

Home Learning WEEK 8 – 8th June 2020

Age Range: Y5

[Click on the links to take you straight to the websites you need](#)

Weekly Maths Tasks (Aim to do 1 per day)

Focus of the week: Units of measurement

- Log on to [Times Table Rockstars](#), try and move up the school leader board! Your login details are in your school planner.



- There are sheets to do some conversion between units of measure. See how far you can get.
- Go onto the BBC Challenge game Defenders of Mathematica and play [The Mines of Measurement](#) level. How high a shield level can you achieve by playing the level several times?
- Here are some pages on units of measure from Maths is Fun. Try the You Too questions. [measurement](#)
- Daily [arithmetic](#) for different areas of maths. You should aim to work on level 4, 5 and 6 activities.

Every day:

- Logon on to MyMaths and complete the day's homework. This week, you will be working on converting units of measure..



Weekly Reading Tasks (Aim to do 1 per day)

Focus of the week: Retrieving information

- Have a look at the comprehension about the Scream Machine and answer some questions. There are enough questions to spread over a couple of days.
- Read a chapter from a non-fiction book from home or an article from a newspaper. Summarise the events from the chapter or article. You could bullet point what happened. Note down any unfamiliar words from part you have read. Explore the meanings of these words by using a dictionary or by reading around the sentence.
- Audible have opened part of their children's library for free. [Audible books to listen to](#) including JK Rowling and Darren Shan.



- You can log on to [Bug Club](#) After this, review the text and justify your opinion with examples from the text.

Every day:

- Keep accessing Reading Plus! You should aim for half an hour a day.



Weekly Spelling Tasks (Aim to do 1 per day)

Focus of the week: The prefix 'dis'

- Learn these words: disrespect, displease, discomfort, displace, dispossess, disorder, disprove, dissimilar, disservice, dissatisfied
- Look at the spelling sheet activity to help you.
- Ask someone to test you on this week's spellings.
- Revise spellings Year 5/6 spelling words on [Spelling Zone](#). Do the 'acc' words on bouncing anagram.



- Proofread your writing from the day. You can use a dictionary to check the spelling of any words that you found challenging. This will also enable you to check that the meaning of the word is suitable for the sentence. You can use this [Online dictionary](#)







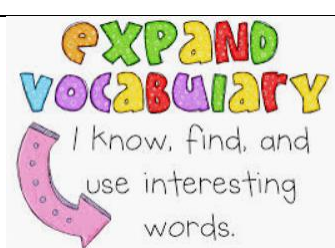



Weekly Writing Tasks (Aim to do 1 per day)

Focus of the week: Non-chronological reports

- Learn about non-chronological reports by visiting this website. [BBC Non chronological reports](#)
- Write a non-chronological report about a fun fair you went to, or a playground in a park you have visited. Write about what is there. What are the rides? What are they like to go on? You might want to look at this clip and use it to help you if you have never been to a park, or a fairground. [Hull Fair](#)
- Reports can be impersonal or personal. Look at this clip about [Formal reports](#)
- Have you written in the correct tense? Watch the video on [this page](#) and then check your work.
- Write a short report about your favourite ride. Make it personal and put in plenty of opinion.

Creative aims to provide opportunities for you to gain a better understanding of the new Topic that you will be studying. Learning may focus on the different areas of the curriculum and provides you with the flexibility to lead your own learning. You are in control of the direction you wish to follow on their journey to make new and exciting discoveries

C		This week you are going to try to make a paper roller coaster. Watch the video below. Instead of printing off templates, cut strips six centimetres wide. Cut snips into each side, two centimetres in so the paper can bend. paper roller coaster
R		Visit this page which is all about different roller coaster record holders! Which is the coaster you would most like to ride? Are there any design features you could include for your roller coaster?
E		Here is a link to someone visiting the biggest moving funfair in Europe. Go around with them. Which rides and stalls do you recognise? Which rides are the same as the fair at Stechford? Fun fair
A		There is a picture called The Scream by Edward Munch. It shows a man hearing screams and covering his ears in distress. Munch painted several different versions of it. Now it is your turn. Drawing The Scream - harder Drawing The Scream - easier
T		Visit this page which is all about roller coasters and how they work. Watch the videos and makes notes which you think may help you design your own roller coaster.
I		This site looks at how to design a simple roller coaster, looking at how potential energy turns to kinetic energy. Some energy is lost to friction. Put in your hills and loops and get the carriages back safely. It takes trial and error. Don't give up. Make a roller coaster . Here is a clip to explain the science. clip
V		Find the definitions of the following words, Make a picture glossary (They are all in a funfair) pendulum, waltzer, Ferris, carousel, dodgems, helter skelter, flume, concession, stall
E		Explain in your own words why you think people like to be scared stiff on funfair rides. Watch this clip to learn more.



Here is a fun fair in Russia in 1807. There are two different types of ride. Can you describe them? How are they powered? What are they made of? Do they look safe? Would you like a go on one? Why?

Additional learning resources parents may wish to engage with

[Classroom Secrets](#) – has home learning packs for each different year group. The packs include activities linked to reading, writing, maths and practical ideas you can do around the home.



[Oak National Academy](#) has lessons which help parents to support children with special educational needs. They cover a range of subjects including: communication and language therapy, numeracy, creative arts, independent living and therapies.



[Hamilton Trust learning packs](#) can form the basis of home learning or be used alongside other materials. They have excellent resources for English and Maths.



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