

Y5/6 Suggested home learning activities – Week 9

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>English/SPAG</b></p> <p>Can you remember the difference between an adverb and an adjective? A determiner and a preposition? Test your skills in ten minutes!  <a href="https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-primary-spag-online-10-minute-tests-years-1">https://www.cgpbooks.co.uk/resources/cgp-s-free-online-10-minute-tests/free-primary-spag-online-10-minute-tests-years-1</a></p>	<p><b>English/SPAG</b></p> <p>Have a go at reading the text below. Give yourself about 15 minutes to read the text carefully. Next, summarise the texts by 'blacking out' any unnecessary words, leaving just 30 words showing (a black marker pen works well). Then go back and work with your 'blackout pens' so that the text is summarised in just 10 key words.</p>	<p><b>English/SPAG</b></p> <p>Read the next chapter of your book. Create a 'feelings' thesaurus. Find ten words that have positive connotations e.g. fluffy, hopeful, delicious etc. Find 10 words with negative connotations e.g. dilapidated, crusty, noxious. Can you add five words of your own to each side of your thesaurus?</p>	<p><b>English/SPAG</b></p> <p>Imagine you have just invented the shoe umbrella (or some other crazy invention). Can you create an advert to sell your strange invention to the world?</p> 	<p><b>English/SPAG</b></p> <p>Pick an interesting character in your book. Interview them, thinking carefully about the responses they would give. Perhaps you could record your interview, getting a family member to act in role with you?</p>
<p><b>Maths</b> <b>Y5 and Y6 OAK ACADEMY</b></p> <p><a href="https://www.thenational.academy/year-5/maths/to-identify-and-describe-reflections-year-5-wk2-1">https://www.thenational.academy/year-5/maths/to-identify-and-describe-reflections-year-5-wk2-1</a></p> <p>Lesson 1 - To identify and describe reflections</p>	<p><b>Maths</b> <b>Y5 and Y6 OAK ACADEMY</b></p> <p><a href="https://www.thenational.academy/year-5/maths/to-describe-reflections-using-coordinates-year-5-wk2-2">https://www.thenational.academy/year-5/maths/to-describe-reflections-using-coordinates-year-5-wk2-2</a></p> <p>Lesson 2 - To describe reflections using coordinates</p>	<p><b>Maths</b> <b>Y5 and Y6 OAK ACADEMY</b></p> <p><a href="https://www.thenational.academy/year-5/maths/to-reflect-shapes-along-axes-year-5-wk2-3">https://www.thenational.academy/year-5/maths/to-reflect-shapes-along-axes-year-5-wk2-3</a></p> <p>Lesson 3 – To reflect shapes along axes</p>	<p><b>Maths</b> <b>Y5 and Y6 OAK ACADEMY</b></p> <p><a href="https://www.thenational.academy/year-5/maths/to-reason-about-reflection-year-5-wk2-4">https://www.thenational.academy/year-5/maths/to-reason-about-reflection-year-5-wk2-4</a></p> <p>Lesson 4.- To reason about reflection</p>	<p><b>Maths</b> <b>Y5 and Y6 OAK ACADEMY</b></p> <p><a href="https://www.thenational.academy/year-5/maths/to-make-links-between-reflections-and-translations-year-5-wk2-5">https://www.thenational.academy/year-5/maths/to-make-links-between-reflections-and-translations-year-5-wk2-5</a></p> <p>Lesson 5 – To make links between translations and reflections</p>
<p><b>Topic/Science</b></p> <p>We are going to learn about the structure of the Earth, how to recognise igneous rock and some of the uses of igneous rock. We will also</p>	<p><b>Topic/Science</b></p> <p>Let's learn about metamorphic rock! We will look at some different examples of metamorphic rock and discuss how their properties make</p>	<p><b>Topic/Science</b></p> <p>In this lesson, we will learn about our third type of rock: sedimentary rock. We will look at the steps needed to make</p>	<p><b>Topic/Science</b></p> <p>Your brain is so clever, it named itself! But how much do you really know about the fattest organ in your body? Watch</p>	<p><b>Topic/Science</b></p> <p>One of Miss Herriman's favourite art movements is Surrealism. Rene Magritte and Salvador Dali are two famous Surrealists. Find out more</p>

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<p>learn how igneous rock is made, using ice and chocolate as a model!  <a href="https://www.thenational.academy/year-5/foundation/how-is-igneous-rock-formed-year-5-wk1-3">https://www.thenational.academy/year-5/foundation/how-is-igneous-rock-formed-year-5-wk1-3</a></p>	<p>them fit for their uses.  <a href="https://www.thenational.academy/year-5/foundation/how-is-metamorphic-rock-formed-year-5-wk2-3">https://www.thenational.academy/year-5/foundation/how-is-metamorphic-rock-formed-year-5-wk2-3</a></p>	<p>sedimentary rock and how fossils are formed in sedimentary rock. We will then learn what a palaeontologist is and identify some different fossils.  <a href="https://www.thenational.academy/year-5/foundation/how-is-sedimentary-rock-formed-year-5-wk3-3">https://www.thenational.academy/year-5/foundation/how-is-sedimentary-rock-formed-year-5-wk3-3</a></p>	<p><a href="https://www.youtube.com/watch?v=1aCYsYSM1MA">https://www.youtube.com/watch?v=1aCYsYSM1MA</a>. Have a go at building your own brain model. Try <a href="https://ellenjmchenry.com/brain-hemisphere-hat/">https://ellenjmchenry.com/brain-hemisphere-hat/</a> if you need a helping hand.</p>	<p>about them here <a href="https://www.youtube.com/watch?v=1YE_Zas-A5A">https://www.youtube.com/watch?v=1YE_Zas-A5A</a>. Now watch <a href="https://www.bbc.co.uk/bitesize/clips/zqn6k7h">https://www.bbc.co.uk/bitesize/clips/zqn6k7h</a> for this creative tutorial on how to photograph your pets and create your own Surreal art!</p>
<p><b>Wellbeing</b></p> <p>In this lesson we will sing and clap to the pulse and rhythm of a variety of different musical examples.  <a href="https://www.thenational.academy/year-6/foundation/to-identify-pulse-and-rhythm-in-music-year-6-wk4-5">https://www.thenational.academy/year-6/foundation/to-identify-pulse-and-rhythm-in-music-year-6-wk4-5</a></p>	<p><b>Wellbeing</b></p> <p>Whilst we are staying safe at home, we can take this time to learn how to better communicate with everybody in our school community. Can you learn these basic phrases in British Sign Language? Why not record yourself and send it into school?  <a href="https://www.youtube.com/watch?v=kyicdRI3ULg">https://www.youtube.com/watch?v=kyicdRI3ULg</a></p>	<p><b>Wellbeing</b></p> <p>Have you ever created origami artwork before? Why not try and create your very own kaleidoscope of paper butterflies, using the tutorial here:  <a href="https://www.twinkl.co.uk/resource/t-t-20735-origami-butterfly-activity">https://www.twinkl.co.uk/resource/t-t-20735-origami-butterfly-activity</a></p>	<p><b>Wellbeing</b></p> <p>Join the Oak Academy school assembly this Thursday at 11am. These are opportunities for us all to come together, hear from some inspirational guest speakers, and to think and talk about wider things affecting us.  <a href="https://www.thenational.academy/assembly">https://www.thenational.academy/assembly</a></p>	<p><b>Creative/Wellbeing</b></p> <p>In times like these, its sometimes difficult to see what we should be grateful for in our lives. Watch <a href="https://www.youtube.com/watch?v=yA5Qpt1JRE4">https://www.youtube.com/watch?v=yA5Qpt1JRE4</a>. Make a list of things that you are grateful. Can you challenge yourself to think of 25 things for your list?</p>
<p><b>Fancy something else? These activities require a login</b></p> <p>Daily TT Rockstars          Spelling Shed          Read Theory          Education City          Twinkl (sign up using the code UKTWINKLHELPS)          Go Noodle</p>		<p><b>Fancy something else? These activities don't require a login</b></p> <p>My Mini Maths          Newsround          BBC Bitesize          Daily Reading          Oak Academy</p>		



Wolf wilders are almost impossible to spot.

A wolf wilder is not like a lion tamer nor a circus ringmaster: wolf wilders can go their whole lives without laying eyes on a sequin. They look, more or less, like ordinary people. There are clues: more than half are missing a piece of a finger, the lobe of an ear, a toe or two. They go through clean bandages the way other people go through socks. They smell very faintly of raw meat.

In the western wild parts of Russia there are gangs of wolf merchants who hunt newborn pups. They snatch them, still wet and blind, and carry them away in boxes, selling them to men and women who live elegant lives in thick-carpeted houses in St Petersburg. A wolf pup can fetch a thousand roubles, a pure white one as much as twice that. A wolf in the house is said to bring good fortune: money and fame, boys with clean noses and girls without pimples. Peter the Great had seven wolves, all as white as the moon.

The captured wolves wear golden chains and are taught to sit still while people around them laugh and drink and blow cigar smoke into their eyes. They are fed caviar, which they find disgusting. Some grow so fat that the fur on their stomach sweeps the ground as they waddle up and down stairs, and collects fluff and ash.

But a wolf cannot be tamed in the way a dog can be tamed, and it cannot be kept indoors. Wolves, like children, are not born to lead calm lives. Always the wolf goes mad at the imprisonment, and eventually it bites off and eats a little piece of someone who was not expecting to be eaten. The question then arises: what to do with the wolf?

Aristocrats in Russia believe that the killing of a wolf brings a unique kind of bad luck. It is not the glamorous kind of bad luck, not runaway trains and lost fortunes, but something dark and insidious. If you kill a wolf, they say, your life begins to disappear. Your child will come of age on the morning that war is declared. Your toenails will grow inwards, and your teeth outwards, and your gums will bleed in the night and stain your pillow red. So the wolf must not be shot, nor starved; instead it is packed up like a parcel by nervous butlers, and sent away to the wolf wilder.

The wilder will teach the wolves how to be bold again, how to hunt and fight, and how to distrust humans. They teach them how to howl, because a wolf who cannot howl is like a human who cannot laugh. And the wolves are released back on to the land where they were born, which is as tough and alive as the animals themselves.