



ALL SAINTS NATIONAL ACADEMY

Part of St Chad's Academies Trust

"With faith in our hearts,
we achieve and succeed"

Learning Project Week Commencing 05.09.2020

Year 5

Weekly Maths Tasks

See here for daily arithmetic practice where you will also find instructional videos to help you. If you are struggling, look at a previous year's activities:

<https://myminimaths.co.uk/year-5-mini-maths/>

This week, all maths lessons will be through Oak Academy, which can be accessed from a phone, tablet or laptop. Each has a very helpful video, teaching the daily objective. Please get in touch if you do not have access to a laptop and we will provide paper versions of work.

Monday: Identify the place value of digits in 5-digit numbers

<https://classroom.thenational.academy/lessons/identifying-the-place-value-of-digits-in-5-digit-numbers-cgwkct>

Tuesday: Compare 5-digit numbers

<https://classroom.thenational.academy/lessons/comparing-5-digit-numbers-cnkh6c>

Wednesday: Order and compare 5-digit numbers

<https://classroom.thenational.academy/lessons/ordering-and-comparing-5-digit-numbers-using-a-number-line-clr62c>

Weekly English Tasks

On Thursday 1st October it was National Poetry day. Have a look below at the poster explaining about the competition you can enter.

Monday: Have a listen to some of these poets retelling some of their poems.

<https://www.youtube.com/watch?v=8qDGCov9AJU>

<https://www.youtube.com/watch?v=iA2g69FFE6U4&feature=youtu.be&rel=0>

<https://www.youtube.com/watch?v=sivJQK7-yfc&feature=youtu.be&rel=0>

Our poem is going to be about Well-being so I would like you to think about what that means.

Can you do a thought bubble of wellbeing or worries and think of words that link to it. For example, wellbeing might have the words; positive, hope, dreams and love. Worries might have the words; anxious, depressed and hopeless.

These words can be ones you might use in your final poem.

Tuesday: Have a think about what type of poem you want to do. Acrostic, rhyming, narrative? If you are not sure what each type of poem looks like, do some research to find out before you decide! Using the poetry tools list below, can you think of examples for the ones that you might want in your poem? For example, similes- a smile that has faded like the sun.

Wednesday: Start writing your poem using the vocabulary and poetic tools to help you. Poems are often written in stanzas (like paragraphs and sometimes written in only 4 lines at a time- look at the examples given to see what I mean) Remember that poetry is essentially telling a story and it is personal. At this point, don't worry about spelling mistakes or punctuation. You can write your poem on paper or on a computer- the choice is yours.



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Thursday: Round 5-digit numbers

<https://classroom.thenational.academy/lessons/rounding-5-digit-numbers-to-the-nearest-10-000-and-1000-chgk2r>

Friday: Round 5-digit numbers (2)

<https://classroom.thenational.academy/lessons/rounding-5-digit-numbers-to-the-nearest-100-1000-and-10-000-6hgk2d>

Thursday: Read your poem again from yesterday, Are you happy with it? Does it reflect the title you have chosen? Use a dictionary to correct any spelling errors you may have made and the success criteria to see if you have included what you needed. Tweak anything that you want to change.

Friday: Re-read through your poem and then write up your final version. Remember that this is a competition so email the picture of your poem over by the end of the day to be in for a chance of winning!

Weekly Spelling Tasks

Task One: Recap of Year 1/2 Spelling Rule:
Homophones- Watch this video.

<https://www.bbc.co.uk/bitesize/topics/zqhp2p>

Watch the powerpoint and try and write down the correct homophone from the clue that is given.

Task Two: Recap of Year 3/4 Spelling Rule:
Homophones – Can you write down the other homophone?

Weekly Reading Tasks

Sign up for a free 30-day trial and listen to it here:
<https://www.audiobooks.co.uk/audiobook/street-child/312108>

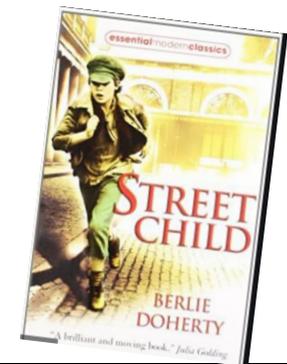
Monday: Read Chapter 3 (pages 32-36)

- Write a summary of the book so far. Remember a summary is a brief overview and should only be a paragraph (no more than 500 words absolutely maximum!). See this link for an explanation of what a summary should be:

<https://www.youtube.com/watch?v=V-ki6TP4EYs>

Tuesday: Jim is heading to the workhouse. What do you think a workhouse is?
Read Chapter 4 (pages 37-44).

- Why were Jim and his mum making slow progress?
- Can you describe what the scene was like when Jim and his mother stopped, too tired to go any further?
- Why did someone suggest that it would be better if Jim was caught stealing?





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- Peace, mane, fair.
Can you put them into sentences?

Task Three: Year 5

Spelling Rule. Homophones-

- Aloud, past, affect, aisle.

What does each word mean? Can you think of a way to remember the tricky bits of the word?

Wednesday: Re-read chapter 4.

- How do you think Jim is feeling about being in the workhouse? Is there any evidence in the chapter that suggests this?
- What type of people do you think the Master and Matron are? Why do you think this? Find evidence in the text.
- Jim has been told his Ma has died and he didn't get to say goodbye. How many words can you think of to describe how Jim might be feeling?

Thursday:

- Why do you think Jim just let everything happen to him?
- I want you to imagine that you are Jim going into the workhouse and you have just witnessed what it is like for the first time. Your mum has just died, your sisters are somewhere else and you are all alone. I want you to write a paragraph, in first person, about how you (Jim) are feeling at the moment about everything that has happened in the form of a diary entry.
E.G. Dear diary, I have just found out that my ma has died and I didn't even get to say goodbye! I feel all alone in this world now and I have been left to survive in this workhouse which I now have to call my home- depressed and anxious doesn't even cover how I am feeling at the moment!



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Topic: Victorians	Art/ DT	Science: Space
<p>https://www.bbc.co.uk/teach/class-clips-video/ks2-the-victorians/z48bnrd http://primaryhomeworkhelp.co.uk/victorians.html https://www.theschoolrun.com/homework-help/victorian-era</p> <p>Use these sites to research the following:</p> <ul style="list-style-type: none">• Who were the Victorians?• What time period?• Who was the Queen?• What was life like for children who were poor? Compare that to children from rich families. <p>Present your work in any way you would like and bring it into school with you.</p>	<p>See art powerpoint on class do jo. Experiment with a pencil – how dark or light can you go? Can you merge them together?</p> <p>Watch the clip from the powerpoint showing you how to create texture and how to shade. Experiment yourself. Your teacher will add sheets to class do jo should you wish to download them, but plain paper is absolutely fine.</p>	<ul style="list-style-type: none">• Can you name all the planets in our solar system? Research these and draw them in the correct order. Which is the largest planet? Which is closest to the Sun? Which is furthest away? <p>Challenge: If you have crayons at home, can you colour your work in to show the colours of the planets from afar.</p> <p>Optional: What are solar and lunar eclipses? Complete this lesson to find out: https://classroom.thenational.academy/lessons/what-are-solar-and-lunar-eclipses-6nh3et</p>



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English – Poetry competition



National Poetry Day Competition



This year, the official theme for National Poetry Day is 'vision'.
We would love for pupils, staff and parents to focus on
mental health and well-being.

So get inspired and write a poem with
the title
"The Window of Worries"
or the
"The Window of Well-being".

Whether you choose to look in or out of
your 'window' to discover either of these
is entirely your decision....

National Poetry Day: Thursday 1st October 2020

Entry deadline: Friday 9th October 2020

All entries to be emailed to:
jbagley@asna.walsall.sch.uk and should
include the name, age, school and class (if
applicable).

*Three Winners will be chosen within each of the 6
following categories: EYFS (nursery and reception), KS1
(years 1 and 2), LKS2 (years 3 and 4), UKS2 (years 5 and
6),
parents and staff/volunteers. .*

*All entries will be published into a book. A panel of independent judges will select the winners, who
will receive a book voucher*



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"To Have Or To Be"

Life can be hectic.
Just dashing around.
We all need a spot,
to sit down and lounge.
A place that is peaceful
and good for the soul.
Where the parts of my life
come together as whole.
Where my mind isn't racing,
my stress put away,
my worries are silenced.
For a brief time that day,
I'm mindful and restful.
The joys that I see,
when I'm not focused on having
and I just start to be.

"The Amazing and Wonderful Me"

If I act like you, and look like you,
and sound like you, then isn't it true
that the world then has two people
exactly like you.

Now, I know that you're wonderful -
you've told me before -
but the world only needs one,
and doesn't need more.

What the world really needs
is a me and a you.
With you being you, and not me
being you too.

Because, really, I like how I look,
and like what I like,
like hiking and poems
and riding my bike.

So, from this moment on,
I'll be happy to be
the uniquely amazing and wonderful me.



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"My Worry Box"

Something started worrying me
that was really very small,
but the more I thought, the worse it got,
as that worry began to sprawl

all over my life, and before very long
it kept jumping in my head,
and at night I found I just couldn't sleep
when it jumped into my bed.

That worry started as something small,
but grew to such a size,
that my head was filled with scary thoughts,
my tummy with butterflies.

Until one day, I asked for help
and found it to be true
that the worry may get the best of one,
but not the best of two.

Then, I built a box inside my brain,
where I put my worries away,
and that's where my worries wait
so they don't fill all my day.

Now, when I'm lying in my bed
and a worry calls on me,
I lock it away inside my box,
and then throw away the key.



Poetry Tools

line breaks

Writing in shorter lines to slow the reader down

rhythm

makes you tap your foot

simile

Comparing using 'like' or 'as'

metaphor

Saying that one thing is something else

personification

giving human traits to something that is not human

imagery

helping the reader form a picture in their mind

alliteration

using the same sound at the beginning of neighboring words

repetition

repeating something



Features of Poetry

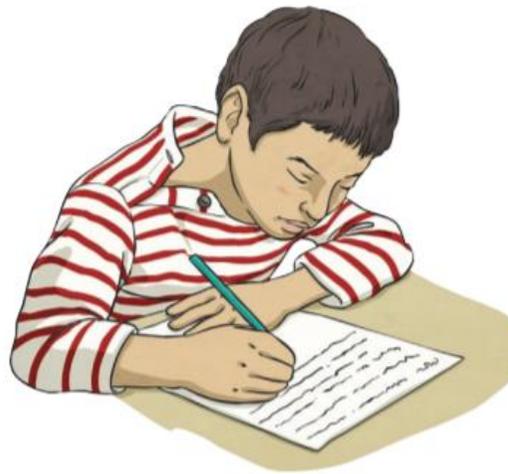
Examples

- Acrostic
- Cinquain
- Free verse
- Haiku
- Limerick
- Narrative
- Nonsense
- Shape
- Sonnet



Structure

- Written in verses
- Each line starts with a capital letter
- A comma usually at the end of each line



Language Features

- Alliteration
- Figurative language
- Imagery
- Metaphor
- Onomatopoeia
- Pattern
- Personification
- Repetition
- Rhyme
- Rhythm
- Simile
- Verse

