



Home Learning



Year 5 Term 6 Week 15

Week beginning 13th July 2020

Hello North America class. Well, here it is. The last week of Year 5 and what a year it's been!

This week's theme is 'Music'. I will then add activities that link to that theme for Years 5. As always, have a look at the recommendations as a family and pick which ones work best for you. Don't forget there are still 2do's on Purple Mash and activities on Spelling Shed and TT Rock Stars.

English

This week you could focus on the theme of 'Music'. Here are a few ideas of writing projects you could complete.

Visit the Literacy Shed for this wonderful resource on [Once in a Lifetime](#) or take part in a writing [master class](#).

Listen to *A Night on Bare Mountain* by [Modest Mussorgsky](#) and the inspiration behind it. Ask your child to create a story with the same title that could be told along with the music.

Ask your child to create an information booklet about two pieces of music they have listened to. Include information about the instruments they have heard within each piece and a brief history on the musicians.

Ask your child to change the lyrics of their favourite song into a short story. Alternatively, they could write and perform their own song.

Listen to '[Toccata and Fugue in D Minor](#)'. Ask your child to think about what the setting might be and describe the atmosphere. Ask them to create two characters and think about what could be happening. Get them to write a short play script/ piece of dialogue between the characters that would go with this music.

Reading

Here are some 'Music' reading ideas.

During your child's daily reading, play some classical music, rock music, jazz music and pop music. Ask your child to draw an emoji to represent how each music genre made them feel whilst they were reading.

Ask your child to find the lyrics to their favourite song and to create some new verses. Can they perform the new verses to the family?

Click [here](#) for a reading activity about Music. Challenge your child to read the text in 3 minutes and complete the questions.

Your child can listen or read along to the poem Cat Rap [here](#). Can they write their own version using a different noisy animal?

Visit [Audible](#) and let your child choose a book to listen to. Ask them to write a review when they have finished and share it with a friend (remotely).

If you would like more books to explore, head on over to <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page> to find their free e-book library.

Spelling

Here are some additional spelling ideas.

Pick 5 Common Exception words from the [Year 5/6 spelling list](#). Play a song and stop it at different points. When it stops, one spelling should be selected from a bag and your child must spell it before the music starts again.

The word rhythm has a silent letter - what other words can your child spell which also have silent letters?

Practise spellings on [Spelling Frame](#) or practise spelling words with silent letters on [this game](#).

Using the letters C A R N I V A L, task your child with listing associated adjectives or verbs that correspond with each letter.

Can your child create a musical glossary for the following vocabulary: dynamics, structure, timbre, texture & tempo.

Maths

Following the theme of 'Music', here are some additional maths ideas.

Work with your child to find the missing angle in the [triangles](#) or [around a point](#).

Ask your child to draw a map from their bedroom to the kitchen. Calculate the total degrees of turn involved on the journey. They can repeat this activity for other areas in your home or for their daily walk.

Encourage your child to look for and collect 3D objects around the home. For the ones they have selected, get them to name the 3D shape, list the properties (the number of edges, faces and vertices) and draw the net to match.

Get your child to practise measuring and reading angles with a protractor with this [online game](#).

Ask your child to create a rhythm by clapping/clicking, e.g. clap, clap, clap, click, clap, clap, clap, click etc. Ask your child to predict what action they would do on the 15th beat. Can they work it out without having to do the rhythm? What about the 20th, 50th, 99th beat? Do they notice any patterns?

BBC Bitesize post daily activities for English, Maths and other subjects. They compile great resources from different organisations and share them on the page below:

<https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

Topic

This week's theme of 'Music' aims to provide opportunities for your child to learn more about music. Learning may focus on famous musicians, listening to and performing music and exploring a range of music genres and instruments.

- Sound Effects- Many audio books use sound effects to enhance the retelling of books. Ask your child to think about a narrative that they are currently reading or have read recently. What sound effects would enhance the retelling of the story? Ask your child to source a range of props to help add sound effects and record the retelling of the story with their sound effects. Remember to tweet a video of their retelling using [#TheLearningProjects](#).
- Carnival Time- The Rio carnival is a spectacle of samba, costumes and dance and takes place every year. [Here are some of the pictures from this year's parade](#). Challenge your child to research the samba inspired costumes and headdresses worn during the parades. Ask them to design, label and make their own mask or headdress taking inspiration from the research completed.
- Expression- [Kandinsky](#) felt that he could express emotions and music through colours and shapes within his painting. Ask your child to create a piece of artwork inspired by their favourite piece of music. Encourage them to listen to the music several times and feel free to draw or paint the emotion they feel at the time.
- I'm with the Band!- Ask your child to create their own musical instrument. This could be a cereal box guitar, drums or shakers. They may even want to make a range of instruments to create a family band. Ask your child to

decorate their instruments to make them appealing. After this, your child can research which famous musicians perform with their chosen instrument and watch videos of their performance to inspire their own!

- Music Video Directors- Using the song your child created for their writing task this week, direct them to think about the sort of music video that they could create to go with it. They could storyboard their ideas and think about whether they need any props or even come up with a dance routine before recording it.

STEM Learning Opportunities #sciencefromhome

Making Instruments

- A kazoo is a simple wind instrument that allows the player to create sound by humming.
- You will need a cardboard tube, square of grease proof paper and an elastic band. Cover the end of the tube in paper and secure it in place using the elastic band.
- Hum a tune into the open end of the kazoo. What happens to the kazoo? What happens to the sound of your voice?
- Learn more about sound by researching how ears work and different ears are adapted to different environments. Find out why elephants have such big ears.

For more ideas take a look at the full resources [here](#).

Coronavirus and Wellbeing- Returning to/Being at School

The change that Covid-19 has caused to our lives has been difficult and has provided countless challenges. For many children, the uncertainty and disruption to everyday life has caused worry and anxiety. These tasks are designed to help children process the current situation, begin to make sense of it and plan for returning to a different normal.

Think

- Inevitably, your child is likely to have many questions about the Coronavirus, how to stop the spread and what will happen next. [This eBook](#) answers many of the questions and is a helpful starting point for a discussion around their concerns, particularly if they are returning to school soon.

Talk

- School is going to look very different for all children, parents and staff. Social distancing is going to provide an extra challenge for learning. Plan ways that you can still be social whilst social distancing by asking your child to draw illustrations e.g smiling back at people when they smile at you or asking people how they are feeling.

Do

- As well as feeling excited, your child may have many worries about returning to/ being at school. Complete a problem planner with your child, thinking about what their worries are, scaling how concerned they are about each specific problem and planning steps to support any concerns. [This template](#) may help.

Visit

[Childline](#) has a bank of activities to encourage your child to share their worries. [This factsheet](#) explains anxiety in a suitable way for children.

Staying Safe Online

Staying safe online is called 'digital literacy' and this means having the skills and knowledge to use the internet safely and responsibly. It is where someone can manage online content and communication, spot possible risks, and find ways to protect themselves from these risks. You can find out more by visiting [Childnet](#).

Your child could have a go at entering The Childnet Film Competition which invites young people aged 7-18 to create a 2 minute online safety film to inspire their peers to create a safe, supportive and fun online world around the theme 'We want an internet where we're free to...' The entries that make into the final shortlist will be judged by a prestigious panel made up of representatives from BAFTA, the BBC, the British Board of Film Classification, the BFI, Disney, and the Motion Picture Association. The young people who create winning films and storyboards will receive great filmmaking and creative prizes for their school or youth group. Whether used at school or as a home learning project, the competition is a great way of exploring important internet safety messages with young people of all ages. Find out more [here](#).



Here are some of the things that have been happening at home this week:

[Toby's newspaper article](#)

Tokyo Times

TERRIBLE TWISTER HITS JAPAN

7th June 2020

A massive tornado has swept through Tokyo in Japan, killing many and injuring dozens of others. The twister ripped roofs of buildings, smashed windows and turned cars upside down.



There were many witnesses, one man called Chotan Takahashi, a local shop owner who captured these amazing photographs. Mr Takahashi, 45, stated he saw the twister fast approaching from miles away as it made its way along the main highway towards the capital.

Other witnesses said they knew a storm was brewing as the skies had been dark and angry for several days with the wind becoming stronger each hour.

The winds of the tornado reached speeds of up to 480km per hour – that's strong enough to peel the roofs off houses, uproot trees and throw heavy objects hundreds of metres.

The Japanese people were terrified of the massive twister but didn't know what to do because if they were in their houses when it hit it could have devastating results with certain loss of life. The hope would be that the twister would blow over and that the residents have a safe cellar or safe place nearby. This should keep them safe even if they were to lose their homes.

A tornado tipped over a car.

The Prime Minister was advising that people remain in their safe place unless it is to go out for essentials and to listen for updates on the situation on their radios.

Prime Minister Shinzo Abe quoted "We have experienced many earthquakes in our time but have never seen a tornado as great as this causing so much destruction. This will take us many years to recover from. REMEMBER TO BE ALERT AND BE SAFE!"

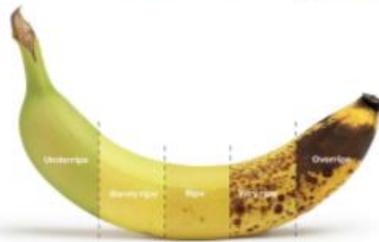
As a journalist and reporter, I have noticed how the communities are close and pull together and support each other. Families have lost loved ones and their homes and are so shocked by this disaster; I feel they will eventually get through this nightmare and so please give your support to the charity below:

TELEPHONE: 05843 111 999

An extract from Ava's Fairtrade report

A Bananas Journey

Bananas are grown in tropical regions such as South and Central America, India, China and Africa. It takes 9 months for a banana to grow and whilst they are growing on the tree, they are covered in a plastic bag to stop bugs from eating them. The banana trees are then cut down and they are carried on a pad to stop the bananas from bruising. The trees get attached to a cable system and they go to the packaging facility which is located in the middle of the banana farm. The bananas get chopped off the tree and washed, stickers get placed on the bananas to show the fair trade sign. They then get loaded into a truck and get taken to New York to get ripened. They put the bananas into a room and they pump humid air into the room. They then get delivered to the market.



Thank you to everyone who has emailed in home learning. I love receiving pictures of what everyone is up to so please keep sending them in and I will try and add as many as I can to the next newsletter. You can now send them to our new class email address northamericaclass@sgmail.org.uk.