



HOME LEARNING - Famous Fives

Ongoing daily activities 18.05.2020

Dear Famous Fives,

I can't believe I'm writing the sixth home learning grid! At the end of this week, it's Spring Bank Half Term (23.05.2020 - 06.06.2020) and hopefully once we're through our half term, things will have changed a little more and I might get to see some of your smiley little faces. What have you all been up to this week? I've been baking again - it's deadly because I just eat it all ... but it does taste delicious.

Below are your home learning tasks for this week and I hope that you enjoy them. Please keep emailing a couple of photographs of some of your work to school- I can then share them on our year 5 blog and Twitter.

Miss you all!

Love Miss Hamilton

Reading

We would like your child to read daily. Please make sure that they read for at least 30 minutes a day. Ask your child questions to test their comprehension. Use the Canine Pal characters to help you do this.

For support with reading you can access resources on our school website. [Click on the 'Our Curriculum' tab then click on 'Reading Information'.](#)

World Book Online have made over 3,000 books available and David Walliams is also offering free audio books every day if you'd rather listen to some texts.

For our Reception and Year 1 children there are 72 free eBooks matched to *Read Write Inc.* Phonics Storybooks can be found on the Oxford Owl website.

Use the link - <https://home.oxfordowl.co.uk/>

You can also access eBooks on [Serial Mash](#) that is found on the [Purple Mash Learning Platform](#).

Times Tables

Practise your times tables daily on [TT Rock Stars](#). Check [Purple Mash](#) and [MyMaths](#) daily in case new tasks are added. There are resources available for this week's maths learning at: <https://whiterosemaths.com/homelearning/>

Spelling

Practise your weekly spellings daily. See separate spelling lists.

This week's learning activities to complete with your child are outlined below. There may be some activities to complete from our Purple Mash Platform. This can be accessed from the link on our website or <https://www.purplemash.com/login/>



Weekly virtual assemblies will be available for you to watch at home every Friday at 9am from the video channel: www.vimeo.com/channels/picturenews



English

Reading Comprehension - Maya Creation Story (scroll down)

Spellings in your green RWI log book and our year 5 spellings that you can find on the website - year 5 home learning. Have a go at drawing pictures to help you to remember the tricky ones.

Maths

Number: Decimals (Summer Term)

This week, I'd like you to have a look at the 'DAILY LESSONS' on BBC Bitesize website. There is so many different resources and videos that you can use. Click KS2, start a lesson, year 5 and find your daily maths learning. There are great videos for you to watch first and then activities to try.

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

Science

In Science, I would like us to move onto our next unit of learning: **Living Thing and their Habitats**. This week's key question is: **How do non-flowering plants reproduce?**

Last week, I wanted you to learn about how a flowering plant reproduces. This week, I want you to focus on how non-flowering plants (bulb, a tuber, a corm, a runner, some moss/liverwort, ferns and pine cones).

Key INFO for parents: Remind child that in sexual reproduction, male and female material (gametes) combine to produce offspring and ask how flowering plants ensure successful pollination (perfume, shape, colour etc.). Explain that some plants (both flowering and non-flowering) can also reproduce asexually (or vegetative reproduction) - ask chn what they think this might mean and clarify that this is where offspring are created from just one plant and there is no combination of male and female gametes. It is worth noting though that most plants that reproduce asexually will also reproduce sexually.

<http://studyjams.scholastic.com/studyjams/jams/science/plants/gymnosperms.htm>

History

Our topic is **'The Momentous Maya'**.

Key Question: **What did the Maya believe in?**

This week's focus is Maya Gods.

<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/z2gkk2p>

RE

Our topic in RE is **Understanding Islam**. This week, I'd like you to find out about what some Muslims believe happens in the afterlife.

Key question:

What do Muslims believe about the afterlife?

Art/DT

As the Maya were quite innovative with their food and drinks, I would like you to find out what they used to eat and drink. You could even make a few!

I've also added a list of different arts and crafts you could have a go at!

PE

Joe Wickes (the HiiT enthusiast that all teachers love to hate) is doing live daily workouts on his YouTube page. Cosmic Yoga's YouTube page has some great videos (some of these do last quite a while which may be useful).

Computing

Use TT Rockstars to practise your times tables. MyMaths and Purple Mash also have a large number of '2do' activities that I've set.

Use the internet to carry out research.

Use the Twitter page with your parent/carer to send me a message/photo to show me what you've been up to!
@tankersleyspy5

PSHE

Our PSHE topic is **THE WORKING WORLD: ENTERPRISE**.

Check out the activity below. Your job is to write a letter to a smaller child and tell them all about the working world. At the moment, the working world is a little different. You could discuss this with your parents/carers and explain what impact the virus is having on the working world!

English - Reading Comprehension

Please read through the Maya Creation Story and answer the questions below.

Before the world had a true form, there were two Gods. These Gods were Tepeu, the Maker and Gucumatz, the Feathered Spirit. While the world around them was dark, the two Gods glittered with brilliant blue and green feathers. They came together to create the world.

Whatever they thought came into being. When they thought "Earth", land formed in the darkness. They thought of mountains and valleys, pine trees and sky. All of these things appeared the instant they thought them, and thus the Earth was formed.

Tepeu and Gucumatz decided that they needed beings there to look after their vast creation, and to praise their names as the creators. So they created deer and birds and panthers and serpents, all the creatures that roam the Earth today.

"Now praise us! Say our names!" commanded the creators.

But the animals could only roar or howl, bleat, bark, twitter or moan. They tried as hard as they could to speak, but they could not. They chirped and mewed at the top of their lungs until the noise was so deafening, that Tepeu and Gucumatz ordered them to stop. Disappointed, the makers agreed that they would have to create better beings, ones who would be able to worship them properly.



The first race of men were made from wet clay. The creators gave them life, and the first men tried to speak; but instead they crumbled apart soon after they were made. The Maker and the Feathered Spirit were determined to create a hardier race of men.

The second race of men were carved from wood. These were much stronger, and were able to walk and talk and multiply. But these men had no minds and their hearts were empty. They had no memories of their creation and when they spoke their words were just as empty and meaningless. They could not praise their Gods.

Tepeu and Gucumatz sent a great flood down to destroy them. They commanded the animals to attack the survivors and tear them to pieces. The few who managed to escape fled to the woods and became monkeys. The creators left them there as an example to the next race of men.

The Maker and the Feathered Spirit thought for a long time about how they should make the race of men they wanted. There seemed to be no perfect material to build them. Finally some animals brought the Gods a stack of white corn which grew on the

far side of the Earth. Tepeu and Gucumatz ground this into a paste and from this formed four individual men.

The new beings seemed perfect. They were sturdy enough to last and their minds were rich with thoughts and feelings. Their first act after their creation was to immediately worship Tepeu and Gucumatz, and thank them for their lives. Tepeu and Gucumatz were pleased. "What do you see?" they asked the corn men.

"We can see forever, through rocks and trees and mountains to the edges of the Earth. We can see your entire creation, with all of its animals and plants. We can see and understand everything!"

Tepeu and Gucumatz looked at each other, "perhaps we made these beings too well... they should not see as well as WE do!"

The makers removed some of the men's vision. After that they could only see things close to them, and they were no longer able to see through or above things that they should not. Thus their understanding of the world was weakened. But the men still sang their creators' praises and settled down to live on the new land. Tepeu and Gucumatz made four women to be their mates.

These eight men and women were the ancestors of all Quiche men and women today. Even today their sight and understanding of the world is not perfect



1. What are the names of the two Gods?

1. _____
2. _____

2. How did the Gods create things like Earth?

3. Why did the Gods order the animals to stop trying to say their names?

4. Why did the Gods create the first race of men?

5. What were the first race of men made from?

6. How were the second race of men, who were made from wood, better than the first?

7. Name two ways that the wooden men were destroyed.

1. _____

2. _____

8. Why did the Gods remove some of the new beings' sight?

9. What do you think this tells us about what the Gods are like? Why?

10. If you had to make a race of man, what material would you make them from and why?

English - Reading Comprehension

Please read through the Maya Gods and answer the questions.

The Maya had many gods (over 150!); however, only a few are mentioned by the same name in different sources. Some had human form, some took the form of an animal, and others were a natural phenomenon. Here are two gods the Mayan people worshipped.

Itzamnaaj

- He was the inventor of writing and the patron of learning.
- He was portrayed in human form as an old man with no teeth and a large nose.
- The Maya believed he was one of the creator gods.



Kukulcan

- He was the supreme god.
- He was one of the creator gods.
- He was also the god of resurrection and reincarnation.
- His name means feathered serpent.
- He was the god of the four elements with the following items associated with each one:
 - maize-ear (earth)
 - lizard (fire)
 - a fish (water)
 - vulture (air)





1. What does Kukulcan mean?



2. Find two words with a similar meaning to **designer**.



3. Why has the word **phenomenon** been used to describe the gods?



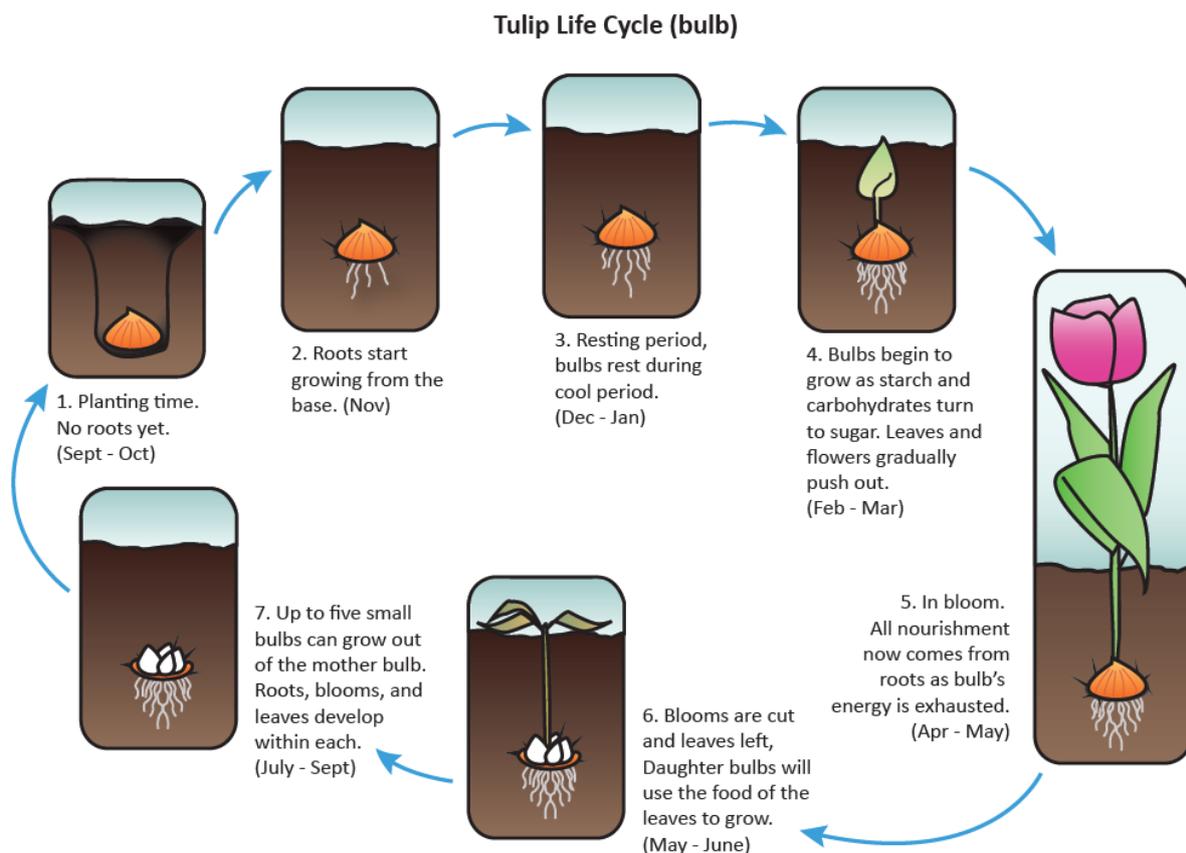
4. Summarize the information provided in 30 words or less.

Science Activity

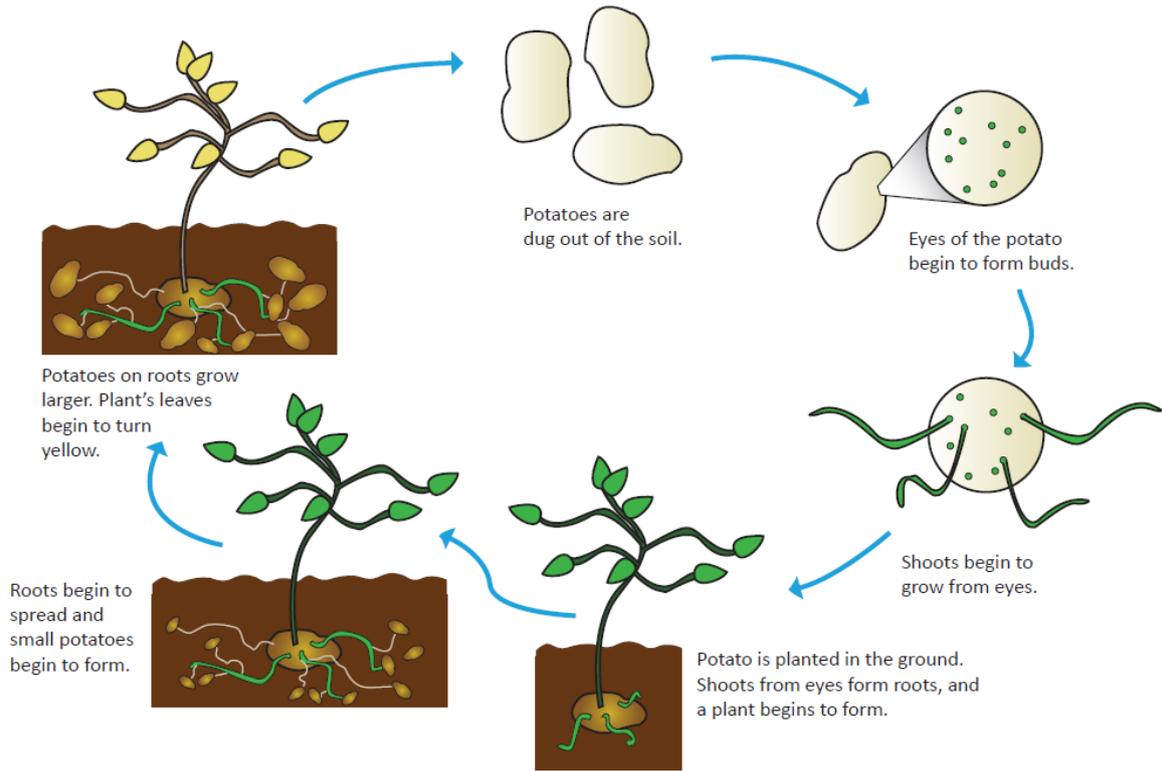
Key Question: How do non-flowering plants reproduce?

Last week, I wanted you to learn about how a flowering plant reproduces. This week, I want you to focus on how non-flowering plants (bulb, a tuber, a corm, a runner, some moss/liverwort, ferns and pine cones).

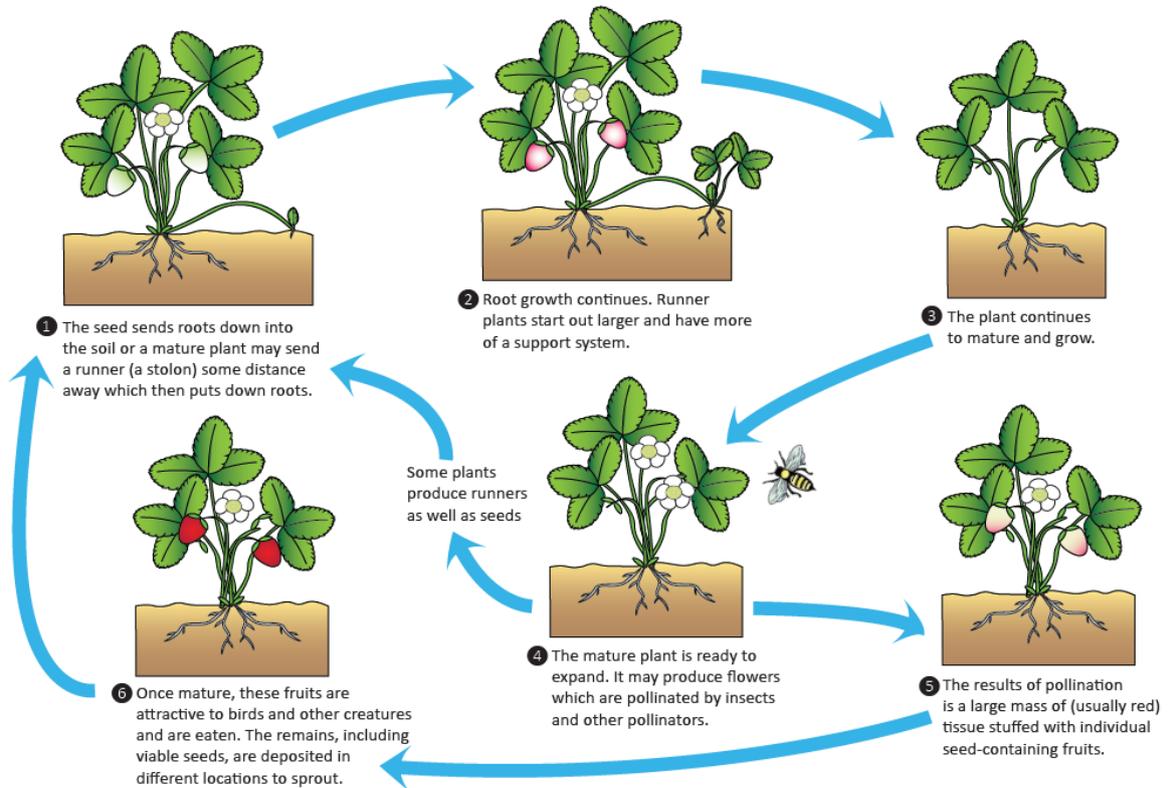
Key INFO for parents: Remind child that in sexual reproduction, male and female material (gametes) combine to produce offspring and ask how flowering plants ensure successful pollination (perfume, shape, colour etc.). Explain that some plants (both flowering and non-flowering) can also reproduce asexually (or vegetative reproduction) - ask chn what they think this might mean and clarify that this is where offspring are created from just one plant and there is no combination of male and female gametes. It is worth noting though that most plants that reproduce asexually will also reproduce sexually.



Potato Life Cycle (tuber)



Strawberry plants (runner)



Advantages and disadvantages of sexual and asexual reproduction

	Asexual	Sexual
Advantages	<ul style="list-style-type: none">• Faster initial growth• A population can grow rapidly• Reduced competition	<ul style="list-style-type: none">• Variety• Adaptation possible• Seeds dispersed further from parent plant so competition for space can be reduced• More likely to survive disease due to variation
Disadvantages	<ul style="list-style-type: none">• Overcrowding can occur• No variation which can mean weaknesses or diseases passed on• Adaptation to a changing environment is not possible	<ul style="list-style-type: none">• Gametes are required• There is a limited amount of food stored in seeds• An isolated plant may struggle to reproduce

PSHE Activity

THE WORKING WORLD: ENTERPRISE

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The Working World

Write a letter to help a younger child understand more about the working world.



A large rectangular area with a purple border, containing horizontal dotted lines for writing a letter. The lines are spaced evenly down the page, providing a guide for letter height and placement.



Music Activities from Mrs Cooper

Dear pupils.

I hope you are well and keeping busy whilst at home. I have put together a list of various musical activities that will enable you to develop your musical knowledge and practice different musical skills including performing, composing and listening. You can try them on your own or work with members of your family. Singing, making music and listening to music can lift your mood and help you feel happier in these uncertain times.

I hope you will enjoy the activities. Please let me know how you are getting on by posting a picture or a short video on the Tankersley music twitter page.

Stay safe and take care.

Mrs Cooper

Music at home

Musical skill	Activity
Singing	Visit www.outoftheark.co.uk and find the section Out of the Ark Music @ home Find the song of the day and listen to it. Learn to sing the song and complete the song activities. Perform the song to members of your family or record yourself.
Singing	Watch a Disney movie and choose a song that you really like. Learn to sing the song and perform it to members of your family or record yourself.
Composing	Write a short rap about your daily routine now that you are at home. Add clapping, tapping, patting and different body percussion sounds to make an accompaniment.
Composing	Choose a song that you know well. It can be a pop song, folk song, a song from a movie or a musical. Keep the melody but change the lyrics. Choose a theme for your words - it can be friendship, hobbies, favourite food and drinks or anything you like. Write new lyrics and practice singing them to the melody, making sure they fit. Perform the new song to the members of your family.

Listening	<p>Visit the BBC 10 pieces website and choose one of the pieces. Watch the video of the performance - pay attention to the different instruments and how they are playing. Can you describe the tempo, dynamics, pitch, duration and texture? What do you enjoy most about the music?</p> <p>https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6</p>
Listening	<p>Watch a Harry Potter movie or any movie of your choice. Pay attention to how the music is used to create different moods. Choose a scene and watch it several times whilst listening to the music carefully. What is the music like? Is it fast or slow, loud or quiet, high or low, major or minor? What instruments can you hear? How does the music help to create the atmosphere?</p>
Musical knowledge	<p>Visit the BBC 10 pieces website and choose one of the pieces. Watch the video of the performance. Now do some research about the composer. You can make a poster or a PowerPoint about their life and work.</p> <p>https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6</p>
Musical knowledge	<p>Choose an instrument that you really like. Can you find out more about it? What family does it belong to? What is it made out of? How does it make a sound?</p> <p>Find examples of music performed on the instrument on YouTube. Make a poster or PowerPoint about the instrument.</p>
Musical knowledge	<p>Visit Mylene's music class on YouTube and learn about different elements of music.</p> <p>https://www.youtube.com/watch?v=R_zplGaphG8</p>
Musical knowledge	<p>Many famous bands and musicians came from our area, especially Sheffield. Choose one and do some research about them. Listen to their music on YouTube and make a poster or a PowerPoint.</p>

Musical knowledge	Interview a member of your family about their favourite type of music. Listen to the music together and ask them to share why they like it.
Performing	If you are learning to play a musical instrument find time to practice regularly. Give yourself a target. How many new pieces can you learn in a week?
Performing	Organise a concert at home and invite all members of your family to take part. Everybody can sing or play a musical instrument.

Arts and Craft Ideas - Can you make one of these ideas below?

 <p>Identify key words about the ancient Maya; present these in a word cloud.</p>	 <p>Create a comic strip to tell the Maya creation story.</p>	 <p>Explore the Maya civilisation by creating a detailed mind map.</p>	 <p>Choose a Maya God to create a profile card for. Convince me they are the greatest of the Gods.</p>	 <p>Compare the Maya number system to our own. Evaluate it, explain which you prefer and why.</p>	 <p>Make explorer Frederick Catherwood come to life. What would he say about the Maya civilisation?</p>
 <p>Locate Chichen Itza, decide how you would travel there to visit. Describe the journey in detail.</p>	 <p>Retell the story of the Hero Twins, you may choose a traditional or modern retelling.</p>	 <p>Create a collage of images of the Maya civilisation. Don't forget to add captions.</p>	 <p>Create a page about the game Pok-ta-Pok, complete with instructions on how to play.</p>	 <p>Present a modern-day TV news report about the discovery of some Maya ruins.</p>	 <p>Choose an app to present an idea of your own. Discuss it with an adult before you get started.</p>

