



St Bertelina's Church of England Primary School

Home Learning Year 5

Week beginning: 6th July

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.

Hi guys, well the weather was dull last week wasn't it? I hope you have still managed to keep busy and are still accessing some of your home learning. This is the 15th week of home learning which is almost 4 months we have been apart- how strange? Again, thanks you all so much for the photos and emails: keep an eye out on the class pages to see some photos of what people have been getting up to.

Year 5, we are all really missing you at school, remember remain resilient and positive!

If you're feeling a little fed up, give me an email and I can reply/give you a call!



Maths:

Learning objectives:

To answer a range of arithmetic questions with confidence.

To solve comparison, sum and difference problems using information presented in a line graph and a bar graph.

To complete, read and interpret information in [tables, including timetables](#).

Please note year 6 also have a BODMAS task- if you know you are a confident mathematician, please have a go at this I will put it as Task 3 below.

Task 1:

Arithmetic: Complete the weekly 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:

Before school closed, some of us were working on data handling and the first week of home learning was based on this. I would like you to complete the following activities on data handling.

Below are some activities: Work through the tasks-they get progressively harder. If level one was challenging enough, that is okay, just stop there and keep practising that!

Challenge *

Watch this to remind yourself of the different ways we can collect data:

<https://www.bbc.co.uk/bitesize/topics/z7rcwmn/articles/z8dp8mn>

Have a go at this online activity- it involves interpreting bar charts.

https://mathsframe.co.uk/en/resources/resource/51/bar_charts

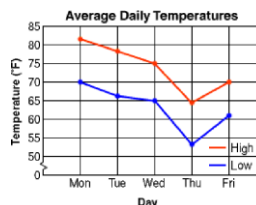


Challenge **

Above, in the learning objectives section, you will see I have highlighted 'tables' and 'timetables' in blue. This is because it is the area that I would really like you to focus on as we haven't spent much time on this in school due to the early closure. Reading timetables is a useful skill to master that you will go on to need through your life.

Parents

You will find the above task in the Year 5 resource folder called 'Interpreting Train Timetables': it seems like there are lots of sheets but they are differentiated in terms of the challenge level, just like the challenge level we have been using: One star= level 1 and Three stars= level 3 (most challenging). Just choose the level that you think is best and complete that sheet. Answers are at the bottom for you to check through. Please work with your child on this activity.



Challenge ***

This is a maths assessment that we would have completed had we been in school. You can choose to do it independently or supported. It will cover all kinds of data handling/statistics questions. I have attached this document in the Year 5 resources tab called 'Year 5 Data Handling/Statistics Challenge 3'.

Task 3: Revise and Refresh **OPTIONAL EXTRA!**

There are two videos, two interactive activities and a worksheet.



<https://www.bbc.co.uk/bitesize/articles/zb48d6f>

Be aware they call it BIDMAS and we know it as BODMAS (means exactly the same-'indices' is the posh word for 'of-powers of').

Extra worksheet available here for fast workers: <https://myminimaths.co.uk/year-6-home-learning-week-39-using-the-order-of-operations-monday/>

English

Reading: Keep reading! Here is your weekly VIPERS comprehension. This week I have linked it to our new Science topic. It is a higher-level paper but will be very handy for your Science task. If you find comprehensions tricky, it might be a good idea for some of you to complete it with an adult too!

You will find it in the 'resources' section of year 5 tab 'VIPERS comprehension'.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Writing: See Science

SPaG:

Learning objective: To use **direct** and **indirect** speech accurately.

You need to know the difference between both and be able to identify them in a text- this will really help for year 6.

Follow the link below which will show you 2 videos to jog your memory and then three activities to complete.

<https://www.bbc.co.uk/bitesize/articles/zm63c7h>

DIRECT SPEECH	INDIRECT SPEECH
<i>She said, "I can swim."</i>	<i>She said she could swim.</i>
<i>She said, "I must go."</i>	<i>She said she had to go.</i>
<i>She said, "I may drive there."</i>	<i>She said she might drive there.</i>
<i>She said, "Shall we start?"</i>	<i>She asked if we should start.</i>
<i>She said, "I'll call you."</i>	<i>She said she would call me.</i>



Remember your year 5/6 spelling list is in the resources folder along with some wordsearches-revisit it and sharpen up!

Topic/Foundation Subjects

French

Let's impress Madame Leila!

Learning objective: To describe areas around school in French

Task: Follow the link and there are some video clips which will help with pronunciation and a worksheet to support your spelling of the French words. These are the words I would like to try and master!

<https://www.bbc.co.uk/bitesize/articles/zmt74xs>

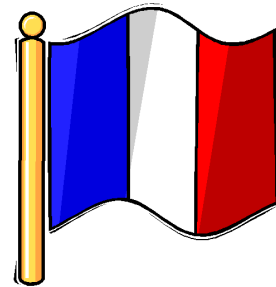
La salle de classe- classroom

La salle d'informatique- computer room

La cour de recreation- playground

La cantine- dinner hall

La grande salle- big classroom



Science: Evolution

Over the next few weeks, we will look at Evolution: the way that living things change over time.



Learning objectives:

To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

To identify the key ideas of the theory of evolution

Task 1: Read and watch this...

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/z9qs4qt>

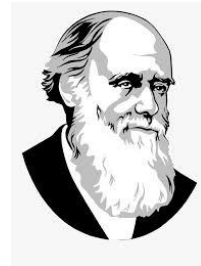
What is evolution? Start a double page spread in your homework book/notepad and write a definition.

Task 2: Find out and learn what these keywords mean:

Adaptation Evolution Inheritance Species Variation

Write them down on the same page as your evolution definition

and try to memorise them. The BBC page above has a great, simple definition of each word.



Task 3: Research and writing task

Who is Charles Darwin?

I want you to research Charles Darwin and write a fact file about him on your double page spread. There is an idea for a template below of what to include but make it your own and include the information about his famous **theory of evolution**. Remember this is a writing task: Think about your handwriting, spelling, punctuation and grammar.

RE and Worship



**"The person who gives with a smile is the best giver because God loves a cheerful giver."
Mother Teresa**

Please watch the Church of England's Collective Worship assembly:

<https://www.churchofengland.org/faith-action/faith-home/faith-home-videos/collective-worship-primary-schools-episode-8-generosity>

Being generous is a conscious decision from the heart to do something with what you have. Christians believe that God calls his people to be generous with what he has given to them. It is a sign of trust in God, that there will be enough for everyone, so share it. Being generous isn't always about money, we can be generous in so many other practical ways.

Proverbs 3:27-28

Never walk away from someone who deserves help; your hand is God's hand for that person.

Don't tell your neighbour "Maybe some other time" or "Try me tomorrow" when the money's right there in your pocket.

Reflect:

Can you think of a time when someone was really generous to you? Or when you have been generous towards someone else? What happened? How did it make you feel?

How many different ways can you think of to be generous that don't involve spending or giving money?

Here are some simple ideas we can all do that help brighten someone else's day:

- Don't get mad at someone who made you angry
- Do a job for another family member without them knowing
- Smile at someone who looks sad
- Hold the door open for someone or help them with their packages/groceries
- Give someone in your home an unexpected hug
- Take the dog for an extra walk or play with your pet/give them some love
- Give someone a compliment
- Give someone you care about some of your time

The Widow's Offering (Luke 21: 1-4 Mark 12:38-44)

In this story, Jesus is watching people come to give their offerings at the temple. He probably sees many rich people come by and put lots of money in the offering box, but it is one poor widow who catches his eye. Jesus remarks to his disciples that her offering is worth more than the bigger offerings that the rich people brought, because she has given so much out of her so little.

You can watch an animation of this story here:

<https://www.youtube.com/watch?v=3lC-E6dLvMs>

Charles Darwin Fact File



Full name: _____

Date of Birth: _____

Place of Birth: _____

He was famous for:

Who was Charles Darwin?

Charles Darwin's Life:

What did Charles Darwin discover that was so significant?
