

Week beginning 15th June 2020

Dear Beech Class,

I hope you are all well. Outlined in the table below is your home learning for the week. English work will look a little different this week. Below gives a brief description of the learning, but in the pack you will find the resources you will need and more information about what you are expected to do.

Please complete the answers in a word document and upload them via eSchools. Or you can write the answers in your exercise books and take a picture of that and upload it.

All the work has been combined into one file to make it easier. **This will also make it easier for printing because you can fit two or four pages on to one sheet of A4.**

Mrs Bown

	Monday	Tuesday	Wednesday	Thursday	Friday
Maths	Please go to the following website: https://whiterosemaths.com/homelearning/year-5/ Click on week beginning 18th May . Each day there is a video for you to watch to explain the Maths concept, and then there is an activity to do. You can print the activity off or write the answers down on a piece of paper.				
	Add & subtract fractions	Add fractions	Add mixed numbers	Subtract mixed numbers	Maths games, ICT games and other online Maths activities
Times tables	10 minutes TT Rockstars practice a day				
Writing	More details about writing tasks are on a separate sheet in the pack.				
Reading	<ul style="list-style-type: none"> • Ensure you keep reading your own choice of book, whether that is fiction or non-fiction. Try to read 4 times a week at least and write in your reading record each time. • There is also a reading comprehension task to complete - William Shakespeare 				
Spellings	5-minute daily spelling practice: Spellings are on our class page. This week's rule is 'adverbials of time'				Don't forget to test yourself today.
Other subjects:	Non - Core	Tornado in a bottle - see attached sheet. Go to the BBC Bitesize website for Year 5 and carry out the activities for history, geography or art			
	RE	The theme this week is our school value of Patience. Patience is one of those qualities that we all need to develop especially when times are tough, when people and governments are frustrating. Patience to wait for the right time, patience with each other and the			

		<p>patience to wait on God when things seem to be taking so long to sort themselves out. The Bible is filled with stories of people like Mary, David, Moses and Noah who had to wait for the right time, for God's time. '...clothe yourselves with compassion, kindness, humility, gentleness and patience' (Colossians 3:1)</p> <p><u>WATCH:</u> Two examples of creativity but where it's unlikely that those watching will appreciate the patience that it took. Making of Wallace and Gromit https://www.youtube.com/watch?v=i3CEE9xKKZc it took 6 weeks for 1 minute of film Waiting to film Bobcats https://www.youtube.com/watch?v=sxYvbtE4Ybs</p> <p><u>THINK:</u> Patience is required in a variety of situations. Patience with ourselves - not giving up, coping with temper, recognising our strengths and weaknesses, not being too hard on ourselves because we all make mistakes. Patience with others - recognising everyone is different, learning to make allowances for others, giving time to people, walking at another's pace and not rushing them. Patience with circumstances - 'Rome wasn't built in a day', doing something worthwhile can take time, taking the long view, 'instant everything' isn't the answer to every problem. Patience with nature/the world - learning to wait for things to grow (harvest); working for change is one step at a time (for example, climate change); the more complex the problem is, the more time and attention it needs before a solution can be found.</p> <p><u>PRAY:</u> Father God, I find it difficult to be patient. I don't understand why sometimes things take so long to get sorted out. I just want life to get back to normal, and that still hasn't happened. Help me to be patient and trust you. Sometimes I get so frustrated by the people around me. Help me to be patient and love them. Amen</p>
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	PSHE	Emotions. How do you feel? Complete activity 2 on the Power point. The health cards you need for activity 2 are within this pack. There is also a Resilience game you may want to play at home as well.
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Year 5

Summer Term Week 5

(w/c 18 May)

Lesson 1

Add & subtract fractions

<https://vimeo.com/418155222>

Lesson 2

Add fractions

<https://vimeo.com/418155456>

Lesson 3

Add mixed numbers

<https://vimeo.com/418155646>

Lesson 4

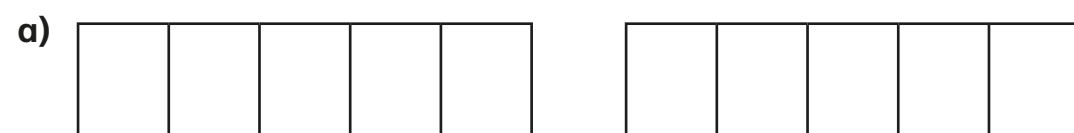
Subtract mixed numbers

<https://vimeo.com/418155840>

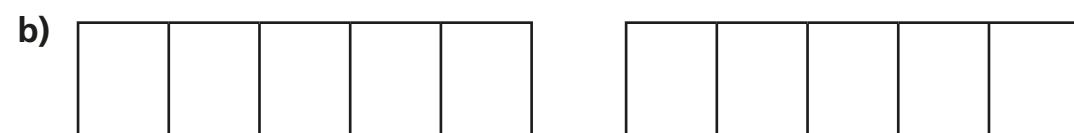
Add and subtract fractions



1 Complete the calculations.
Use the bar models to help you.



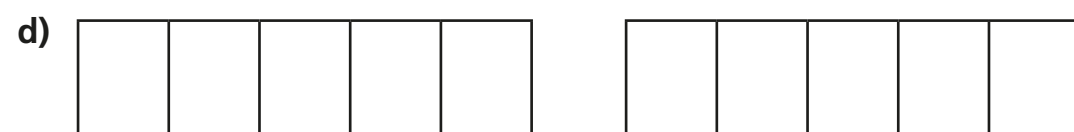
$$\frac{4}{5} + \frac{3}{5} = \boxed{} = \boxed{}$$



$$\frac{6}{5} + \frac{3}{5} = \boxed{} = \boxed{}$$



$$\frac{8}{5} - \frac{6}{5} = \boxed{}$$



$$\frac{9}{5} - \frac{3}{5} = \boxed{} = \boxed{}$$

2 Complete the calculations.

a) $\frac{4}{7} + \frac{2}{7} = \boxed{}$

f) $\frac{17}{9} - \frac{8}{9} = \boxed{} = \boxed{}$

b) $\frac{4}{7} + \frac{3}{7} = \boxed{} = \boxed{}$

g) $\frac{16}{9} - \frac{8}{9} = \boxed{}$

c) $\frac{4}{7} + \frac{4}{7} = \boxed{} = \boxed{}$

h) $\frac{7}{9} + \frac{2}{9} + \frac{8}{9} = \boxed{} = \boxed{}$

d) $\frac{8}{7} - \frac{3}{7} = \boxed{}$

i) $\frac{7}{15} + \frac{2}{15} + \frac{8}{15} = \boxed{} = \boxed{}$

e) $\frac{7}{9} + \frac{8}{9} = \boxed{} = \boxed{}$

j) $\frac{7}{15} - \frac{2}{15} + \frac{8}{15} = \boxed{}$

3

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$$

What could the missing numerators be?

Give six different possibilities.

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$$

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$$

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$$

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$$\frac{\boxed{}}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$$

$$\frac{\boxed{}}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$$



- 4 Dora has $2\frac{3}{8}$ litres of juice.

She pours out $\frac{9}{8}$ litres of juice.

How many litres of juice does she have left?

Dora has litres left.

- 5 Fill in the missing numerators.

a) $\frac{3}{8} + \frac{\boxed{}}{8} = \frac{13}{8}$

b) $\frac{13}{8} - \frac{\boxed{}}{8} = \frac{7}{8}$

c) $\frac{13}{8} - \frac{\boxed{}}{8} = 1$

d) $\frac{11}{9} + \frac{\boxed{}}{9} = \frac{22}{9} = 2\frac{\boxed{}}{9}$

e) $\frac{11}{9} + \frac{\boxed{}}{9} = \frac{\boxed{}}{9} = 2\frac{2}{9}$

f) $\frac{22}{9} - \frac{\boxed{}}{9} = \frac{\boxed{}}{9} = 2\frac{2}{9}$

g) $\frac{4}{7} + \frac{\boxed{}}{7} + \frac{4}{7} = 2$

h) $\frac{5}{7} + \frac{\boxed{}}{7} + \frac{5}{7} = 2$

i) $\frac{6}{7} + \frac{\boxed{}}{7} + \frac{6}{7} = 2$

j) $\frac{14}{7} + \frac{\boxed{}}{7} + \frac{4}{7} = 3$

k) $\frac{15}{7} + \frac{\boxed{}}{7} + \frac{5}{7} = 3$

l) $\frac{16}{7} + \frac{\boxed{}}{7} + \frac{6}{7} = 4$

Compare answers with a partner. What do you notice?



- 6 Here are some fraction cards.

$\frac{9}{8}$	$\frac{13}{8}$	$\frac{1}{8}$	$\frac{7}{8}$	$\frac{3}{8}$	$1\frac{7}{8}$
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Use the cards to write pairs of fractions with a total of 2

+ = 2

+ = 2

+ = 2

- 7 Annie and Dexter both have a skipping rope.

Annie's rope is $\frac{3}{4}$ m shorter than Dexter's rope.

The ropes are $\frac{13}{4}$ m altogether.

How long is each skipping rope?

Annie's rope is m long.

Dexter's rope is m long.

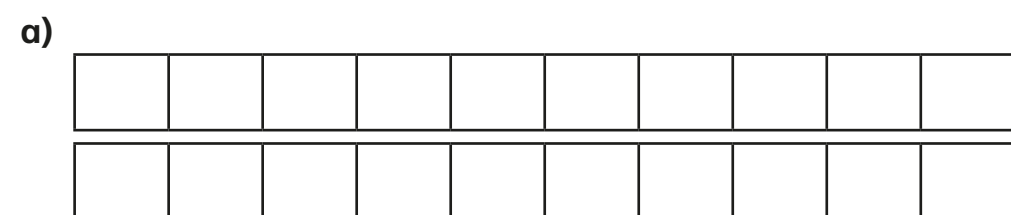


Add fractions

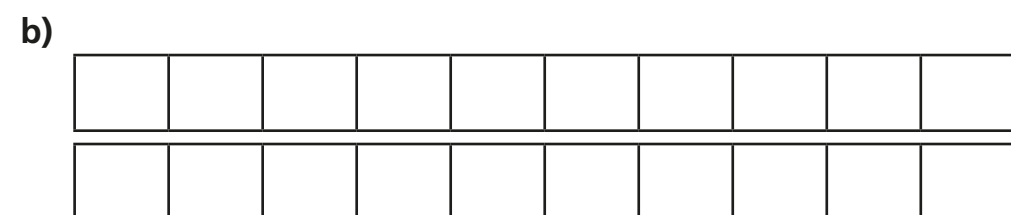


1 Complete the calculations.

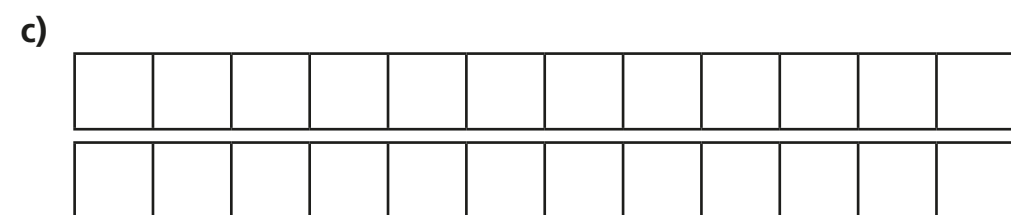
Use the bar models to help you.



$$\frac{1}{2} + \frac{7}{10} = \boxed{} = \boxed{}$$



$$\frac{1}{2} + \frac{3}{10} + \frac{1}{5} = \boxed{} = \boxed{}$$



$$\frac{2}{3} + \frac{5}{6} + \frac{1}{12} = \boxed{} = \boxed{}$$

2 Complete the additions.

a) $\frac{4}{5} + \frac{7}{20} = \boxed{} = \boxed{}$

d) $\frac{4}{3} + \frac{5}{12} = \boxed{} = \boxed{}$

b) $\frac{5}{4} + \frac{7}{20} = \boxed{} = \boxed{}$

e) $\frac{3}{5} + \frac{11}{15} = \boxed{} = \boxed{}$

c) $\frac{3}{4} + \frac{5}{12} = \boxed{} = \boxed{}$

f) $\frac{5}{3} + \frac{11}{15} = \boxed{} = \boxed{}$

3 Match the additions that have the same answer.

$$\frac{3}{5} + \frac{9}{20}$$

$$\frac{16}{20} + \frac{9}{20}$$

$$\frac{3}{4} + \frac{9}{20}$$

$$\frac{12}{20} + \frac{9}{20}$$

$$\frac{4}{5} + \frac{9}{20}$$

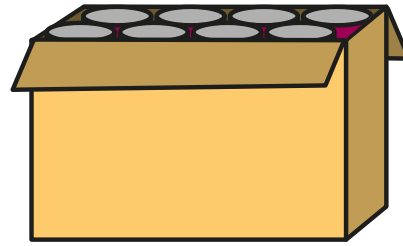
$$\frac{14}{20} + \frac{9}{20}$$

$$\frac{7}{10} + \frac{9}{20}$$

$$\frac{15}{20} + \frac{9}{20}$$

- 4 Dexter has some tins of food. There are four types of food: beans, sweetcorn, soup and tomatoes.

- The total weight of all the tins is 2 kg.
- The tins of beans weigh $\frac{2}{3}$ kg.
- The tins of sweetcorn weigh $\frac{5}{12}$ kg.
- The tins of soup weigh $\frac{1}{4}$ kg.



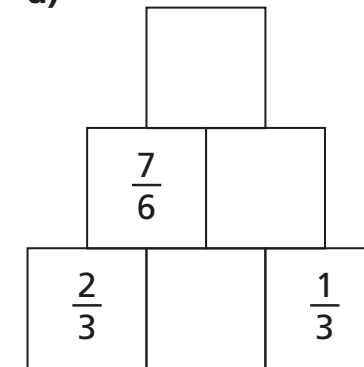
- a) Work out the total weight of the tins of beans, sweetcorn and soup.

- b) How much do the tins of tomatoes weigh?

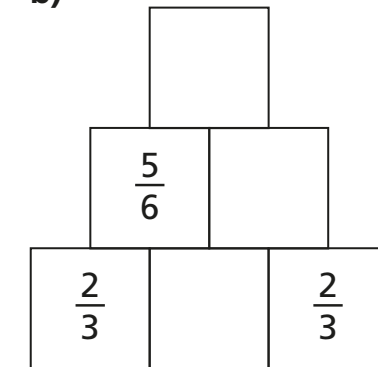


- 5 Complete the addition pyramids.

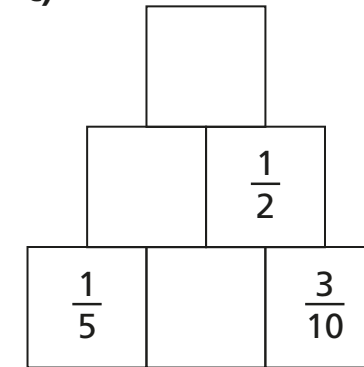
a)



b)



c)



- 6 What could the three missing numerators be?

$$\frac{\boxed{}}{4} + \frac{\boxed{}}{12} + \frac{\boxed{}}{3} = \frac{13}{12}$$

Give three different possibilities.

$$\frac{\boxed{}}{4} + \frac{\boxed{}}{12} + \frac{\boxed{}}{3} = \frac{13}{12}$$

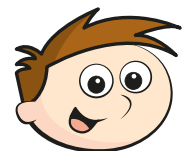
$$\frac{\boxed{}}{4} + \frac{\boxed{}}{12} + \frac{\boxed{}}{3} = \frac{13}{12}$$

$$\frac{\boxed{}}{4} + \frac{\boxed{}}{12} + \frac{\boxed{}}{3} = \frac{13}{12}$$



Add mixed numbers

1 Teddy and Mo are adding mixed numbers.



Teddy

$$3\frac{1}{4} + 2\frac{5}{8} = 5 + \frac{7}{8} = 5\frac{7}{8}$$



Mo

$$3\frac{1}{4} + 2\frac{5}{8} = \frac{26}{8} + \frac{21}{8} = \frac{47}{8} = 5\frac{7}{8}$$

Whose method do you prefer? _____

Talk about it with a partner.



2 Complete the calculations.

a) $1\frac{2}{5} + 2\frac{3}{10} =$

b) $2\frac{2}{5} + 2\frac{3}{10} =$

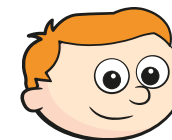
c) $1\frac{3}{4} + 3\frac{3}{20} =$

e) $4\frac{1}{4} + 2\frac{11}{16} =$

d) $1\frac{3}{16} + 4\frac{3}{4} =$

f) $1\frac{4}{15} + 3\frac{2}{3} =$

3



$$2\frac{3}{5} + 1\frac{7}{10} = 3 + \frac{13}{10} = 3\frac{13}{10}$$

How can Ron improve his answer?

4

Complete the additions.

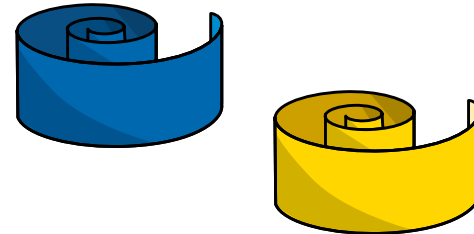
a) $2\frac{3}{4} + 3\frac{5}{12} =$

b) $3\frac{2}{3} + 2\frac{7}{12} =$

c) $5\frac{1}{6} + 3\frac{11}{12} = \square$

d) $6\frac{7}{15} + 3\frac{3}{5} = \square$

- 5 A blue ribbon is $2\frac{4}{9}$ metres long.



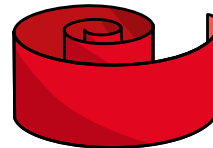
A yellow ribbon is $3\frac{2}{3}$ metres long.

- a) What is the total length of the blue and yellow ribbon?

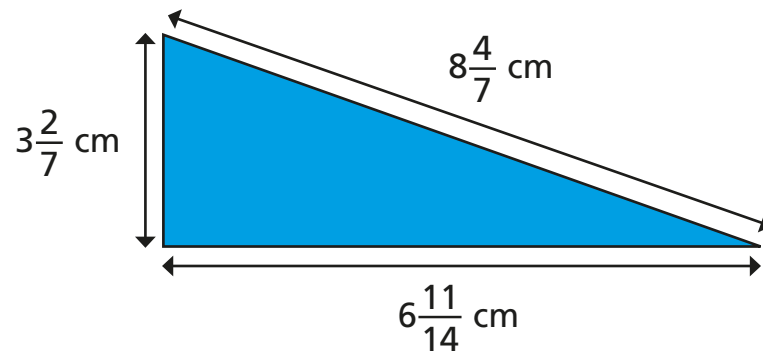
 m

- b) A red ribbon is $1\frac{5}{18}$ metres longer than the yellow ribbon.

How long is the red ribbon?


 m

- 6 Calculate the perimeter of the triangle.


 cm

- 7 Complete the calculation in three different ways.

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

$$\square \frac{\square}{5} + \square \frac{\square}{15} = 6 + \frac{11}{15} = \square$$

Compare answers with a partner.

- 8 Here are some number cards.

$3\frac{1}{6}$	$2\frac{11}{12}$	$2\frac{5}{6}$	$3\frac{5}{6}$	$4\frac{1}{12}$	$4\frac{1}{3}$
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- a) What is the greatest total you can make with two cards?

- b) What is the smallest total you can make with two cards?

Subtract mixed numbers



1 Complete the subtractions.

Use the bar models to help you.

a)

$$\frac{15}{8} - \frac{1}{2} = \boxed{}$$

b)

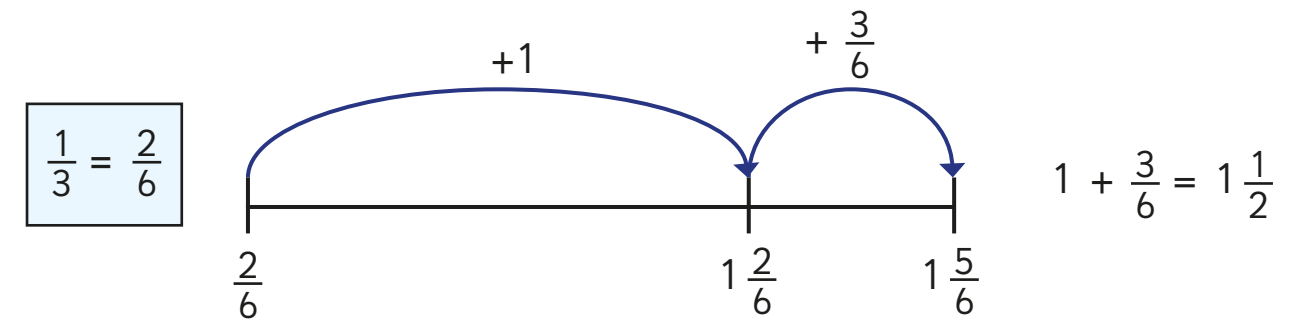
$$1\frac{7}{8} - \frac{3}{4} = \boxed{}$$

c)

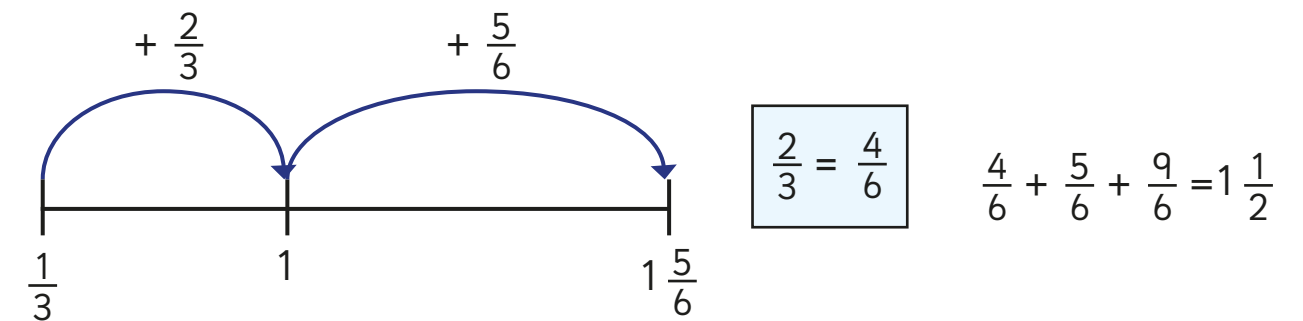
$$1\frac{1}{2} - \frac{3}{8} = \boxed{}$$

2 Dexter and Whitney are using number lines to work out $1\frac{5}{6} - \frac{1}{3}$

Dexter's method

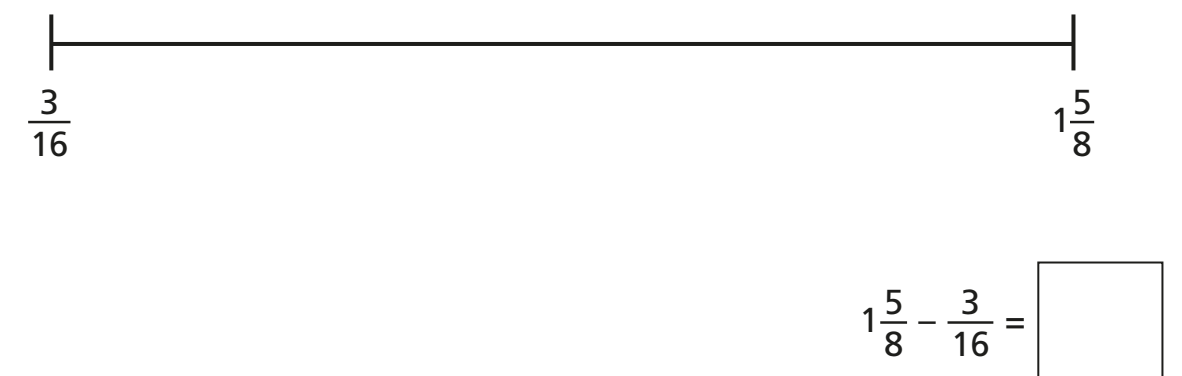


Whitney's method



What is the same and what is different about these methods?

Use one of the methods to work out $1\frac{5}{8} - \frac{3}{16}$



3 Complete the subtractions.

a) $3\frac{1}{4} - \frac{5}{24} = \square$

d) $7\frac{5}{6} - \frac{13}{24} = \square$

b) $3\frac{3}{16} - \frac{1}{8} = \square$

e) $4\frac{4}{9} - \frac{4}{27} = \square$

c) $2\frac{5}{6} - \frac{2}{3} = \square$

f) $6\frac{11}{12} - \frac{3}{4} = \square$

4 A jug contains $1\frac{3}{5}$ litres of orange juice.

Eva pours $\frac{4}{15}$ litres into a glass.

How much orange juice is left in the jug?



There are \square litres of orange juice left in the jug.

5 Find three different ways to complete the calculation.

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

$3\frac{\square}{5} - \frac{\square}{20} = 3\frac{1}{20}$

Are there any other ways to complete this calculation?

6 Three children take part in throwing competitions.

Here is the table of results.

	Javelin	Shot Put	Discus
Dexter	$15\frac{1}{4}$ m	$7\frac{5}{12}$ m	
Amir	$13\frac{3}{8}$ m		$12\frac{7}{8}$ m
Annie		9 m	$11\frac{5}{12}$ m

Use the clues to complete the table.

- Annie's javelin throw is $\frac{11}{12}$ m less than Dexter's.
- Amir's shot put throw is $\frac{3}{4}$ m less than Annie's.
- Dexter's discus throw is $\frac{1}{2}$ m less than Amir's

William Shakespeare



William Shakespeare's Family

William Shakespeare is thought to have been born on 23rd April, 1564 in Stratford-upon-Avon, England. William was the third child of John and Mary Shakespeare.

Fascinating Facts

- At the age of 18, William married Anne Hathaway.
- They had a daughter called Susanna in 1583.
- Two years later, Anne gave birth to twins - a boy called Hamnet and a girl called Judith. Hamnet died when he was 11 years old.
- William moved to London where he earned money as an actor and a playwright.

A playwright is someone who writes plays - stories that can be acted out on a stage for people to come and watch.



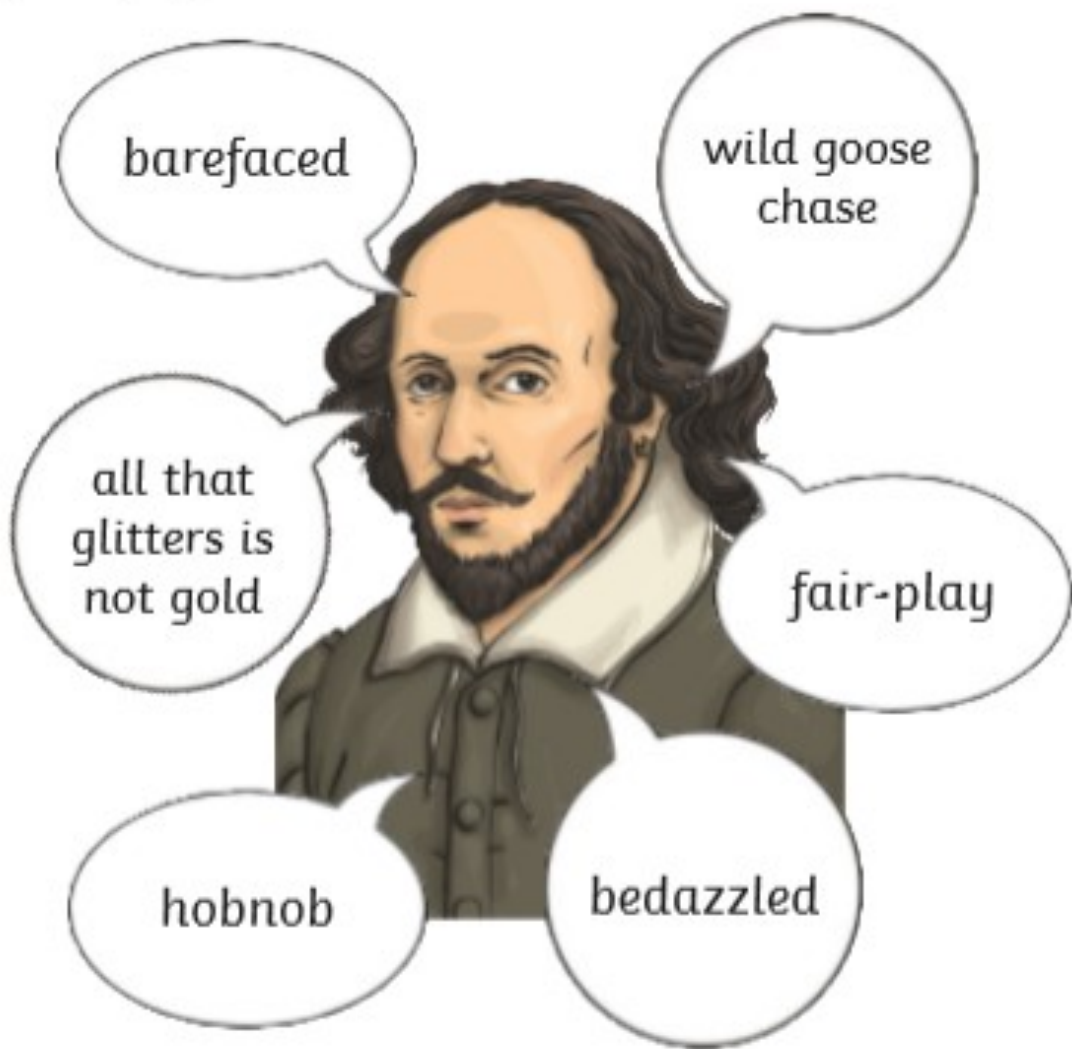
Shakespeare's Plays

Shakespeare wrote plays which were tragedies (very sad plays) and comedies, which were funny. He wrote the plays about things people had experienced: jealousy, anger, love, romance, religion and war.

Some of his most famous plays have been turned into cartoons and films. For example, Romeo and Juliet was made into a film, and later a cartoon about two garden gnomes!

Shakespeare's Words

Shakespeare made up over three hundred words and well-known phrases in the English language. Here are some:



William Shakespeare died on April 23rd 1616, which was the same day as his birthday, at the age of 52.

It is thought that he died from a fever.

Each year around the 23rd April, the streets of Stratford-upon-Avon are filled with music, song and performers in celebration of the life of William Shakespeare.

Questions

1. What was the name of William Shakespeare's wife? Tick one.

Judith ☐ Anne ☐ Mary ☐ Susannah ☐

2. Match the sentences.

Shakespeare lived

in 1583.

Susannah was born

in Stratford.

Hamnet died

aged 11.

3. What themes did Shakespeare write about? Tick two.

making money ☐ jealousy ☐ shopping ☐ love ☐

4. Summarise what the paragraph in the green box is about.

5. Tick the answer that is a name of one of Shakespeare's plays.

Beauty and the Beast ☐ Romeo and Juliet ☐ Peppa Pig ☐ The Haunted House ☐

6. Choose one of the words which Shakespeare made up and use a dictionary to find out what it means.

Word: _____

Definition: _____

7. What is unusual about the day that Shakespeare died? Tick one.

It was the same day Hamnet died. ☐ It was the day he left London. ☐

It was the day before a play was performed. ☐ It was the same day as his birthday. ☐

8. True or False? Around the 23rd April, Shakespeare's birthday is celebrated in Stratford.

True ☐ False ☐



Y5-6 home learning :

**Mental health: keeping well and
managing feelings**



We are learning about mental health; what it means and how we can take care of it



We will be able to:

- ✓ explain what is meant by the term 'mental health'
- ✓ identify everyday behaviours that can help to support mental (and physical) health
- ✓ recognise that we can take care of our mental health (as well as our physical health)

Mental health and keeping well :

What's our starting point?

Imagine someone, about your age (or a bit older than you) who lives near you and goes to a school like yours.



Activity 1:
Draw and write about the things they can do to help look after their mental health.





What is mental health?

Read the statements about mental health.
Which do you feel best explains mental health?
Have you got a different idea?

Click on the box to reveal a
possible answer

Mental health means being happy all the time.

Mental health is about feelings and emotions; knowing how to take care of ourselves so that we can cope with things that happen to us.

Mental health means there is something wrong with a person and they might behave in a strange way.

Mental health means that you often feel worried, anxious or depressed.

Mental health is a bit like a continuum—people can move along it and feel better or worse at different times, just like with physical health.

Mental health definitions

There are different definitions of mental health but most agree that it is about our thoughts and feelings, and how we behave.

The World Health Organisation describes mental health as:

'A state of wellbeing in which every individual realises or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.'

NHS England describes mental health as:

'How we think, feel and behave'.



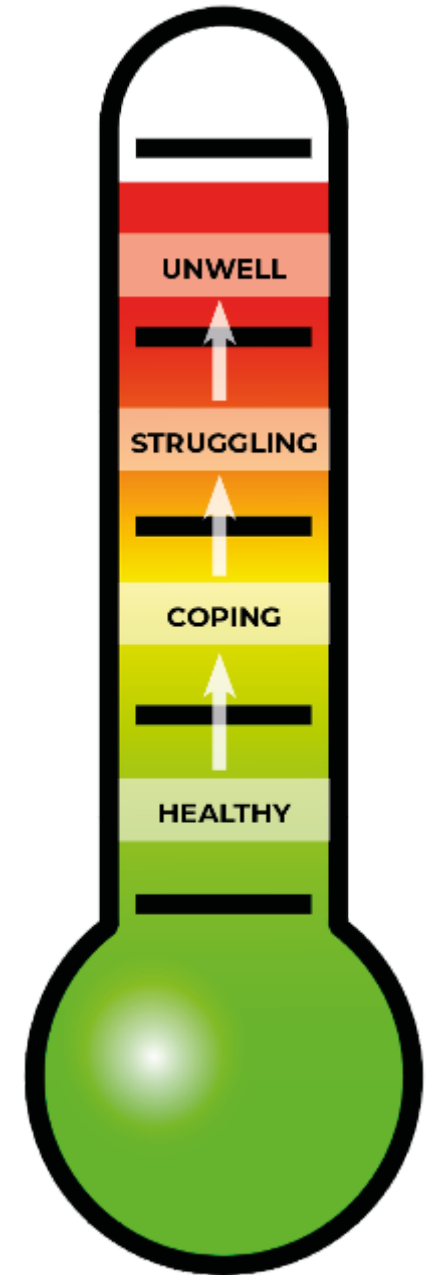
Thinking about mental health

Mental health can be thought of as a scale that can move up or down, a bit like a thermometer.

We can move along the scale at any time, between being healthy or unwell.

There are things we can do to help us stay healthy.

There are things that can be put in place if someone is not feeling so good, is struggling or unwell.



Activity 2 for health



Read the **Activities for health** cards in your **(Resource 1)**

Organise the activities into 3 lists:

1. Things that support mental health
2. Things that support physical health
3. Things that support both mental and physical health

Activities for health – some answers

Your list might look similar to this...

mental health	physical health	mental and physical health
<ul style="list-style-type: none">• Chatting to friends• Stroking a pet• Drawing, painting, music• Watching a funny film• Learning something new• Expressing your feelings• Offering to do a chore• Reading a good story• Playing games• Thinking of happy times		<ul style="list-style-type: none">• Balanced diet• Drinking water• Keeping your body clean• Rest, relax, quiet time• Getting enough sleep• Going for a walk• Taking medicine• Talking to a trusted adult



What did we find out?

Answer the next two questions :

1. What do you notice about the lists?
2. Were there any things that did not help mental or physical health very much or at all?

[Click here to reveal some things to think about](#)

[Click here to reveal some things to think about](#)



Looking after ourselves

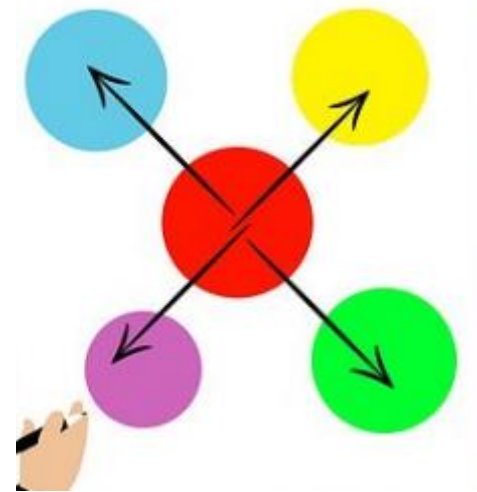
- Go back to the list or the **Activity 2 for health cards (Resource 1)**.
- This time, organise them into four groups.
- You could colour-code them, write them in lists or make a mind-map.

A. Things someone could do everyday

B. Things someone might only do sometimes.

C. Things someone might do if there is a problem.

D. Things someone should do only rarely or not at all



Activity 3 - Reflection time



Look at the **Helpful for mental health list (Resource 2)** in your worksheet pack). Is there anything included that you could do to help take care of your mental health everyday? What would you choose to do?

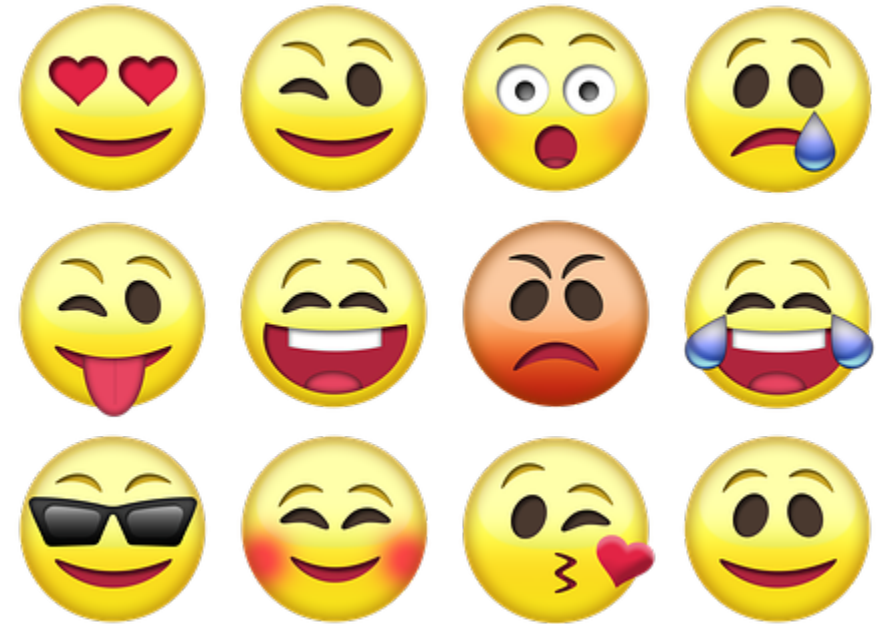


Changing feelings

Emotions and feelings change throughout the day and over time. Taking care of our mental health helps us to manage.

Feelings can grow or get stronger with time.

Some feelings seem to fade or pass over time.



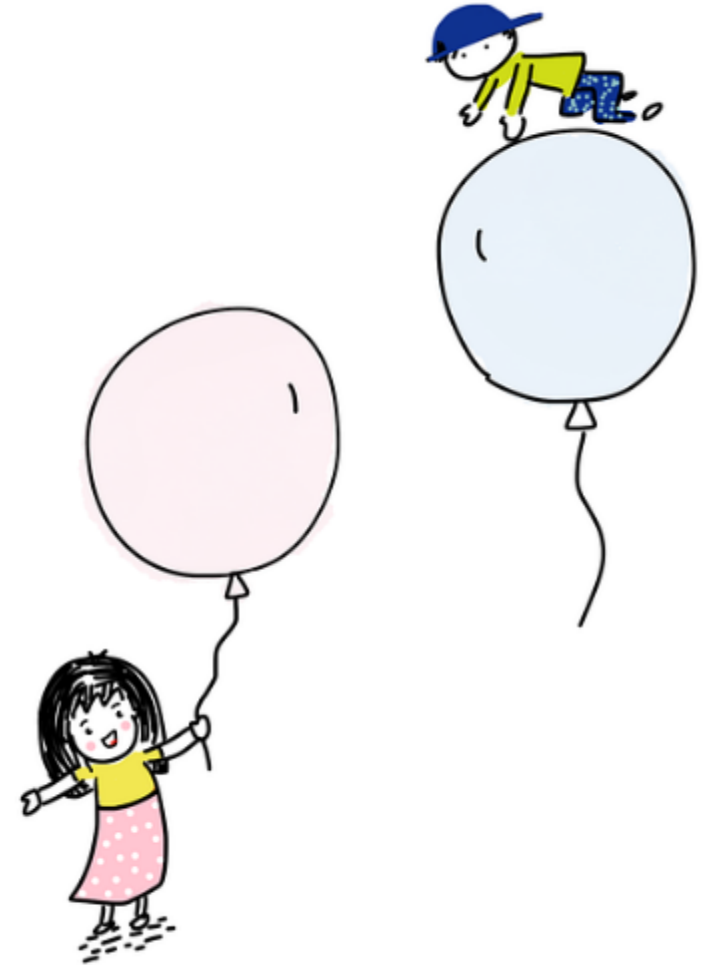
Usually feelings that don't feel so good, don't last long.



Activity 4 - Mental health – asking for help

Expressing and talking about feelings — especially those that don't feel so good, seem very strong, or go on for a long time — is an important part of mental health care. It is usual for people to need help with their feelings sometimes.

**Read Sasha's story on the next slide.
What could help Sasha?**





Sasha's story



Dear Diary,

I am so confused... my emotions feel all mixed up!

One moment I feel happy and the next I feel worried and scared about everything.

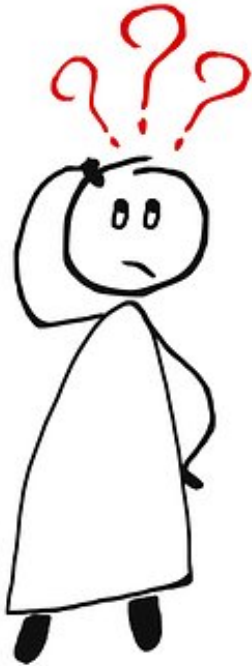
I can feel my body tense, my teeth chatter and I notice my fists clench. I feel shaky.

I am concerned. It's been happening for a while now. It's a really strange feeling. I am sure no one feels like me. I don't think I can explain it to anyone.

What can I do? Will anything help?



Who can help Sasha?



Friend

Teacher

Parent

Childline website www.childline.org.uk

No-one

Childline text / phone line 0800 1111

Someone else

If your emotions feel all mixed up or you often have feelings that make you feel bad, talk to a trusted adult—they can help you find the right support.

Activity 5 - Mental health and keeping well:

Where are you now?

Go back to the draw and write activity 1 from the start.

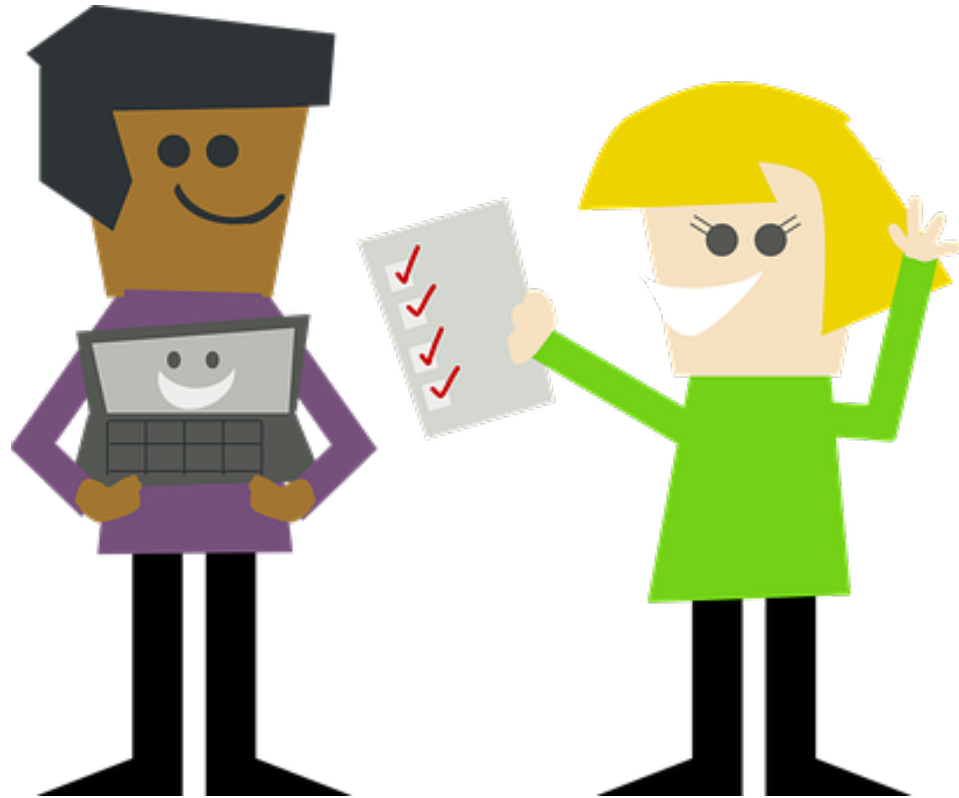
What have you learned about how people can help look after their mental health?

- Is there anything you would like to change?
- Is there anything you would like to add?





More activities



Top tips checklist

Create a top tips checklist to help people take care of their mental health.

Who might be a good audience to write for?
(other pupils in school, parents/grandparents or teachers?)

Resilience Game

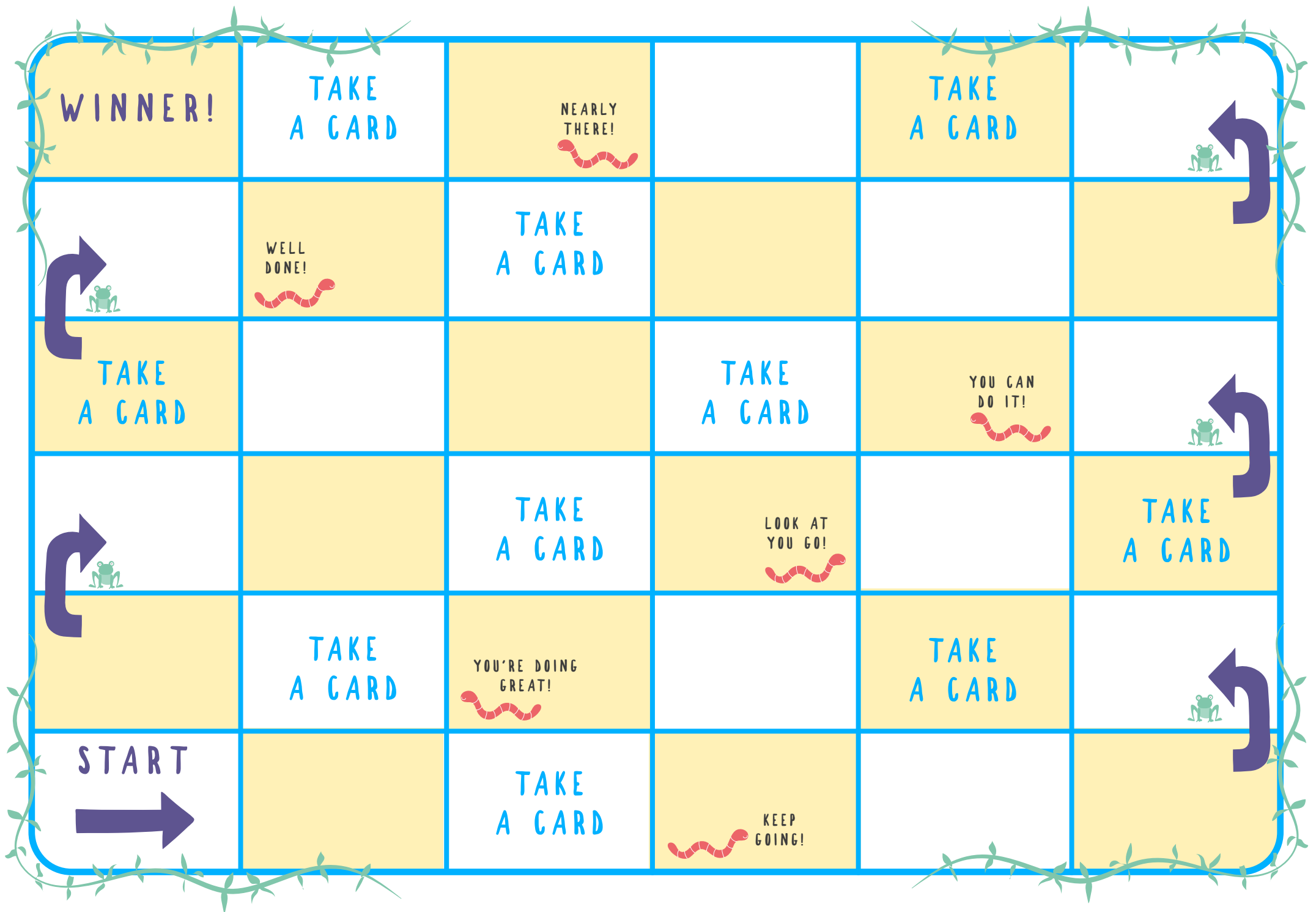
This game explores common scenarios that children may encounter in their day-to-day life at home, or at school.

The game is a simple board game. The children roll the dice and take a card when they land on the appropriate square. The card may give them a direction or an opportunity to make a choice between three options. If they choose the most resilient answer they will move forward two spaces. They will move forward one space for the second most resilient answer, or stay where they are if they choose the least resilient answer. You may need counters and a 1-6 die.

Before starting, discuss the importance of resilience with the children. Resilience is a skill that we can build – it will help us with our mental health, it will help us process emotions, and it will help us make decisions and move forward.

There may be opportunities to stop and discuss the choices children make for the scenarios. If the children choose an answer that shows less resilience, you can discuss why they have chosen that option and why the other options might be better to help them grow more.

Through the game, the children should begin to develop an understanding of resilience in common situations which they can then apply to their own lives. As they progress, they may want to create their own cards for the game.

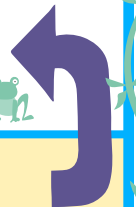


WINNER!

TAKE
A CARD

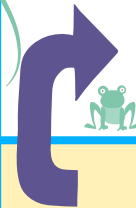
NEARLY
THERE!

TAKE
A CARD



WELL
DONE!

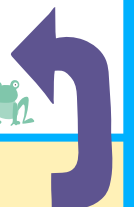
TAKE
A CARD



TAKE
A CARD

TAKE
A CARD

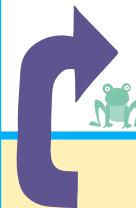
YOU CAN
DO IT!



TAKE
A CARD

LOOK AT
YOU GO!

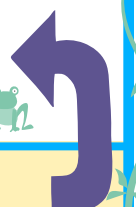
TAKE
A CARD



TAKE
A CARD

YOU'RE DOING
GREAT!

TAKE
A CARD



START



TAKE
A CARD

KEEP
GOING!

Anya scores a low mark in her times table test. Does she:

- (a) Think that she is bad at maths so shouldn't bother
- (b) Think that maths can be tough but she will work harder for the next test to get a better score *(move forward 1)*
- (c) Ask her teacher to explain where she went wrong and practise at home *(move forward 2)*

Greg is alone in the playground as his best friend is off sick. Does he:

- (a) Find an activity he enjoys doing alone *(move forward 1)*
- (b) Talk to some different friends and join their game *(move forward 2)*
- (c) Do nothing but feel lonely

Theo gets picked last for a game in PE. He is a bit upset but joins in and tries his best anyway.

(Move forward 2)

Irfan is losing in a computer game against a friend. Does he:

- (a) Give up and only play against people he can beat next time
- (b) Have a rematch but ask his friend to share some of their tips for playing better *(move forward 2)*
- (c) Play by himself to practise *(move forward 1)*

Katie is in an art lesson and her painting has gone wrong. She asks her teacher if she can have another go and she is happier with the result.

(Move forward 2)

Erika loves dancing and joins a new dance club. In the first lesson, she finds it really difficult, but she practises at home and returns every week. In a few weeks, she has made a huge improvement and is really enjoying the club.

(Move forward 2)

Joshua is finding his homework difficult. It has some questions he doesn't know the answers to and he wants to give up.

What would be a resilient thing to do here?

(Group discussion – all move forward one when you come to a good answer)

Jamal scores 9/10 in a tricky spelling test after practising all week. Great effort!

(Move forward 2)

There are interviews for the Green Council but Layla doesn't get chosen. She continues to help out around the school and her teacher notices. Next term she is chosen as the class Green Council representative.

(Move forward 2)

Thomas is in swimming club but has not passed the Level 3 badge. He asks his parents to do extra swimming practice with him on Saturdays until he passes the badge.

(Move forward 2)

It is the class assembly and Rosa has a leading part. She is feeling nervous. Does she:

(a) Ask the teacher to change her part

(b) Rehearse every day until she knows it inside out
(move forward 2)

(c) Reminds herself not to worry and that it will all be okay on the night
(move forward 1)

Ben has been given a new bike for his birthday. He falls off the bike and feels apprehensive about using it again. Does he:

(a) Put the bike away and forget about it

(b) Get back on the bike somewhere safe and try again until he feels confident
(move forward 2)

(c) Ask for help from someone who can ride a bike
(move forward 1)

Danielle has been put up a level in reading. The next book is really long and is more difficult than usual and she is worried. She decides to practise every day with her big sister and she completes the book in a week.

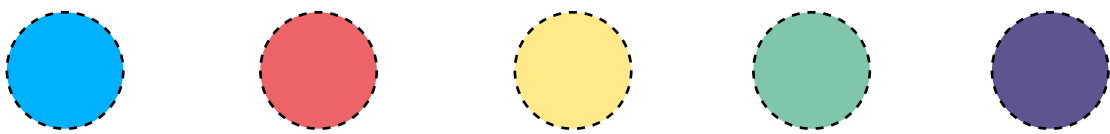
(Move forward 2)

Amir scores an own goal at playtime and the team is annoyed at him. Does he:

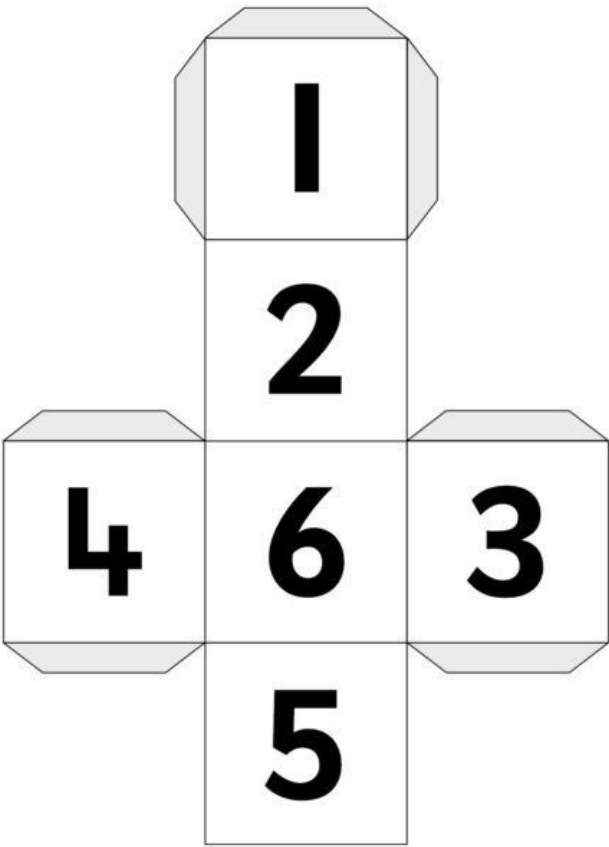
- (a) Leave the game
- (b) Keep playing and try his best because everyone makes mistakes *(move forward 2)*
- (c) Offer to play in goal instead *(move forward 1)*

BLANK FOR OWN EXAMPLE

Counters



Die



Y5-6 Home learning Resource 1: Activities for health

taking some deep breaths	watching a funny film	eating a balanced diet with lots of vegetables
taking medicine	stroking a pet	resting, relaxing, quiet time
drawing, painting or making something	drinking water	playing games
washing and keeping clean	thinking of happy times	learning something new
offering to do a chore at home	listening to music	going for a walk
reading a good story	eating lots of sweets	going to bed at a sensible time
talking to a trusted adult	chatting to friends by video link	expressing feelings

TORNADO IN A BOTTLE

SCIENCE CHALLENGE

07

Designed by Adam,
Design engineer at Dyson

The brief

Create a water vortex in a bottle.

The method

1. Fill the plastic bottle with water until it reaches around three quarters full.
2. Add a few drops of dish soap.
3. Sprinkle in a few pinches of glitter (this will make your tornado easier to see).
4. Put the cap on tightly.
5. Turn the bottle upside down and hold it by the neck. Quickly spin the bottle in a circular motion for a few seconds. Stop and look inside to see if you can see a mini tornado forming in the water. You might need to try it a few times before you get it working properly.

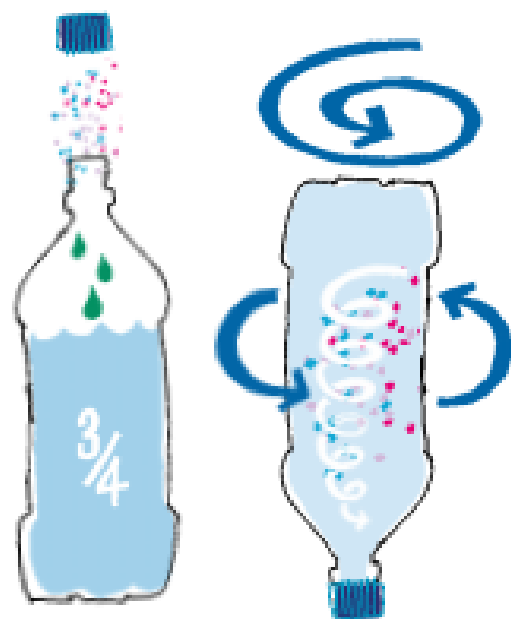
Materials

Water

A clear plastic bottle

Glitter

Dish soap



How does it work?

The water is rapidly spinning around the centre of the vortex due to centripetal force. This is an inward force directing an object or fluid such as water towards the centre of its circular path.

Did you know?

Vortices found in nature include tornadoes, hurricanes and waterspouts.



Week 2

Story Writing

Lesson 1	<p>Read the opening to 'The Pirate Returns.</p> <p>Make a prediction about what might happen at the end of the story. This will help you make your own story up later in the week.</p>
Lesson 2	<p>Think about your characters before you write your letter as this will help you understand what they are both like. It's vital that you understand your characters well and are able to describe their feelings and emotions throughout the story.</p>
Lesson 3	<p>Think about a plan to your story. Planning is key in creating an excellent story.</p>
Lesson 4	<p>- Write your first draft of your story. This should be a minimum of a page of work. Use your plan to help you write it. Remember to include words from earlier lessons in the week.</p>
Lesson 5	<p>Write it up in your best handwriting and include pictures along the way!</p>

THE PIRATE RETURNS

THE BATTLE WAS OVER, BUT CAPTAIN SILVERHOOK'S WIN DIDN'T FEEL AS GOOD AS EXPECTED. HE'D BEATEN CAPTAIN LONGSWORD AT LAST BUT NOT GOT RID OF HIM COMPLETELY...

CAPTAIN SILVERHOOK WAS THE MOST FEARED PIRATE ON THE STORMY SEA. HE HAD THE BIGGEST AND FASTEST SHIP, MANNED BY THE STRONGEST, MOST LOYAL CREW. THE TREASURES SILVERHOOK DISCOVERED, STOLE, AND BURIED WERE OF LEGENDARY VALUE. HE WAS LIVING EVERY PIRATE'S DREAM, UNTIL NOW.

Task:

Answer the questions below.

1) *Make a prediction as to how the story will end.*

I believe

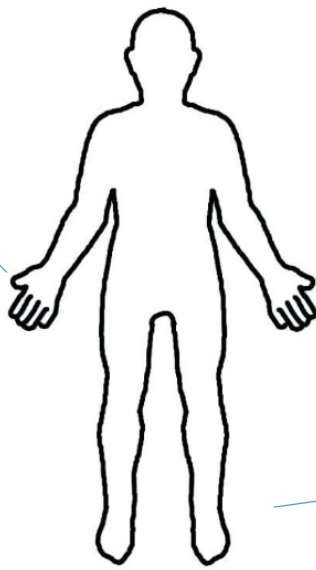
In my opinion

I think

I predict

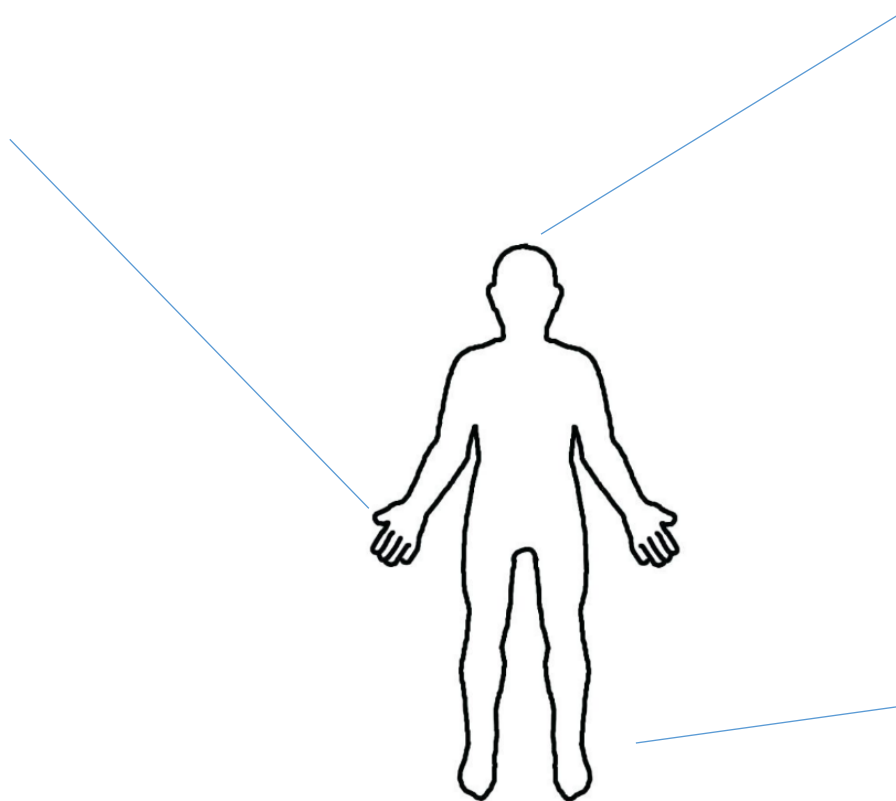
LO I can describe the pirates.

Task: Put yourself in the position of both these characters.
You must write what each character is like around the
outside of the picture. You can draw your own pictures of
your pirates after.



Captain
Silverhook

caring	rude	happy
beautiful	friendly	proud
angry	ugly	sly
evil	clever	handsome
kind	honest	nasty
gentle	pretty	wicked
cross	grumpy	horrible
brave	shy	mean
noble	polite	wise
calm	bold	helpful
scary	smart	furious
cunning	unkind	jolly
cruel	charming	



*Captain
Longsword*

caring	rude	happy
beautiful	friendly	proud
angry	ugly	sly
evil	clever	handsome
kind	honest	nasty
gentle	pretty	wicked
cross	grumpy	horrible
brave	shy	mean
noble	polite	wise
calm	bold	helpful
scary	smart	furious
cunning	unkind	jolly
cruel	charming	

Beginning

Middle

Middle

End

[illegible]