



Victoria Dock Primary School Home Learning Plan



Year 5

Week Commencing 30th November


As your child is absent from school at the moment, please read the following information and links in order for your child to continue their education until they can return to school. These resources are aligned with the teaching taking place in school and wherever possible video links and additional instructions are given to help support your child. All completed work should be returned to school when your child returns. It will then be looked at by school staff following a quarantine period.


Year 5 Maths – Online Learning		
Addition and subtraction		
Lesson	Video Link	Worksheet
Lesson 3 Introduce line graphs	https://vimeo.com/464199475	https://resources.whiterosemaths.com/wp-content/uploads/2020/04/Y4-Summer-Block-4-WO3-Introducing-line-graphs-2020.pdf
Lesson 4 Read and interpret line graphs	https://vimeo.com/464199069	https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO1-Read-and-interpret-line-graphs-2019.pdf
Lesson 5 Draw line graphs	https://vimeo.com/464197707	https://resources.whiterosemaths.com/wp-content/uploads/2019/09/Y5-Autumn-Block-3-WO2-Draw-line-graphs-2019.pdf

Writing


This week, we will be looking at writing a description of a scene. Look at the DADWAVERS poster and word mat. Then, complete the planning sheet to collect ideas/vocabulary/sentences for the picture.

DADWAVERS


Description 


Action 


Dialogue 

Where 


Adverb _____ly

Verb 

Estimation of time 

Rhetorical Question 

Simile and Metaphor ___ as ___, ___ like a ___

! Exclamation or onomatopoeia 



picture.

<p>Description Use your senses to describe the setting or a character from your story. You could describe any of the following:</p> <p><input type="checkbox"/> A sight <input type="checkbox"/> A sound <input type="checkbox"/> A smell <input type="checkbox"/> A feeling</p>	<p>Action</p> <p><input type="checkbox"/> BOOM <input type="checkbox"/> ROAR <input type="checkbox"/> SIZZLE <input type="checkbox"/> CLANG <input type="checkbox"/> THUMP <input type="checkbox"/> CREEK <input type="checkbox"/> SPLASH <input type="checkbox"/> RUSTLE <input type="checkbox"/> SWOOSH <input type="checkbox"/> POP</p> <p><input type="checkbox"/> DRIP <input type="checkbox"/> BUZZ <input type="checkbox"/> BANG <input type="checkbox"/> CLASH <input type="checkbox"/> FIZZ <input type="checkbox"/> RUMBLE <input type="checkbox"/> SMASH</p>	<p>Dialogue</p> <p><input type="checkbox"/> called <input type="checkbox"/> demanded <input type="checkbox"/> screamed <input type="checkbox"/> exclaimed <input type="checkbox"/> pleaded <input type="checkbox"/> screeched <input type="checkbox"/> roared <input type="checkbox"/> wailed <input type="checkbox"/> announced</p> <p><input type="checkbox"/> groaned <input type="checkbox"/> replied <input type="checkbox"/> mumbled <input type="checkbox"/> gasped <input type="checkbox"/> whispered <input type="checkbox"/> stammered <input type="checkbox"/> sobbed <input type="checkbox"/> grumbled <input type="checkbox"/> uttered</p>
<p>Where</p> <p><input type="checkbox"/> Under <input type="checkbox"/> Through <input type="checkbox"/> Beside <input type="checkbox"/> Below <input type="checkbox"/> Above <input type="checkbox"/> Next to <input type="checkbox"/> Between <input type="checkbox"/> Inside <input type="checkbox"/> Behind <input type="checkbox"/> Across <input type="checkbox"/> On top of <input type="checkbox"/> Underneath</p>	<p>Adverb</p> <p><input type="checkbox"/> Angrily <input type="checkbox"/> Anxiously <input type="checkbox"/> Cautiously <input type="checkbox"/> Awkwardly <input type="checkbox"/> Courageously <input type="checkbox"/> Frantically <input type="checkbox"/> Silently <input type="checkbox"/> Nervously <input type="checkbox"/> Rapidly <input type="checkbox"/> Gently <input type="checkbox"/> Foolishly <input type="checkbox"/> Loudly <input type="checkbox"/> Quietly <input type="checkbox"/> Mysteriously</p>	<p>Verbs</p> <p><input type="checkbox"/> Leaping <input type="checkbox"/> Hurrying <input type="checkbox"/> Strolling <input type="checkbox"/> Stumbling <input type="checkbox"/> Trudging <input type="checkbox"/> Dashing <input type="checkbox"/> Crawling <input type="checkbox"/> Sneaking <input type="checkbox"/> Wandering <input type="checkbox"/> Creeping <input type="checkbox"/> Darting <input type="checkbox"/> Twirling <input type="checkbox"/> Bouncing <input type="checkbox"/> Smashing <input type="checkbox"/> Rushing</p> <p><input type="checkbox"/> Laughing <input type="checkbox"/> Screaming <input type="checkbox"/> Sighing <input type="checkbox"/> Grinning <input type="checkbox"/> Trembling <input type="checkbox"/> Chuckling</p>
<p>Estimation of Time</p> <p><input type="checkbox"/> Afterwards <input type="checkbox"/> Immediately <input type="checkbox"/> Soon <input type="checkbox"/> After a while <input type="checkbox"/> Before long <input type="checkbox"/> All of a sudden <input type="checkbox"/> In a blink of an eye <input type="checkbox"/> Eventually <input type="checkbox"/> Later</p>	<p>Rhetorical Question A character from your story thinks of a question that does not require an answer.</p> <p>e.g. How did I get into this mess? She thought to herself.</p>	<p>Simile OR Metaphor Use one of these features to make a comparison.</p> <p>e.g. SIMILE: Its teeth were like daggers glimmering in a cave.</p> <p>METAPHOR: The moon was a ghostly ship crossing a stormy sky.</p>

DADWAVERS

Description

Action

Dialogue

Where

Adverb

Verb

Estimation of Time

Rhetorical Questions

Simile or Metaphor



Reading

1. Complete the non-fiction reading and questions below;

SCIENCE NEWS

RATS CAN DRIVE CARS!

SCIENTISTS have trained rats to drive little cars.

The aim of the experiment wasn't to prove how clever rats are, but to show that rats enjoy learning new skills.

The scientists made a rat-sized car from a clear plastic food container on wheels. To move the car, the rats had to put their paws on three pieces of copper wire strung across the front. One wire moved the car left, one moved it right and one moved it straight ahead.

Each time the rats drove the car they were rewarded with a piece of Froot Loop breakfast cereal. Clearly, rats love Froot Loops because they became very good drivers!

Seventeen rats were trained to drive the car. In order to encourage them to drive further, the cereal was placed further and further away from the starting point.

Then, the experts studied the rats' poo (yes, being a scientist is a lovely job). The driver rats' poo contained less of a stress hormone (a chemical made by the body) than non-driver rat's poo. This proved that driving seems to relax the rats and make them less stressed.

Dr Kelly Lambert, from the team, said: "I do believe that rats are smarter than most people perceive [believe] them to be."

The scientists are now planning experiments to find out why learning a skill such as driving helps to reduce stress in rats. It may be that the science could help humans in the future, too.



Going for a spin in the Ratmobile

University of Richmond

Questions on: 'Rats can drive cars!'

1) The aim of this experiment was to prove that...

- rats are very clever.
- driving makes rats hungry.
- rats enjoy learning new skills.

2) What materials did the experts use to make the car?

3) How did the rats steer the car?

4) What reward did the rats get for driving the car?

- fruit
- breakfast cereal
- cheese

5) Why did the scientists have to test the rats' poo?

6) Look at the caption. What nickname has the writer given to the little car? Can you explain why?

7) Find the missing word.

less

choose

further

- To steer the car, the rats had to _____ which wire to press.
- To make the rats drive far, the treat was placed _____ away.
- The rats' poo contained _____ of a stress hormone.

8) Do you think that learning skills also makes humans happier and less stressed? Explain your thoughts.

2. Complete the non-fiction reading and questions below;

BIG NEWS

THE INTERCEPTOR – ON A MISSION TO CATCH PLASTIC AND HELP SAVE OUR SEAS!

SAY hello to the Interceptor.

This dramatically-named boat has just been unveiled by a group called Ocean Cleanup.

The Interceptor removes rubbish floating in rivers before it gets to the sea. It can take 50-100 tonnes of rubbish out of a river in one day.

A long barrier collects floating trash and channels it towards the boat. A conveyor belt then lifts the rubbish out of the water and dumps it into six large bins inside.

The solar-powered ship is anchored to the bottom of the river and doesn't require a crew. When it is almost full up, it sends a text message to someone on land to come and empty the bins!

Ocean Cleanup hopes to build a large fleet that will help to remove plastic from the world's most polluting rivers. The group says that 1,000 rivers – mostly in Asia, Africa and South America – are responsible for 80% (four-fifths) of the junk that ends up in our oceans.

The Interceptor at work on the Klang river in Malaysia



The Ocean Cleanup

Inside the Interceptor



The Ocean Cleanup

GLOSSARY

intercept – “in-ter-sept”
– To stop and catch something before it reaches a particular place

Questions on: 'The Interceptor – on a mission to catch plastic and help save our seas!'

1) What is the Interceptor's 'mission'?

2) Which word correctly describes the boat?

- recycled
- automated
- magnetic

3) How does this system work? Put the steps in the correct order.

- The rubbish is tipped into large bins on board.
- A floating barrier directs waste towards the boat.
- A text message is sent when the bins need emptying.
- A conveyor belt lifts the rubbish out of the water.

4) Do you think river wildlife are at risk from this system, or not? Explain your thoughts.

5) True or false?

	TRUE	FALSE
It sails up and down the river every day.		
It is solar powered.		
The first boat will be built next month.		
It has six large rubbish bins on board.		

6) Find **two** facts about the world's 1,000 most polluting rivers.

7) What does the writer think about the name of the boat?

- It is dramatic.
- It is amusing.
- It is confusing.

8) Do you think the **Interceptor** is a good name for the boat? Explain your opinion.

Other Subjects

- **Topic** – make a model Roman Villa! Choose this Roman activity, or many more from this website below;

<https://www.bbc.co.uk/history/handsonhistory/romans.shtml>

- **RE**- we are looking at Christians and the Christmas story. Research and recap by clicking on the link below and reading/ completing the activities;

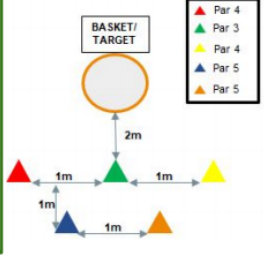

<https://www.bbc.co.uk/bitesize/topics/ztkxp4/articles/zdjf4j>

- **PE**- try this basketball challenge- if you don't have a basketball net, then you can use any target: a bucket, hoop, box etc...

HULL SCHOOL GAMES: Virtual Skills Challenge!

BASKETBALL SKILLS CHALLENGE

Register your school on www.yourschoolgames.com



How to Play! - BASKETBALL GOLF

- Place 5 floor markers in a 'W' around the basketball hoop (as in diagram).
- Players must score a basket at each 'hole' to complete a round.
- Each hole to be given a 'par' score. This means setting a number of shots at each hole, e.g. hole 1 could be a par 3. See the diagram for distances and par scores!
- Use a partner to collect the rebound.
- Set up multiple stations so more children can play at once.

How to Score!

- The total number of attempts to complete the round is the players score. Person with lowest score wins!
- Competitions for years 3, 4, 5 and 6!
- Who can score the lowest score in each class?
- Download a Basketball Golf score sheet on our website: www.hullactiveschools.org

Equipment Needed

1. 5 Markers
2. Basketball
3. Hoop or Target

Community Club Links


> Hull Stingers Basketball Club - 8-16 years sessions run 10am-12noon @ Kelvin Hall on Saturdays and St Mary's College on Sundays

TOP TIP: If there is no basket, use a target on the wall. For wheelchair users you can use a floor standing hoop or target. Height of hoop should be less than 2.6m!

Creative Stories
Submit students [creative stories](#) inspired by this activity here!

School Games
Nominate your students for...

TEAMWORK



** If you are unable to access resources and would prefer a paper copy of these instructions please contact the school office.

