Work from Home Week 3 – Year 5

***A message from Mr Brindle and Mrs Nuttall***

*Me and Mrs Nuttall have noticed many children have been using accelerated reader at home on the books they have taken home. Well done to those children who have used accelerated reader and especially those who have scored more than 80%! Remember when you finish a book you need to complete a* ***book review*** *from the template given before we left school.*

*As many of you will have seen there are now Class Emails set up so if you need any help form Mr Brindle or Mrs Nuttall email the correct address and we will be able to reply.*

*If you have spare time at home, there are videos on YouTube by Joe Wicks who is doing P.E lessons.* [*https://www.youtube.com/user/thebodycoach1/videos*](https://www.youtube.com/user/thebodycoach1/videos) *the following link will take you to all the old lessons Joe Wicks has done. Enjoy!*

*Also if want to know any up to date news this is the link to Newsround:* [*https://www.bbc.co.uk/newsround*](https://www.bbc.co.uk/newsround)

*Stay safe, and we look forward to seeing you soon!*

Monday

English – **Grammar and punctuation page 51** and practise your spellings

Reading – **30 minutes** at least per day.

When you finish a book – write a book review.

Spellings

Using these spellings, develop rules to help you remember them.

Spellings:

1. nearby
2. everywhere
3. nowhere
4. inside
5. downstairs
6. outside
7. upstairs
8. underneath
9. behind
10. somewhere

French – revise numbers up to one hundred. See the sheet on class pages

E.g.

27 = vingt - spet

Tuesday

English – **Grammar and punctuation page 52** and practise your spellings

Reading – **30 minutes** at least per day.

When you finish a book – write a book review.

Spellings

Using these spellings, choose 5 words and write sentences using the words in context. Use the words as fronted adverbials (at the beginning of your sentence)

Example

Underneath the rocks, there lived millions of tiny insects.

1. nearby
2. everywhere
3. nowhere
4. inside
5. downstairs
6. outside
7. upstairs
8. underneath
9. behind
10. somewhere

Wednesday

English – **Grammar and punctuation page 53** and practise your spellings

Reading – **30 minutes** at least per day.

When you finish a book – write a book review.

Spellings

Using these spellings, choose 5 words and write sentences using the words in context. Use the words as fronted adverbials (at the beginning of your sentence)

Example

1. everywhere
2. nowhere
3. inside
4. downstairs
5. outside
6. upstairs
7. underneath
8. behind
9. somewhere
10. somewhere

**Science**

**Look for the following forces in your own house, when you find one write the example down and draw how the force works on plain paper. How many example do you think you can find?**

|  |  |
| --- | --- |
| **Force** | **Example in your house** |
| Something you ‘Pull’ |  |
| Something you ‘Push’ |  |
| Something which causes ‘Friction’ |  |
| Something which ‘floats’ |  |
| Something which uses ‘gears’ |  |
| Something with a ‘leaver’ |  |

Thursday

English – **Grammar and punctuation page 54** and practise your spellings

Reading – **30 minutes** at least per day.

When you finish a book – write a book review.

Spellings

Using these spellings, create 5 direct speech sentences. Remember to use punctuation.

Example

“ I have seen those posters everywhere!” exclaimed Sarah to Dan.

1. everywhere
2. nowhere
3. inside
4. downstairs
5. outside
6. upstairs
7. underneath
8. behind
9. somewhere
10. somewhere

Friday

English – **Grammar and punctuation page 55** and practise your spellings

Reading – **30 minutes** at least per day.

When you finish a book – write a book review.

Spellings

Using these spellings, create 5 **reported** speech sentences. Remember to use punctuation.

1. everywhere
2. nowhere
3. inside
4. downstairs
5. outside
6. upstairs
7. underneath
8. behind
9. somewhere
10. somewhere

**D.T**

Following your recent design of your moving toy, you now need to try create a prototype of the toy.

**Activity 1**

Use this link to help answer your questions.

<https://www.bbc.co.uk/teach/class-clips-video/design-and-technology-ks2-developing-ideas-for-inventions/zdc7nrd>

* What is a prototype?
* Why make a prototype?
* What do you need to consider when creating a product?

**Activity 2**

Remember to look at your own design and the video we watched previously to help you remember how the toy will move.

Create your own prototype – this can be made from paper and using crayons and cutting this out. Or you can be more adventurous and use other materials e.g. plastic you were going to recycle and cardboard.

Try to make your prototype as realistic as possible.

**Remember to take lots of pictures to show your teachers!**

**Activity 3**

Evaluate your prototype.

What was successful?

What did you like?

What didn’t you like?

What do you want to change about your toy now you have made the prototype?