



St Bertelina's Church of England Primary School

Home Learning Year 5

Week beginning: 13th 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.

Hello everyone, happy Monday and welcome to the 16th week of home learning! How crazy does that sound?



Last week, we had group 1 of the year 6's back in and it was so lovely to see them- It was great to be back with some of the children from our classes and things felt a little more 'normal' again. We are really looking forward to seeing you guys in September when you are the new year 6- WOW! Again, thank you for all of the photos and emails: the lockdown poems were FAB, I especially loved the ones where you had videoed yourself performing your poem. Mr O'Neil's Year 5's- remember you can send me emails too so I can see how you are getting on with the work I am setting.

Maths:

This week we are going to spend some time on multiplication- both short and long multiplication is used heavily in the year 6 curriculum and becoming confident will give you a great foot in the door for September and keep you scoring high on arithmetic skills.

Learning objectives:

- To answer a range of arithmetic questions with confidence.
- To multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers (short and long multiplication).

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!

Please remember- if you are a capable mathematician, after completing your year 5 work, have a look at the Year 6 maths home learning to challenge yourself.

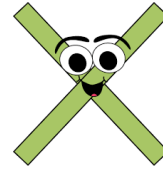
Task 2:

Challenge * Short Multiplication recap

Remember:

To multiply **237** by **4** without using a calculator, you can set it out like this:

$$\begin{array}{r} 237 \\ \times 4 \\ \hline 948 \\ \begin{array}{cc} 1 & 2 \end{array} \end{array}$$



1. Start with 4×7 , which is **28**, so write the **8** and carry the **2** to the tens column.
2. $4 \times 3 = 12$, but remember to add the carried **2** to get **14**. Write the **4** and carry the **1** to the hundreds column.
3. $4 \times 2 = 8$, and we add the carried **1** to get **9**.

Therefore:

$$237 \times 4 = 948$$

This method is called short multiplication.

Worksheet: Complete the worksheet in the resources folder 'short multiplication'.

Challenge ** Long Multiplication

Long multiplication is the name given to a multiplication calculation where the multiplier is more than 1-digit.

$234 \times 9 =$ **short multiplication** but $234 \times 19 =$ **long multiplication**

Some of you have already worked very hard on this by learning the method called 'Gelosia'. This is a method we use a lot in school and I know your year 6 teacher would very impressed if you already know how to do it or have had a great go at it.

Watch this: <https://www.youtube.com/watch?v=x2UGOYzT2UA>

Some of you have worked on this method in school- if that is you, please work on your pace and accuracy of completing long multiplication using Gelosia.

Complete these:

- a) $267 \times 14 =$ b) $314 \times 34 =$ c) $424 \times 21 =$ d) $179 \times 29 =$ e) $4217 \times 36 =$

Remember if you are finding it tricky- email me and I can help!

Challenge * Long Multiplication continued**

Worksheet: 4-digit by 2-digit multiplication. Please find the worksheet in the Y5 resources folder.

English

Reading: Here is your weekly VIPERS comprehension. Just like last week, this is a higher-level paper but links very nicely to the Science objectives. 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: Back to poetry!

<https://www.bbc.co.uk/bitesize/topics/z4mmn39>

In previous weeks, we used the above link to research some different types of poems. You should have had a go at writing a poem (the type was your choice) all about lockdown. The poems you sent over to me either on paper or video recorded were amazing and made me feel so proud of you all. This week, I would like you complete an acrostic poem about your thoughts and feelings about you time at St Bert's.

S
T
B
E
R
T
S



Or if you want an extra challenge go for St Berteline's! PLEASE PLEASE PLEASE send them to me! If you can video yourself performing your poem it would make SO HAPPY!

SPaG:

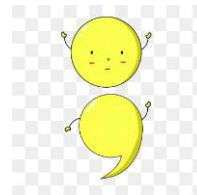
Learning objective: To use a semi-colon to separate two main clauses

Semi-colons can be used to separate two main clauses that are related to each other but can stand alone as their own sentence. They can be used to replace a conjunction.

It is my birthday next week **and** I really hope that I get that new game.

It is my birthday next; I really hope that I get that new game.

Task: With an adult, have a go at the semi-colon worksheet in the year 5 resources folder. Choose your challenge level from one star being the first level and three stars being the most challenging.



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

Science: Evolution, Adaptation and Inheritance

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.

Last week, you completed your introduction into this topic by becoming familiar with some keywords that will keep cropping up:

Adaptation Evolution Inheritance Species Variation

Your main task was to familiarise yourself with Charles Darwin and his theory of evolution.

Remind yourself of the work you did by reading over what you did.



Task 1: Inheritance

Read, watch the clip and complete the little activity.

<https://www.bbc.co.uk/bitesize/topics/zvhhvcw/articles/zp9f4qt>

In the resources folder, I would like you to read through the 'Inheritance Powerpoint'. This will give you a good understanding of inheritance and how we 'inherit' characteristics and 'acquire' characteristics.

Complete the activity with the cards 'acquired' and 'inheritance'.

Task 2:

Complete the worksheet 'Investigating Inheritance and Variation'. You could cut out the boxes from the sheet and do this in your books to present it beautifully. Use the cards from Task 1 to help you check what you have inherited from your parents:

eye colour

tounge rolling

hair colour

dimples

freckles

chin shape

skin type

nose shape

Topic/Foundation Subjects

Art: Personal self-portrait

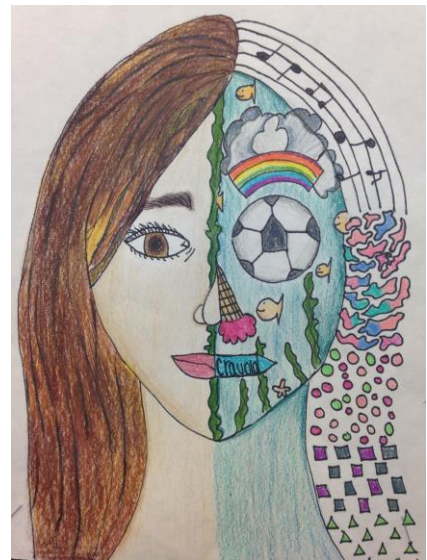
This is also a self-reflection activity to take time to think about yourself at the moment.

Learning objectives:

To create a self-portrait

To reflect on your own thoughts and feelings

I LOVE this activity! This week, I have decided to set you a piece of artwork that links to Science. It very cleverly links the inherited characteristics and acquired characteristics that you have learnt about in Science: the aim is to draw only half of your face and the other half, draw what makes you you! What consumes your brain? This could be hobbies, thoughts or dreams. You can use just sketching pencils, you can colour or paint- make it your own!



Right now mine would be pictures of:

St Bert's cross- as I'm very busy there at the moment

Football- the boys in my house live and breathe football

A holiday- I'm dreaming of one!

Chocolate- you know this is always on my brain!

Paw print- for my dog Poppy

RE and Worship Continued:



Vulnerability is not a weakness! It is not winning or losing, it is having the courage to show up, be seen when you have no control over the outcome. It is about asking for what you need, having hard conversations and talk about how you are feeling.

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-9>

Christians believe, that being vulnerable means you are honest with who you are and how you feel. It's about being real with God and people you meet. It is hard to be vulnerable, to feel out of control or anxious about situations. Christians are reminded throughout the Bible that God's power and grace is enough, that even in times of vulnerability, He is in control and we will not be left abandoned or alone.

'What makes you vulnerable makes you beautiful!' Brené Brown

Think about the times when we have had the courage to be honest to ourselves and others, to show love, ask for help or apologise.

Genuine vulnerability enables you to share your emotions, be honest or say sorry when needed. It allows you to ask for help when you are struggling. This takes courage, as you will have to put yourself in a place where you might get hurt or rejected, but what would you miss out on if you didn't ever take a risk?

Our Bible story this week is: The lady who pours oil on Jesus' feet (Matthew 26: 6-13)



Look at this picture carefully, what do you notice? Who do you think the characters in the image are? How do you think they are feeling?

I wonder what you think about this story. Which phrases or words stand out for you?

Think about the woman in the story, what did she do for Jesus?

In another version of this story, it says that the woman used her hair and tears to wash Jesus' feet. What this tells you about the woman and how she felt about Jesus?

The woman in the story made herself vulnerable, she did something that was different to the normal Jewish custom and culture of the time, which could have resulted in her being rejected, laughed at or thrown out of the house. (Women in Bible times wouldn't have taken their hair down in public, or poured huge amounts of oil on a guest. Guests usually were anointed on arrival at someone's house with a dab of oil, but the oil that the woman used was hugely expensive and precious.)

The woman was willing to share her most precious possession with Jesus and place herself at his feet to show how much she loved and honoured him as Messiah.

How must she have felt when the other disciples started being unkind towards her and what she had done? I wonder if you have ever been in a situation like this, where you have made yourself vulnerable and been told off or laughed at?

Did you say 'I won't be doing that again, it hurt too much.' Or 'Yes that hurt my feelings, but I am willing to have the courage to take a risk like that again.' (Can you draw pictures or act out the occasion this happened to you?) Have ever responded like the disciples to someone, when they have made themselves vulnerable to you?

Look at what Jesus said to the disciples ... **'She has done a beautiful thing to me.'** Jesus recognised the beauty in her gift and vulnerability, he loved her for what she had done and who she was.

Can we follow the example Jesus sets here, by responding in love and kindness when someone makes themselves vulnerable? Jesus also said to his disciples that she would be remembered for what she did, in a good way. The fact that we are reading her story now, means we are remembering her for this loving and generous act.

Reflection: How does this story makes you feel? Do you find it hard to find the courage to be vulnerable?

Christians believe that God loves everyone for who they are and He will give them the courage when they ask for it. Being vulnerable means you are honest with yourself, and you don't hide behind anything or anyone.

Let us pray... hands together and eyes closed...

Dear God, as I journey and dance through my life ... help me; to be vulnerable. To know that I am beautifully and wonderfully made. To have courage to be myself. To connect with others. To live a life of joy and thankfulness. To remember that I am enough and loved by you. *Amen*



"But the people who trust the Lord will become strong again. They will be able to rise up as an eagle in the sky. They will run without needing rest. They will walk without becoming tired." Isaiah 40:31 (ICB)