

Home Learning



Year 5 Term 6 Week 7

Message from the class teacher

We've made it – the final week of home learning before the end of the academic year!

It's been lovely to see so many of you over the past few weeks and I hope we can pop in and say hello to each other when more of you are in for transition day on the 20th!

Whilst we didn't get the full year together that we were hoping for, I just wanted to say thank you for being an excellent class and you've done a great job in welcoming me into Bapchild School. I'm very proud of all that you've achieved and can't wait to see you all flourish in year 6.

Have a great week everyone.

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

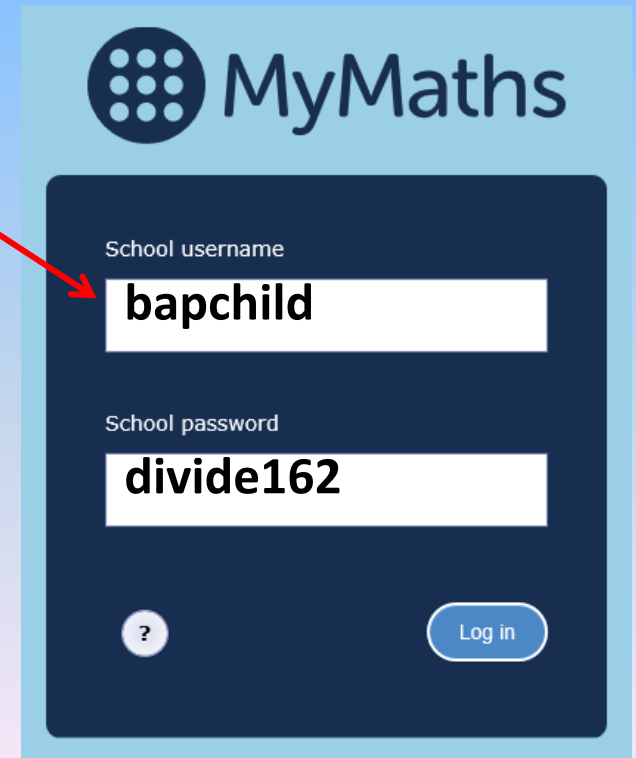
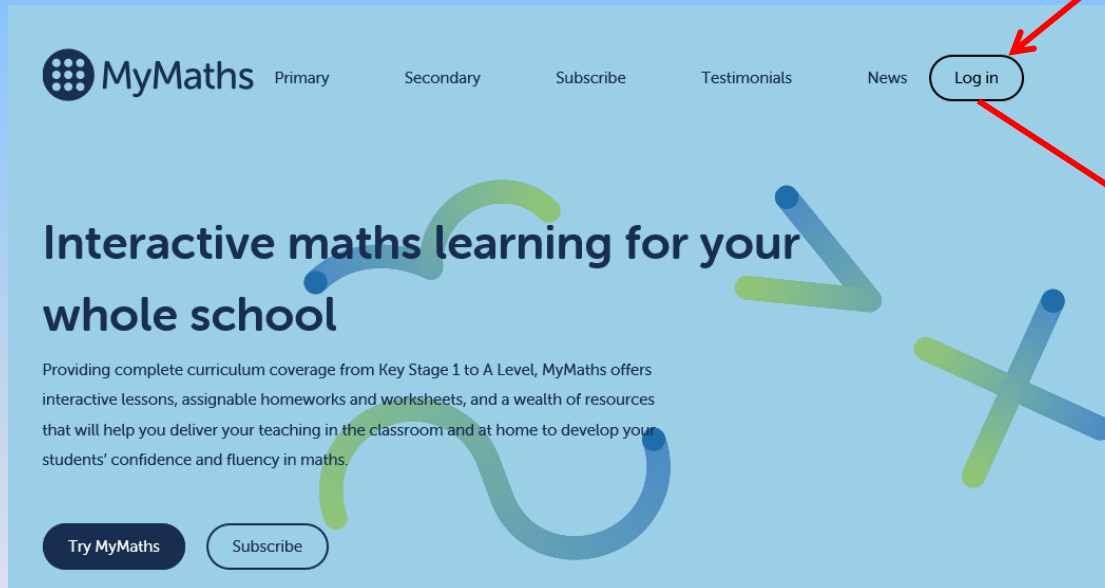
Choose an area that interests you or use the search option.

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" with a green bar indicating "7,102 books". Below this are several category tiles, each with an icon, a title, and a book count. A red arrow points to the "Animals" category tile.

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 main content area is titled 'Latest' and features a sidebar with 'Select Curriculum' (National Curriculum (Eng)) and a 'Library' section with categories like 'Latest', 'Number', 'Measurement', 'Geometry', 'Statistics', 'Booster packs', and 'fSkills'. The main content area displays 'KS2 SATs booster' and 'Y6 Arithmetic assessment 1' with a 'Worksheet' button. A login overlay is shown on the right, with fields for 'My portal username' and 'My portal password', a 'Log in' button, and a link for 'Assessment Manager log in'. Red arrows point from the text below to the search bar, the 'Measurement' category, the 'Worksheet' button, and the password field in the login overlay.

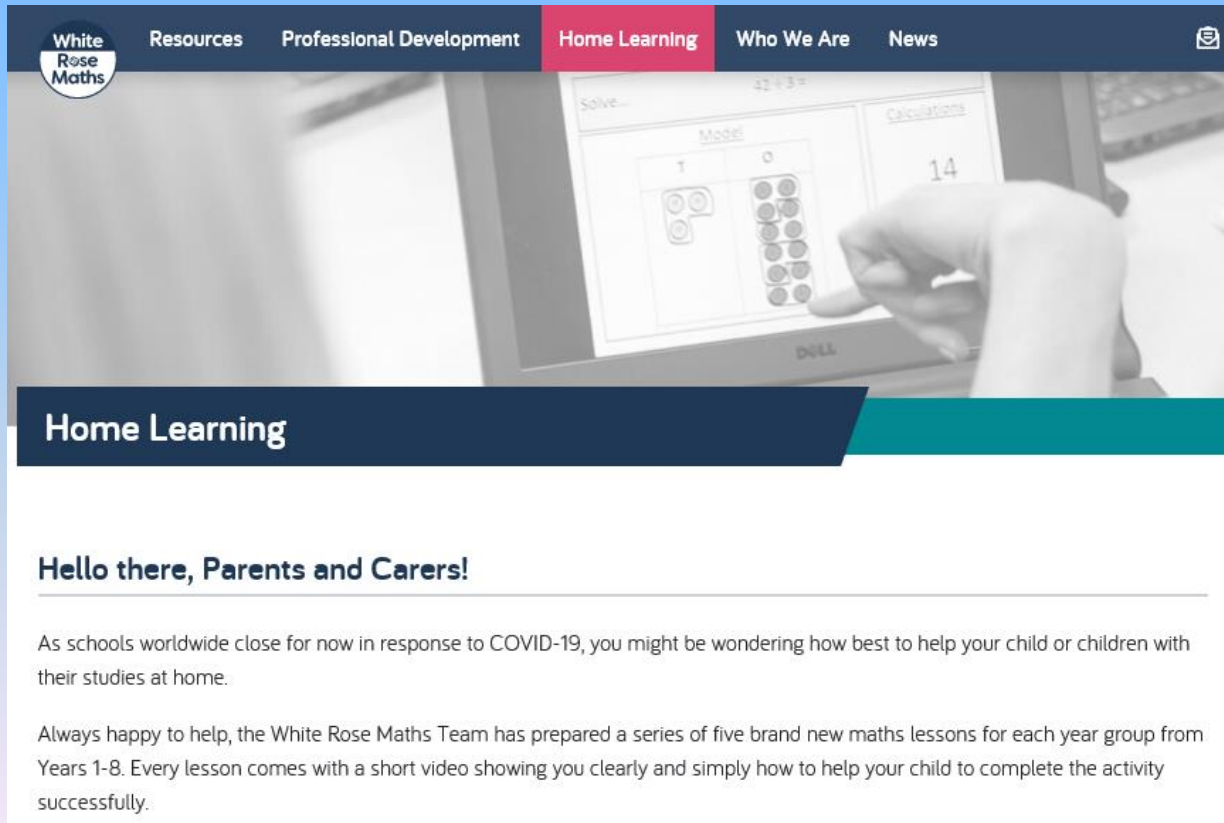
Access any lesson based on what your child is learning in class or search the topic in the search bar.

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/>



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

Home Learning

Hello there, Parents and Carers!

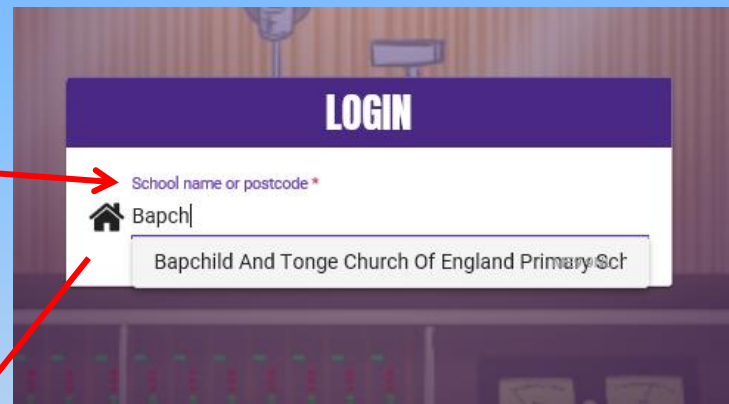
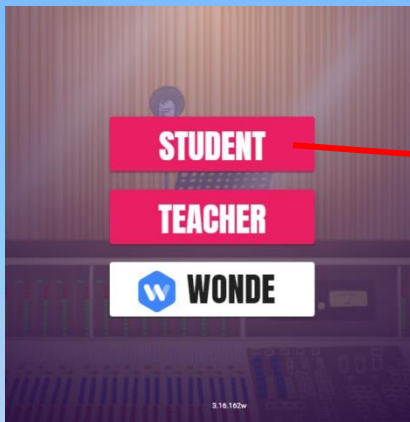
As schools worldwide close for now in response to COVID-19, you might be wondering how best to help your child or children with their studies at home.

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.

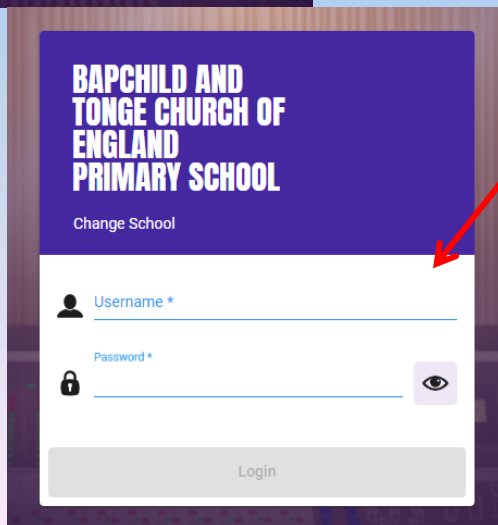
TT Rockstars

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

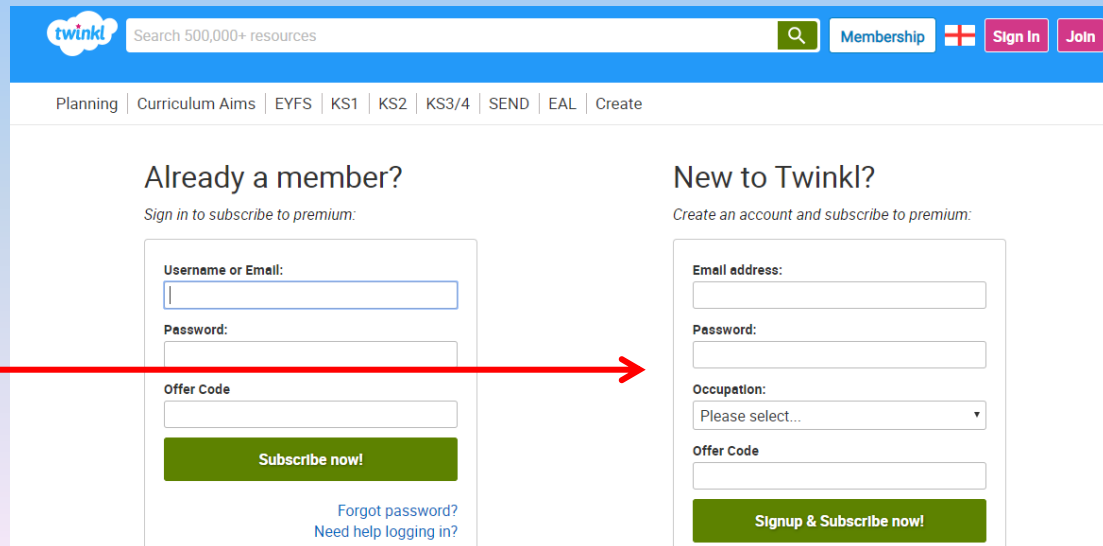
Accessing Twinkl

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.

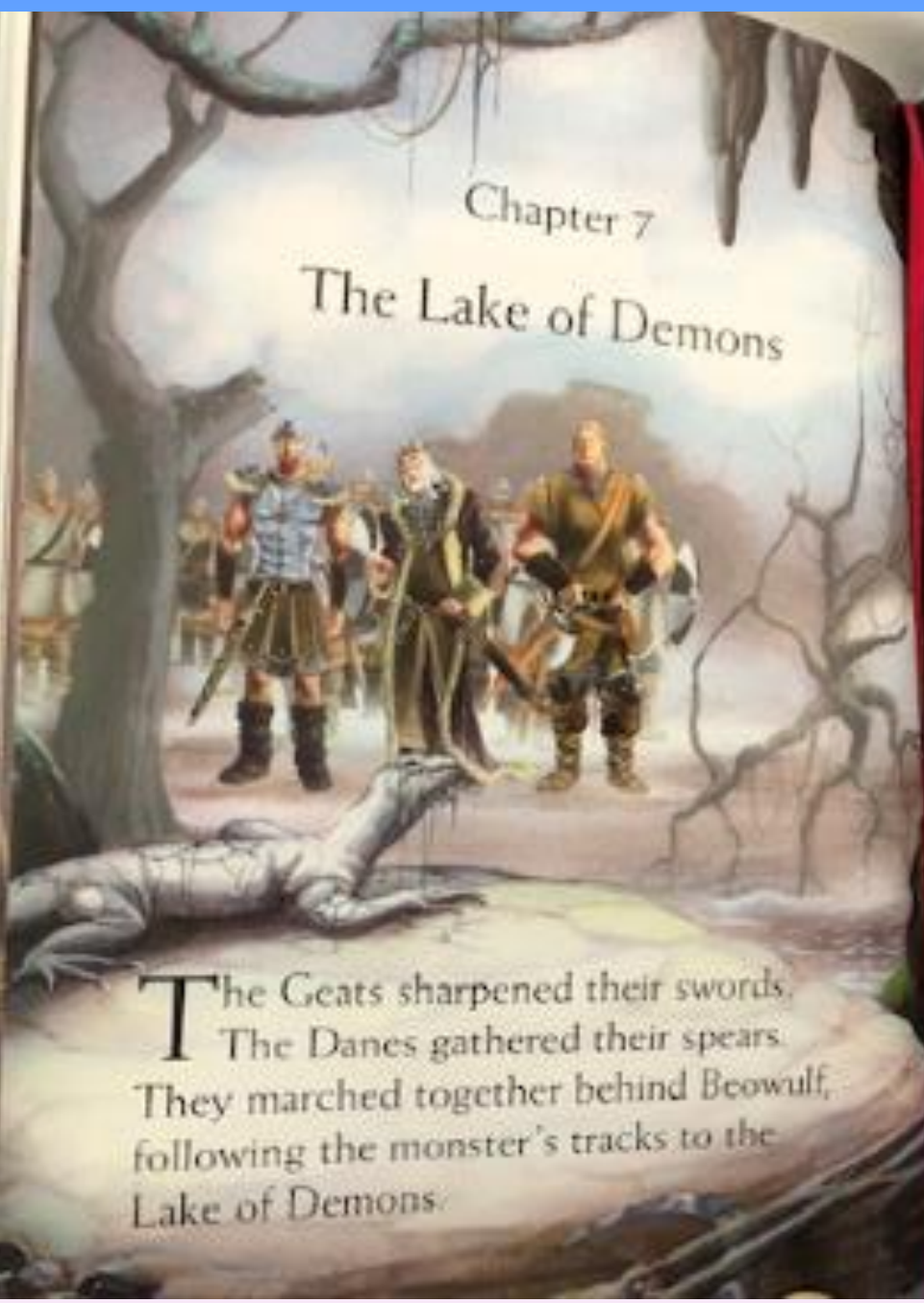
We will be able to direct you towards activities and learning via this website based on lessons that may be missed due to absence. To access Twinkl please visit:

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 columns. The left column is titled 'Already a member?' and contains a sign-in form with fields for 'Username or Email:' and 'Password:', an 'Offer Code' field, and a 'Subscribe now!' button. The right column is titled 'New to Twinkl?' and contains a sign-up form with fields for 'Email address:', 'Password:', 'Occupation:' (a dropdown menu), and 'Offer Code', followed by a 'Signup & Subscribe now!' button. A red arrow points from the 'UKTWINKLHELPS' offer code in the text to the 'Offer Code' field in the 'New to Twinkl?' sign-up form.

An illustration of three warriors in a cave. One warrior in the foreground is wearing a blue and gold tunic and a horned helmet. Behind him are two other warriors, one in a green tunic and another in a brown tunic. They are standing on a rocky outcrop. In the background, there are more warriors and a large, dark, cave-like opening. The scene is dimly lit, with light coming from the cave entrance.

Chapter 7

The Lake of Demons

The Geats sharpened their swords.
The Danes gathered their spears.
They marched together behind Beowulf,
following the monster's tracks to the
Lake of Demons.

An illustration of a dark, misty landscape. In the foreground, there are bare, gnarled trees and a body of water. In the background, there are dark, jagged mountains and a large, dark, cave-like opening. The scene is dimly lit, with light coming from the cave entrance.

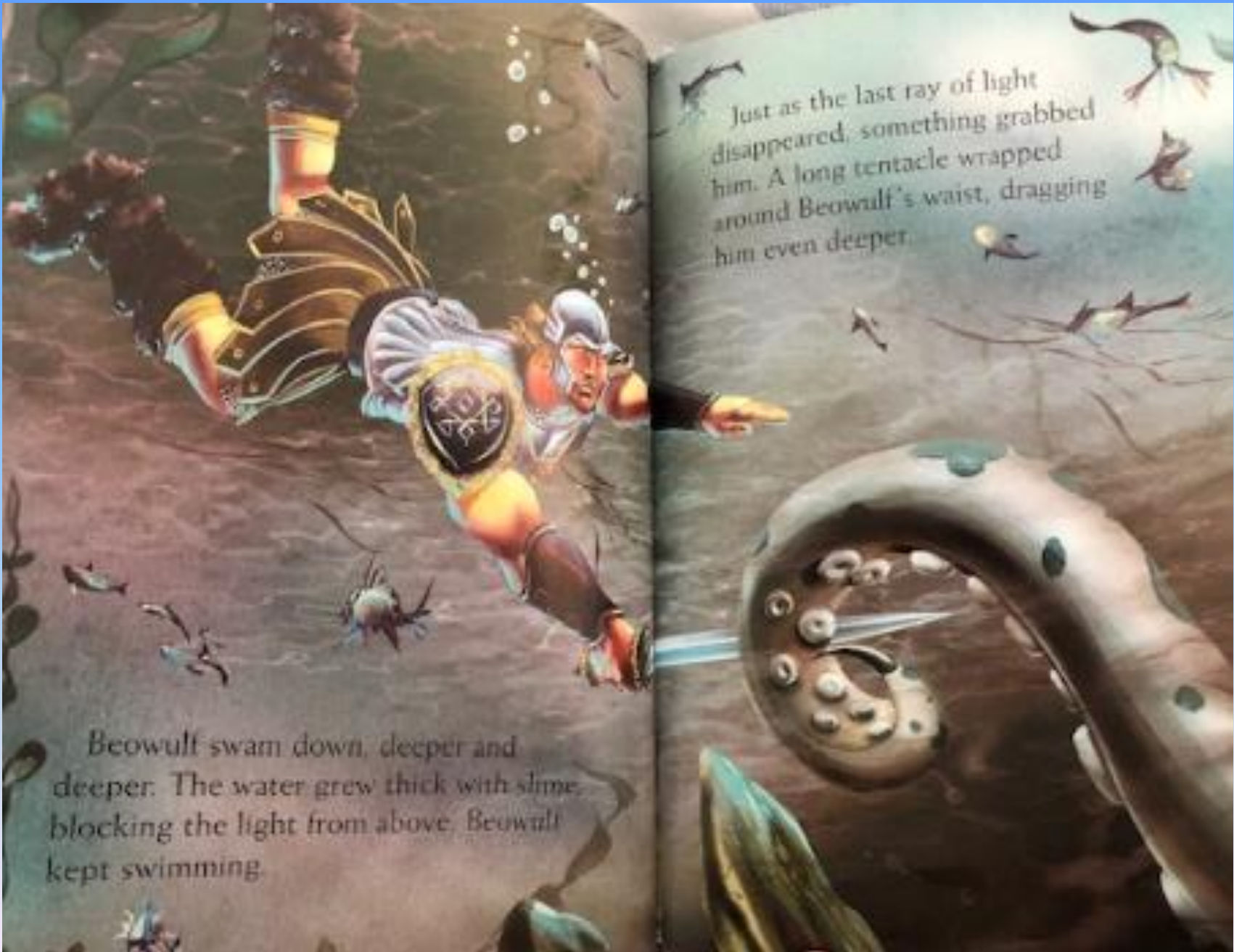
The Geats had never seen such
a ghastly place. The surface swirled
with ghostly fog. The water was
thick with slime. It was a vile lake.

Beowulf grasped his sword and glared into the dreadful depths.

King Hrothgar followed his gaze into the murky water. "It's so dark down there Beowulf," he whispered. "You do not have to go."



Beowulf just smiled. "That darkness you see is the monster," he said. "I am the light." And he dived into the lake.



Just as the last ray of light disappeared, something grabbed him. A long tentacle wrapped around Beowulf's waist, dragging him even deeper.

Beowulf swam down, deeper and deeper. The water grew thick with slime, blocking the light from above. Beowulf kept swimming.

Beowulf rose in a vast underwater cave, gasping for breath. Stalactites hung from the ceiling. Skulls of giants lay scattered on the rocks.



A gurgling groan echoed around the cave. Grendel's mother rose from the foul water.

The monster's eyes shone with hatred. Her slimy tentacles were tipped with sharp talons. "You are the warrior that slew my son," she drooled.



Beowulf tore himself free from the monster's grip. "Yes, I killed Grendel," he declared, "and now I shall kill you."



Beowulf went to attack, but his legs felt suddenly heavy. His sword clattered to the rocks and his head began to spin. The monster had him gripped in a dark spell.

Grendel's mother slithered closer. Beams of blackness shot from her eyes. "I am pure evil," she hissed. "My eyes are pure fear. No man can break free from their spell."



Summoning the last of his strength,
Beowulf hurled himself across the rocks
and snatched up his sword. "I am not
like all men," he roared. "I am Beowulf!
And I do not fear you!"

The monster swung her claws.
Beowulf whirled his sword...

Far above, the Geats and Danes waited in worried silence. Beowulf had been gone for too long. King Hrothgar feared that he was dead.



Just then, the water bubbled and frothed. The warriors staggered back in fright as the head of Grendel's mother rose from the lake...

A second later, Beowulf appeared, gripping the head in his hand.



He held up the trophy, smiling at the king. "You do not need to be scared anymore," he cried. "The monster is dead."

Beowulf marched with the warriors back to Heorot. The men cheered and joked as dawn blazed across the sky. The great hall looked more beautiful than ever. Its golden roof sparkled in the sun.



Chapter 8

King Beowulf



Beowulf returned to the land of the Geats, where he ruled for fifty years. He led warriors in battles against fierce beasts and savage monsters. All of his enemies feared him – Beowulf, the killer of Grendel.

Beowulf grew old and tired of fighting.
He dreamed of peace. But there was
one last monster left to fight...

Across Beowulf's kingdom, villagers
lived in fear of a terrible dragon. At night,
the beast swooped over their roofs. Fire
roared from its mouth. Houses burned.
People ran screaming in the streets.



Beowulf rode to a village near the dragon's lair, where he gathered his warriors in a huge stone hall.

"What can we do?" asked one.

"Fight back!" replied another.

Beowulf sat in silence, gazing around the hall. It reminded him of Heorot, all those years ago. Finally he rose, and the Geats fell silent.

"I will fight this dragon alone," Beowulf declared.

The Geats looked confused. Only Beowulf's cousin Wiglaf dared speak. "Beowulf," he urged, "it is fifty years since you fought Grendel. You're an old man now."

"I am old," Beowulf replied, "and I am tired too. But I have one more fight left in me."

None of the Geats argued. But they were certain their leader would die.



Chapter 9

The last monster



The sun was setting as the warriors approached the dragon's mountain. A huge roar rumbled down the dark slope. The beast had woken.

Wiglaf helped Beowulf into his chainmail. It was the same suit the king had worn to fight Grendel, but now it hung loose around Beowulf's chest.



"Cousin," Wiglaf pleaded to Beowulf, "let me go with you."
Beowulf just stared up the hillside. "I must go alone," he said.

Beowulf clambered up the jagged rock face. The dragon emerged. Its eyes burned like coals. Its tail thrashed against the rocks. Beowulf knew this was the fiercest monster he'd ever faced.



The dragon attacked, spitting fire.
Flames swirled around Beowulf's shield.
"I wasn't scared when I fought
Grendel," Beowulf cried. "I wasn't scared
when I killed his mother. And I am not
scared of you."



He lunged at the beast. The dragon
twisted and turned in the air. Beowulf
dived across the rocks, slashing the
monster with his sword.

Just then, Beowulf heard a shout. It was
Wiglaf, racing to help him. For a moment,
Beowulf's back was turned...
The dragon struck. Its vicious teeth
sank into Beowulf's neck.



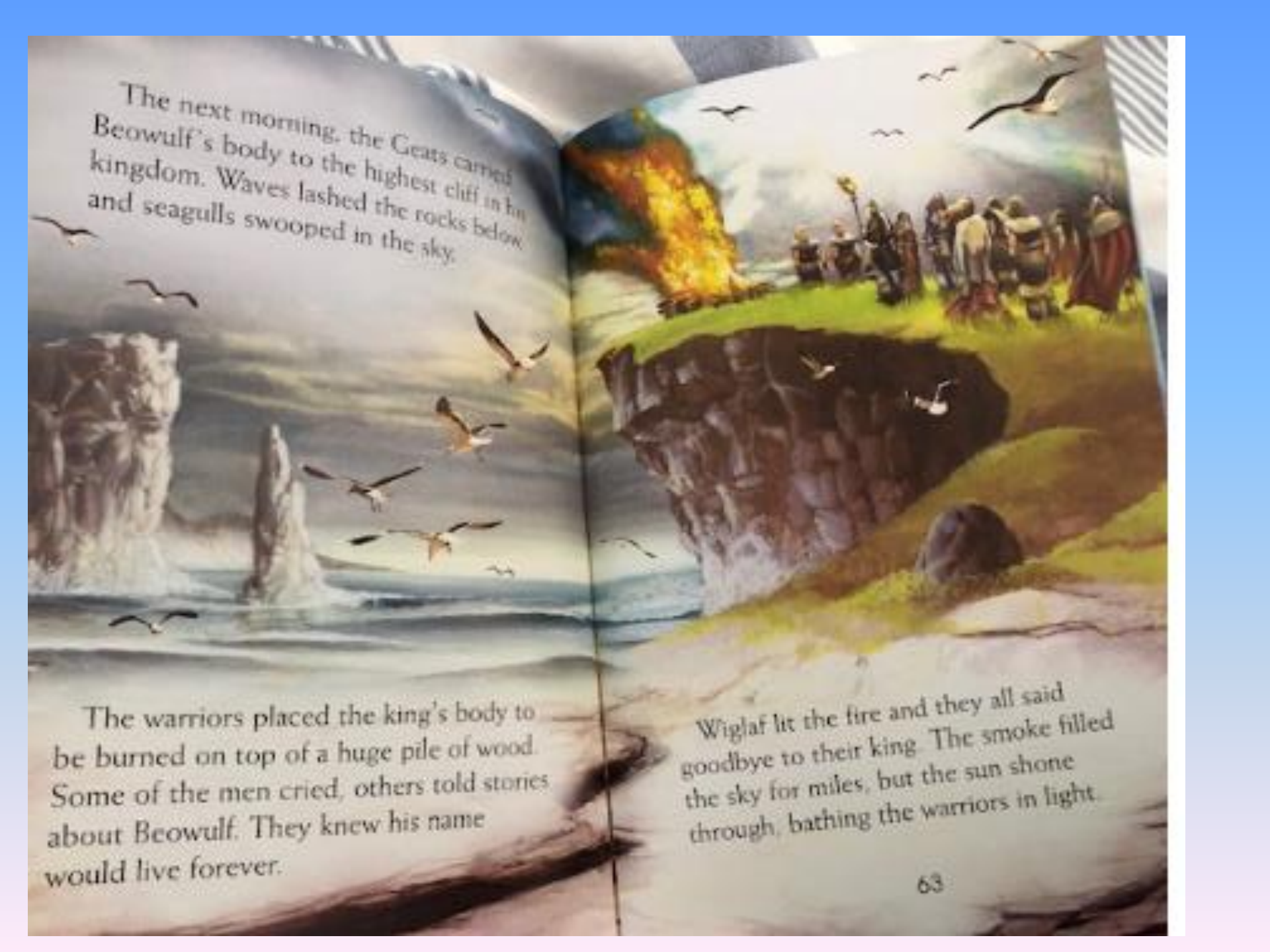
Beowulf slumped to his knees, blood gushing from his wound. Just as the dragon pounced again, Beowulf lashed out, plunging his sword into the beast's side.

The dragon roared in pain. It writhed and wailed, and then finally fell dead on the rocks.

Wiglaf charged up the hill, catching Beowulf as he collapsed.

"Master," Wiglaf cried, pulling off Beowulf's helmet, "it's dead! You have killed the last monster." For a second, Wiglaf thought he saw Beowulf smile. Then the King of the Geats closed his eyes and died.





The next morning, the Geats carried Beowulf's body to the highest cliff in his kingdom. Waves lashed the rocks below and seagulls swooped in the sky.

The warriors placed the king's body to be burned on top of a huge pile of wood. Some of the men cried, others told stories about Beowulf. They knew his name would live forever.

Wiglaf lit the fire and they all said goodbye to their king. The smoke filled the sky for miles, but the sun shone through, bathing the warriors in light.

English Learning – Task 1

Use the comic strip below to summarise the story of Beowulf! Use the small boxes to write a short description and the larger boxes to create an image to go with it!

English Learning – Task 2

Book Review



Plot

Event 1 _____

Event 2 _____

Event 3 _____

Book Title

Author _____

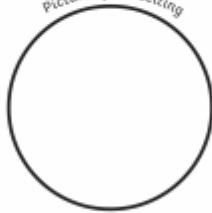
Illustrator _____

Genre (tick as many as apply to your book)

- | | | |
|--------------------------------------|-------------------------------------|---------------------------------------|
| ☐ fiction | ☐ scary | ☐ animal story |
| ☐ non-fiction | ☐ fairy tale | ☐ biography |
| ☐ fantasy | ☐ adventure | ☐ historical |
| ☐ humour | ☐ sports | ☐ mystery |
| ☐ other _____ | | |

Setting

Picture of the setting



Character



Name _____

Personality _____

Physical Appearance _____

How I feel about this character

and why: _____

Cause and Effect

of one of the events in the book

Cause



Effect



My Star Rating



Why I rated the book _____ stars

This book made me feel

_____ because



draw how you felt!

Complete the book review about Beowulf! Think really in detail about what happened and your opinion of the reason, giving reasons why you thought this!

English Learning – Task 3

Test yourself on the Year 5/6 spelling words – perhaps do 10 at a time (completely up to you!). Make a note of the ones you know how to spell, can roughly spell but need prompting, cannot spell and need to learn. This will help for year 6!

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

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

Regular and irregular polygons

Part of [Daily lessons](#) | [Year 5 and P6 lessons](#)

+ Add to My Bitesize

Daily
Lessons



Home learning focus

Learn how to distinguish between regular and irregular polygons using reasoning skills.

This lesson includes:

- a learning summary
- one quiz
- two worksheet

<https://www.bbc.co.uk/bitesize/articles/zgmcf82>

Maths Learning - Task 2

Identify 3D shapes from 2D representations

Part of [Daily lessons](#) | [Year 5 and P6 lessons](#)

+ Add to My Bitesize

Daily 
Lessons

Home learning focus

In this session you will learn to identify 3D shapes from 2D representations.

This lesson includes:

- two slideshows
- one worksheet
- one game

Created in partnership with [Twinkl](#) 

<https://www.bbc.co.uk/bitesize/articles/zwq4ydm>

Maths Learning – Task 3

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/04/Year-5-Properties-of-Shape.pdf>

Here is the end of block paper for the ‘properties of shape’ topic we’ve now finished in maths.

Let the children have a go at this and see what they have learned. Perhaps even get them to talk through it with you after so they can explain what they have had to do for the questions – this is a key area in assessing maths.

Please remind the children to not be too disheartened if they don’t get every single question correct – they haven’t have their usual environment in which to learn this topic so ensure they go easy on themselves!

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/04/Year-5-Properties-of-Shape-Answers.pdf> (Here is the answers!)

Maths Learning – BONUS

I've provided a small bonus task here that will be beneficial to the children going forward into year 6. On the next slides, I've posted all of the curriculum aims for them for year 5 maths. Get your child to go through each one and give it a red/amber/green rating for how they feel about doing these things – it's a bit of a self audit!

By the children being able to self-assess themselves, they'll be much more confident in identifying what they need further support with next year. Similar to the previous task – please don't let them worry if a lot of it is amber or red – this can be a positive thing as it's makes us clearly aware of what they need further help with!

Number and Place Value

- ☐ I can use negative numbers in context & can count through 0 with positive and negative numbers.
- ☐ I can read, write, order and compare numbers to at least 1,000,000.
- ☐ I can solve number problems and practical problems.
- ☐ I can count in steps of powers of 10 for any given number up to 1,000,000.
- ☐ I can round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 & 100,000.
- ☐ I know what each digit represents in numbers to 1,000,000.
- ☐ I can read Roman numbers to 1000 (M).
- ☐ I can recognise years written in Roman numerals.

Addition and Subtraction

- ☐ I can solve addition multi-step problems, deciding what operations and methods to use and why.
- ☐ I can add mentally, using increasingly large numbers.
- ☐ I can subtract mentally, using increasingly large numbers.
- ☐ I can add numbers with more than 4 digits using written methods.
- ☐ I can use rounding to check answers to calculations.
- ☐ I can solve subtraction multi-step problems, deciding what operations & methods to use and why.
- ☐ I can subtract numbers with more than 4 digits using written methods.

Multiplication and Division

- ☐ I can multiply numbers up to 4 digits by a one-digit number using a written method.
- ☐ I can divide numbers up to 4 digits by a one-digit number using a written method.
- ☐ I know and use the vocabulary of prime numbers, prime factors and composite (non prime) numbers.
- ☐ I can solve problems using multiplication and division.
- ☐ I can multiply and divide whole numbers and decimals by 10, 100 and 1000.
- ☐ I can recognise and use square numbers and cube numbers.
- ☐ I can establish whether a number up to 100 is prime & recall prime numbers up to 19.
- ☐ I can identify multiples and factors, including finding all factor pairs.

Fractions

- ☐ I can round decimals with 2 decimal places to the nearest whole number and to one decimal place.
- ☐ I can multiply proper fractions and mixed numbers by whole numbers, supported by materials & diagrams.
- ☐ I can compare and order fractions whose denominators are all multiples of the same number.
- ☐ I can add and subtract fractions with the same denominator and related fractions.
- ☐ I can read, write, order and compare numbers with up to 3 decimal places.
- ☐ I can solve number problems up to 3 decimal places.

Fractions

- ☐ I can read and write decimal numbers as fractions.
- ☐ I recognise mixed numbers and improper fractions and convert from one form to another.

Measurement

- ☐ I can solve problems involving addition and subtraction of units of measures with decimal notation.
- ☐ I can recognise and estimate volume and capacity.
- ☐ I understand and use basic equivalence between metric and imperial units.
- ☐ I can convert between different units of measure for example km to m.
- ☐ I can estimate the area of irregular shapes.
- ☐ I can solve problems involving converting between units of time.
- ☐ I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- ☐ I can calculate and compare the area of squares and rectangles.

Geometry

- ☐ I can identify reflex angles.
- ☐ I can compare different angles.
- ☐ I can draw a given angle, writing its size in degrees.
- ☐ I can identify 3-D shapes, including cuboids from 2-D presentations.
- ☐ I can identify angles at a point on a straight line and half a turn.
- ☐ I can draw shapes using given dimensions and angles.
- ☐ I can state and use the properties of a rectangle to deduce related facts.
- ☐ I can identify angles at a point and one whole turn.

Topic/Art

The Bayeux Tapestry

The Bayeux Tapestry gives an account of the Norman invasion of England and the Battle of Hastings in 1066. The tapestry is wool embroidered on linen. It is 70 metres long and 50 centimetres high. No one is exactly sure who made it although most historians agree it was made in England in the 11th century. The Anglo-Saxons were skilled in textile crafts and the Bayeux Tapestry which was made in typical Anglo-Saxon style. Follow these instructions to create your own Bayeux Tapestry-themed artwork.

You will need:

- a long strip of white paper (A2/A3 cut horizontally in half)
- 6 tea bags
- warm water
- container
- paintbrush
- ruler
- pencil
- black pen
- ruler
- colouring equipment (this could be colouring pencils, felt tips or paint)



What to do:

1. Soak the six tea bags in a container of warm water. Take care when handling the warm water (you may need an adult to help you with this).
2. Mix the tea bags in the water so that the water turns brown.
3. Crumple up your piece of paper.
4. Put your piece of paper into the container and use the end of a paintbrush to push it down so that it is completely covered by the water.
5. Leave the paper in the water for one minute.
6. Take the paper out of the water and carefully straighten it out.
7. Then, leave it to dry.

8. Once your paper has dried, turn it landscape.
9. Using a pencil and a ruler, draw a line along the top and bottom of your piece of paper to create borders like on the Bayeux Tapestry here:

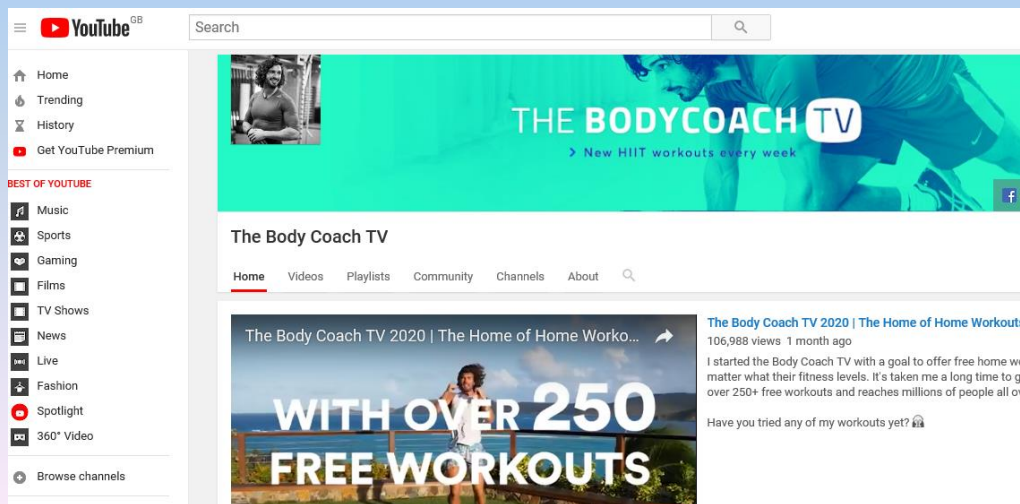


10. Use a pencil to draw diagonal lines in the borders, like in the picture.
11. In-between the lines, draw different animals. (The animals in the border of the Bayeux Tapestry come from Aesop's Fables so you could draw a hare and a tortoise, a fox and a crow, a wolf, a goat or a sheep.)
12. In the main section of paper, draw a scene from the Bayeux Tapestry. You could use the picture above or use the Internet to research another section of the tapestry.
13. Below the top border, copy the writing from the section of tapestry you are drawing. (The writing on the Bayeux Tapestry is in Latin. This was the language used for writing when the tapestry was made. Legal documents and even the Bible were in Latin.)
14. Use your chosen colouring equipment to colour in your tapestry.
15. When you have coloured in your design, use a thin black pen to add a bold outline to your drawings.

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.

