

# Year 5 Home Learning: Summer 2 – Week 7

**‘Working together to achieve success’**

Hello Year 5,

We hope you are all keeping safe and well. Here is our FINAL timetable to continue to support your learning at home. We are really enjoying seeing all of the fantastic work you have been doing with your learning, so please continue to share with us via email at [year-5@mossgate.lancs.sch.uk](mailto:year-5@mossgate.lancs.sch.uk) and we will share these on our school’s Facebook page every Tuesday. Thank you to all of the families for taking the time to do this at such a busy time. Please continue to use the email address if you have any questions about the learning as well.

Take care and keep safe.

Mrs Elwers and Mrs Massey.

## Daily PE:

Start the day with 20-30 minutes of physical activity. Suggestions include: Joe Wicks Daily PE lesson Natasha Butler Daily Workout / Just Dance videos in YouTube. Additional physical activity are uploaded weekly onto our school website at:

<https://lancashireschoolgames.co.uk/year-3-6-spar-lancashire-school-games-activity-timetable/>

## Daily Newsround:

Watch the 5 minute news summary daily at 12:15pm by going to <https://www.bbc.co.uk/newsround> and click ‘Watch Newsround’ in the top right hand corner. Discuss topical items in the news and research any aspects which interest – this could be a topic, country or person. Newsround is updated daily. You could even produce your own news report on one of the topics and share it with us!

## Maths:

To access the **video** resources please visit:

<https://whiterosemaths.com/homelearning/year-5/> (click on week 11 W/C 5<sup>th</sup> July)

Use the video to help explain the concept and then complete the activity (in your exercise book) which you can access by accessing the school website and following this path:

**‘Summer 2 - Home Learning – Week 7 – Year 5’.**

	Monday	Tuesday	Wednesday	Thursday	Friday
Mental Maths	Complete 15 minutes of <b>IDL Numeracy</b> ( <a href="https://idlsgroup.com/">https://idlsgroup.com/</a> ) and/or <b>Times Tables Rocks Stars</b> ( <a href="https://play.ttrockstars.com/auth/school">https://play.ttrockstars.com/auth/school</a> ).				
	<b>You will find the videos and PowerPoint presentations by following the White Rose Maths</b>				
White Rose Maths	<b>Lesson 1 –</b> Regular and irregular polygons	<b>Lesson 2 –</b> Reasoning about 3D shapes	<b>Lesson 3 –</b> Reflection	<b>Lesson 4 –</b> Translation	<b>Lesson 5 –</b> Friday challenge

## English: Focus theme

Be prepared to laugh, cry and everything in between as you delve into three of Pixar’s best shorts.

**When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.**

**Also: Complete 15 minutes of IDL Literacy (<https://idlsgroup.com/>) daily which develops spelling, comprehension and keyboard skills.**

Watch and enjoy the Pixar short, Piper on YouTube here – Piper Pixar short film 2016 full:

<https://www.youtube.com/watch?v=qAIRXlckfMA>

Watch the film again, concentrating on the thoughts and feelings of Piper and Piper's parent at these key points: You may wish to use this format to support you:

Piper

<b>Key points from the film</b>	<b>Pipers thoughts and feelings</b>
0:00-1:00	
1:00-1:30	
1:30-1:58	
1:58-3:00	
3:00-3:34	
3:34-end	

#### Piper's Parent

<i>Key points from scene</i>	<i>Piper's Parent's thoughts and feelings</i>
0:00-1:00 mins	
1:00-1:30	
1:30-1:58	
1:58-3:00	
3:00-3:34	
3:34 - end	

Once you have gathered the thoughts and feelings for Piper and Piper's parent, create a free verse poem (no rules poem) for either character. You may want to use the thoughts and feelings you jotted down, look at improving some of your vocabulary by using a thesaurus or [www.wordhippo.com](http://www.wordhippo.com) and presenting these as a poem, such as:

Piper Breakfast time –

**Hurray!**  
**Confused,**  
**Why is Mummy not returning?**  
**Desperate, starving.**  
**Let's go and meet her.**  
**Search for food myself?**  
**Has she lost her mind?**  
**CRASH Bewildered,**  
**Petrified, horrified.**  
**What was that?**

Return to the short, Piper, from yesterday and watch again to refresh your memory.

Piper Pixar short film 2016 full:

<https://www.youtube.com/watch?v=qAIRXIckfMA>

Imagine you have been asked to write a narrative story which could accompany the short Piper - suitable for a 9-10 year old. Write a short story, either from the perspective of Piper or Piper's parent. Before writing your story, make sure you plan it out, using some of the ideas you gathered yesterday. You may also wish to use this 'chunked plot' planning format to help you:

Chunked Plot	Words, phrases and notes
Piper woke up – had to go out to the sea to get own food	
A wave came and hit Piper	
Piper didn't want to try again but a crab guided Piper to the ocean	
Piper learned how to manage the waves	
Piper enjoyed foraging for food and found enough for everyone	

Once you have planned your story, use your chunked plot planning frame to help you write your narrative – taking a section at a time and thinking carefully about each sentence. As you will be writing a lot about the thoughts and feelings of your chosen character (either Piper or Piper's parent), you may wish to include an 'ed opener' sentence or two in your story. A list of 'ed' words and some example sentences can be downloaded here: 'Mrs Mueller's World – Ed openers cheat sheet'

[https://www.mrsmuellersworld.com/uploads/1/3/0/5/13054185/ed\\_openers\\_cheat\\_sheet.pdf](https://www.mrsmuellersworld.com/uploads/1/3/0/5/13054185/ed_openers_cheat_sheet.pdf)

**Watch and enjoy the Pixar short, LOU here:**

TwistedSifter: Pixar's Latest Oscar Nominated Short About Bullying is Worth a Watch:

<https://twistedSifter.com/videos/pixar-louanimated-short-by-davemullins/>

(Note: as this page contains links to current news pages and trending articles, some of which may be unsuitable, parental supervision is recommended).

During the film, the 'bully' experiences a lot of different emotions. Look at the emotions listed below and find evidence or a scene from the film which shows when the 'bully' felt these. There may be some emotions with more than one scene attributed to them.

- Happy
- Scared
- Confused
- Amused
- Annoyed
- Frustrated
- Upset
- Satisfied
- Nostalgic

An example of how you may wish to set out your work and a possible answer can be found below:

Emotion	Scene/scenes from film
happy	<p><i>When the boy is taking the toys off the other children</i></p> <p><i>When the boy gives the toys back at the end and is asked to play</i></p>

Once you have completed the activity, answer these questions: 1) Why is the film named 'Lou?' 2) The main boy in the film is horrible, do you agree? Give reasons for your answer. 3) Who might this short appeal to? Why?

Thurs

Watch and enjoy the opening to the Pixar short, Partly Cloudy (up until 4:19 mins) on YouTube here:

Note: **Don't watch past 4:19 mins as you are going to make a prediction.**

Partly Cloudy Full Movie:

<https://www.youtube.com/watch?v=ix13P9NqBjo>

Based on what you have watched so far, make and write down a prediction of how you think the short will end. Now finish watching to the end – was the ending as you predicted? You may wish, at this point, to re-watch the short in its entirety – to enjoy from beginning to end.

Imagine you are the cloud in this film. Write a diary entry of the day based on the events from the film. Before writing your diary entry, make notes about the events of the day – thinking about the cloud's thoughts, feelings and actions and any words or phrases which you may wish to include. You may wish to use this planning format to help you:

Events from film	Thoughts, feelings and actions of cloud – words and phrases
Made crocodile – bird appeared	
Crocodile bit bird – bird left with bundle	
Made goat for bird – bird looked longingly at other cloud	
Made porcupine for bird	
Bird reappeared but then went to another cloud	
Bird returned with protective gear	

After planning your diary entry, write it – including your ideas for each section. Once completed read it through – checking your spelling and punctuation.

Fri

Re-watch all three shorts you have looked at this week. Piper Pixar short film 2016 full:

<https://www.youtube.com/watch?v=qAIRXlckfM>

A Lou: TwistedSifter: Pixar's Latest Oscar Nominated Short About Bullying is Worth a Watch:

<https://twistedSifter.com/videos/pixar-louanimated-short-by-davemullins/>

(Note: as this page contains links to current news pages and trending articles, some of which may be unsuitable, parental supervision is recommended).

Partly Cloudy Full Movie:

<https://www.youtube.com/watch?v=ix13P9NqBjo>

Based on these three shorts, order them 1-3 from your favourite to least favourite (1 being the best).

Now choose one of the following two outcomes:

### Countdown TV/radio chart show

– Imagine you are presenting a section of a film review show – either on TV or radio. Write a script with a 'Top 3' countdown of the Pixar shorts you have watched.

For each short, give a brief synopsis (try not to reveal too much!), an explanation of why it appears in that position on your countdown and who you recommend might enjoy it and why.

### Film review magazine article

– Write an article, suitable for a magazine, which gives a review of each of the Pixar shorts you have watched. For each film, write a brief synopsis, who you recommend the film for, a rating for the film and your reasons why.

Keep re-reading your work to check for spelling and punctuation.

## Topic

Mon	<p><b>Online Safety – Week 7</b></p> <p>Watch Episode 3: ‘They have fans, but we have friends!’  <a href="http://www.thinkuknow.co.uk/8_10/watch/">www.thinkuknow.co.uk/8_10/watch/</a>.</p> <p>Answer the following questions about the cartoon: o</p> <ol style="list-style-type: none"> <li>1. What did you like about this episode?</li> <li>2. What was your favourite bit?</li> <li>3. What did Magnus offer Ellie?</li> </ol> <p>[Magnus offered Ellie time to record music in a recording studio.]</p> <ol style="list-style-type: none"> <li>4. Who was pretending to be Magnus? Why?</li> </ol> <p>[Megan pretended to be Magnus so that Selfie would miss the competition.]</p> <p>Have a look at the ‘Who’s Magnus’ worksheet under this timetable          Write down the things that made Alfie suspicious (not so sure) about Magnus          What advice they could give to Alfie about what he could do next.          Make a poster to give information about the importance of telling a trusted adult if they have any suspicions or experience any warning signs that something might not be quite right when they are talking to someone online.</p>
Tues	<p><b>Topic –</b></p> <p>Complete a new activity from the <b>transition</b> section of the new topic grid.          Go to the school website - <b>Home Learning- Summer 2 – Week 7- Year 5- Topic Grid</b>          Don’t forget to share the tasks that you have been doing with us on <a href="mailto:year-5@mossgate.lancs.sch.uk">year-5@mossgate.lancs.sch.uk</a></p>
Wed	<p><b>Computing</b></p> <p>LOU:          This short, like many Pixar shorts, has no spoken words in it. Imagine you have been asked to become the ‘voice-over’ for LOU.          Create ‘voiceovers’ for all the characters in the film – thinking about what they would say and how they would say it at each point in the film.          Record your voiceovers and play over the short – checking they fit with the timings of the film.</p>
Thurs	
Friday	<p><b>Topic –</b></p> <p>Complete another activity from the <b>mindfulness</b> section of the new topic grid.          Go to the school website - <b>Home Learning- Summer 2 – Week 7 – Year 5- Topic Grid</b>          Don’t forget to share the tasks that you have been doing with us on <a href="mailto:year-5@mossgate.lancs.sch.uk">year-5@mossgate.lancs.sch.uk</a></p>



## Who's Magnus?

In Alfie's thought bubble, write down the things that made Alfie feel suspicious of Magnus.



### Answers

Your child's answers may include:

- Magnus looked overly cool
- His offer of time in a recording studio was too good to be true
- Alfie's friends didn't really know him – he was a 'friend of a friend'
- He sent Ellie overly nice messages – even though Ellie didn't really know him