



HEADTEACHER: Mr A.G. Neenan

Cross Lane, Great Barr, Birmingham, B43 6LN
Tel: 0121 357 3216 Fax: 0121 358 5523

email: headteacher@holyname.sandwell.sch.uk
website: www.holynameprimary.co.uk

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

WEEKLY HOMEWORK LETTER

YEAR GROUP	5	NO.	12	DATE:	29.06.20
------------	---	-----	----	-------	----------



I'm sure that you will have seen on last week's school newsletter that I will be your teacher in September. I am excited to see you all again. In the meantime, keep up the hard work! Remember to upload any pictures of you working from home to the school website.

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 on the Y5 website page, you will find pdf documents which you can download daily to support your child's learning in English.
DAY 1	Senses – reading comprehension	<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 – Pronouns	<p>First person means that the story is usually written with the personal pronoun "I".</p> <p>Third person is usually written with the personal pronoun "he" or "she". The story of Amber is written in the third person.</p>
DAY 3	Spelling – 'ie' or 'ei'	<ul style="list-style-type: none"> • Copy down each word twice • Cover the words, write them and check them. (x2)
DAY 4	The Peacock – reading comprehension	<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	<p>Writing- write a biography. Your task is to write a biography about your favourite celebrity.</p> <p>Watch the video lesson and look closely at the modelled example that they show you, so that you know what a good biography looks like.</p>	<p>Follow the link below for a taught lesson on biographies, including an example of what a good one looks like.</p> <p>https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-composition-08ee6f</p>

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	Identify, describe and classify shapes https://classroom.thenational.academy/lessons/to-identify-describe-and-classify-shapes-based-on-the-properties/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-identify-describe-and-classify-shapes-based-on-the-properties/activities/2
DAY 2	Identify, describe and classify shapes https://classroom.thenational.academy/lessons/to-identify-describe-and-classify-shapes-based-on-the-properties-6537fa/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-identify-describe-and-classify-shapes-based-on-the-properties-6537fa/activities/2
DAY 3	Identify regular and irregular polygons https://classroom.thenational.academy/lessons/to-identify-regular-and-irregular-polygons-by-reasoning-about-equal-side/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-identify-regular-and-irregular-polygons-by-reasoning-about-equal-side/activities/2
DAY 4	Identify, describe and classify triangles https://classroom.thenational.academy/lessons/to-identify-describe-and-classify-triangles/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-identify-describe-and-classify-triangles/activities/2
DAY 5	Describe the properties of quadrilaterals https://classroom.thenational.academy/lessons/to-describe-the-properties-of-quadrilaterals/activities/3	This lesson will explain the task step-by-step: https://classroom.thenational.academy/lessons/to-describe-the-properties-of-quadrilaterals/activities/2

RE

R.E.	<ul style="list-style-type: none">• Read the story of Stephen.• Write some questions to Stephen to discover what his feelings might have been at this time. E.g. Why was he so keen to be a follower of Christ?• Imagine you are Stephen: what answers would you give to the questions that you have written?	https://www.biblegateway.com/passage/?search=Acts+6%3A+8+%E2%80%93+8%3A1+&version=ICB
-------------	---	---

Research

RESEARCH	<p><u>History: Aztecs</u></p> <p>Using the website links opposite, research the answer to the following questions:</p> <ul style="list-style-type: none">• Describe what is meant by the word 'engineered'.• What is the name of the city that was founded on the ruins of Tenochtitlán?• List some common foods and crops grown to feed the people of Tenochtitlán.• What is the other name for Mesoamerica?	<p>The great city of Tenochtitlán, the capital of the Aztec empire, was built on islands in the middle of a lake. The Aztecs engineered what would have been one of the largest cities in the world at the time. At its peak, about 300,000 people lived in Tenochtitlán. Here, the Aztecs built huge ceremonial pyramids, with the largest being about 45 metres high. The Aztecs were also famed for their intricate textiles. When the Spanish conquered the Aztecs, they built Mexico City over Tenochtitlán. The ruins of Tenochtitlán can still be seen in Mexico City today.</p> <p>https://www.bbc.co.uk/bitesize/clips/zxmxpv4</p> <p>https://www.kiddle.co/</p>
-----------------	---	---

Art

ART	<u>Henri Matisse</u> Watch the lesson opposite and then create a collage.	https://classroom.thenational.academy/lessons/henri-matisse-and-collage
------------	---	---

PSHE

PSHE	<u>What's in the News?</u> Watch the CBBC clip opposite and read the news article on the website. Discuss with an adult: <ol style="list-style-type: none">1. What does 1m+ mean?2. Does it mean that we don't have to keep socially distant?3. As the country starts to reopen, what are the rules that you have to follow in order to keep yourself safe?4. What will you do if others are not following the rules?	https://www.bbc.co.uk/newsround/53139105
-------------	--	---

Awe and Wonder

Awe and Wonder	<p>This is your chance to make your own cheese!</p> <p>Follow the instructions below to turn milk into cheese.</p>	<ol style="list-style-type: none">1. Introduce the activity using the story.2. Encourage your child to discuss their ideas and how cheese is made.3. Support your child to follow the cheese recipe on the activity card and make their own records of their results.4. Ask your child to present their findings to you - they can be as creative in their presentation as they want.
-----------------------	--	--



SUPERSTAR

Cheesy Challenge

Organiser's Card



About the activity

This activity is designed to get children thinking about how milk is changed into cheese. Cosmic and Gem are confused about how milk turns into cheese. Can the children make their own cheese?

Through this activity you will support your group to:

- Think about what they already know about cheese
- Make their own cheese
- Research other milk products

Kit list

- A cup of semi skimmed or skimmed milk each
- Lemon juice (or vinegar)
- A spoon, a bowl (for heating in the microwave) or a small pan (for heating on the cooker)
- A sieve, a bowl and a piece of very clean, thin cloth to strain the milk
- Salt
- Other flavourings (optional)

What to do

1. Introduce the activity using the story.
2. Give out activity cards and equipment to the children.
3. Explain that they will be making their own cheese today.
4. Encourage children to discuss their ideas and how cheese is made.
5. Support children to follow the cheese recipe on the activity card and make their own records of their results.
6. Ask the children to present their findings to the rest of the group, they can be as creative in their presentation as they want.



Things to think about

Skimmed milk works well for this activity. The fat, which is used to make other milk products such as cream, is not needed to make cheese.

If you leave the cheese for a while to let more of the liquid drain out you will get a slightly firmer cheese.

The liquid (whey), which is left over after making the cheese, can be used in recipes to make food such as bread, soup and cakes.

Lots of children may be dairy or lactose intolerant. As with previous activities, you could encourage them to find out what happens if they use alternative.



Keywords

- Milk
- Curdling
- Cheese
- State
- Reversible changes
- Irreversible changes



Watch out!

The milk needs to be heated. This must be done with adult supervision. Cover tables with clean paper cloths. The cheese can be eaten if everything has been kept clean. Do not eat the cheese unless it is fresh.





SUPERSTAR

Cheesy Challenge

Activity Card

Cosmic and Gem are having a picnic. They are tucking into glasses of cool milk and tasty cheese sandwiches.

"Isn't it amazing that they can turn a white runny liquid into cheese?" Cosmic wonders out loud.

Gem stops chewing and looks at the cheese and then at the milk. She has a puzzled look on her face.

"How do they do that?" Gem asks.

"It's fascinating! We need to do some investigating. I think a little bit of chemistry might help."



Your challenge

Can you help Cosmic and Gem find out how milk is turned into cheese?

Discuss

Take a look at some cheese and milk. Talk about what you already know about it.



Getting started

Cheese Recipe

Ingredients

A cup of semi skimmed or skimmed milk

Lemon juice

A spoon, a bowl (for heating in the microwave) or a small pan (for heating on the cooker)

A sieve, a bowl and a piece of very clean, thin cloth to strain the milk

Salt and other flavourings (optional)

Clean hands, equipment and table

Method

1. Pour 1 cup of milk into a bowl or small pan. Heat it in the microwave or on the cooker until the milk just begins to boil. If it is on the cooker, keep stirring to stop it burning.
2. Remove from the heat. Add lemon juice a few drops at a time and keep stirring gently.
3. Keeping adding lemon juice until the milk starts to go very lumpy (curdle). Let it cool.
4. Put a sieve on top of a bowl and put a cloth in the sieve.
5. Pour the milk into the sieve and let all the liquid (the whey) run through into the bowl. The lumps (called curds) will stay in the cloth.
6. Lift up the cloth and gently squeeze out more of the liquid.

You have now made some cheese!

Add a little salt and any other flavours that you like.

Test your ideas

Is cheese only made from cow's milk?

What different types of cheese are there? Are they all made in the same way?

Do people eat cheese everywhere around the world?

When was cheese first made?

Can the whey be used for anything?



Share your ideas

What kind of cheese have you made?

Does it look like any of the cheese that you buy in the shops?

What does it taste like?

Make a poster showing how a little chemistry helps to turn milk into cheese. Put it on display.

Extra things to do

Here are some other milk products. Can you find out how they are made and what they are used for? Not all milk comes from animals. Can you spot which ones do not and find out more about them?

Yoghurt

Lassi

Cream

Butter

Condensed milk

Kaymak

Sour cream

Ghee

Smetana

Clotted cream

Crème fraîche

Buttermilk

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>
--------------------------	--	--