

HOME LEARNING



MATHS, READING, AND SPELLING

Week 1 – Monday 27th April – Friday 1st May 2020

Otter Home Learning Resource includes:

- ❖ A **suggested** daily timetable (see below) with activities to support a progression in your child's learning.
- ❖ Four to five suggested activities for each subject or a larger task to be completed over the whole week.
- ❖ Please aim to complete an activity a day for each subject, some activities may roll into the next day.

Suggested daily timetable

- ❖ 9:00 – 9:30 – PE Joe Wicks
- ❖ 9.30 – 10.00 – Spelling
- ❖ 10.00 – 10.30 – Writing
- ❖ 10.30 – 10.45 – Break
- ❖ 10.45 – 11.15 – Maths
- ❖ 11.15 – 11.45 – Reading
- ❖ LUNCH
- ❖ PROJECT TIME – optional time to complete your two week project.

Alternative for PE

Cosmic Kids Yoga Adventure - If you type this into YouTube then it will bring up a lot of different yoga videos for children. Most of the adventures are themed – eg: Frozen, Harry Potter, Minecraft, Wizard of OZ.

Active Kids Do Better - <https://www.activekidsdobetter.co.uk/> - This site enables you to create your own set of exercises to complete. The children are familiar with this site as it is something that is used in class.



MATHS YEAR 5

Daily Task

- 1- **White Rose Maths – Daily Lessons** - Click on the link below to take you to a daily maths session. Watch the video, then have a go at answering the questions. Try to do this daily.
<https://whiterosemaths.com/homelearning/year-5/>

Additional Tasks

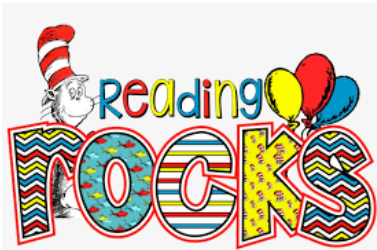
- 2- **Times Tables** - Practise your time table knowledge by logging on to the site below, using the username and password you were given in school. If you've forgotten it then get in touch.
<https://www.timestables.co.uk/>
- 3- **BBC Bitesize** – Try on of their online lessons for maths. Click on the link below and then your year group tag. The next page will list all the lessons available so far, you just need to select the maths ones.
<https://www.bbc.co.uk/bitesize/dailylessons>
- 4- **Maths Challenge** – See below

Week 2 – Geometry Art



Geometry and Art Challenge

Using some painters tape or equivalent. You could use a ruler and a large piece of paper. Create a geometrical pattern and then colour it in with chalk/pens. List all the different shapes you have created, colouring certain shapes in one colour. For example: triangles - blue. You could also add the properties of each shape. Share your results with a photograph.



READING YEAR 5

- 1- Read your current reading book – **Aim to read for at least 10 minutes daily. Discuss when the best time is together. Regular time really helps.**
- 2- **Espresso** – Log on to the website. Click on the Key Stage 2 tab, then English, then Comprehension (Upper). Click on The Indian in the Cupboard. Read the passage and complete the quiz. <https://www.discoveryeducation.co.uk/>
- 3- Pick a descriptive word from the text of your current book, write it down and use a thesaurus to write down five synonyms (the same) and antonyms (the opposite) for that word.
- 4- **Solve the Riddle** – What becomes wetter the more it dries? (Last week's answer – breath)
- 5- **Oxford Owls** – Register on to the website. Click on the link below, then choose the appropriate age range from the tab 'All Ages', select the book you would like to read. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>



SPELLING YEAR 5

Using the SpellZone website, follow the link given to learn the spellings for this week. This week's spellings are words ending in -cial or -tial. There are 6 words in total.

https://www.spellzone.com/word_lists/list-4655.htm

- 1- **Study** – Study the words given, putting each one into a sentence in your exercise books. Do not use the sentence given on the website.
- 2- **Learn** – Click on the learn tab and it will take you through – Look, Say, Cover, Write, Check. Repeat until you get a score you are happy with.
- 3- **As above.**
- 4- **Games** – Choose one of the games on offer to practise spelling these words.
- 5- **Test** – You can do this online or ask someone to test you. Ask them to put the words into a sentence when they give the test. Let me know how you did!



English Year 5

Writing your own story about one of the Value characters



Last week, Mrs. Sinclair shared with you all the uplifting story of Kezia that Mrs. Spencer had written. This week have a go at writing your own short story for one of our value characters.



1. Choose which character you want to write about:

Getting to know the character:

Write some sentences about him/her and his/her family-remember it is important to keep the value in mind, as it is part of their character.



- Who might he /she live with?
- What does he/she like to do?
- How do they show their value?

Do some sketches too if you have time.

2. Think of a problem or difficulty she/he faces?

Feeling sad, something happens, problem to solve, a big competition

Why? What? Who?

Draw sketches and plan that part of the story. Try doing a story board :

1.	2.	3.	4.

3. What does your character do (to help?)

4. Continue on your story board

5. How will it end happily?

When you are ready –write your story up. You may want to do it with illustrations or not.

REMEMBER we want to see your story.

Please take a picture and send it on to us!

HAPPY WRITING AND ILLUSTRATING!

Final Note

Please do what you feel is possible for you in your current situation. We want to give this guidance to support you all.

Any feedback would be very welcome, and of course any photos of what you are doing. I am saving photos into individual files for the children, and hopefully you will start to see some appearing on the website soon.

We understand the difficulties of working at home with your children, so please don't feel you have to stick with the times suggested - it is a guidance for you and your children - to help move towards some routine. If it is causing a lot of stress, take a break and come back to it later or change tack.

Your family's well- being is of utmost importance at this time.

Please remember we are here to support you where we can.

Thank you for all you do,

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