



HEADTEACHER: Mr A.G. Neenan

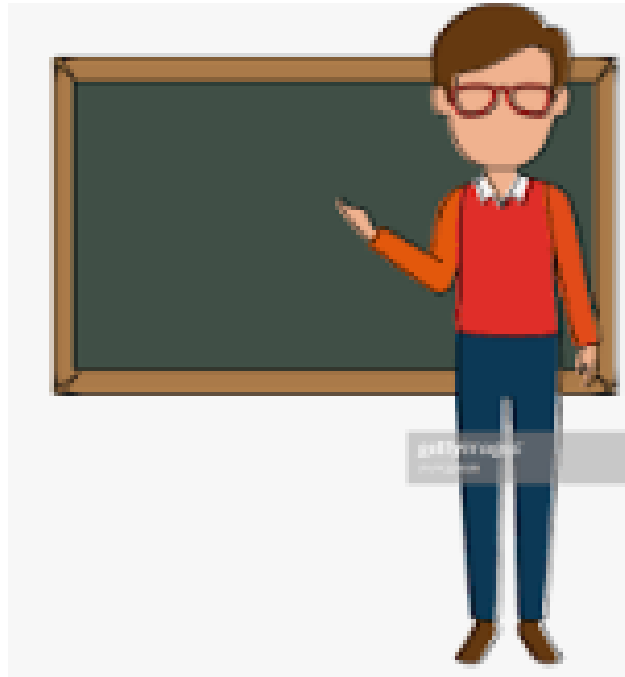
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"With Jesus as our guide; we love, live and learn together."

WEEKLY HOMEWORK LETTER

YEAR GROUP	5	NO.	14	DATE:	13.07.20
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Thank you so much to all of you for all of your hard work and commitment over the last 14 weeks. This will be the last homework letter before we return to school in September. I am looking forward to seeing you all back in school then. By then, you will be the oldest in the school! Make sure you get some rest over the break and come back to school raring to go!

Mr Shanahan.

English

FOCUS	TASK(S)	GUIDANCE
READING	Please try to login to Reading Plus daily for at least 15 minutes.	Reading Plus logins are attached to the front of the exercise book sent home in March.
ENGLISH		Below this letter, you will find documents which you can print to support your child's learning in English. The reading comprehension lessons this week are online on the Oak National Academy.
DAY 1	The Treacherous Temple – reading comprehension Complete the lesson, then write down the answers into your homework book. https://classroom.thenational.academy/lessons/read-example-text-reading-comprehension-c41757	<ul style="list-style-type: none"> • Carefully read the question • Mark key words • Look for those words in the text and words with similar meanings • Answer the question.
DAY 2	Grammar – Bullet Points	Bullet points help the reader understand the main points of a text. They often summarise a text and emphasise the main points in a list. Bullet points do not need to be written as full sentences, so there is no need to punctuate them in the same way. You can choose whether they start with a capital letter or not, as long as you are consistent. Don't use full stops at the end.
DAY 3	Spelling – Homophones	<ul style="list-style-type: none"> • Copy down each word twice • Cover the words, write them and check them. (x2)
DAY 4	The Video Game – reading comprehension Complete the lesson, then write down the answers into your homework book. https://classroom.thenational.academy/lessons/read-example-text-reading-comprehension-1ce6cf	<ul style="list-style-type: none"> • Carefully read the question • Mark key words • Look for those words in the text and words with similar meanings • Answer the question.
DAY 5	Writing- write a myth. Your task is to write a myth involving the character Hercules. Watch the video lesson and look closely at the modelled example that they show you, so that you know what a good myth looks like.	Follow the link below for a taught lesson on myths, including an example of what a good one looks like. https://classroom.thenational.academy/schedule-by-year/year-5

Amber fell onto the table, but somehow managed to stop herself falling to the floor. Her mobile phone spun out of her flailing hands and into the air. With one hand gripping the edge of the table, she reached out with her other hand and just about managed to catch it before it fell to the floor. Luckily, the clatter of her tumbling to the table was drowned out by the rapturous applause from the ladies cheering Miss Vile's speech.

Miss Vile then stepped to the side of the hall where she began preparing a laptop for a PowerPoint presentation. Amber could feel the mobile slipping through her fingers. Carefully, she brought the mobile up towards the safety of the table. Meanwhile, Miss Vile had set up her PowerPoint display and was now addressing her faithful followers. "You don't want to hear me speaking all evening," she began, "So I have prepared a visual presentation that outlines exactly what I intend to accomplish with Plan R." She then went on to lecture her audience for what seemed like an eternity, much to Amber's increasing agitation. But the witches were lapping it up; each new slide was met with gasps of approval. Finally, Miss Vile reached the last slide and began reading out the bullet points. Amber prayed that her mobile was still recording. This was the evidence she needed.

The Main Aims of Plan R

- Remove Mrs Rump from the kitchen
- Mix Potion X into the soup
- Serve to the children
- Children will become unconscious shortly after taking the dose
- Tie children up
- Take down to the school cellar
- Await collection



Just as Miss Vile was concluding, Amber felt the mobile vibrating. She had remembered to put it on silent, but the surprise made her panic. Fumbling to switch it off, it slipped through her fingers and hit the floor with a clang! But luck was once again on Amber's side, for the excitable witches were all babbling questions at Miss Vile at once and didn't notice the din behind the screen. The question and answer session was interminable, but at last Miss Vile brought the meeting to a close and the excited witches began drifting away. Amber was beginning to think that she had got away with it. When everyone had gone she would be able to pick up her mobile, which she hadn't dared get while all the witches were present, and head quickly for the safety of home with all the evidence she needed. But then she heard something she hadn't anticipated: the whirr of the projector screen as it began to ascend to the ceiling. She held her head in her hands and closed her eyes as she realised she would be in full view of everyone left in the room!

I can punctuate with bullet points.



Bullet points help the reader understand the main points of a text. They often summarise a text and emphasise the main points in a list. Bullet points do not need to be written as full sentences, so there is no need to punctuate them in the same way. You can choose whether they start with a capital letter or not, as long as you are consistent. Don't use full stops at the end.

- 1 Write out the bullet points for Miss Vile's final PowerPoint slide.

As Amber was lying on the table behind the screen she had time to think of a list of all the things she needed to do when she got home. She had thought of the following things: she would tell grandad everything that had happened; she would play the recording she had taken; they needed to stop the children going to school; they would ring all the parents to warn them; she would enlist the help of the staff at Spellcaster Academy; and finally they would bring an end to Miss Vile's diabolical plan.

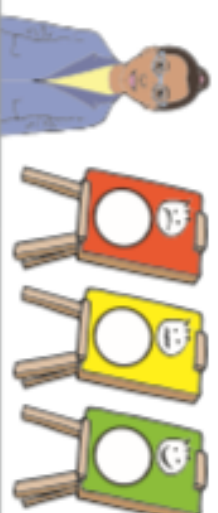
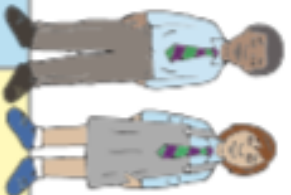
- 2 Write out Amber's list of things to do using bullet points.

Extension Write the plot of the story so far using bullet points.



Spelling patterns **homophones** and **near-homophones**, extension

The current situation is – none of us have passed our spelling test!



Spellings	Write	Write	Cover and write	Cover and write
past				
passed				
currant				
current				
foul				
fowl				
pause				
paws				
cymbal				
symbol				

Total /10



Maths

MATHS	This week, the five tasks (1 per day) are linked to lessons from the Oak National Academy. These lessons start with a taught session and then provide an activity to complete. Please record your workings and answers in your homework book.	
DAY 1	Represent an interval across zero on a number line https://classroom.thenational.academy/lessons/to-represent-an-interval-across-zero-on-a-number-line/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-represent-an-interval-across-zero-on-a-number-line/activities/2
DAY 2	Express a remainder as a fraction and as a decimal. https://classroom.thenational.academy/lessons/to-explain-a-remainder-expressed-as-a-fraction-and-as-a-decimal/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-explain-a-remainder-expressed-as-a-fraction-and-as-a-decimal/activities/2
DAY 3	Interpret remainders in the context of a problem https://classroom.thenational.academy/lessons/to-interpret-remainders-appropriately-in-the-context-of-the-problem/activities/2	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-interpret-remainders-appropriately-in-the-context-of-the-problem/activities/1
DAY 4	Calculate the mean as an average https://classroom.thenational.academy/lessons/to-calculate-the-mean-as-an-average/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-calculate-the-mean-as-an-average/activities/2
DAY 5	Use mental addition and subtraction with sums of money. https://classroom.thenational.academy/lessons/to-add-three-sums-of-money-and-calculate-change/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-add-three-sums-of-money-and-calculate-change/activities/2

RE

R.E.	<ul style="list-style-type: none">St Paul went on three important journeys to preach the Good News about the Resurrection of Christ. Look at the following quotations from the Acts of the Apostles and trace his journeys.<ul style="list-style-type: none">Journey One in <i>Acts 13-14</i>Journey Two in <i>Acts 15:36-18:22</i>Journey Three in <i>Acts 18:22-21:16</i>.Highlight the names of the places that St Paul visited.Draw a map to show the journey that St Paul went on.	https://www.biblegateway.com/passage/?search=Acts+13-14%2C+Acts+15%3A36-18%3A22%2C+Acts+18%3A22-21%3A16&version=ICB
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Music

MUSIC	<u>Music: Singing</u> Follow the lesson opposite: This will teach you how to sing a major and minor scale. Sing loud and proud!	https://classroom.thenational.academy/lessons/to-sing-a-major-and-minor-scale
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Art

ART	<u>Visual Texture</u> Watch the lesson opposite and then create your own piece of art using visual texture to add interest.	https://classroom.thenational.academy/lessons/how-can-we-use-visual-texture-to-add-interest-to-our-artwork
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PSHE

PSHE

Are you ready to return to school?

We are pleased that, in September, you will all be able to come back to school. However, we realise that, for some of you, you may have some worries about returning to school after so long.

Your task this week is to discuss with an adult at home any worries you have about returning to school in September.

I will be ringing you at some point this week, so you can share these worries with me as well when I speak to you.

Awe and Wonder

Awe and Wonder	<p>This is your chance to make your own jelly!</p> <p>Follow the instructions below.</p>	<ol style="list-style-type: none">1. Introduce the activity using the story.2. Give out activity cards and equipment.3. Explain that they will be making some different jellies and comparing them.4. Support them to make their jelly recipe. Ensure that the jelly is made following the normal instructions on the packet. The children should focus on adding different fruit rather than changing the way the jelly is made.5. Encourage them to explore a range of fruit. They will find that there are others that will stop the jelly setting properly. It is helpful to make a jelly without fruit to compare how it sets with ones that contain fruit. Scientists call this a control.6. Support them to compare their jelly to the other jellies, and to design a way to record their results.7. Ask them to present their findings - they can be as creative in their presentation as they want!
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CREST
AWARDS

SUPERSTAR

Get Set Jellies

Activity Card

Uncle Astro loves jelly. His favourite fruit is pineapple. Cosmic and Gem have made a pineapple jelly for his birthday. Normally they use tinned pineapples but, because it is a special day, this time they have used big chunks of fresh juicy pineapple. Now it is time to enjoy some lovely, wibbly, wobbly jelly. Uncle Astro laughs with excitement as he tips the bowl over to let the jelly drop out. Oh no! The jelly hasn't set!

Uncle Astro laughed! **"How fascinating! I wonder if it has something to do with the pineapple? We need to do some investigating. I think a little chemistry might help."**



Your challenge

Find out if the fresh pineapple could have stopped Uncle Astro's jelly setting.

Discuss

Talk about how to make jelly. Think about what might have stopped the jelly setting.

How will you decide if the fresh pineapple stopped the jelly setting?

What tests can you do to find out why the jelly didn't set?

How will you make sure that your test is fair and safe?

What will you observe or measure in each of your tests?



Getting started

Some other investigators have had a few ideas to get you started:

Why don't we try making the same jelly with and without pineapple?

I think we could use fresh, frozen and tinned pineapple.

I think we could try using different amounts of fresh pineapple.

What will you do?

Test your ideas

Which jellies set and which ones did not? Is there a problem when you use fresh pineapple? Does it make a difference if the pineapple comes from a tin or has been frozen?

You might want to make a table like the one below to compare the jellies.

	Jelly 1 - Fresh pineapple	Jelly 2 - Tinned pineapple	Jelly 3 - No pineapple
What happened?			



Share your ideas

Why not design a guide to show how knowing a little chemistry can help people to make very wibbly, wobbly fruit jelly.

Extra things to do

What happens if you use different fruit in your jellies? Try making small jellies to compare different fruit. Does it make a difference if you use tinned or frozen fruit?

You could try apples, strawberries, raspberries, lemons, tangerines, kiwi fruit, fresh figs, mango, grapes, peaches and/or any other fruit that you like.



Other Suggestions	<p><u>Learn a language</u> https://www.duolingo.com/</p> <p><u>PE</u> https://www.youtube.com/user/thebodycoach1</p> <p><u>Science</u> https://www.youtube.com/user/maddiemoate</p>	<p>Sign up for a free account with Duolingo for access to online language lessons.</p> <p>PE classes with Joe Wickes are released daily on his youtube channel.</p> <p>A new science topic is taught every week, along with science experiments which you can join along with.</p>
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