Y5/6 Suggested home learning activities – Week 13

Monday	Tuesday	Wednesday	Thursday	Friday
English/SPAG Our story this week begins with the discovery of an enormous black feather. But where did it come from? Who does it belong to? Using the writing prompts below, can you create five sentences about our mysterious feather? Then click here: https://vimeo.com/431056750 to listen to the prologue of our story. 	**English/SPAG** Click here: https://vimeo.com/431063712 to listen to chapter one of our story. Once you have listened, answer the following questions: *1. "But Xar was the most disobedient boy in the Wizard kingdom in about four generations…"* Can you find five synonyms for the word 'disobedient'? 2. What three things has Xar done in this past week which shows us how disobedient he is? 3. Can you think of three other disobedient things Xar might have done in the Wizard Kingdom this week? 4. How do you think Caliburn feels at the end of this chapter? Why do you think he feels this way?	**English/SPAG** Click here: https://vimeo.com/431189267 to listen to chapter two of our story. What happens next? Write the next 200 words of the story. Challenge yourself to include sentences which include:  adverbials of time  onomatopoeia  a simile  repetition for effect	**English/SPAG** Click here: https://vimeo.com/431192721 to listen to the next chapter of our story (it's a short chapter today). Crusher, the Longstepper High-Walker Giant, is a 'deep thinker' and spends most of this chapter deep in thought about ideas of space. Read through the comprehension activity "Was the Moon made by a giant collision?" Answer the questions, thinking carefully about the answers which as you to give an explanation. *(If you are reading this on an electronic device, zoom into the article to read).*	**English/SPAG** Click here: https://vimeo.com/431195397 to listen to the next chapter of our story. (This is the final chapter for this week!) Watch this video: https://www.youtube.com/watch?v=1F7wFwdcfKg Hyphens are sometimes use to create compound adjectives or compound nouns e.g. rock-hard cakes; ice-cold drink; wind-powered generators; ten-year-old etc. Cressida Cowell loves using dashes. Re-read this extract from Chapter 1 https://www.booktrust.org.uk/globalassets/resources/blogs/2017/september/the-wizards-of-once-cressida-cowell-extract.pdf. Can you highlight all the examples where dashes have been used – and explain why? Careful – don't confuse hyphens with dashes!

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		 a complex sentence (one that contains a main and subordinate clause)		
Maths **Y5 and Y6 OAK ACADEMY** https://classroom.thenational.academy/schedule-by-year/year-5 Week 10 Lesson 1: To consolidate learning	**Maths** **Y5 and Y6 OAK ACADEMY** https://classroom.thenational.academy/schedule-by-year/year-5 Week 10 Lesson 2: To identify, describe and classify 3-D shapes based on the properties	**Maths** **Y5 and Y6 OAK ACADEMY** https://classroom.thenational.academy/schedule-by-year/year-5 Week 10 Lesson 3: To recognise 2-D representations of 3-D shapes	**Maths** **Y5 and Y6 OAK ACADEMY** https://classroom.thenational.academy/schedule-by-year/year-5 Week 10 Lesson 4: To recognise, describe and build simple 3-D shapes	**Maths** **Y5 and Y6 OAK ACADEMY** https://classroom.thenational.academy/schedule-by-year/year-5 Week 10 Lesson 5: To illustrate and name parts of circles
Topic/Science https://classroom.thenational.academy/lessons/represent-the-particles-in-solids-liquids-and-gases In this lesson, we will learn about particles! We are going to learn how the particles in each state of matter behave and how this leads to the properties of solids, liquids and gases.	**Topic/Science** https://classroom.thenational.academy/lessons/represent-the-particles-in-pure-substances-and-mixtures In this lesson, we are going to look at the differences in the particles of pure and impure substances. We will use water and gold as examples.	**Topic/Science** https://classroom.thenational.academy/lessons/explain-what-happens-to-particles-during-dissolving In this lesson, we will learn what happens to particles during dissolving. We will investigate what happens when we mix water with salt, sugar and sand. For this lesson you will need a pencil and a piece of paper. If you would like to take part in the practical you will also need a glass of water and some	**Topic/Science** https://classroom.thenational.academy/lessons/black-lives-matter-ffb071 In today's lesson, we visit a key topic of Black Lives Matter given the recent case of George Floyd. The lesson is around creating hope for the future – a future that is not based on the colour of someone's skin but the content of their character. A national push for an Oak Tree of Hope will be shared, where we all share a hope	**Topic/Science** https://go.educationcity.com/content_select/index/0/3/6/5#/c=12656 Log into Education city and search for "Search the Mess". After you have recapped your understanding using the "Learn Screen", have a go at completing the Activity. *Please note: this activity requires Adobe Flash player to be installed.*

		sugar and salt. If you do not have these things then you can still take part in the lesson by watching the teacher's demonstration.	using #Iamhopefulfor and attach it to a tree as a symbol of the diversity of our society.	
Creative https://www.youtube.com/watch?v=Kbjcz6qwJtI Watch this video carefully. Can you follow the instructions and learn how to draw a realistic feather – just like the one from our English lesson this morning?	**Creative** https://www.youtube.com/watch?v=zhcwTxC4aQ8 Watch this video carefully. Can you follow the instructions and draw your own wizard – just like the ones from the story in our English lessons this week?	**Creative** https://www.youtube.com/watch?v=AEJTIQIhr-w Watch this video carefully. Can you follow the instructions and draw Xar from the story in our English lessons this week?	**Wellbeing** 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. https://www.thenational.academy/assembly	**Wellbeing** A year 5/6 scavenger hunt! Can you find (and take pictures of) the following items in your home? • Something shiny • Something stretchy • Something that isn't where it should be • Something see-through • Something that is broken • A pair of something • Something made from wood • Something beginning with the letter B • Something that makes you happy

Fancy something else? These activities require a login	**Fancy something else? These activities don't require a login**
Daily TT Rockstars Spelling Shed Read Theory Education City Twinkl (sign up using the code UKTWINKLHELPS)	My Mini Maths Newsround BBC Bitesize Daily Reading Oak Academy

Go Noodle	

Monday – English activity

What does it look like? Shape? Colour?

What does it feel like?

Describe it using a simile

Describe it using a metaphor

Use personification to describe how it might

Synonyms for mysterious

puzzling | strange | peculiar | curious | funny | queer | odd | weird

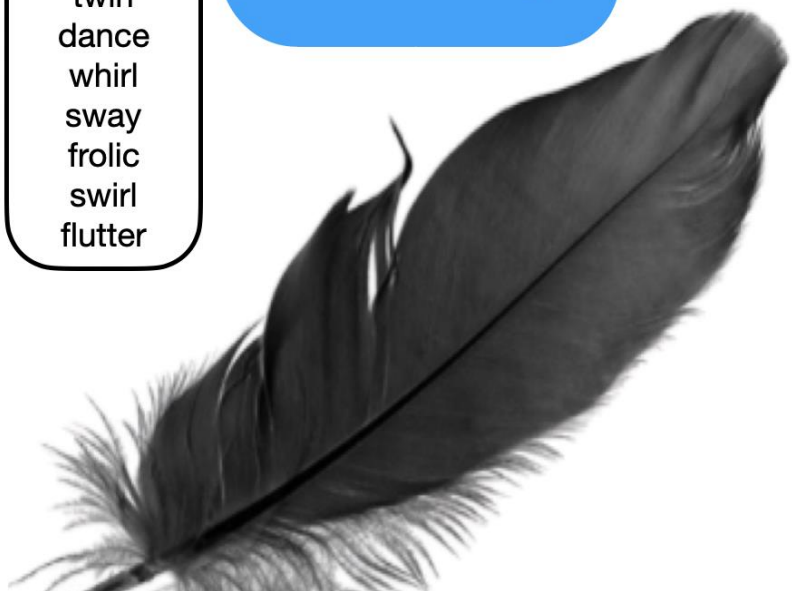
bizarre | mystifying | inexplicable | baffling | perplexing | bewildering

black	ebony	crow	charcoal	midnight
ink	raven	oil	grease	onyx
pitch	soot	sable	jet	coal
leather	obsidian	spider	blackberry	bat

Adverbs

pirouette
spin
twirl
dance
whirl
sway
frolic
swirl
flutter

Where did it come from? Who does it belong to?



Alternative words for feather

feathering | down | eider (down)

Thursday – English activity

Was the Moon Made by a Giant Collision?

Illustration: How the impact might have appeared.

How was the Moon made?

- **Scientists have different theories about how the Moon was formed.**
- **One of the most popular is that it came from a huge collision between Earth and another planet.**

How was the Moon made? Scientists studying Moon rocks think they might have uncovered the answer!

Scientists at the University of New Mexico have found new evidence to explain how the Moon was made. They think it was because of a huge collision.

No one knows exactly how the Moon was formed. After all, it happened about 4.5 billion years ago — long before any humans were around!

One of the most popular theories is called the 'giant impact theory'. This says that a planet called Theia hit Earth. Scientists think Theia was about the size of Mars.

This caused large chunks of rock to break off from both planets. Over a long period, these chunks came together to form our Moon.

However, there was a problem with this theory. Scientists couldn't find any parts of Theia left! The rocks found on Earth and the Moon appeared too similar and there was no evidence of another planet.

Scientists at the University of New Mexico, in the USA, recently begun studying Moon rocks again. This time, though, they found something surprising.

They showed that the Moon rocks were actually different to Earth rocks. They had different levels of oxygen.

This might not sound like much but it's got scientists excited! It makes the 'giant impact' theory much more likely.

In fact, scientists think they may have found parts of Theia! The rocks studied, which came from deeper under the Moon's surface, were the most different to Earth's rock.

Scientists think this rock used to be part of Theia!

No humans have been back to the Moon since 1972, so there aren't many Moon rocks around. However, NASA has plans to head back. They want to land astronauts on the Moon in 2024.

Glossary

evidence	Facts or information which support a belief or theory.
collision	Two or more things hitting each other.
theories	An idea which explains something, often supported by evidence.
oxygen	A gas humans need to breathe.

Questions

1. 'Scientists studying Moon rocks think they might have **uncovered** the answer!'
   Tick the word or phrase which is closest in meaning to 'uncovered' in this sentence.

   - ○ dug up
   - ○ discovered
   - ○ learnt
   - ○ smothered

2. Summarise the 'giant impact theory' in 15 words or fewer.

   _____

   _____

   _____

3. What did scientists find made Earth rocks and Moon rocks different?

   - ○ age
   - ○ colour
   - ○ oxygen levels
   - ○ size

4. 'This might not sound like much but it's got scientists excited!'
   Why do you think the author included this sentence? Tick one.

   - ○ To excite the reader.
   - ○ To explain why scientists are excited.
   - ○ To show that it is more important than it appears.
   - ○ To tell you how the Moon was formed.

5. Find a piece of evidence which suggests that not every university can study Moon rocks.

   _____

   _____

   _____

6. Do you think scientists will do more research on Moon rocks in the future?

   _____

   _____

   _____