

Year 5 Learning Grid Week of 18th January 2021

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<p>ENGLISH</p> <p><u>Listen to part 2 of 'The Lost Happy Endings' here.</u></p> <p>You are an animal in the forest and you have just witnessed the old witch steal the happy endings from Jub. <i>What did you see? What did you hear?</i></p> <p><u>Create a detailed plan</u> for a witness statement with all of the details from the incident.</p> <p>Helpful hint: Remember to include the 5 w's (Who, What, Where, When, Why)</p> <p>It might help if you write bullet points for the sequence of events from this incident.</p> <p>Spellings: This week's spellings are: admiration admirable adorable application applicable consideration considerable vegetable committee community Practise every day and ask an adult to test you!</p>	<p><u>Listen to part 2 of 'The Lost Happy Endings' again.</u></p> <p>Today you are going to write your witness statement. Remember, when you write a witness statement you must only include to facts. Your witness statement should be at least a page.</p> <p>Helpful hint: Use time adverbials and make sure your witness statement is in order of events.</p>	<p><u>Listen to part 2 of 'The Lost Happy Endings' again.</u></p> <p>Your Happy Ending has been stolen by the witch.</p> <p>Write a short story in less than 200 words. Your story must be in the style of a traditional fairy tale and must not have a happy ending.</p> <p>Helpful hint: Plan your story and write in brackets how many words you plan to use in each section (Beginning, Middle, End)</p> <p>Please send your short stories to the class email address. I look forward to reading them!</p> <p>year5@st-john.southwark.sch.uk</p>	<p>Imagine you have just heard a bed time story with an unhappy ending.</p> <p>Write a letter to Jub explaining how it made you feel and come up with a solution. It might be to track down the witch and get the happy endings back where they belong or it might be to rewrite the lost happy endings.</p> <p><u>Persuade</u> Jub to help you. Remember, using strong persuasive language will help you.</p> <p>Helpful hint: Use the modal verbs from the grammar activity.</p> <p>Please send your letters to the class email address. I look forward to reading them!</p> <p>year5@st-john.southwark.sch.uk</p>	<p>Grammar focus: Modal verb – find a word which fits in these sentences.</p> <div style="border: 1px solid black; border-radius: 15px; padding: 5px; text-align: center;"> <p>Can might will should could can't mightn't won't shouldn't couldn't</p> </div> <p>a) Pasha ____ try her hardest at school. b) He is so tired, he ____ keep his eyes open. c) Tom is a great footballer. He ____ even play in goal! d) If she keeps trying hard, she ____ just have a chance. e) He is still learning. He ____ do his shoe laces up just yet. f) When you have finished eating, you ____ wash your plate. g) When they get there, they ____ find it waiting for them. h) The cold makes it likely there ____ be icy roads tomorrow. i) When I am older, I ____ be a millionaire.</p> <p>Extension: Write five sentences of your own, which include modal verbs.</p>

MATHS

Gina makes a 5-digit number.

Mike makes a 4-digit number.

The difference between their numbers is 3,465

What could their numbers be?

Take your time to try and work through this problem.

You will need to try different numbers – so don't give up!

Is there more than one possibility?

Extension: Create your own reasoning problem similar to the one above.

On Monday, Dupree was paid £114

On Tuesday, he was paid £27 more than on Monday.

On Wednesday, he was paid £27 less than on Monday.

How much was Dupree paid in total?

How many calculations did you do?

Is there a more efficient method?

Write an explanation clearly showing how you worked this out.

Work on Mathletics for 30 minutes.

$$49,999 - 19,999 = 50,000 - 20,000$$



Dora

I did not need to use a written method to work this out.

How could Dora have worked this out?

Explain how Dora could have worked this out.

Extension: Create your own reasoning problem similar to the one above.

Work on Mathletics for 30 minutes.

1) Continue these sequences with the next 4 numbers:

- 1) -7, -6, -5, -4, -3, -2, _
, _ , _
- 2) 4, 3, 2, 1, 0, _ , _ , _
- 3) -6, -4, -2, _ , _ , _
- 4) -9, -6, -3, 0, _ , _ , _
- 5) -11, -6, -1, _ , _ , _

2) Put these numbers in **ascending** order:

- 1) 1, 3, -3, -5, -7
- 2) -8, -3, 9, -7, 4
- 3) -11, 3, 7, -4, -8
- 4) -8, -2, 0, -12, 5
- 5) 8, -5, 15, -9, -12

3) Put these numbers in **descending** order:

- 1) -7, 3, 6, -3, 2
- 2) 0, -6, 2, 8, -3
- 3) 2, 0, -7, -2, 9
- 4) 1, -7, 8, -11, 10
- 5) -14, 8, 15, -15, 7

4) Put the correct symbol (< or >) between the two numbers:

- 1) -1 ? 7
- 2) 6 ? 2
- 3) -6 ? 0
- 4) 5 ? -2
- 5) -13 ? -3

Midday temperatures in different towns are shown below:

- A town - 4 °C
- B town 5 °C
- C town - 3 °C
- D town - 6 °C
- E town 6 °C

- 1) Which town has the highest temperature?
- 2) Which town has the lowest temperature?
- 3) What is the difference in temperature between C Town and B town?
- 4) How much warmer in °C is E town than D town?
- 5) How much colder in °C is D town than A town?

Work on Mathletics for 30 minutes.

PSHE/PE

We are continuing to look at healthy and unhealthy lifestyles. Sometimes people become unhealthy within their lifestyle because of an unhealthy habit.

Here are some key questions that you can discuss with your parents:

- What does habit mean?
- How could you break a habit?
- Why are habits hard to change?

Test your knowledge on healthy and unhealthy lifestyles by completing this quiz.

Activity: Create a 'Healthy Lifestyle' checklist and fill it out over the next two weeks. Below is a table that you may want to use to help you structure your checklist. Use the 'healthy habits' from the quiz to fill out the 'habit' column.

Habit	M	T	W	T	F	S	S

GEOGRAPHY

This week we are continuing to look at world Biomes. The focus this lesson is to find out how animals adapt to different biomes.

What special features do they have that are essential to surviving in different biomes?

Activity: Research the different biomes and find out what animals live in them.

This website may be useful.

Draw a picture of five different animals and research how they have adapted to live in these extreme weathers.

Below is an example of how two different animals adapt to two different biomes.

RE

Jesus begins his mission.

Jesus was able to fulfil his mission, through the twelve apostles who shared his mission.

How does Jesus continue to fulfil His mission today?

Priests and lay people continue to share the mission of Jesus. Parish families form part of larger Christian communities called dioceses.

Where is your local diocese in relation to the rest of England and Wales?

The Bishop leads the diocese in a Church called a Cathedral. This is where the bishop, as leader of the Christian community in the diocese, has his seat and celebrates Mass.

Did you know? The name Cathedral comes from the Greek word 'Cathedra' meaning chair or seat.

Activity: Create a leaflet about your local diocese. Use the internet to find out:

- the name of the diocese
- the name of the leader of the diocese
- the name of the cathedral and where it is
- how the diocese helps the local community?

ART

Last week we looked at modern artist, Kenojuak Ashevak. This week we are going to be looking at another artist named Hokusai. **Hokusai is a Japanese artist** who started painting when he was 6 years old and printed 'The Great Wave' (see below) when he was 70 years old. He produced about 30, 000 art works in his life time.

Can you find out any other interesting facts about Hokusai?

Look at the examples of Hokusai's work provided below. *What do you notice about his work? What do you notice about the colours he uses?*

Activity: Using Hokusai's style of art, create a landscape drawing or painting. Your landscape should be of volcanoes, tsunamis or earthquakes. Hokusai used very few colours – Choose a colour scheme full of cold or warm colours as Hokusai did.

Send your art work to our class email address. I look forward to seeing them!

year5@st-john.southwark.sch.uk

SCIENCE

Continue to work through your Science Workbook.

Complete Section 2 – Changing State from **page 11 to page 15.**

Please send in your work to our class email address.

year5@st-john.southwark.sch.uk



Adaptations of a Camel

Three rows of eyelashes.

Thin, slot-like nostrils.

Can consume up to 46 litres of water in one sitting.

Thick fur on the top of their bodies; thin fur elsewhere.

Can run up to 40mph in a sprint, or maintain 25mph for up to an hour.

Large, flat feet.



Adaptations of a Polar Bear

They have developed into strong swimmers.

Hollow and transparent fur.

Their skin beneath their fur is black.

Long, thick, curved claws.

Thick layers of fur and body fat.

Small bumps on their footpads, called papillae.

Large paws.

