



**Y5 Curriculum Planning Document – W/C 27<sup>th</sup> April 2020**

**Suggested Daily Routine Year 5**

We have included a timetable that could be used as a guide to help with the routine of the day.

| <u>Time</u>   | <u>Suggested Activities</u>           | <u>Ideas</u>  |
|---------------|---------------------------------------|---|
| Before 9.00am | Wake up and get ready for school day. | Eat breakfast, make your own breakfast, and make your own bed, brush teeth for 2 minutes, help with laundry /folding clothes. |
| 9.00 – 9.30   | PE                                    | Joe Wicks daily PE lesson on you tube   |
| 9.30 – 10.30  | English                               | Work from your <b>Talk for Writing Booklet</b> .  |
| 10.30 – 10.45 | SPAG and Spelling                     | Complete one SPAG question a day and practice spellings.  |
| 10.30 – 11.00 | Snack and break                       | Snack and break   |
| 11.00 – 12.00 | Maths                                 | Complete the daily Maths activity.<br>Access timetable rock stars for 15mins.   |
| 12.00– 1.00   | Lunch                                 | Lunch   |
| 1.00 – 1.30   | Reading                               | Complete the daily Reading activity.<br>Read to an adult.   |
| 1.30 – 2.30   | Topic – Beast Creator<br>OR P.E       | Pick one of the activities from the topic list.<br>An average week consists of 2 P.E lessons and 3 topic lessons.             |
| 2.30 – 3.00   | Chores                                | Create a list of 12 household jobs. Roll a two dice and what-ever number it makes tackle that household job first.            |
| 3.00 -        | Free time*                            | Free Time*  |

To make this work pack easy to follow we have split the activities into lessons you will find topic ideas and P.E ideas at the back of the work back.

**Mathematics**

Please use the following White Rose resources which will focus on content that pupils would have experience in school during the Summer Term. This content that is covered links



directly with our current mathematics scheme within school, Power Maths, just delivered in a different format.

Using this link - <https://whiterosemaths.com/homelearning/year-5/>- please access the 'Summer Term – Week 1' tab to access the 5 different lessons for this upcoming week

Lesson 1 - Decimals up to 2 dp

Lesson 2- Decimals as fractions

Lesson 3- Decimals as fractions (2)

Lesson 4- Understand thousandths

Lesson 5- Thousandths as decimals

There is a video for each lesson that children can watch prior to completing the downloadable activity. The independent activity and the answers are also located next to the video – please make sure that your child records their answers in their exercise book provided by school – **there is no need to print any resources!**

### English - Writing

For English we have attached a talk for writing booklet for you to work through. This workbook has enough English work for this week and next week (WB 4<sup>th</sup> May)

### SPAG:

Complete one SPAG question daily in your exercise book.

### Monday:

1. **Draw lines** to match the verbs to the correct **prefix**. Use each prefix once only.

dis

appoint

over

visit

re

compensate



Tuesday:

2. Circle the correct suffix to complete the sentence below.

You can't qual  for the next award until you can swim 20 lengths.

|     |     |     |
|-----|-----|-----|
| ate | ise | ify |
|-----|-----|-----|

Wednesday:

3. The sentence below is missing parenthesis. Add a pair of dashes so that the sentence is punctuated correctly.

The fete or at least the outdoor part has been cancelled because of the weather.

Thursday:

4. Tick the adverb which shows that we will watch a film today.

We will  be able to see the film today.

probably

definitely

perhaps



Friday:

8. Read the passage below. **Tick one** modal verb which would complete it.

I think it  be best if we travelled to the airport on the train.

should

might

can

**Spellings:**

Below I have listed activities for each spelling group. I haven't split the activities into days I have done the activities under each spelling group:

| <u>Green</u> |          | <u>Blue</u> | <u>Red</u> |
|--------------|----------|-------------|------------|
| responsible  | legal    | famous      | table      |
| relevant     | national | poisonous   | frying     |
| appoint      | legible  | dangerous   | travel     |
| agree        | complete | mountainous | sad        |
| appear       | correct  | adventurous | animal     |
| behave       | possible | hazardous   | nicest     |
| patient      | mortal   | joyous      | reply      |
|              |          | nervous     | dropped    |
|              |          | ridiculous  |            |

**Red Group:**

Written Task:

Use these words for handwriting practice.

Pay particular attention to letter joins and size and shape of your letters.

Use these 8 words to make up your own sentences.

Underline your suffix-ending word.

Use Look, Say, Cover, Write, Check to make sure that you really know your words this week.



Extra Challenge:

Can you write a short paragraph using 3 of these words?

**Blue Group:**

'ous' suffix ending.

Written Task:

Use these 9 words to make up your own sentences.

Underline your suffix-ending word.

Use Look, Say, Cover, Write, Check to make sure that you really know your words this week.

Extra Challenge:

Can you write a paragraph using 5 of these words? Maybe a short paragraph or story about a famous mountain climber who suddenly got nervous?

**Green Group:**

14 words this week. Use Look, Say, Cover, Write, Check to make sure that you know how to spell these words. There are some tricky ones here and some double consonant spelling patterns too.

Think about the meaning of each word.

Where might you use these words in your writing?

Might you use these words in your daily speech?

Are these words used by us on a regular basis?



# Missing Vowels



The keypad on this mobile phone is not working properly. The vowels a, e, i, o and u have been missed out.



# Missing Vowels



Can you work out what these words should be?  
You have 5 minutes!



d s pp \_ nt

m ssp ll

\_nc rr ct

\_ll g l

\_ll g bl

m sb h v

\_mp t \_nt

\_rr sp ns bl

d s gr \_

\_mm rt l



Time yourself 5 minutes for this spelling task.

(Spelling solutions are at the back of the work pack).

How did you get on? If you make any errors repeat until you have 100% success.



How did you get on with these missing vowels?

### Prefix Activity:

Can you remember how a prefix works? These words this week are 'root' words and adding the correct prefix can change the word to the opposite meaning. Have a look at how the prefix patterns work in the table below...

Summer term, Unit

**Challenge!**  
Use the Spelling Fox Challenge: Who can remember prefixes? (2) to kick off or consolidate the learning. The children must help the Spelling Fox find the correct answers! Access online via My Rising Stars.

- Record their thoughts on a flip chart, e.g.

| Prefix        | Root word   | How the prefix changes the meaning of the root word |
|---------------|-------------|---|
| <i>dis-</i>   | appear      | It turns the word into the opposite.                |
| <i>mis-</i>   | behave      | It means badly or wrongly.                          |
| <i>im-</i>    | possible    | It means the opposite.                              |
| <i>il-</i>    | legible     | It means the opposite.                              |
| <i>in-</i>    | correct     | It means the opposite.                              |
| <i>inter-</i> | city        | It means between or among.                          |
| <i>ir-</i>    | responsible | It means the opposite.                              |

Task: Look at your weekly spellings, add the correct prefix to the word and invent your own sentences to show the meaning of the word that you have created. This activity is taken from the 'Apply' section below.

#### 4 Apply

- Ask the children, in pairs, to invent sentences to demonstrate the meaning of each of the words created by adding the prefix. You could vary the choice and number of sentences to suit.

#### 5 Review

- Ask the children to look at the completed grid with you.
- Ask: What have you learned from this unit that can help you with your spelling? Look for:
  - ✓ prefixes do not change the spelling of the root word, but do change the meaning
  - ✓ several prefixes have the same function (to turn the meaning of the word into its opposite).
- You might want to ask the children at this point to look at the grid and tell you what the rule is for matching the prefix to the root word when it comes to converting the word to its opposite meaning, e.g.
  - ✓ Use *im-* before root words beginning with 'm' or 'p'.
  - ✓ Use *il-* before root words beginning with 'l'.
  - ✓ Use *ir-* before root words beginning with 'r'.

This helps to explain the doubling of the consonant in many cases.

GDS:

Can you find any more spelling pattern rules for adding prefixes to root words?

Are there any exceptions to these rules? Do any words stand out?



## Reading

Below you will find reading activities attached for every day. Each activity should take between 20 – 30 minutes.

### Monday: Retrieval

#### Tapeworm

There can't be many worse ways to die than getting a worm infestation in your brain caused by a big adult tapeworm wriggling around in your gut.

The tapeworm can grow up to 39 ft (12m) long, after finding its way into your digestive system as a egg or a larva, ingested by eating raw or improperly cooked meat. It then anchors itself to the intestine wall, absorbing all the body's nutrients for itself – meaning no matter how much you eat, you'll still be malnourished.

If left untreated, a tapeworm infection can lead to death by starvation or vitamin deficiency – and if you think it can't get any worse, the tapeworm larvae can burrow through your intestines wall, enter your bloodstream and swim right up to your brain, causing seizures and other neurological problems.

Q1: How long can the tapeworm grow?

Q2: Where is it rare to come across a tapeworm?

Q3: How does a tapeworm end up in your digestive system?

Q4: If a tapeworm is left untreated what is likely to happen?

### Tuesday: Inference

#### Polar Bear

Cute, cuddly and endangered, it's hard to not feel sorry for the poor polar bear – especially when you see it clinging forlornly to a melting iceberg. See one slap the head clean off an unwary arctic explorer, however, and you're likely to feel something else completely – pure, unadulterated fear.

The poor polar bear is so big and strong it can rip a 12- in – thick seal out of a 4 – in. hole, and kill just about any animal with a single blow from its paw. Not surprisingly, then, a human who upsets it or just gets in its way doesn't stand a chance – at least 100 people are mauled to death every year.

Yet despite its size and strength, this magnificent bear is in rapid decline as global warming cause ice caps to shrink, with a devastating impact on its habitat and food sources. Experts warn that polar bear numbers will reduce by nearly one quarter in the next 20 years, to just 25,000





Can you infer why people feel sorry for polar bears?

Can you infer why people don't think polar bears are scary despite the fact they maul people to death every year?

### Wednesday: Comprehension

Read aloud to a grown up for 20 minutes. Can they ask you questions about what you're reading to check your understanding?

### Thursday: Vocabulary

Can you fill in the blanks with appropriate word choices?

#### Hooded Pitohui

With its \_\_\_\_\_ song and \_\_\_\_\_, multicoloured plumage, the hooded pitohui looks like it was put on earth just to cheer us up. But while the songbird can be \_\_\_\_\_ admired from a distance, give it a stroke and you might be looking at something entirely different: paralysis, cardiac arrest and death.

The pitohui's \_\_\_\_\_ and skin contain the most \_\_\_\_\_ natural toxin known to man, the \_\_\_\_\_ poison that is found in the famous poison fart frogs. Although not \_\_\_\_\_ venomous, the birds acquire the toxin through \_\_\_\_\_ their favourite snack, the choresine beetle.

### Friday: Fluency

#### Rhinoceros

If you see 200 stone of rhinoceros charging in full gallop in your direction, don't take it personally. Its eyesight is so bad it can't even see who you are, and it's probably charging at you just in case you're another rhino, thinking about charging.

With a lethal, 3-ft-long horn and a charging speed of up to 40 mph, getting bulldozed is a foregone conclusion, But unlike many dangerous animals which kill for food or just for the fun of it, the rhino - which is a herbivore - attacks more out of fear and panic, because it doesn't know if the blurry object in the distance is a threat or not. They have even been observed charging tree trunks and termite mounds.

Of course, that doesn't help the hundreds of people who are gored or charged to death by rhinos every year.

#### Topic:

Our topic this term is Beast Creators. You could have ago at any of the activities below:



- Locate on a map where the world's most deadliest minibeasts live (desert scorpion, the vampire ant, the Saharan silver ant or the tree frog of the Amazonian rainforest).
- Look at Charles Darwin's drawings. Pick a deadly mini beast and draw with detail.
- Look into the life cycle of a frog. Compare it with life cycle of a butterfly.
- If you could be an insect for a day, what kind would you be? Why? Where would you live? How safe would you be from predators?
- Make a bug's-eye plan of your classroom or bedroom. How would things look from high up there on the wall?
- Read the novel Charlotte's Web, then write a book review to share with your friends. Is it a good read? Would you recommend it?
- Find out which flowers and herbs attract minibeasts. Plant a bulb or seed in a pot or planter and see who comes to visit.
- Go on a bug hunt in a local park or woodland. What will you find? Can you photograph it?
- Make a comparison between two minibeasts. How are they similar? How are they different?
- Make your own sketchbook and record any information you can gather.
- Use dough or clay to make a replica of your favourite minibeast. Bring it in to school to share with others.
- Make a minibeast glossary to explain all the specialist vocabulary associated with this topic.
- Design a beautiful and symmetrical design for a butterfly's wings. Can you transfer your design to a computer?
- Create a mini beast hotel.

### P.E:

Joe Wicks <https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

BBC Super Movers <https://www.bbc.co.uk/teach/supermovers>

Cosmic Yoga <https://www.youtube.com/user/CosmicKidsYoga>

Jump Start Jonny <https://www.youtube.com/watch?v=YfbTvJMcRow>



## Spelling Solutions:

The screenshot shows a PowerPoint presentation titled "26\_Year 5\_summer\_term\_unit\_2\_missingvowels - PowerPoint". The main slide is titled "Missing Vowels" and features a "RISING STARS Spelling" logo. The slide content includes:

Can you work out what these words should be?  
You have 5 minutes!

disappoint misspell incorrect  
illegal illegible misbehave  
impatient irresponsible  
disagree immortal

The slide also shows a small fox illustration and a "Click to add notes" button at the bottom. The presentation is displayed in a window with a Windows taskbar at the bottom showing the time as 11:07 on 14/04/2020.