

Home Learning



Year 5 Term 6 Week 4

Message from the class teacher

Hello Fisher!

It has been so lovely getting to see some of you in school and speak to some of you on the phone this week! You've told me lots about all your home learning and what you've been getting up to, which sounds very exciting. Don't worry though, if I haven't called you yet, I'll give you a ring on Thursday or Friday this week between 9am and 3pm – so listen out for me!

This week, we'll start planning and writing our Beowulf newspaper reports. We really want to engage our reader into wanting to find out more so really try to hook them in! You could share your work with either another adult or a sibling to see what they think.

Have a great week!

Miss Horton 😊

Reading

Hopefully you have access to books at home, but we have sent home extra books with your child.

Accelerated Reading

Home quizzing is not always recommended but in this case we have adjusted the settings to allow quizzing to happen at home.

If your child wants to read a book from home, please check that there is a quiz available for the book and that the book level (BL) is within or near to your child's reading range. Also take note of the quiz number for future reference.

To check books please visit: <https://www.arbookfind.co.uk/>



The Gruffalo

Donaldson, Julia

AR Quiz No. 203199 EN Fiction

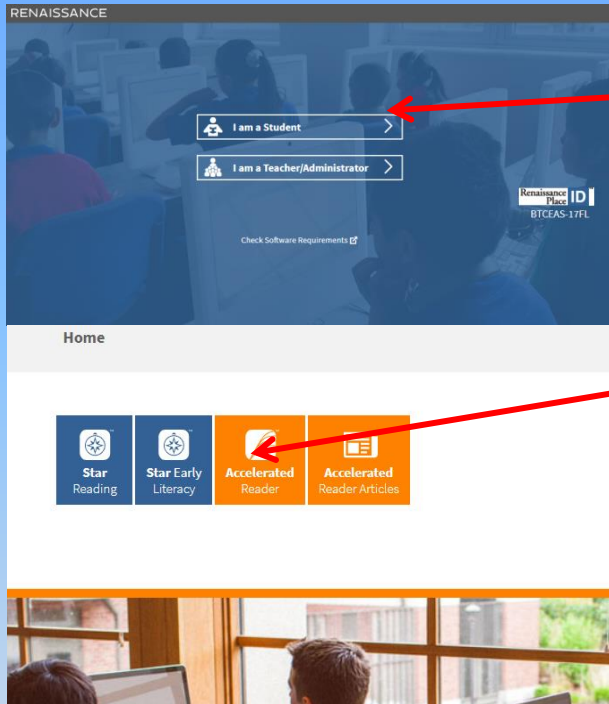
IL: LY - BL: 2.3 - AR Pts: 0.5

AR Quiz Types: RP, RV, VP

Go to the next page
for how to quiz.

AR quizzing at home.

To log into AR to take a quiz please visit: <https://ukhosted27.renlearn.co.uk/2240835/>



Your child should know what to do from here and should know their login details. If they are not aware, most details are written in their reading record.

Click on Accelerated reader.



Type in the name the book or the quiz number.

We advise students complete quizzes unaided. If parents/carers wish to support their child, they can do so in the following ways:

- Discuss the book with your child as the book is being read
- Ask your child to read the question out loud
- Re-word questions for your child, if necessary
- Ask your child which answers are **not** correct

Visit <http://readon.myon.co.uk>



Life is Better When We Read Together

Schools may be closing, but reading doesn't have to stop. To help support teachers, students and parents to **'Keep the UK and Ireland reading'**, we are offering access to thousands of enhanced digital books through myON and articles from myON News.

Start reading! →

Learn more

myON links with both Star Reading and Accelerated Reader quizzes, and offers practical literacy tools and supports through myON Projects. To learn more about the benefits of full access to myON and five daily news articles from myON News, call us on +44 (0)20 7184 4040, email answers@renlearn.co.uk or visit: renlearn.co.uk/myON.

Learn more about myON and myON News

Choose an area that interests you or use the search option.

The screenshot shows the myON by Renaissance website interface. At the top, there is a navigation bar with links for myON by Renaissance, Library, News, Projects, and Read Together. Below this is a search bar with a magnifying glass icon and the word "Search". A red arrow points to the search bar. Below the search bar is a section titled "Browse Books By Category". A green bar indicates "7,102 books". Below this, there are several category tiles. A red arrow points to the "Animals" category tile. The categories and their book counts are:

Category	Book Count
About Me	1,865 books
Animals	1,216 books
Genres	3,759 books
Hobbies & How To	330 books
Literacy Skills	325 books

Using My Maths

Children should know their way round My Maths but here are some reminders on how access the lessons. Visit: www.mymaths.co.uk



Using My Maths

The image shows the 'My Maths' website interface. The top navigation bar includes a logo, 'Log out', 'Help', 'Assessment Manager', and a search bar. The left sidebar shows 'Select Curriculum' with 'National Curriculum (Eng)' selected, and a 'Library' section with 'Latest' highlighted. The main content area is titled 'Latest' and lists various resources like 'KS2 SATs booster', 'Bar model', 'Number', 'Measurement', 'Geometry', and 'Statistics'. A red arrow points from the 'Measurement' link in the sidebar to the 'Measurement' link in the main content area. Another red arrow points from the 'Measurement' link in the main content area to the 'Worksheet' button. A third red arrow points from the 'Worksheet' button to the search bar. A fourth red arrow points from the 'Assessment Manager log in' link to the login overlay. The login overlay is a dark blue box with a close button in the top right corner. It contains fields for 'My portal username' and 'My portal password', a 'Log in' button, and a '?' icon. A red arrow points from the '?' icon to the password field.

Access any lesson based on what your child is learning in class or search the topic in the search bar.

Use the login portal to access specific homework and lessons that your teacher has set.

Maths – White Rose Home Learning

In school we follow the White Rose scheme of learning. Their website has put together free lessons and resources that link to the learning taking place in school. Please visit:

<https://whiterosemaths.com/homelearning/>



The screenshot shows the White Rose Maths website's 'Home Learning' section. At the top is a navigation bar with links: 'Resources', 'Professional Development', 'Home Learning' (highlighted in red), 'Who We Are', and 'News'. Below the navigation bar is a large image of a hand interacting with a tablet displaying a math problem '42 ÷ 3 ='. The tablet screen shows a 'Model' section with a grid of circles and a 'Calculations' section with the number '14'. Below the image is a dark blue banner with the text 'Home Learning' in white. Underneath the banner, the text 'Hello there, Parents and Carers!' is displayed. Below this, a paragraph explains that as schools close due to COVID-19, the website provides free lessons and resources. A final paragraph states that the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group from Years 1-8, each with a short video showing how to complete the activity successfully.

White Rose Maths Resources Professional Development **Home Learning** Who We Are News

Home Learning

Hello there, Parents and Carers!

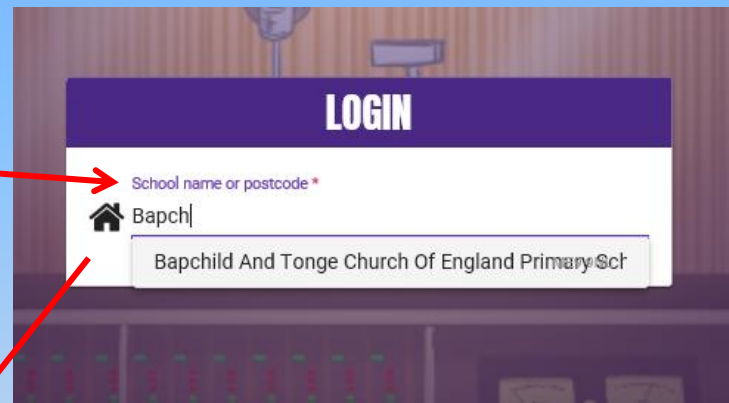
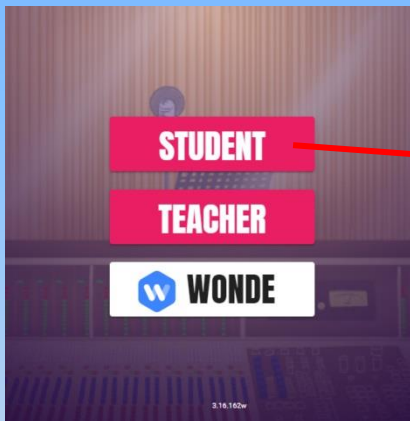
As schools worldwide close for now in response to COVID-19, you might be wondering how best to help your child or children with their studies at home.

Always happy to help, the White Rose Maths Team has prepared a series of five brand new maths lessons for each year group from Years 1-8. Every lesson comes with a short video showing you clearly and simply how to help your child to complete the activity successfully.

TT Rockstars

To access TT Rockstars please visit:

<https://play.ttrockstars.com/auth/school>



Start typing
in the school
name or the
post code
(ME99NL)



Pupils type in their username and password,
usually written in their reading record.
Pupils can practice all tables but Year 2 should be
practicing 2, 5, and 10's
Year 3: 2,5,10,3,4,8's
Year 4,5,6: all tables

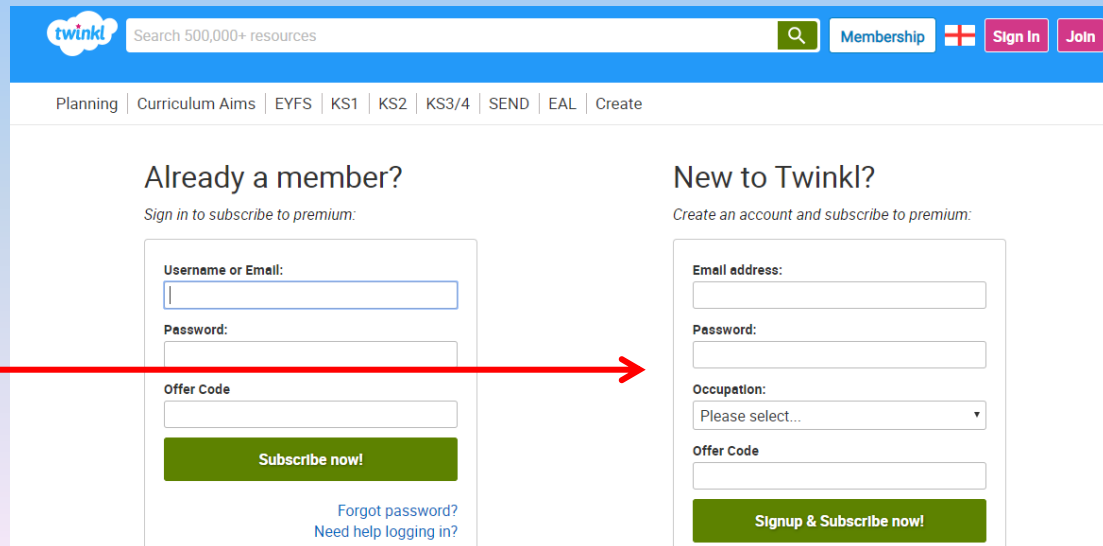
Accessing Twinkl

Many educational content providers are offering free access to their resources. Twinkl is a website that we use from time to time to resource our lessons to aid in teacher input and pupil activities.

We will be able to direct you towards activities and learning via this website based on lessons that may be missed due to absence. To access Twinkl please visit:

www.twinkl.co.uk/offer

You will have to sign up and put in the offer code: **UKTWINKLHELPS**



The screenshot shows the Twinkl website interface. At the top, there is a blue header with the Twinkl logo, a search bar with the text 'Search 500,000+ resources', and links for 'Membership', 'Sign In', and 'Join'. Below the header, there is a navigation bar with links for 'Planning', 'Curriculum Aims', 'EYFS', 'KS1', 'KS2', 'KS3/4', 'SEND', 'EAL', and 'Create'. The main content area is divided into two sections: 'Already a member?' and 'New to Twinkl?'. The 'Already a member?' section has a sign-in form with fields for 'Username or Email:' and 'Password:', and a 'Subscribe now!' button. The 'New to Twinkl?' section has a sign-up form with fields for 'Email address:', 'Password:', 'Occupation:' (a dropdown menu), and 'Offer Code', and a 'Signup & Subscribe now!' button. A red arrow points from the 'Offer Code' field in the 'New to Twinkl?' section to the 'UKTWINKLHELPS' offer code mentioned in the text on the left.

twinkl Search 500,000+ resources Membership Sign In Join

Planning | Curriculum Aims | EYFS | KS1 | KS2 | KS3/4 | SEND | EAL | Create

Already a member?
Sign in to subscribe to premium:

Username or Email:

Password:

Offer Code

Subscribe now!

[Forgot password?](#)
[Need help logging in?](#)

New to Twinkl?
Create an account and subscribe to premium:

Email address:

Password:

Occupation:
Please select...

Offer Code

Signup & Subscribe now!

English Learning – Task 1

Go through the following slides on what makes a great newspaper report. Following this, complete the planning sheet on the slide after.

The newspaper report you will be writing is based upon Beowulf and Grendel's battle. We do not have the details of the specific dates and times it happened, so you can use your imagination on this (just bearing in mind this is an Anglo-Saxon tale!)

You will also need to consider who you will interview about the event – go back through the chapters I have posted previously and also think about what they might say.



Write a...

Great Newspaper Report



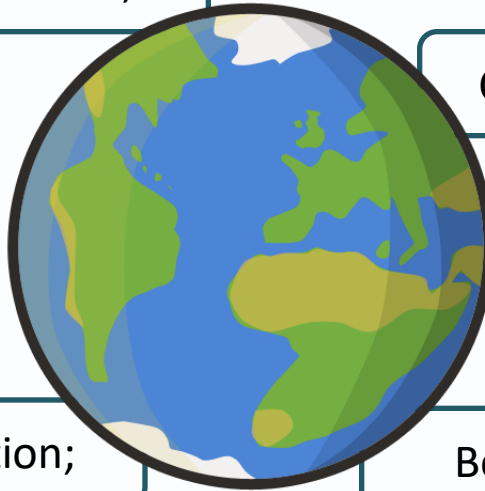
A newspaper report needs to...

Be about an interesting event;

Capture the reader's attention;

Present factual information;

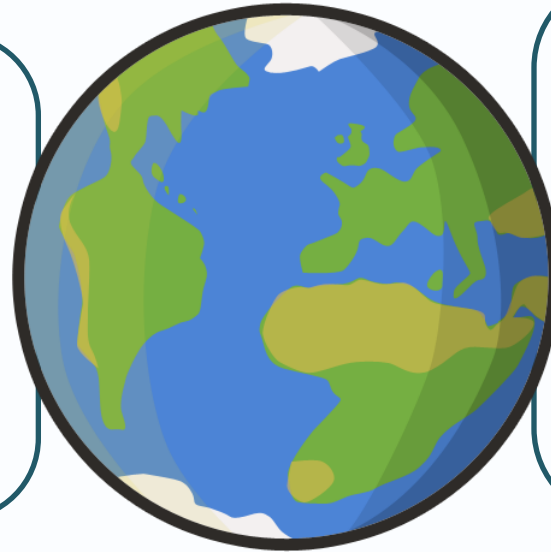
Be succinct and to the point;



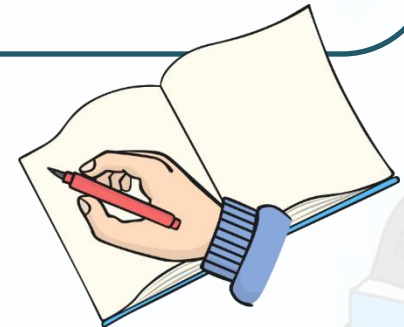
The Essentials First



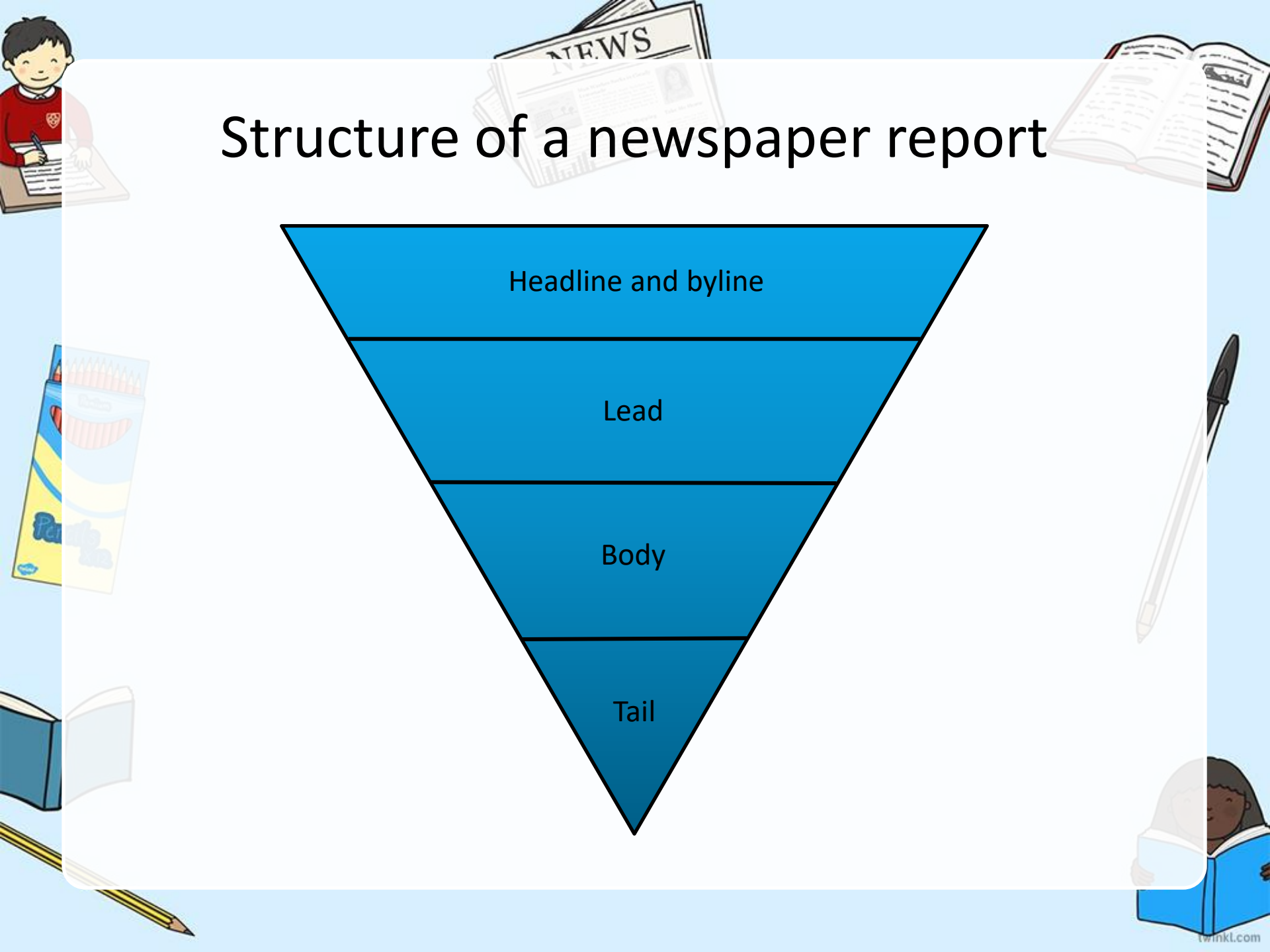
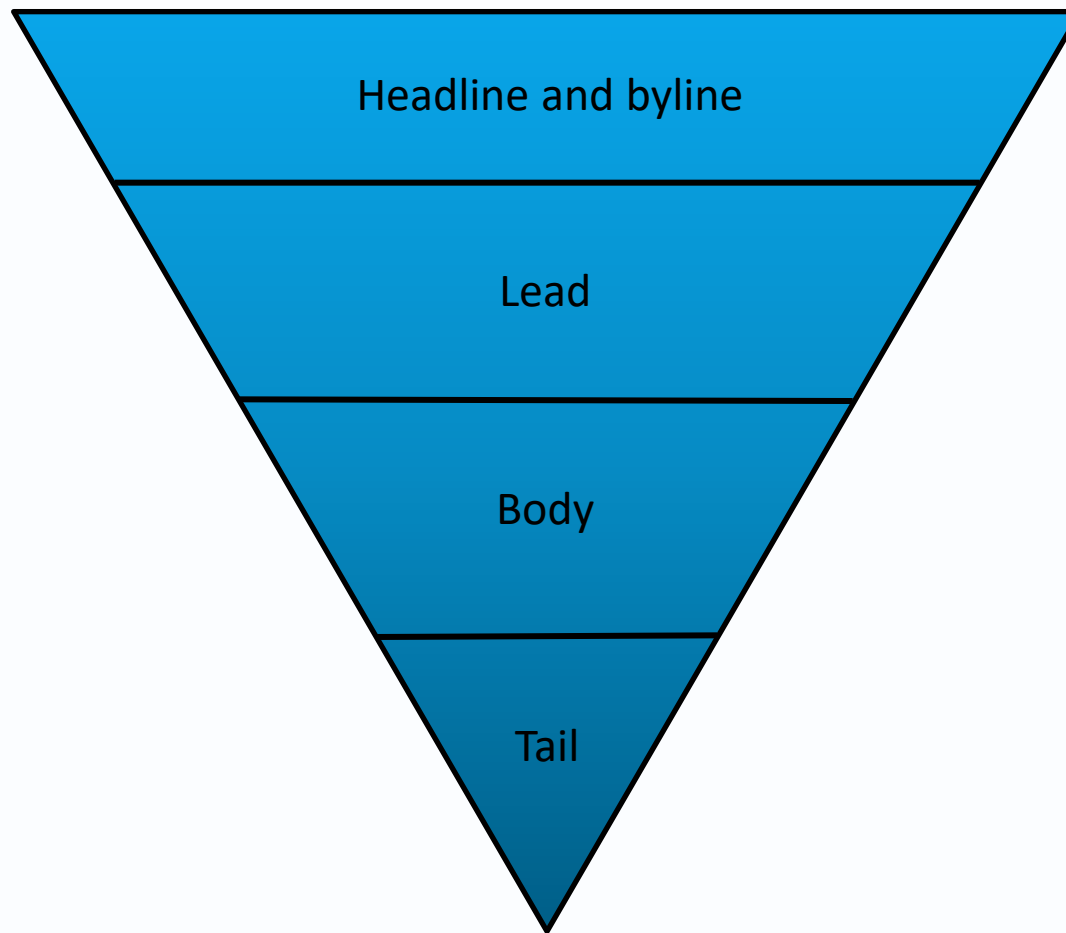
It is important that newspaper reports have **the most important information coming first**. This is called front-loading.



When the reader reads a newspaper report, they should be given the essential information first, so that they can decide if they wish to read more.

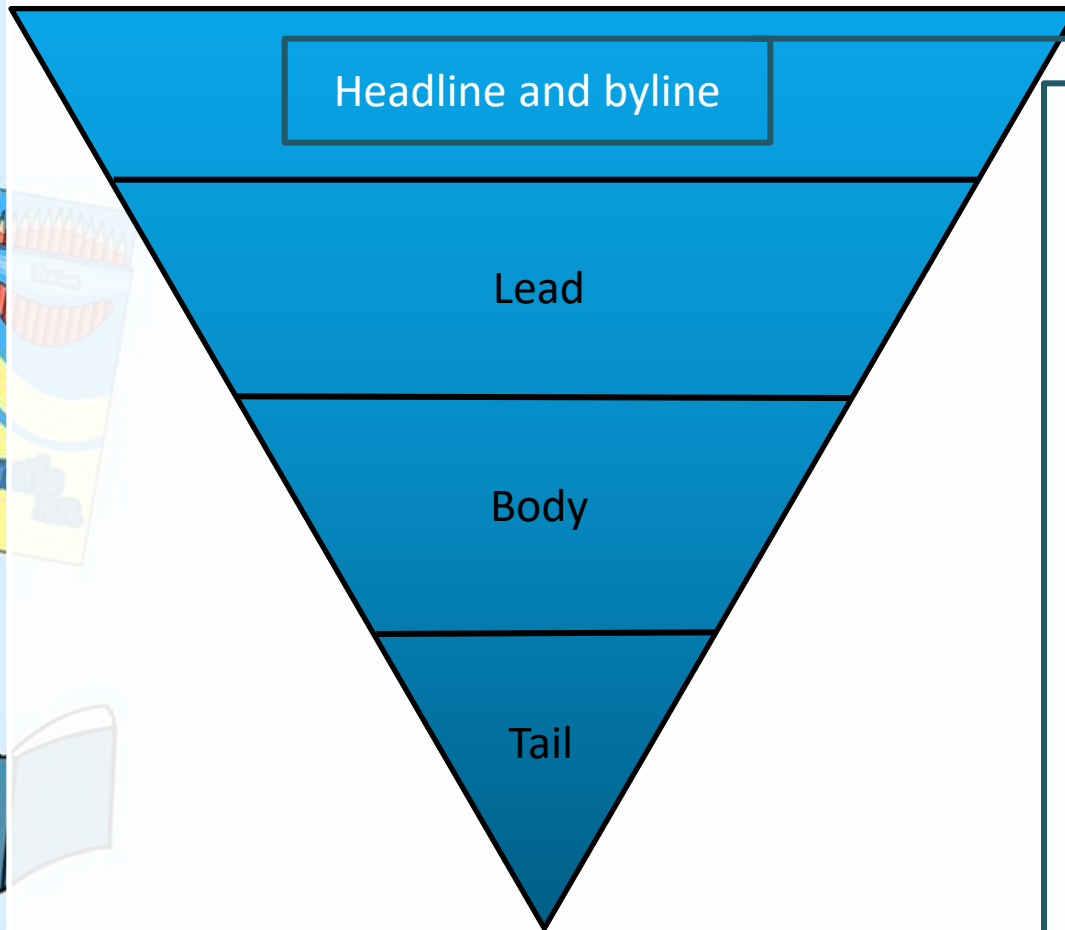


Structure of a newspaper report



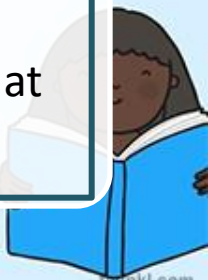


Headline



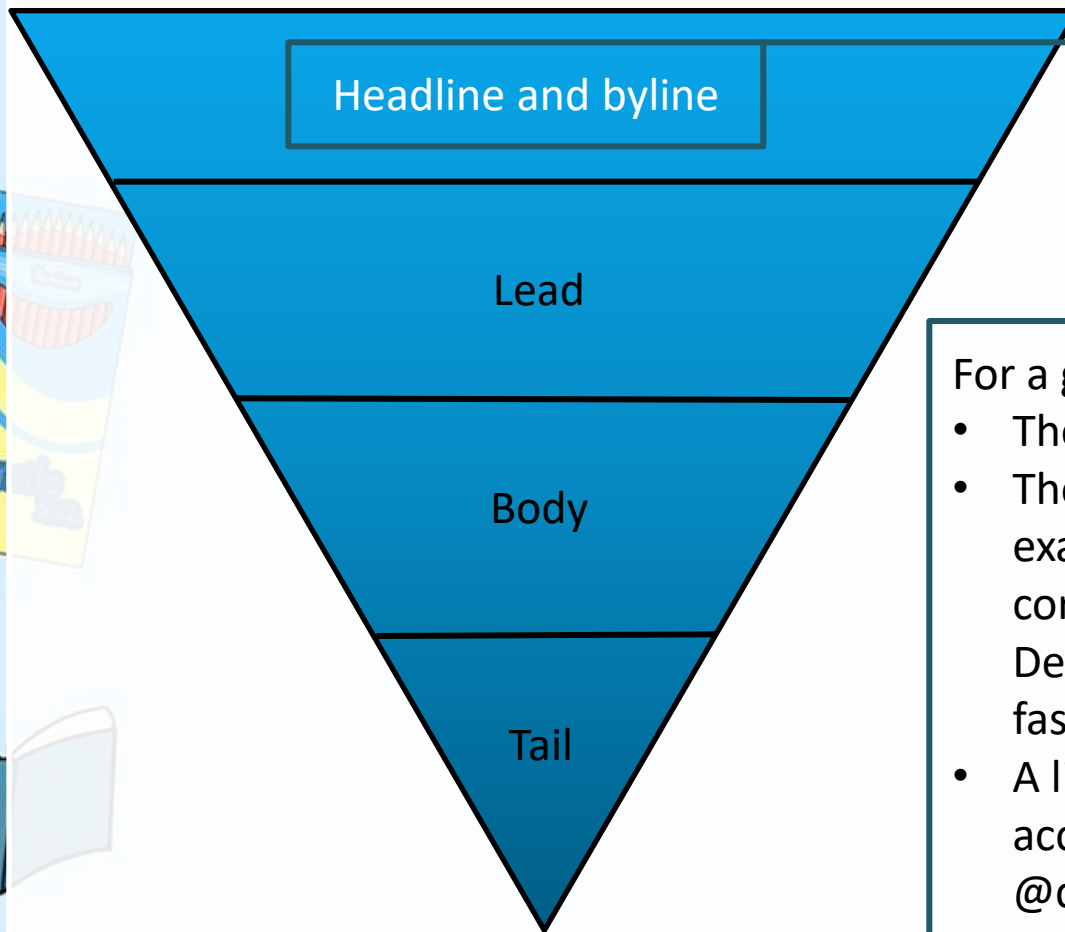
For a good headline, you need to:

- Catch the reader's attention so they want to read the rest of the report;
- Sum up the story in a few words;
- Use powerful and interesting language;
- Write in the present tense – even if the report is about an event that has already happened;
- Include alliteration or wit at times.



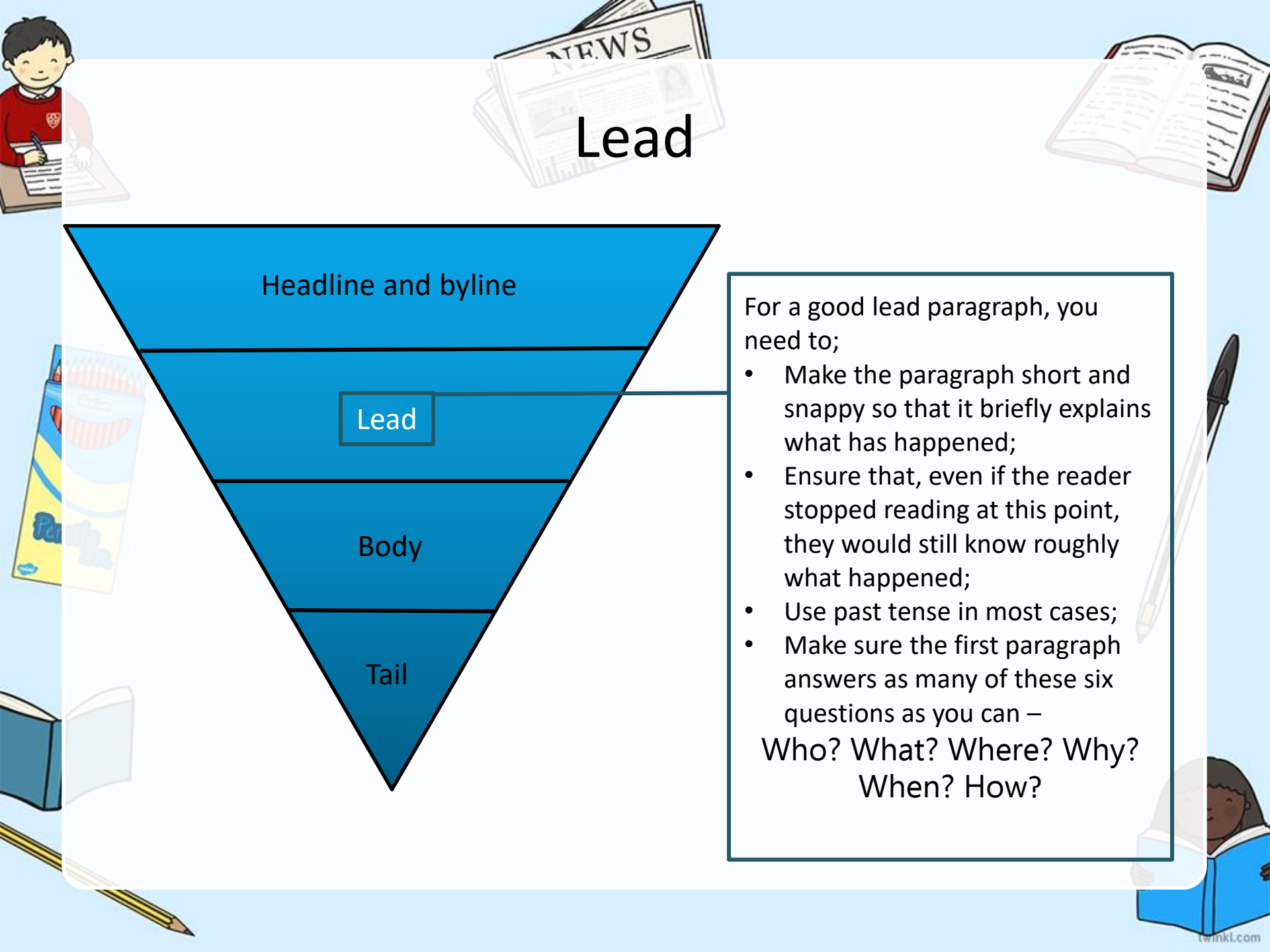


Byline

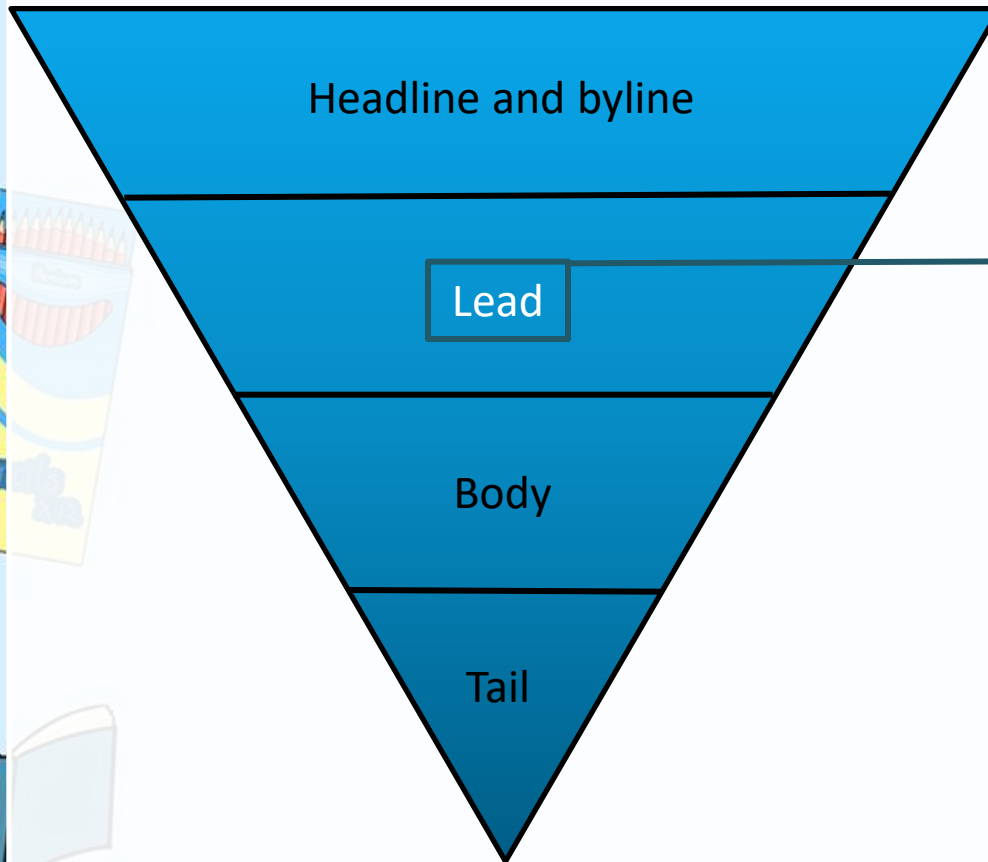


For a good byline, you need:

- The writer's name;
 - The writer's speciality (for example, Sports reporter, Food correspondent, Crime editor, Deputy politic editor, Senior fashion reporter);
 - A link to the writer's Twitter account (for example, @dgoodman).
- 
- 

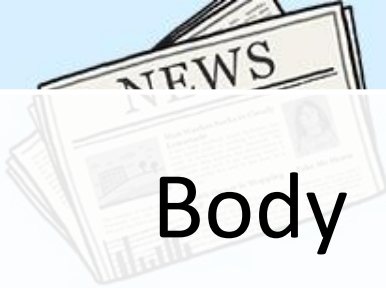


Lead

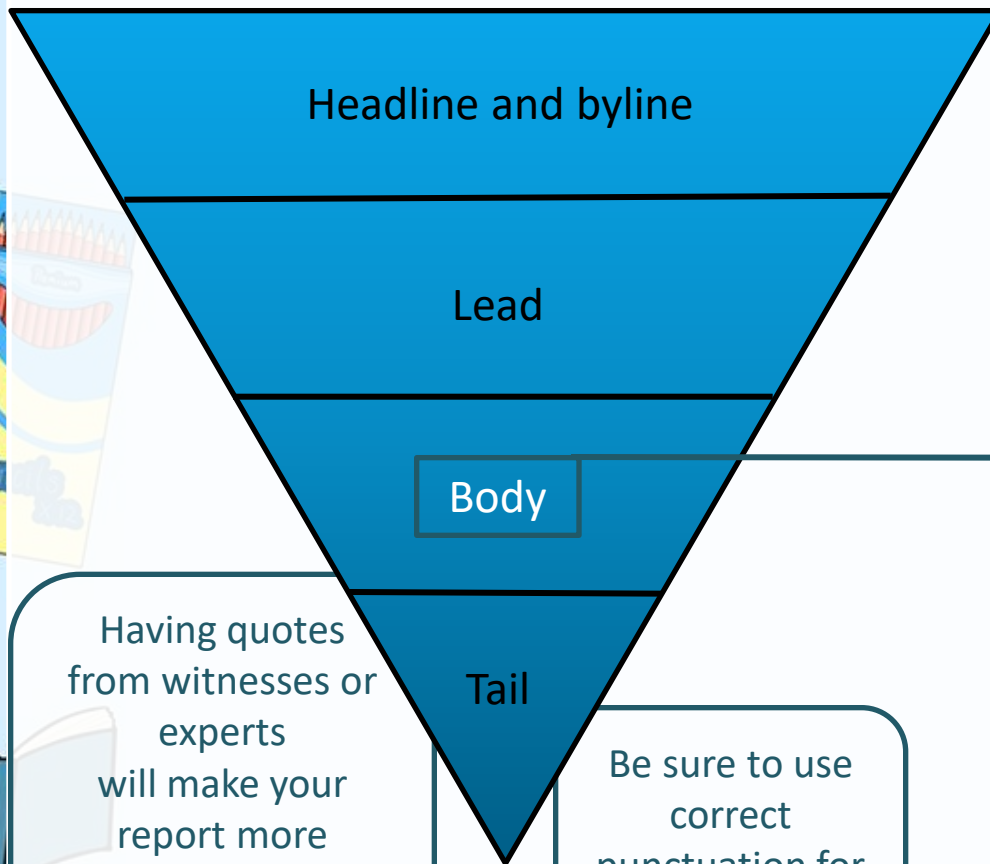


For a good lead paragraph, you need to;

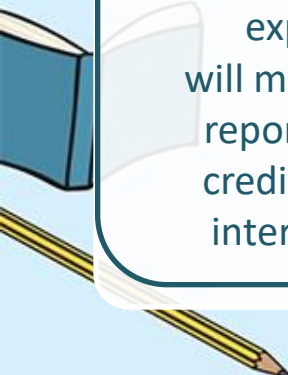
- Make the paragraph short and snappy so that it briefly explains what has happened;
- Ensure that, even if the reader stopped reading at this point, they would still know roughly what happened;
- Use past tense in most cases;
- Make sure the first paragraph answers as many of these six questions as you can –
Who? What? Where? Why?
When? How?



Body

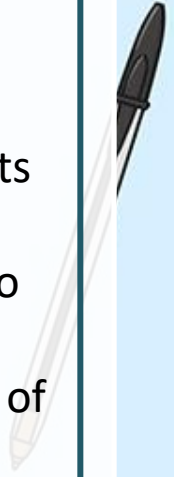


Having quotes from witnesses or experts will make your report more credible and interesting.



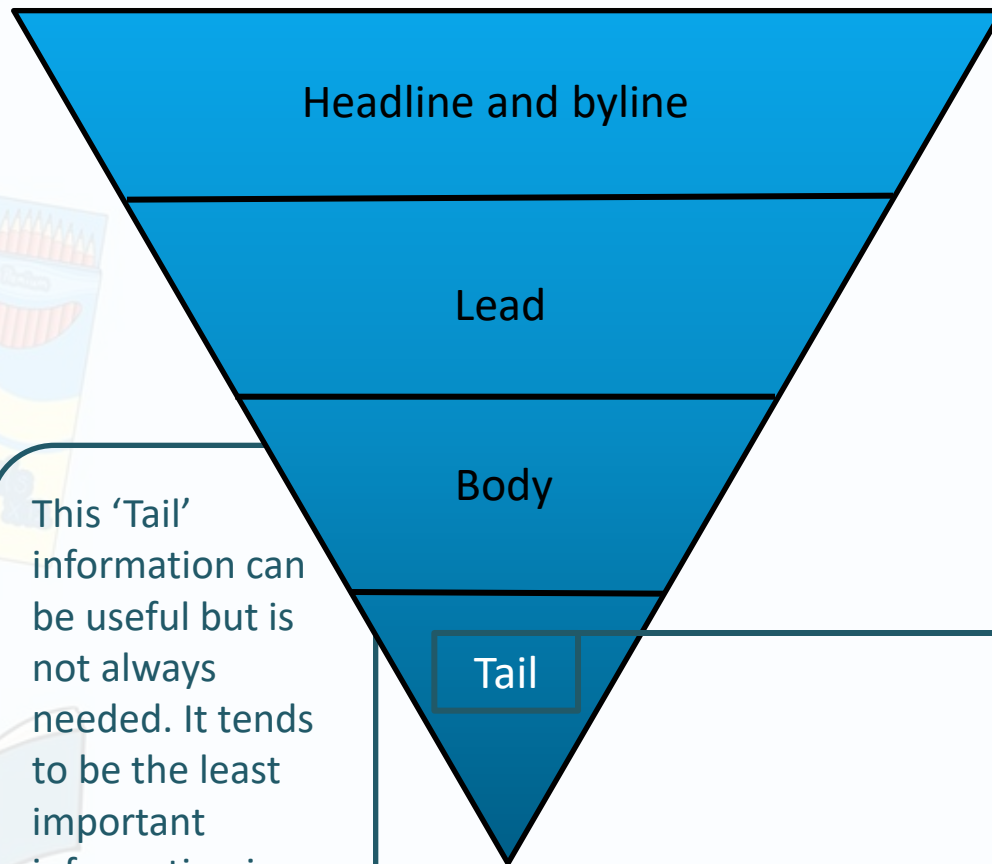
Be sure to use correct punctuation for quotes!

For a good body section, you need to:

- Add more information and detail to your lead paragraph;
 - Include background information, evidence, facts and quotes from people involved in or connected to the event/story;
 - Continue to write in order of importance, putting the most important information in the first few paragraphs of the body section.
- 
- 



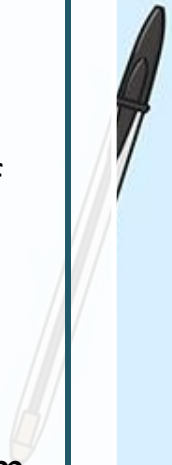
Tail



This 'Tail' information can be useful but is not always needed. It tends to be the least important information in the report.

For a good tail section:

- Give the reader the opportunity to gain additional information if they are particularly interested in the topic of the news report;
- Include links to previous news reports or useful websites;
- Include a final quote from a witness or expert that helps to sum up the story or that could hint at what might happen next.





Example

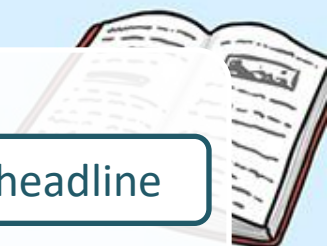
School Children Raise Funds for Local Charity

Frances Trackall, Education reporter

A small group of Year 5 students from Arkwood Primary School have created a brilliant plan to raise money for a local charity that assists people in the community. Following a visit to the school from a charity representative, the students set out to create a way of raising much needed funds.

The students presented the fundraising idea to school principal Mrs Justine Knight, who saw great potential in the plan to sell produce from the school's vegetable garden to local restaurants and, in turn, raise money for the local charity. She stated that 'the children have displayed a true sense of community in their fundraising plan.' Following a meeting with teachers, it is hoped that the students can begin to implement the four phase plan. 'The school would support students wholly in the fund raising venture,' Mrs Knight added.

The school plans to sell the garden produce to two local restaurants, beginning in early September. For more information on this fundraising plan, visit the Arkwood Primary School website (www.arkwood.sch.com).



headline

byline

lead

body

tail





Get It Right!

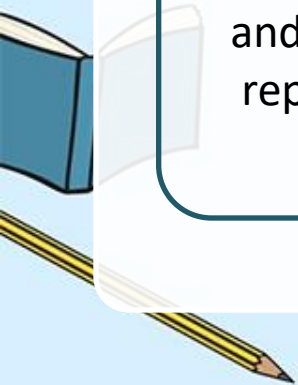
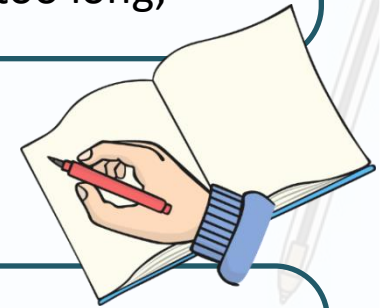
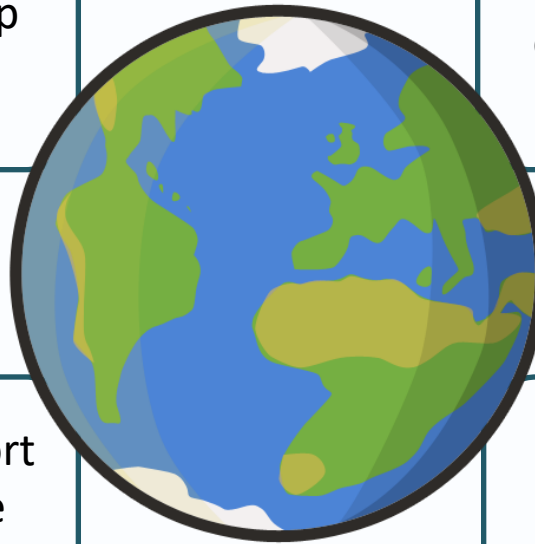
For a GREAT newspaper report you need to:

Keep your most important information near the top of the report;

Cut out the less important sections from the bottom of the report if it ends up being too long;

Keep your sentences short and punchy, so that the report is interesting to your reader;

Check your spelling and your facts...and check them again!





Planning a Newspaper Report



Name of newspaper: _____

Price: _____

Date: _____

Story headline: _____

Introduction

Who was involved?

What happened?

Where did the event
take place?

When did it happen?

Break up the story chronologically.

Paragraph 1

Paragraph 2

Paragraph 3

Interviews

Who will you interview?

How are they involved in
the events?

What did they
have to say?
Will you use direct
or reported speech?

Final paragraph

What are the
characters doing
now and what might
happen in the future?

What will your picture be of? _____

What will the caption be? _____

English Learning – Task 2

Start writing! Have a go at beginning to draft your newspaper report.
On the next slide, I've shared an example of a good newspaper report that has all of the features labelled on there. Use this for inspiration!

This may take you longer than the week to draft, edit and be finished with – but that's completely fine!

¹the name of the newspaper

The Sporting Telegraph¹

www.sporting-telegraph.com

The Number One Sports Newspaper

²a sub-headline which gives a bit more information

Brilliant Bolt Grabs Gold Again!²

Jamaican Sprinter Takes London by Storm Winning Three Olympic Gold Medals³

Exclusive Report by John Stevenson⁴

⁴a 'byline' (the writer's name)

Usain Bolt reaffirmed his title as the World's Fastest Man by achieving a marvellous third gold medal of the games this week. In front of a deafening capacity crowd in London's Olympic Stadium, the 25-year-old world record holder completed a remarkable set of victories to establish himself as one of the greatest sprinters of all time.

⁵an introductory paragraph that includes the 5 W's

Following earlier victories in both the 100m and 200m individual sprint, Bolt inspired his Jamaica team-mates to a third triumph in the 4x100m relay. The three gold medals are added to his personal collection alongside similar achievements in the corresponding individual events of Beijing in 2008.

Afterwards, the reigning 100m and 200m world champion was understandably buoyant in his celebrations.

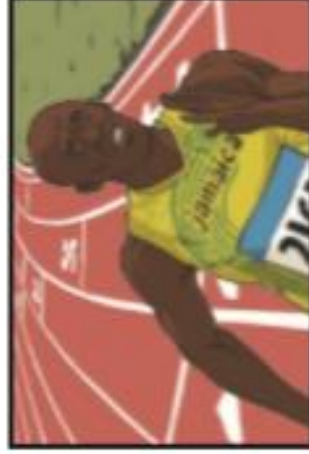
"It's a brilliant feeling. It's been a long road. I'm happy, but I'm relieved. It's great to be in the history books as one of the greatest. I'm proud of myself," he told reporters.

⁶direct and reported speech

Although other athletes have won more medals than Bolt, including American sprinter Carl Lewis who was commentating for a television network, no-one else can match the explosive power and unrivalled pace exhibited by Bolt.

⁷write in third person and past tense

²a headline that uses pun, rhyme or alliteration



Usain Bolt, winner of three Olympic gold medals in London

³pictures with captions

The sprinter's Jamaican team-mates were equally jubilant following their relay victory, describing it as a momentous day in Athletics history. Even the American team, who were disqualified from the relay following a disastrous illegal baton handover, were gracious in defeat. Admitting disappointment at missing out on a team medal, Justin Gatlin promised supporters that the team had given it all they could and refused to criticise the officials' decision, but did apologise to the US fans.⁹

⁹a commentary of the main events

Now thinking ahead to his future and the potential of bringing down the curtain on a glittering Athletics career, Bolt confirmed that he intends to compete in 2016 but retire before the next Olympic Games in 2020. Instead, he will focus on charity work, a likely ambassador role in the sport or could even consider a dramatic switch to another sport such as football. As the crowds filtered out of the magnificent stadium, the talk was all about just one man - the incredible Usain Bolt, who is surely already an Olympic legend.

¹⁰a conclusion paragraph to explain what might happen next

English Learning – Task 3

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)

Rules and Guidance

Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.

Example Words

doubt, island, lamb, solemn,
thistle, knight

Practise and try to learn the words on the 'example words'. We usually do 10 in class so you can either chunk this into smaller groups to learn through the week or learn all of them together.

Overview

Small Steps

Here are the new small steps for this area for maths!

- Measuring angles in degrees
- Measuring with a protractor (1)
- Measuring with a protractor (2)
- Drawing lines and angles accurately
- Calculating angles on a straight line
- Calculating angles around a point
- Calculating lengths and angles in shapes
- Regular and irregular polygons
- Reasoning about 3-D shapes

Maths Learning – Task 1

Select a task

National Curriculum (Eng) ▼

Geometry ▼

Properties of shapes ▼

[Y5] Measuring angles ▼

View task

Complete the homework task of 'Measuring Angles'.

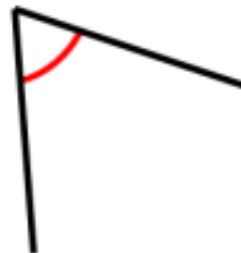
There are some other tasks set on mymaths that you can do prior to this which are from years 3 and 4 to use as a recap task.

Maths Learning - Task 2

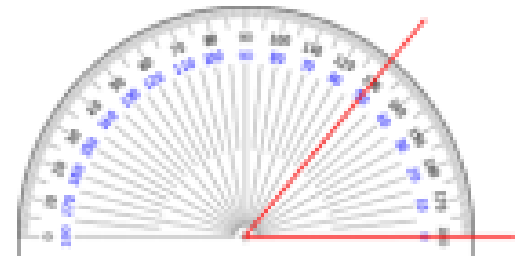
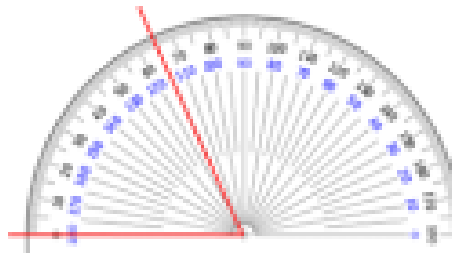
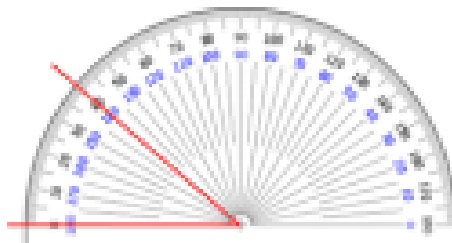
Put these angles in order of size. Explain how you know.



Estimate the size of the angles and then use a protractor to measure them to the nearest degree. How close were your estimates?



Read the angles shown on the protractor.

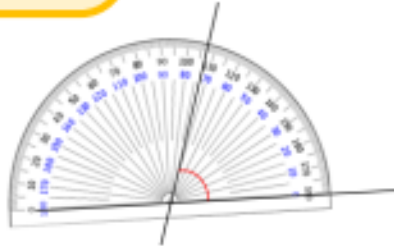


What's the same? What's different?

Maths Learning - Task 2

I have measured the angle correctly because my protractor is the right way round.

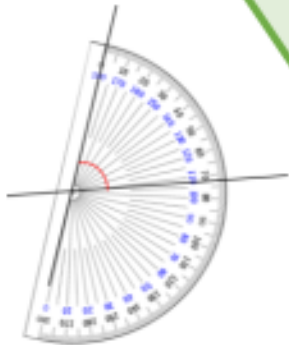
Teddy



Whitney



I have measured the angle correctly because my protractor is on the line accurately.



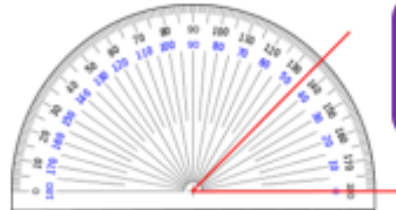
Who do you agree with?
Explain why.

Three children are measuring angles. Can you spot and explain their mistake?

My angle measures 135°



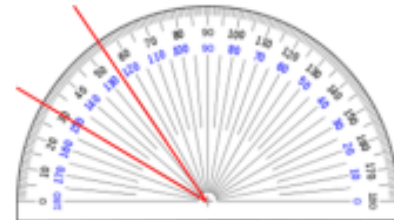
Mo



My angle measures 55°



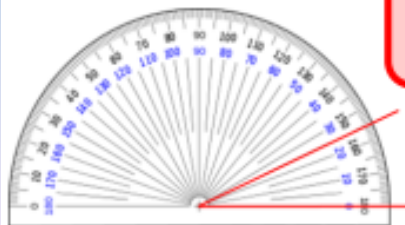
Dora



My angle measures 35°



Alex

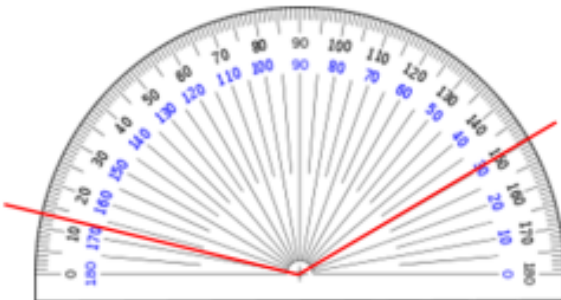


Maths Learning – Task 3

Rosie is measuring an obtuse angle.
What's her mistake?



How many ways can you find the value of the angle?



Use a cut out of a circle and place a spinner in the centre.



- Point the arrow in the starting position above.
- Move the spinner to try to make the angles shown on the cards below.
- Check how close you are with a protractor.

40°

72°

154°

Topic

Put the timeline in the correct order!

You can either print out this page and cut/stick them together or you can just copy them onto paper.

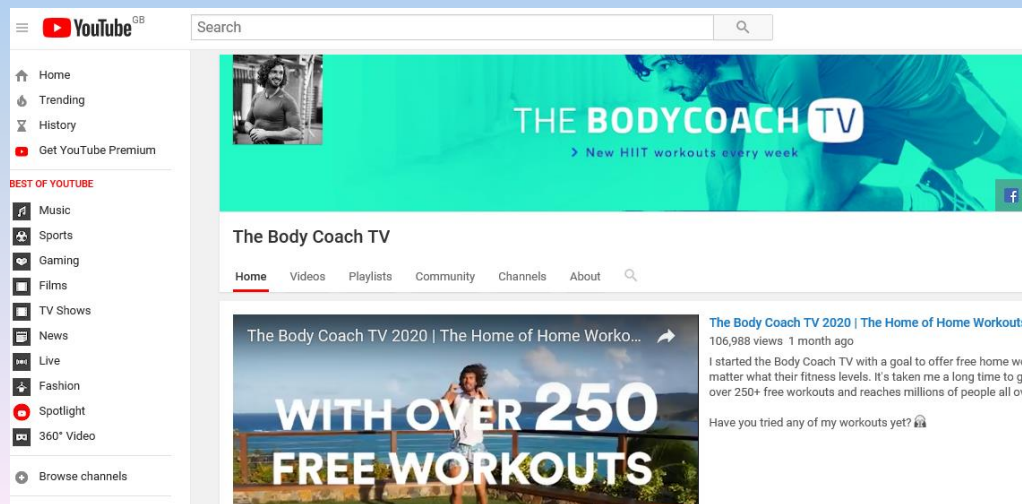
Bonus task – Any words you're unsure of, find out what they mean! Think about the words 'missionary' and 'Lindisfarne'.

781 AD  St. Bede writes 'The Ecclesiastical History of the English People'.	625 AD  King Redwald is buried at Sutton Hoo.	400 AD  The Romans leave and the Anglo-Saxons arrive.	1066 AD The Battle of Hastings.  King Harold is killed and Norman rule begins.	954 AD  The Vikings are defeated at York.
871 AD  Alfred becomes king of Wessex	757-796 AD  Offa is king of Mercia.	597 AD  Augustine arrives in England to be a missionary.	800 AD  The Vikings raid Lindisfarne.	

P.E.

It is important to keep your children active. If it is safe to do so, ensure they have some time outside throughout the day. Please visit **Joe Wicks** YouTube channel

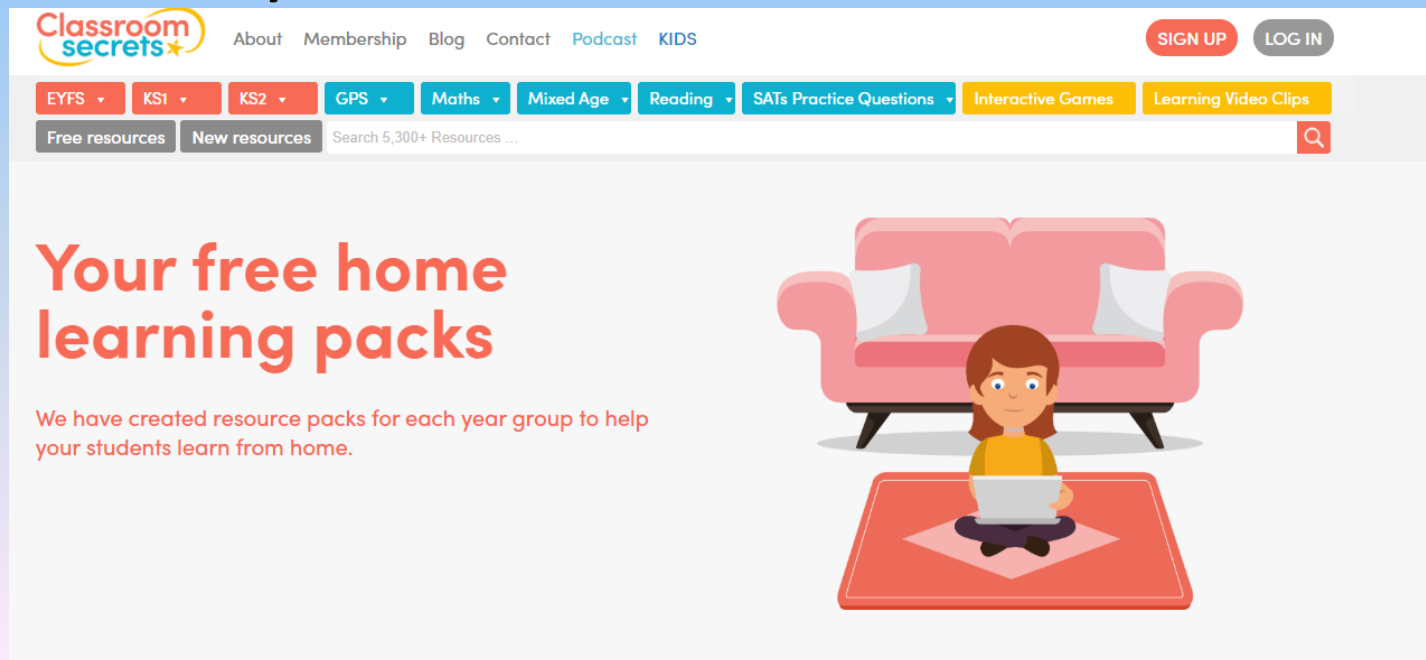
(<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ>), which has lots of exercise videos for children. He will also be hosting a live P.E. lessons Monday to Friday at 9:00am.



Classroom Secrets

The site classroom secrets

<https://classroomsecrets.co.uk/free-home-learning-packs/> has free class packs which provide some great additional ideas and resources you can use.



Maths Learning – Task 2 ANSWERS

Put these angles in order of size. Explain how you know.

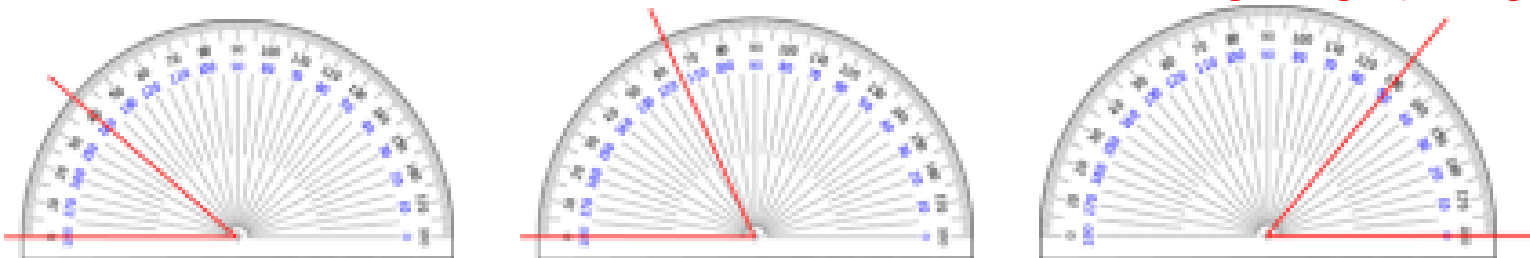


A, D, C, B

Estimate the size of the angles and then use a protractor to measure them to the nearest degree. How close were your estimates?



Read the angles shown on the protractor.



Same – all angles are smaller than a right angle (90 degrees).

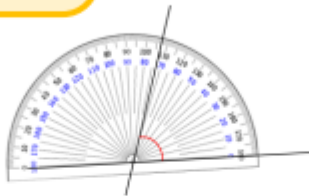
What's the same? What's different?

Same – all angles are smaller than a right angle (90 degrees).

Maths Learning - Task 2

I have measured the angle correctly because my protractor is the right way round.

Teddy

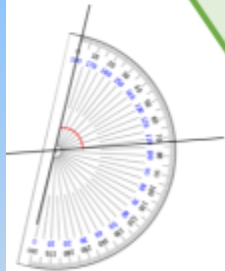


They are both correct. It doesn't matter which way the protractor is as long as it is placed on the angle correctly.

Whitney



I have measured the angle correctly because my protractor is on the line accurately.



Who do you agree with?
Explain why.

Three children are measuring angles. Can you spot and explain their mistake?



My angle measures 135°

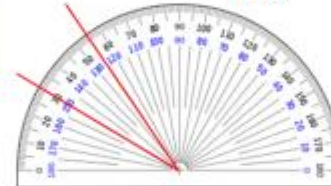


Mo

My angle measures 55°



Dora



My angle measures 35°



Alex

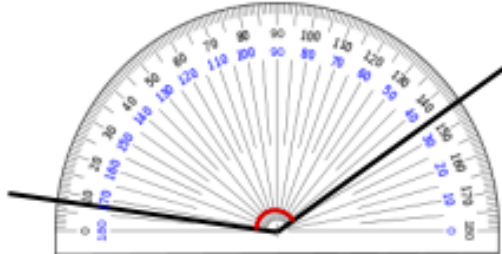
Mo hasn't recognised his angle is acute, so his measurement is wrong.

Alex has not placed one of her lines on 0. Her angle measures 25°.

Dora has misread the scale. Her angle measures 25°.

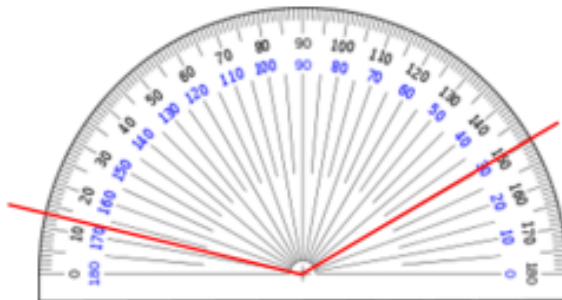
Maths Learning – Task 3 ANSWERS

Rosie is measuring an obtuse angle.
What's her mistake?



Rosie has not placed the 0 line of the protractor on one of the arms of the angle.

How many ways can you find the value of the angle?



Children may:

- subtract $150 - 13 = 137^\circ$
- add up on the protractor as a number line e.g. $+7 + 100 + 30 = 137^\circ$
- place the protractor correctly.