term Week 1 – Lesson 1 – Adding decimals within 1

Watch the video first and then have a go at the worksheet. Don't worry if you can't print it out: you can complete it on paper like we would in maths.

Check your answers using the link on the website.

If you get stuck, please post on padlet or email and I will do my best to help you.

Reading

You will be set a reading activity every day which is similar to what we would do in Guided Reading. Please find time to read at other times during your day just for the fun of it!

This week guided reading is focussed on 'The Bear Necessities' from The Jungle Book.

Today, listen to the song (<https://www.youtube.com/watch?v=c6e3ITsjLRI>) and follow on with the lyrics.

"The Bare Necessities"

Look for the bare necessities The simple bare necessities Forget about your worries and your strife I mean the bare necessities Old Mother Nature's recipes That brings the bare necessities of life Wherever I wander, wherever I roam I couldn't be fonder of my big home The bees are buzzin' in the tree To make some honey just for me When you look under the rocks and plants And take a glance at the fancy ants Then maybe try a few The bare necessities of life will come to you They'll come to you! Look for the bare necessities The simple bare necessities Forget about your worries and your strife I mean the bare necessities That's why a bear can rest at ease With just the bare necessities of life	Now when you pick a pawpaw Or a prickly pear And you prick a raw paw Well next time beware Don't pick the prickly pear by the paw When you pick a pear Try to use the claw But you don't need to use the claw When you pick a pear of the big pawpaw Have I given you a clue? The bare necessities of life will come to you They'll come to you! Oh man this is really living So just try and relax, yeah cool it Fall apart in my backyard 'Cause let me tell you something little bratches If you act like that bee acts, uh uh You're working too hard	And don't spend your time lookin' around For something you want that can't be found When you find out you can live without it And go along not thinkin' about it I'll tell you something true The bare necessities of life will come to you Look for the bare necessities The simple bare necessities Forget about your worries and your strife I mean the bare necessities That's why a bear can rest at ease With just the bare necessities of life With just the bare necessities of life
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You can then try these questions which are all based on retrieval skills – they all answers that you can find in the text by skimming and scanning rather than having to use your other knowledge.

- 1.) What does the singer tell the listener to forget about?
- 2.) What verb is used to rhyme with 'ants'?
- 3.) What should you use to pick a prickly pear?
- 4.) What creature is working too hard?
- 5.) Where should you 'fall apart'?
- 6.) Do you need to look for the bare necessities? Explain quoting from the text.

Spelling

Your task this week is looking at words ending '-cial' and '-tial.' After a vowel '-cial' is most common and '-tial' after a consonant. But there are many exceptions.

Can you find all 10 words ending in '-cial' and '-cially'.

l	u	m	u	l	t	i	r	a	c	i	a	l	k	l	b
a	y	i	o	c	c	o	f	f	i	c	i	a	l	z	e
i	t	a	a	p	r	d	s	a	a	d	f	g	h	j	n
c	r	d	f	g	h	u	i	j	k	c	l	z	x	c	e
a	e	q	j	u	d	i	c	i	a	l	i	x	v	b	f
l	w	w	s	b	e	r	j	i	p	o	i	a	m	n	i
g	q	p	a	d	f	f	g	h	a	a	u	c	l	q	c
a	u	i	o	s	p	e	c	i	a	l	y	v	q	w	i
e	e	s	p	e	c	i	a	l	l	y	t	b	r	e	a
r	t	y	a	r	t	i	f	i	c	i	a	l	n	m	l

Can you find your spellings hidden in this word search?

English

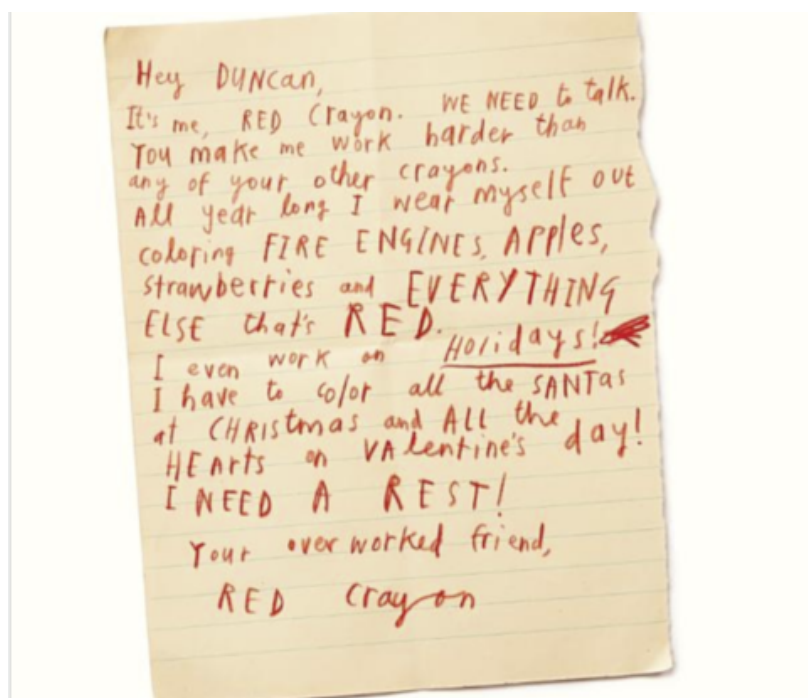
This term we are going to focus on writing for a purpose and thinking about your audience. Every Monday, I am going to set you a letter writing challenge. Letters are really important as they are what lots of grown-ups use to try to get what they want! Please feel free to adapt the purpose slightly if you can think of a better one that will result in your letter being sent to a real person! Remember to do a quick plan about what you want to put in each paragraph before you start.

Week 3 – One of the next most common letters that are written are complaint letters. Obviously, you are not going to write complaint letters to your family...or to me for setting your work to do at home, so we are going to have to think of a different audience! You could write to the government to complain that SATs aren't happening; you could write to your favourite author to complain that you keep wanting to know what is happening in your book and it is stopping you doing other things; you could think about something you have bought recently. If you could like a fictional example, try watching this video

https://www.youtube.com/watch?v=PN2mOOHpDOU&feature=youtu.be&fbclid=IwAR2_39-tnQnKoYJFdZ5O1eBpPIZoQcu0y8SZbM8KPKr7iJ31xXJiPj7eFLE

and then writing to Levitation

International to complain that the hoverboard is out of control. If you prefer informal writing, your complaint letter could be in the style of 'The Day the Crayons Quit'. There are so many options!



In your letter you need to be clear on who you are, why you are upset and what you would like to happen to make it better.

Remember that spelling, grammar and handwriting will be important if you want your reader to read and understand the letter.

I am really looking forward to reading these letters!

Wider curriculum

Every day, I will send a lesson or two that focusses on the wider curriculum that we teach at school (RE, PE, PSHE, Geography, History, Art, DT, Science, Computing, Music, French). I will try and keep this the same as our school timetable to help you maintain a clear routine. You will have one PE lesson a week that requires you to look at famous athletes, from past and present. But please make sure that you are staying active. Remember, the Joe Wicks workout on youtube is also a great start to the day.

On Mondays, we will focus on PE and RE.

PE

Firstly, to make sure you are all still active and for something fun! Have a go at this below – I would love to see your photos of this and maybe some of your parents or siblings giving this a try.

Cereal box challenge



Get Set 4 PE.

What you need: an empty cereal box, one or more players.

How to play:

- Place the cereal box on the floor.
- Pick the cereal box up using only your mouth.
- Nothing but your feet can touch the floor.
- If successful tear an inch from the top of the cereal box and play the game again.
- Repeat the challenge, taking an inch from the box each time.
- Top tip: hold onto your leg/s to help you to balance



How low can you go?

Your task for today is to research another famous sporting icon from the list below. You may select any of the legends from the list and you can display your findings in any way you like (poster, leaflet, biography, fact file, PowerPoint or anything else you can think of). You may not recognise any of these athletes but they are all amazing at what they do and very inspirational.

You can research ANY Paralympian you like but here are a few examples to get you started.

Tanni Grey-Thompson, Ellie Simmonds, David Weir, Jonnie Peacock, Helena Lucas

RE Week 3 UKS2

WALT: understand the creation of the world through science.

Lesson 3 we will be exploring how scientists think the world has been created.

- In recent years, some scientists have criticised the Genesis narrative of creation.
- Theories such as the Big Bang and evolution are thought to show that the universe and the creatures in it were created without the intervention of God. Have you ever heard of the Big Bang theory?
- Scientists believe they have lots of evidence for these theories. They think that creation narratives in religions like Christianity are therefore unreliable.

Your Task:

Please read the information on the Big Bang and evolution below.

Then answer the questions on the next page in full sentences. Then finally you can check your answers after you have finished.

Scientific Ideas of Creation - Information

The Big Bang

The Big Bang Theory is the idea that the universe started with a massive explosion roughly 15 billion years ago.

Before the Big Bang, all the matter of the universe was gathered in one 'singularity'. The explosion sent this material flying out in different directions. Over the next 15 billion years, this material formed planets and suns including our own system.

According to the Big Bang Theory, the fact Earth exists and is able to sustain life is a result of random chance. In the Big Bang Theory, there is no need to include a creator/ God.

Scientists have found evidence the universe is still expanding using high powered telescopes. They also believe that static on a television screen is caused by left over radiation from the initial explosion.



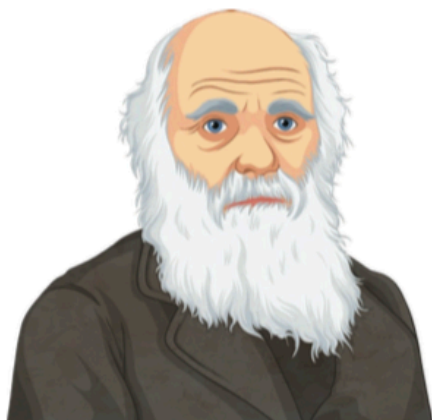
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Evolution

The theory of evolution suggests that human being developed over time. All animal life has evolved from single cell organisms. Over time, life has become more and more complex. Changes occur because of 'survival of the fittest'. This is the idea that unsuccessful species die out and are replaced by more successful ones.

Scientists believe they have found evidence for evolution by looking at fossil records and due to the fact humans are genetically very similar to apes. Some Christians, however, believe that evolution has not been fully proved.

If evolutionary theory is true, there is no need for God to create complex beings like humans. This proves the story of Adam and Eve in the Bible is false.



Charles Darwin first developed theory of evolution in his 1859 book **The Origin of Species**.



Richard Dawkins is a famous scientist who argues evolution shows that God does not exist.

Scientific Ideas of Creation

The Big Bang

1. Summarise what this says about creation.

2. Why does this question God's existence?

Evolution

1. Summarise what this says about creation.

2. Why does this question God's existence?

Scientific Ideas of Creation **Answers**

The Big Bang

1. Summarise what his says about creation.

Foundation answers will likely include:

- The universe started with an explosion.

Higher answers will likely include:

- Universe began with an explosion 15 billion years ago.
- Reference to the singularity may be made.
- Planet Earth is a result of random chance.
- Evidence such as static may be included.

2. Why does this question God'e existence?

God is not necessary for the world to exist. The Genesis creation story appears to be inaccurate.

Evolution

1. Summarise what this says about creation.

Foundation answers will likely include:

- Animals developed over time.
- Humans evolved from apes.

Higher answers will likely include:

- Animals developed over time.
- Some mention may be made to 'survival of the fittest'.
- Evidence for evolution (such as humans genetic similarity to apes) may be included.

2. Why does this question God'e existence?

God is not necessary for human beings to have been created. The Genesis creation story appears to be inaccurate.

That's it for today! Please post complete work on the Heron Class padlet

(<https://padlet.com/MrJonesHeronClass/blspozhn28gi>)or email to Heron@st-whites.gloucs.sch.uk



