



# HOME LEARNING - Famous Fives

Ongoing daily activities 08.06.2020

Dear Famous Fives,

I hope you've all had a fabulous break and enjoyed the sunshine we had! Over the half term, I managed to go on lots of walks and you guessed it ... I've been baking some more. Now my friends and family have been requesting cakes which has kept me quite busy!

This half term we will be continuing with our topic 'The Momentous Maya'.

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](http://www.vimeo.com/channels/picturenews)

## English

**Reading Comprehension** - Butterfly Life Cycle (linked to Science learning)  
 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: Geometry - Properties of Shape (3 weeks)

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, we will be continuing with our topic: **Living Thing and their Habitats**.  
 This week's key question is: **How do insects and amphibians reproduce?**

**Key INFO for parents:** Amphibians are cold-blooded, smooth skinned vertebrates which during part or all of their lives can move and breathe both on land and under water (the latter is usually early in their life cycle); while insects are arthropods that have a body divided into three main parts: head, thorax and abdomen, an exoskeleton, 6 legs, 2 antennae and 2 pairs of wings. Note that both undergo metamorphosis during their life cycles.

<http://www.bbc.co.uk/education/clips/zwrn2p3>

<http://www.bbc.co.uk/education/clips/zgcb4wx>

<http://www.bbc.co.uk/education/clips/z283qty>

## History

Our topic is '**The Momentous Maya**'.  
 Key Question: **What games did the Maya play?**  
 One of the many things the ancient Mayas are remembered for is their ball games.  
<https://www.bbc.co.uk/bitesize/topics/zq6svcw/articles/zbqyy4j>

## RE

Our topic in RE is **Understanding Islam**. This week, I'd like you to find out about what some Muslims do to atone for their sins. Can you find out what **atone** means first?  
**Key question:**  
**How do Muslims atone for their sins?**

## Art/DT

Could you create a painting/collage/drawing of an Ancient Maya mural?



## 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 **A WORLD WITHOUT JUDGEMENT: INCLUSION AND ACCEPTANCE**

We are going to start by looking at how we are all unique. What differences are there between us all?

## History – Maya Civilisation Reading

### Period Overview

The Mayan people still exist today and have survived numerous attempts to wipe them out over the course of their history. This unit refers mainly to the classical Mayan period, which stretches from approx. 250-950AD. During this time society became more organised around urban areas and society became more organised. Advances were made in astronomy, maths and language, as well as architecture and agriculture. Links were made with other peoples across the continent. Scholars disagree over why the classical period came to an end, although it has been hypothesised that it was caused by a widespread drought, which ended the growth of society and impoverished the population.

### Life in a Mayan settlement

Mayan settlements appear to not have been planned, but a general centre point was the temple. It is thought that the stepped temples were built both as a statement of grandeur and as a route to the heavens above. This is something the Mayans have in common with many other civilisations across the ancient world. Rumours of human sacrifice have seeped into popular culture, but appear to be overblown. Each settlement also had wide-open plazas which served as a meeting point, as well as a ball court where games were held. Cities were generally not organised in an identikit way, but had lots of common features. There does not appear to have been a central point of authority in the Mayan empire, rather society was organised through a number of rulers at local level. This is perhaps the reason the Mayans endured; without a central powerbase that could be decapitated, agreements had to be made with a number of rulers. In a way this is similar to the Indian, or even European, city-states.

### Changing Times

During the classical period and after, the Mayan civilisation evolved hugely. The Mayan civilisation cannot be credited with inventing writing or scientific advances but its position traversing Central America meant that the Mayans could assimilate and improve ideas from elsewhere. Their system of writing can be characterised as using hieroglyphs, at any one time anything from 200-500 were used, containing phonetic symbols and logograms. Urbanisation was a characterising trend of the period, centred on cities/towns with strategic geographical importance. Through these urban areas the Mayans traded extensively with the surrounding region and established links throughout the Central American continent. Agriculture was hugely important as it was in many early civilisations, with population growth entirely dependent on the ability of the land to support its people. It is through this lens that the theory about the collapse of the classical Mayan empire being caused by droughts comes from.

### National Curriculum suggestions:

- PE – devise/play a version of the ball game: Pok-Ta-Pok
- Art/DT – Pyramid structures
- Science - astronomy
- Geography – compare locations of major world cities in the 1-8<sup>th</sup> centuries.
- Organisation of society, structure of cities.
- DT – chocolate
- PSHE – Mayan medicine – natural cures.

### Key Individuals

The Mayans did not have 'great' historical figures, but each city had important people

- **The Priest** – Held the regular rituals surrounding the temple possibly including sacrifice.
- **The Pharmacist** – provided natural medicines which kept the people very healthy.
- **The Farmer** – irrigated fields and provided food for the city



Panorama atop Caracol<sup>11</sup>

### What did the Mayans ever do for us?

**Astronomy** – Very accurate charts of the moon

**Sculpture** – Mainly of the human form, highly advanced when compared to similar empires.

**Architecture** – Stepped temples providing a route into understanding their religion

**Medicine** – many natural cures used by the Mayans still in use today

**Number system** – developed independent of Arabic system, more advanced and logical.

### Timeline of Key Events:

All dates are approximate

- c. 2000 BCE** The Mayan civilisation emerges in Central America
- c. 100 BCE** First city states appear
- c. 250 CE** The 'classical' period begins, urbanisation begins and continues
- c. 300 CE** Mayan settlements become centres for trade across the region. Goods such as stone and chocolate are traded with neighbouring city states.
- c. 600 CE** Mayan settlements support an increasing population, growing at a fast rate due to plentiful food supply.
- c. 650 CE** Caracol, one of the main Mayan cities is increasingly populated and expands over a large area becoming an important centre.
- c. 900 CE** Mayan centres become less important, perhaps because of a widespread drought, but no clear reason has yet emerged.

### Big Concepts

**Society** – how was a settlement put together? What is important to have in a town/city?

**Trade** – The Mayans were incredibly important for trade and their transactions covered a huge geographical area

**Discovery** – the Mayans increasingly tried to understand the world around them, with great insight.

**Religion** – influenced by the elements

### Broader Context

- Rise and spread of Islam (6<sup>th</sup> C)
- Anglo-Saxon kingdoms in UK (5<sup>th</sup> - 10<sup>th</sup> C)
- Yoruba people (Benin) in E. Africa (9<sup>th</sup> C)
- Visigoth rule Spain ended by Islam (8<sup>th</sup> C)
- Charlemagne Emperor of France (8<sup>th</sup> C)
- Vikings spread out of Scandinavia (8<sup>th</sup> -11<sup>th</sup> C)
- Byzantine rule in S- Europe (4<sup>th</sup>-15<sup>th</sup> C)
- Tang China (7<sup>th</sup>-10<sup>th</sup> C)
- Ife and Benin in West Africa (8<sup>th</sup>-16<sup>th</sup> C)

### Possible trips:

The British Museum has some Mayan artefacts and displays further items which are from either successor or preceding civilisations around Central America.

It seems a shame to teach this out of context, a comparison to an Anglo-settlement (which could be visited) would provide a greater insight into life in that period.

### Further Information:

British Museum <http://bit.do/bmmayan>

School Run <http://bit.do/srunmayans>

*Many Internet sites have information, although be careful to cross check the information as information on sacrifice can be exaggerated.*

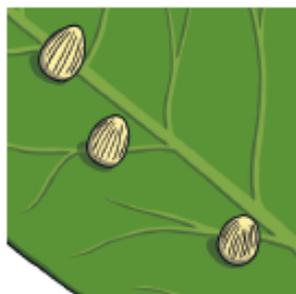
"The Story of Chocolate" Usborne guided reading book (Y5/6, L4+) has a section on the Mayans.

## English - Reading Comprehension

Please read through the Butterfly Life Cycle and answer the questions.

# Butterfly Life Cycle

Butterflies have a complete life cycle with four separate stages.



### What happens during the first stage?

During the first stage of the butterfly life cycle, the female butterfly lays her eggs onto a leaf, stem or another object. The new butterfly starts life as a very small egg. The eggs can be round, oval or cylindrical and some are ribbed. The shape depends on the type of butterfly that has laid the egg. If you look really closely, you can actually see the caterpillar growing inside the egg.



### What happens during the second stage?

During the second stage, a caterpillar (or larva) hatches. It is the long, worm-like stage of the butterfly life cycle. Most caterpillars have interesting patterns, stripes or patches and sometimes spine-like hairs. In this stage, the caterpillar needs to eat lots to grow. The caterpillar usually starts by eating the leaf they were born onto. They do not stay in this stage for long. As it gets bigger, the caterpillar sheds its skin four or more times.



### What happens during the third stage?

During the third stage, the caterpillar forms a chrysalis (or pupa) which is usually brown or green so it is camouflaged. Many hibernate during the winter at this stage. This is the transformation stage, when the caterpillar tissues are broken down and the adult's insect structures are formed, including growing wings. From the outside, it can look like it is just resting, but inside the pupa, it is changing rapidly as the metamorphosis happens.



### What happens during the fourth stage?

The caterpillar transforms into a colourful adult butterfly. When it first emerges, its wings are soft and folded against its body because it had to fit inside the pupa. The butterfly rests and then blood pumps into its wings and they start working and flapping. The butterfly usually learns to fly in 3 or 4 hours. This is the reproductive and active stage. This is usually when the adult butterfly migrates or moves to a new habitat. The adults also mate and the female butterflies lay eggs, beginning the life cycle again.

## English - Reading Comprehension Questions

1. Why are butterflies advanced insects?

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2. What shape can the butterfly egg be and what does it depend on?

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3. What can you see inside the egg if you look really closely?

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4. What does the caterpillar need to do in the second stage?

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5. What happens to the caterpillar's skin?

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6. What happens during the caterpillar's transformation?

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7. What can it look like the caterpillar is doing from outside the pupa and what is happening inside?

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8. What is the fourth stage of the butterfly life cycle called and where does the butterfly go?

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9. What are the wings like when the butterfly first emerges and why?

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10. What does the butterfly usually learn to do in 3 or 4 hours?

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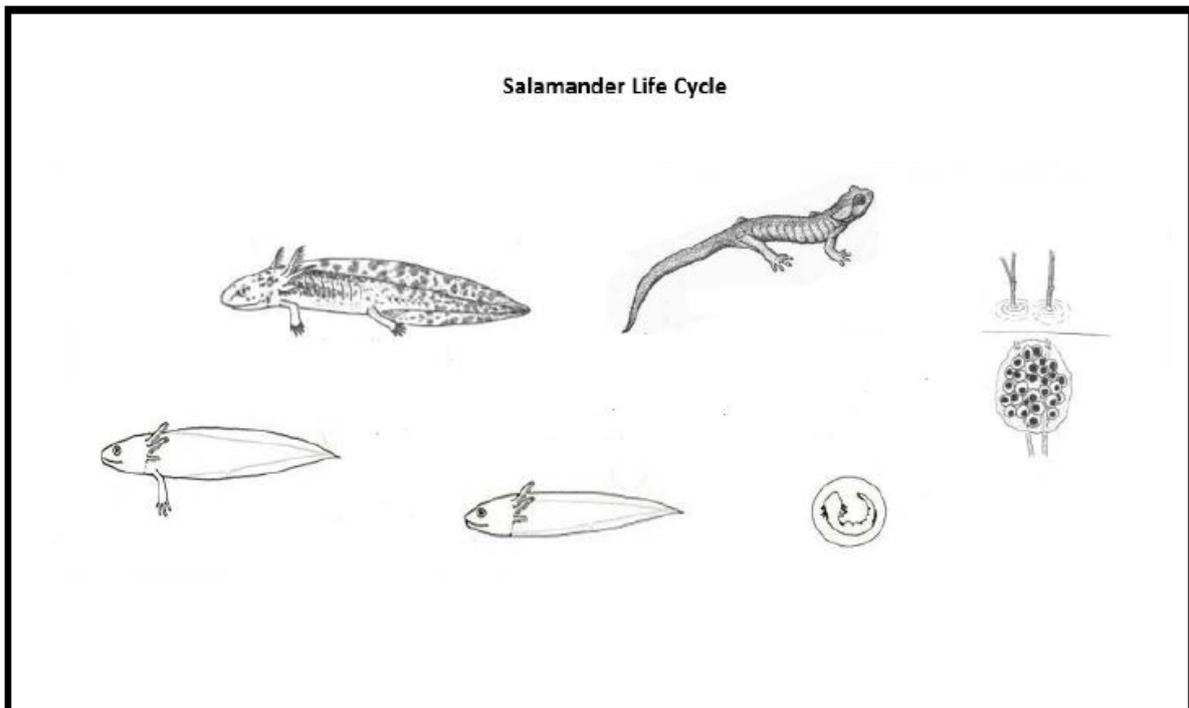
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## Science Activity

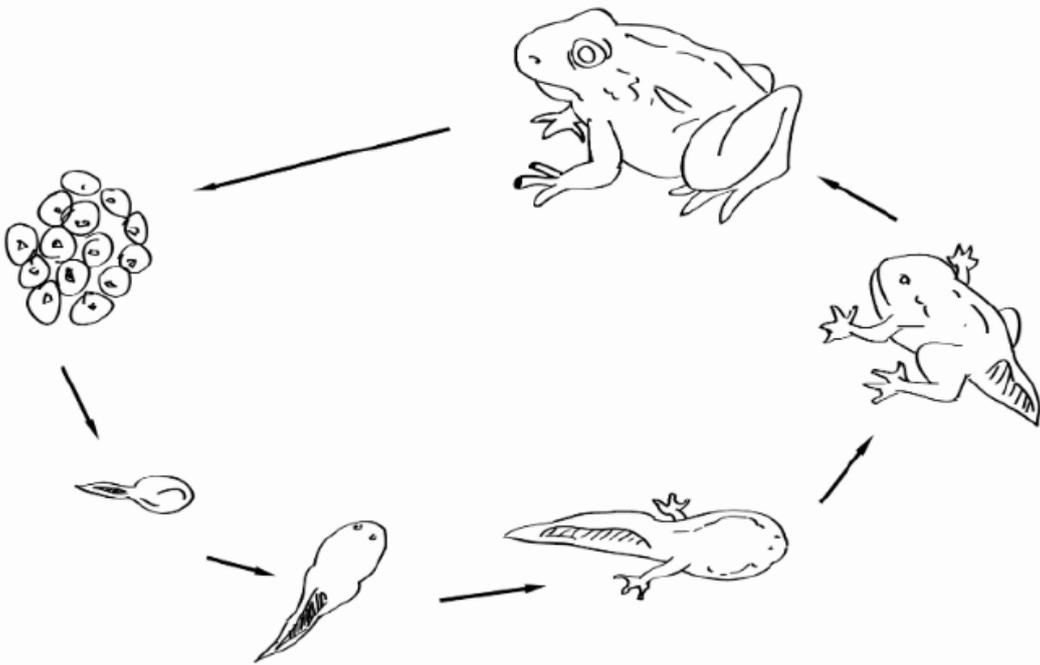
### Key Question: How do insects and amphibians reproduce?

**Key INFO for parents:** Amphibians are cold-blooded, smooth skinned vertebrates which during part or all of their lives can move and breathe both on land and under water (the latter is usually early in their life cycle); while insects are arthropods that have a body divided into three main parts: head, thorax and abdomen, an exoskeleton, 6 legs, 2 antennae and 2 pairs of wings. Note that both undergo metamorphosis during their life cycles.

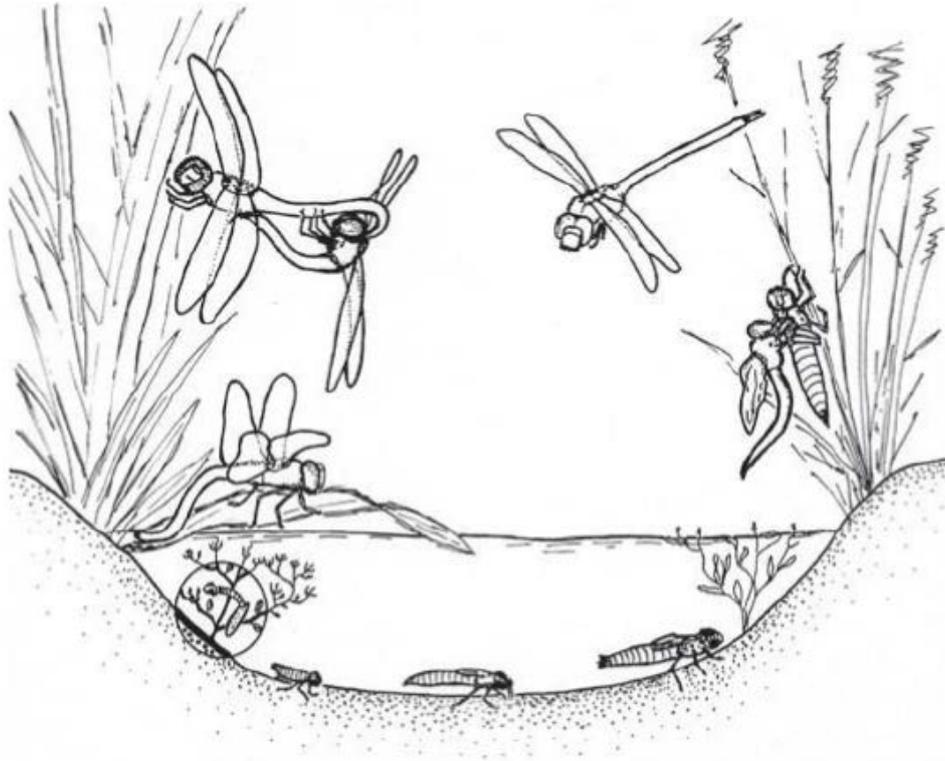
Can you find a creative way to present the similarities and differences between how insects and amphibians reproduce?



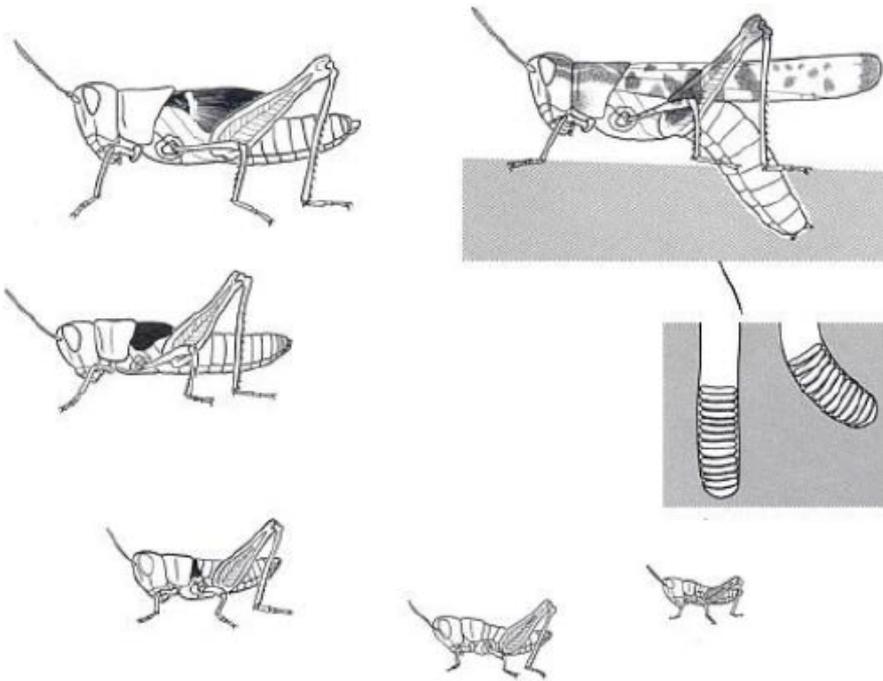
### Frog Life Cycle



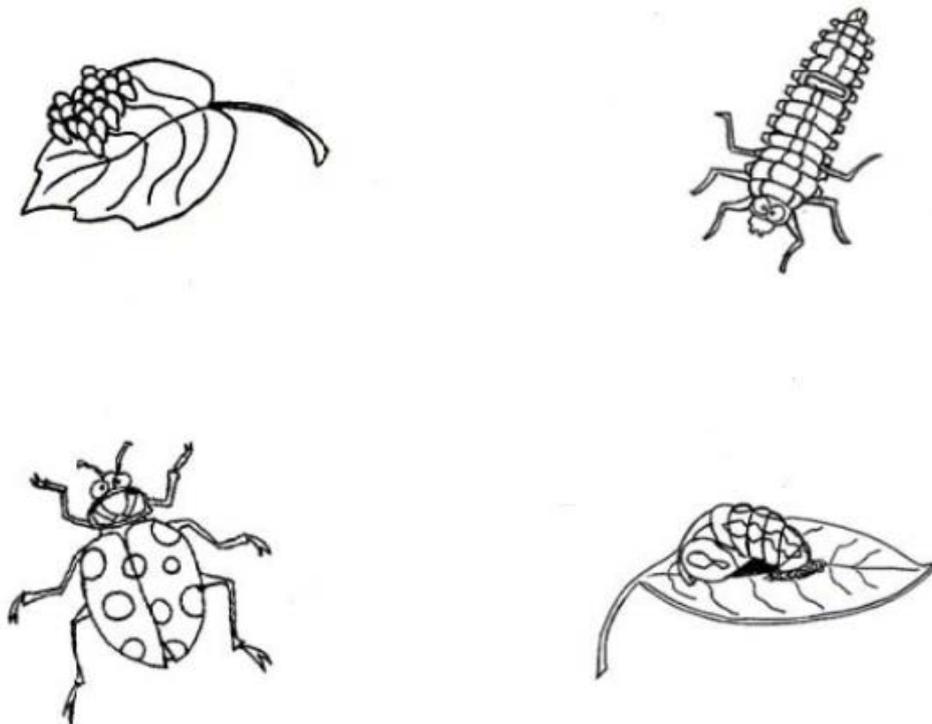
### Dragonfly Life Cycle



### Locust Life Cycle



### Ladybird Life Cycle

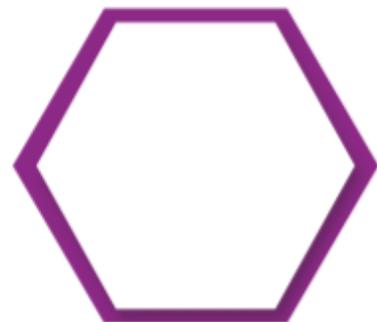
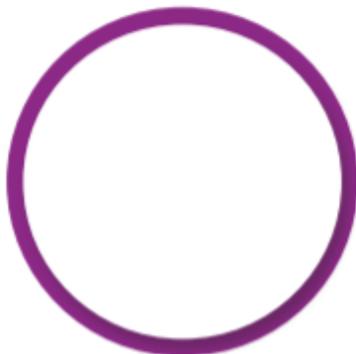
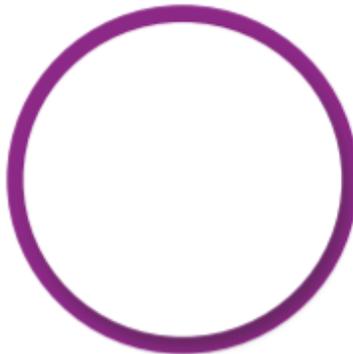
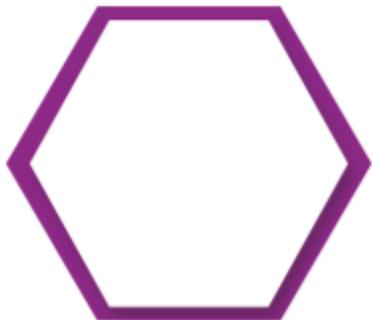
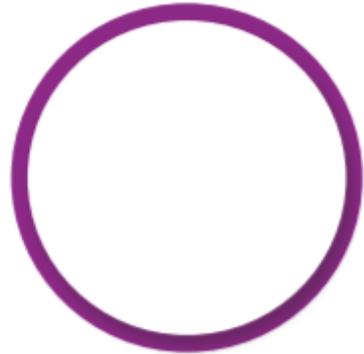
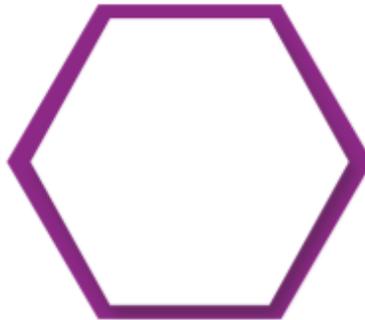


PSHE Activity

A WORLD WITHOUT JUDGEMENT: Inclusion and Acceptance

# How are we all different?

Fill in the shapes with ideas on how we are all different.  
Darlee has completed the first one for you.





Can you think of any more?

## 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 <a href="http://www.outoftheark.co.uk">www.outoftheark.co.uk</a> 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><a href="https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6">https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6</a></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><a href="https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6">https://www.bbc.co.uk/teach/ten-pieces/primary-resources-ks2--2nd-level/z6xjrj6</a></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><a href="https://www.youtube.com/watch?v=R_zplGaphG8">https://www.youtube.com/watch?v=R_zplGaphG8</a></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.