



Home
Learning
Guide
Year 5


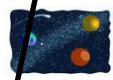
Here is a write up of what we have been up to each week.

These are upcoming important dates.

We run a challenge for children to read 3x per week. Reading is logged on Boom Reader.

Spelling Shed is a great resource for working on spellings

Weekly Maths tasks are set online.

 Year 5 Weekly Learning Diary 	
Date: Friday 25th February 2022 (Week 1) Name: _____	
What have Year 5 been learning about this week? What a great 1st week back for Year 5. We kick started the term with an introduction to our new topic 'In Your Imagination' and began reading Harry Potter and the Philosopher's Stone, which we loved! We explored the grammatical features in some of author J.K. Rowling's descriptions of the characters as well as writing our own. We had a real SPaG focus throughout the entire week, in fact, with lots of work on relative clauses, subordinate clauses, commas and complex sentences. In Science, we explored some of the animals featured in Harry Potter and the house toms, learning about the way they reproduce, understanding internal and external fertilisation. Later in the week, we used our geographical knowledge to work on compass points and giving directions using a map of Harry Potter World, created musical compositions to add to different sections of the text and created our own magical, optical illusions. In Maths, we began learning about fractions. We recapped on what a fraction is, explored equivalents and began converting improper fractions to mixed numbers.	
Weekly To Do List... These tasks are weekly expectations to consolidate your child's learning of the core curriculum. Please tick when you have completed each one. Reading Aim: Minimum 3 times a week Please share a book with your child as often as possible. Remember to ask them questions to check their understanding of the text. For example: => Can you retell the story in your own words? => How are the characters similar or different? => What might happen next? Why do you think that? I have read at least 3 times with an adult at home this week. <input type="checkbox"/>	Things to Remember => 4.3.22 —8:30-9:00 Learning Look => 4.3.22 —World Book Day => 4.3.22 —2:30-3:00 The Big Read (parents welcome) => 18.3.22 —Comic Relief
Spelling: Aim: 10 minutes at least 3 times a week Weekly Spelling Rule —Words with soft 'c' To help your child it will benefit them greatly if you could support them in learning their spellings and exploring the spelling rules covered within the weekly spelling lists. We recommend 10 minutes a day. I have practised my spellings 3 times this week. <input type="checkbox"/>	My Spellings Words with soft 'c' cinema circus circle cylinder accident December circuit celebration circulation Last Week's Score
Maths: Aim: 10 minutes a day 3 times a week To support your child with their mathematical development we recommend that you try to fit in regular mental arithmetic challenges each week. Keep working on times tables and number bonds ready for Magicians Guild tests each Friday. Log on to Mathletics and complete the activities assigned to you Log on to Times Table Rockstars and continue your journey I have worked on my maths skills 3 times this week. <input type="checkbox"/>	Home Learning Activities (To support curriculum enrichment) All Home Learning activities completed will be shared with the class. => Can you create your own magical map and create directions to get from one point to another using an 8 point compass? => Comic Relief this year is 18th March, and we will be fundraising at Pirbright. Can you design a poster to advertise this special day? Things to include on the poster: Wear Something Funny for £1, Bring some loose change to spend on all the fun activities, Do Something Funny assembly
Parent Comments Parent Signature: _____ Teacher Signature: _____ PLEASE RETURN EVERY THURSDAY	

Weekly spellings are listed here.

This is last week's spelling score.

Feel free to write comments here for us to see.

These activities are generally more creative and topic based. They may build upon learning done that week. We encourage all pupils to engage in these activities.

Writing

Aim: Weekly (when opportunities arise)

To support your child with their writing, get them writing when ever possible. It could be that they keep a diary and write about their day, they could write a recount of a special day out or holiday, a thank you note or letter to a friend or family member, they could even come up with their own stories.

- If you would like to encourage your child with writing, some ideas are:
- Keep a diary
- Sports Reports for clubs they attend
- Recount a day out
- Fact file on a person/area of interest
- Describing settings from a family holiday or family photograph

The possibilities for writing are endless!

YEAR 5: WRITING WISH LIST

Superstar writers will...

- ✓ use **capital letters** accurately.
- ✓ use a range of **punctuation** appropriately (., ! ? " ' : ; - - ...)
- ✓ use **apostrophes** for contraction and possession.
- ✓ Write with a clear structure and use the correct **layout tools** (i.e. subheadings) appropriately.
- ✓ Stay in the correct **tense**.
- ✓ use **ambitious words** to impress the reader.
- ✓ use exciting **adjectives**.
- ✓ use powerful **verbs**.
- ✓ use **nouns and pronouns** to avoid repetition.
- ✓ use **adverbs and adverbial phrases** to add detail about how, when and where.
- ✓ use **fronted adverbials** (including time) followed by a comma.
- ✓ use a range of **conjunctions**
- ✓ use **prepositions**.
- ✓ use a variety of **sentence starters** to maintain the reader's interest.
- ✓ use a variety of **sentence structures** including **compound and complex**.
- ✓ Vary the **length of sentences** to create tension and control the mood.
- ✓ include **dropped in clauses** to add additional information to sentences
- ✓ use the **passive**
- ✓ Ensure **dialogue** is correctly laid out (speech punctuation, start a new line and include who said the words).
- ✓ use **paragraphs** to structure writing by indicating a change in time, place, subject etc.
- ✓ **Discuss and record** ideas.
- ✓ Effectively **describe** characters and settings
- ✓ use **similes, metaphors, personification and alliteration** where appropriate.
- ✓ Have clear, fluent and joined **handwriting**.
- ✓ Make an effort to **spell** words correctly.
- ✓ Read aloud their own writing to a group or the whole class.

Our Year 5 Writing Wishlist can be found on our page on the school website and outlines our key objectives.

Maths

Aim: 3 times a week

To support your child with their mathematical development we recommend that you try to fit in regular practice of fluency each week. This could be any of the following:

- Rehearse times tables and corresponding division facts all the way to 12x12
- Adding items from your weekly shopping trip
- Reading number plates and adding them up when travelling in the car
- Get involved in some cooking or baking and help measure out ingredients
- Identify 2D and 3D shapes when you are out and about
- Practise telling the time on a range of clocks and calculate the length of time of favourite programmes, time until bed etc...
- Hit the Button quick fire practice <https://www.topmarks.co.uk/maths-games/hit-the-button>

Your child will be set learning challenges on Mathletics regularly which link to their school work. This extra practice is beneficial and allows you to see how to further support your child with areas they may find tricky. Simply log on and go!



Numbots and Times Table Rockstars are a great resource which we purchase at school. Children can log on and work their way through the challenges and play against their peers, testing their number knowledge!



To further help support your child at home, we have created a range of videos which explain key concepts and areas of our Maths Mastery approach. These videos provide ideas and support with calculation methods. They can be found on our school website gallery and are updated throughout the year.

<https://pirbrightvillageprimaryschool.primarysite.media/playlist/maths-help-videos>

- Mathletics games and activities

The purpose of Home Learning at Pirbright is to ensure that pupils have the necessary skills to reach their potential in school.

We want to guarantee that pupils, all the way through the school, practise their reading, mental arithmetic, rapid recall of maths facts and spellings at least 3 times a week, every week. We also want to continue to foster the love of learning that our pupils have and so you will find exciting and motivating activities for pupils to engage in, these are classed as 'optional' for parents (not pupils) allowing parents to manage their children's time effectively. If you have a family gathering over the weekend and fitting in extra activities is going to be tricky, then you can choose to leave these activities until a more convenient time, if you have a child that has a particularly busy schedule outside of school, perhaps they swim or train regularly, then again you can make the decision as to how and when these tasks can be completed and which ones to tackle.

In summary, the learning is split into two key areas:

- Essential Learning - relating to regular activities that should be completed at least 3 times a week, every week.
- Further Learning - relating to activities to allow pupils to extend and further their interest in aspects that have already been covered in school.

It will also contain weekly spelling lists, key information to remember (including dates), a learning synopsis and a space for you to add any comments.

In Year 5, Home Learning will be sent home every *Friday* and needs to be returned to school the following *Thursday*. The learning that is produced at home will not always need to be handed back to the class teacher, however if it has been recorded it can be bought in or sent in to the class account via email.

Children will be able to share their home learning with the class each week as part of a home learning celebration where teachers and peers can give verbal feedback. We love to see what the children have been doing at home so please encourage them to bring in their learning to show and share at school.

Within this booklet you will find further information and guidance on how to support your child with their Home Learning

If you need any help or if you have any questions please pop in and see us.

Miss Jessett & Mr Fuller

Reading

Aim: 10 minutes a day, 3 times a week

Reading

Please share a book with your child at least three times a week as this is extremely beneficial for them. We encourage the children to read a variety of different texts such as fiction, information books or comics. As the children move through KS2, the emphasis is less on decoding and fluency of reading and more on comprehension and discussion of the meaning of texts. By having conversations whilst reading, the children will develop and deepen their understanding of what they read. The Year 5 objectives are available on the website for you to refer to.

Some questions you may like to ask your child about the book may be:

What do you think will happen next in the story?

Why would the character do this/that?

What is the character feeling?

What are some similarities/differences between the characters?

Please encourage the children to provide evidence for their answers. For example:

I think that the character did that because she was feeling upset about not being invited to the party.

Activity Ideas:

- Book reviews
- Story Snake: Draw a big S and sequence your story from start to finish using sentences and drawings
- Explore new words in a dictionary
- Answer retrieval questions by spotting the key words in the text e.g. What did Sally eat for lunch? (Skim for Sally, eat/ate, lunch)
- Read a range of poems and discuss feelings and imagery
- Improve intonation, expression and tone when reading—You could even try changing your accent or putting different voices on for the characters in your book
- Create your own fact-file showing what you remember after reading a non-fiction book
- Discuss the use of vocabulary the author uses—why did they choose that particular word?
- Work out the meaning of words by using the clues in the sentence
- Inferring characters' feelings, thoughts and motives based on what they do, how they do it/say it. Ask children to back up their ideas with evidence from the text
- Skim and scan for key information
- STOP!: Stop reading at any point and predict what will happen next
- Summarise the main ideas from a paragraph, page or chapter. Get the children to focus on the most important parts.



Please record reading on Boom Reader.

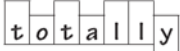


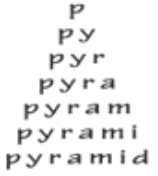
Spelling

Aim: 5-10 minutes a day, 3 times a week

To help your child it will benefit them greatly if you could support them in learning their spellings and exploring the spelling rules covered within the weekly spelling lists. We recommend 5-10 minutes a day. Practising little and often is perfect!

There are a range of different ways in which we can learn our spellings.

Here are some ideas you can do on paper:

<p>Look, Say, Cover, Write, Check</p> <p><u>Look</u> at the word carefully paying attention to the most difficult part. <u>Say</u> the word as you look at it, trying to pronounce it in different ways to make it memorable <u>Cover</u> the word <u>Write</u> the word from memory, saying the word as you write <u>Check</u> whether you have the word right.</p>	<p>Draw around it</p> <p>Draw around the word to show the shape. Look carefully at the shape of the word taking note of where the descenders and ascenders are.</p> 
<p>Segment</p> <p>Split the word into sounds e.g.</p> <p><u>Sh</u> <u>u</u> <u>tt</u> <u>le</u> S p l a <u>sh</u></p>	<p>Drawing an image around the word</p> 
<p>Rainbow writing</p> <p>Using coloured pencils. You could highlight tricky parts, each letter in a different colour, or write the word in one colour then keep writing over it with several different colours.</p> 	<p>Pyramid</p> <p>Use the pattern of the word to help remember the spelling</p> 

As well as this, we use Spelling Shed for setting spellings for the children. Your child will be set the specific spellings which they are working on and there are games which they can play throughout the week for those words. Each week, the children will then be tested on their spellings. Spellings will be set on a Friday and tested the following Thursday.

