



St Bertelina's Church of England Primary School

Home Learning Year 5

Week beginning: 22nd June

Home learning this week was set by [Mrs Dix](#). Please email Pedita.dix@stbertelines.co.uk if you have any queries relating to the home learning.

It's Monday again-didn't that come around quickly? I have spoken to some of you or your parents this last week and it has been lovely to catch up. If you haven't heard from a teacher yet, you will be called this week. I know lots of you are starting to get fed up now but hold in there and keep working hard- it will pay off! I hope you liked your video from your class teacher (if you haven't seen it yet it is on your class page).



Maths:

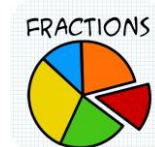
Learning objectives:

To answer a range of arithmetic questions with confidence.

To compare and order fractions whose denominators are all multiples of the same number

To identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths

To recognise mixed numbers and improper fractions and convert from one form to the other.



Task 1:

Arithmetic: Complete the Testbase arithmetic please.

You can find this inside the year 5 page-in the resources/arithmetic folder. Please note, if you are a confident mathematician then feel free to have a go at the year 6 one too. It is on the year 6 page!

Task 2:

Challenge *

<https://www.bbc.co.uk/bitesize/articles/znk4kmn>

Watch the videos and complete the two worksheets. These questions come up in your arithmetic paper too!

Challenge **

Converting improper fractions into mixed numbers. Watch the video clips and complete the worksheets.

<https://www.bbc.co.uk/bitesize/articles/z4ypscw>

Remember, in the lesson above shows you the pictorial method of doing it. Some of you may remember your teacher giving you a quick trick using division, multiplication and adding for example:

$2 \frac{1}{2}$ → Mixed number

$\frac{5}{2}$ → Improper fraction

Challenge ***

Equivalent fractions can be very tricky. If it is too challenging just stop at challenge 2. There are two worksheet activities to complete.

<https://www.bbc.co.uk/bitesize/articles/zv798xs>

English

Reading: Keep reading! I have had some feedback this week regarding reading comprehensions that either 1) They are really helping, and you are improving each week or 2) It's a challenge and you need more and more practise. I will continue to upload weekly comprehensions- ones we would have worked through in school. They have the VIPERS structure which we are all familiar with.

It is an extract called 'The Mermaids' Lagoon' and you will find it in the 'resources' section of year 5.

Notice the classic story?

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Writing:

Please see Science. Make it exciting and informative. Use a range of punctuation- this type of factual writing is quite easy to include **embedded clauses** (some of you know this as **parenthesis**). For example: Mammals, **which are the most intelligent of all living creatures**, grow hair at some point in their life.

SPaG: To revise how to use an apostrophe for possession accurately when the noun ends in 's' or is a plural.

Look at the apostrophe on the title of the comprehension above. Why is the apostrophe after the 's'? Mermaid doesn't end in 's' so why is the apostrophe placed there? Remember? Because the lagoon belongs to more than one mermaid! Revise and recap: watch the video, read the page and complete the quiz.

<https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zx9ydxs>



Science: Living Things and their Habitats

Over the next couple of weeks, we are going to look at the differences in the life cycles of a mammal, an amphibian, an insect, and a bird.

Learning objectives:

To describe the **life cycle** of an insect and a bird.

To describe the life process of **reproduction** in some plants and animals.



Last week we researched the life cycle of a mammal and an amphibian and became familiar with the meaning of metamorphosis. I asked you to complete this as an information page in your books or on a computer. I would like you to add to this. **Check out the pictures at the end of this document to see how the Y5/6, who are in school, got on last week with this...**

Task 1: Remind yourself of last week's lesson: your definitions of mammals, amphibians, and all about metamorphosis.

Research the differences between an insect and a bird. How do they differ to a mammal and an amphibian that you researched last week? Write a short definition of an insect and a bird. Do any insects or birds go through **metamorphosis**? This was a key learning point from last week. You could include this in your definitions.

Task 2: This is following the same structure as last week and should just build upon it. Research the life cycle of an insect and a bird and then have a go at the two tasks at the end of this document. You do not have to print and use this sheet- this is just an idea of how to present it. Just write a short piece about each stage of the insects and birds life cycle. After you have completed this compare the differences and similarities between the life cycles of different living things.

Task 3: Now we have looked at the life cycles of mammals, amphibians, insects and birds, I would like you to start working towards the second learning objective. Watch this video and read this page ready for next week:

<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/z9xb39q>

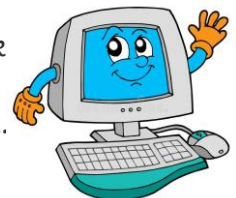
Topic/Foundation Subjects

Computing

Learning objectives:

To use logical reasoning to explain how some simple algorithms work
detect and correct errors in algorithms and programs.

To understand that debugging is a logical process to reach a solution.



Read the page, watch the video and complete the three activities. Scratch software and kodu are great fun!

<https://www.bbc.co.uk/bitesize/articles/z6rhnr>

Key vocabulary: **algorithm** **debugging** **syntax bugs** **logical bugs**

RE and Worship



Watch this assembly all about having resilience.

<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/collective-worship-primary-schools-episode-6-resilience>

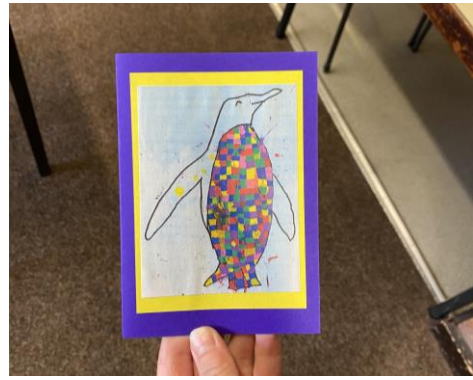
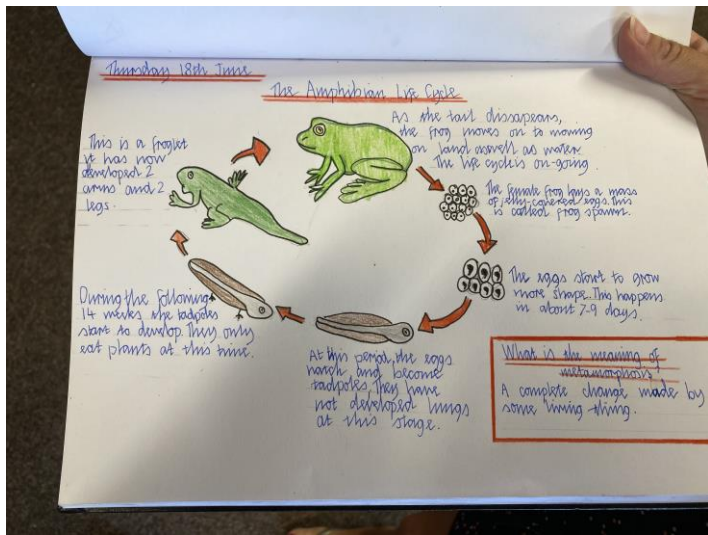
What is resilience? I wonder - who could you, ask to help you if you are struggling to remain resilient? Or who might need *your* help with something hard they are trying to do right now?

Reflect: Are you a resilient person? How could you become more resilient?

Church Links:

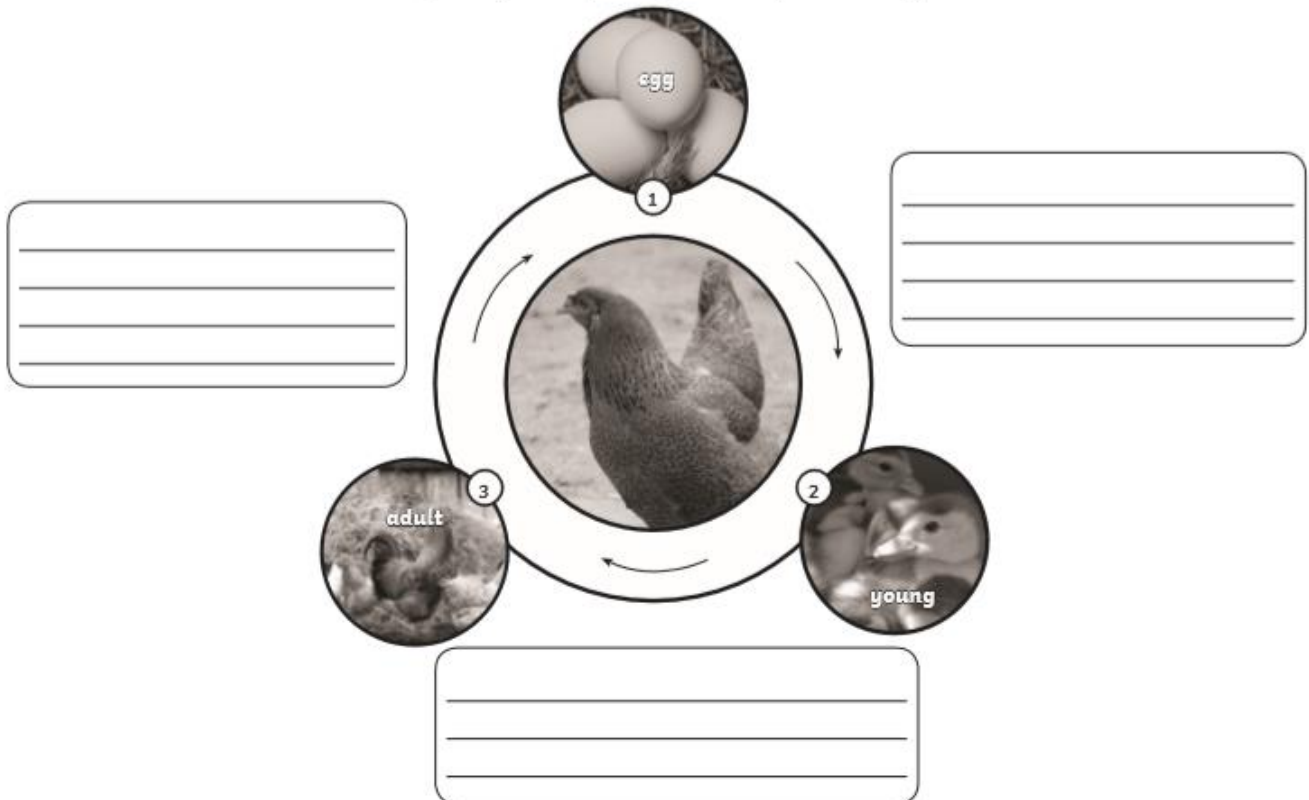
Take a look at the church web-site. Steve Torr is celebrating services from his study on-line. You can join him at: <https://www.stbertschurch.org.uk/>

The Church of England have weekly collective worship resources, with the Archbishop of Canterbury leading the opening worship. It will be available for live stream through the TES YouTube channel.



The Bird Life Cycle

Complete by writing an explanation for each stage.



The Insect Life Cycle

Complete by writing a title and an explanation for each stage.

