


Year 5 Home Learning Spring 1 Week 2

Here is the curriculum home learning for **this week**. Please upload the piece of work with a  symbol to Seesaw for the teacher to see.

Home learning is planned to:

- be as close to our school learning as possible
- be manageable at home
- build from the previous week's learning



English

Last week, you wrote a biography of Benjamin Zephaniah. This week, you are going to read some of his poems and then write a poem in the style of one of them.

Monday Explanation


READ/ EXPLORE: Poetry by Benjamin Zephaniah






- **Watch** Benjamin Zephaniah perform *Talking Turkeys!!* [here](#).
 - **Read** the poem [Talking Turkeys!!](#)
 - **Summarise** - *What do you think is the main message of the poem?*
 - **Read** the following poems: [Rap Connected](#); [For Sale](#); [Heroes](#); [A Killer Lies](#); and [Who's Who](#).
 - **Choose** your three favourite poems from the ones you have read and answer the following questions (you could use a table or bullet points):
 - *What do you think is the main message of the poem?*
 - *What structure does the poem have? Does it contain rhymes/ a rhyming pattern? If so, what is the pattern (which lines rhyme)?*
 - *What theme(s) does the poem have?**
 - *What do you like about the poem?*
 - *What do you think others might find confusing about the poem?*
- *Note:** The theme of a poem is an idea that runs throughout. Common themes are power, love, money, nature, appearance and reality, and friendship.



Tuesday Explanation

PLAN/ WRITE: Poem inspired by Benjamin Zephaniah

- **Watch** the following video about the impact of plastic pollution: [What is the problem with plastic? - CBBC Newsround](#)
- **Re-read** the poem [Talking Turkeys!!](#)
- Today, you are going to plan and write a poem with a similar message to *Talking Turkeys!!* empathising with marine life that is affected by plastic pollution.
- Look at [Resource 1](#).
- **Think** – *What could be the 'turkey' in a poem about plastic polluting the oceans? Could you use more than one character?*
- **Look** at the advertisements [here](#), [here](#), [here](#) and [here](#) to give you further ideas for your poem.
- **Watch** the video of a [teacher gathering ideas here](#).
- Complete the table with ideas inspired by the original poem, the Newsround video and the conservation advertisements.
From what viewpoint will your poem be written (e.g. the ocean/ ocean creature(s))? What message do you want to give to the reader?
- **Watch** the video of a teacher turning ideas from earlier into the first stanza of

	<p>a poem here in the style of <i>Talking Turkeys</i>!!</p> <ul style="list-style-type: none"> • Write the first stanza of your poem.
<p>Wednesday</p> <p>Explanation</p>	<p>WRITE: Poem inspired by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • Re-watch, if needed, a teacher modelling the first stanza here • Write the rest of your poem inspired by <i>Talking Turkeys</i>!! • Read your poem aloud to someone at home and ask for feedback. • Improve your poem by exploring different language choices and comparing the number of syllables in each line/ rhyming patterns to that in <i>Talking Turkeys</i>!! • See Resource Sheet 2 for some prompts to help you with improving your work.
<p>Thursday</p> <p>Explanation</p>	<p>PLAN: Poem inspired by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • For the next two days, you are going to be planning and writing one more poem inspired by the work of Benjamin Zephaniah. • Benjamin Zephaniah is passionate about saving the planet as well as equality. • Think – <i>What do you feel passionately about? What message would you like to give to readers of your next poem?</i> • Re-read the following poems: Rap Connected; For Sale; Heroes; A Killer Lies; and Who's Who to remind yourself of their themes and messages. • Look at Resource Sheet 3. • Watch the video of a teacher gathering ideas, based on Benjamin Zephaniah's <i>Heroes</i>, here. • Think – <i>Which poem will yours be based upon? What structure will each stanza have? How many syllables will there be in each line? What rhyming pattern is there, if any?</i> • Think – <i>What is the main message of your poem? What is the problem you wish to address?</i> • Write your ideas onto Resource Sheet 3, a plan or a mind map.
<p>Friday</p> <p>Explanation</p> <p></p>	<p>WRITE: Poem inspired by Benjamin Zephaniah</p> <ul style="list-style-type: none"> • Watch this video here of a teacher writing the first verse of a poem based on <i>Rap Connected</i>. • Think about the following before/ as you write your second poem: <i>What is the message you want to give to the reader? Which Benjamin Zephaniah poem are you going to use to help you with structure?</i> • Write your second poem, using your plan/ ideas from yesterday. This should be inspired by a Benjamin Zephaniah poem you have read this week. • Read your poem aloud to someone at home and ask for feedback. • Improve your poem by exploring different language choices and comparing the number of syllables in each line/ rhyming patterns to that of the poem that inspired you. • Publish and/ or perform your favourite poem of the two you have written this week.
<p>Words to learn</p> <p>Explanation</p>	<p>women woman missed mist accident magnificent experiment brilliant distant important</p>

Maths	
Monday Explanation 	Book 5A, Chapter 6, Lesson 6 Lesson 6: Comparing and Ordering Fractions To compare mixed numbers using pictorial; to find common denominators where one fraction is already the common denominator for all.
	Video link - Learn the strategy: Click here
	Deepening: Deepening Question How many fractions can you find between $1\frac{1}{2}$ and $1\frac{3}{4}$ where the denominator is 8 or less?
Tuesday Explanation 	Book 5A, Chapter 6, Lesson 7 Lesson 7: Making number pairs To make number pairs (number bonds) with fractions with different denominators
	Video link - Learn the strategy: Click here
	Deepening: Explain why when I add one quarter and twelve sixteenths the answer is not thirteen twentieths. Write a guide for how I would solve this correctly.
Wednesday Explanation 	Book 5A, Chapter 6, Lesson 8 Lesson 8: Adding fractions To add unlike fractions by finding a common denominator using pictorial methods
	Video link - Learn the strategy: Click here
	Deepening: Is it possible to find five different fractions, each with different denominators which add together to make 1 whole?
Wednesday Explanation 	Book 5A, Chapter 6, Lesson 9 Lesson 9: Adding fractions To add unlike fractions by finding a common denominator using pictorial methods
	Video link - Learn the strategy: Click here
	Deepening: Using the numbers 5 and 6 only once, make this sum have the smallest possible answer: $\frac{\square}{15} + \frac{\square}{10} =$
Thursday Explanation 	Book 5A, Chapter 6, Lesson 10 Lesson 10: Adding fractions To add together unlike fractions where the sum is greater than 1, creating mixed numbers or improper fractions
	Video link - Learn the strategy: Click here
	Deepening: To solve this question, my friend says that we just convert sixths into thirds because 6 divided by 2 is three. Do you agree with them? Show why or why not and how to solve the problem $4\frac{2}{3} + 2\frac{1}{6}$

<p style="text-align: center;">Friday  Explanation</p>	<p>Book 5A, Chapter 6, Lesson 11 Lesson 10: Adding fractions To add together unlike fractions which create improper fractions and mixed numbers that give rise to simplification</p>
	<p>Video link - Learn the strategy: Click here Simplifying fractions: Click and watch from 10 minutes</p>
	<p>Deepening: Explain how partitioning helps you to solve Q2 a) and b)</p>
Curriculum – Live Explanations	
<p style="text-align: center;">Science Explanation </p>	<p>What is a thermal insulator and conductor?</p> <ul style="list-style-type: none"> • Draw a picture of the particles as they would be in ice, steam and water. • Revise how particles change watch this lesson here. • Look at the graph and picture of cups in Resource 1 session 3 Which cup kept the tea warmest for longest? Which material might the cup be made of? Explain your thinking. • Design a test: Teachers need to keep the tea in their mugs warm for longer. What would work best? What material would and would not be effective for this job? You must: <ul style="list-style-type: none"> - describe your method, - what you would need, - what you would do, - how you would record, - what you would measure How you could be sure it was accurate?
<p style="text-align: center;">Science Explanation</p>	<p>What is a thermal insulator and conductor? What affect will a coat have on a human and an ice man?</p> <ul style="list-style-type: none"> • Look at the cartoon in Resource session 4. Who is right? Explain your thinking, • Watch this clip about insulators and conductors. • Take the quiz at the bottom of this website to test your knowledge of insulators and conductors. • If we built two snowmen next to each other and put a winter's coat on one of them, which snowman would melt first? Make a prediction to an adult in your house, explaining the scientific reasons for your prediction. • Look at the list of examples – Resource Session 4 • Draw and explain 5 different examples of thermal insulators and conductors in your home or life experiences. • Deepening: Visit this website and ask an adult if you are able to conduct the experiment described using ice cubes and materials from your home.
<p style="text-align: center;">Geography Explanation</p>	<p>How are biomes different?</p> <ul style="list-style-type: none"> • Click on this link (it may take a little while to load) to learn about different biomes in the Biome Viewer by turning the globe and selecting the coloured box to explain the conditions. • Find and investigate the following places (use the search tool in the Biome Viewer): <ul style="list-style-type: none"> - United Kingdom; - Manaus in Brazil; - Gobi in China / Mongolia; - Nunavut in Canada; - Livingstone in Zambia.

	Use the table below to compare similarities and differences between the 5 main biomes.
Curriculum – Independent Study	
<i>You could complete these on the days when you are not reading with your teacher</i>	
RE Explanation	The enlightenment of Buddha <ul style="list-style-type: none"> • Watch this video lesson: What is the eight fold path? • Complete the activities shared in the lesson. • Remember to click on each of the buttons at the bottom of the screen to see the whole lesson.
PSCHE Explanation	What is hope and why is it important? <ul style="list-style-type: none"> • Create a mindmap to show your understanding of the word hope and what it means to be hopeful • Look at the two pictures in Resource 1 explain how the girl's emotions seem different in each picture • Draw the outline of a body (or use Resource 2) and label how being hopeful feels in different parts of your body. • Create a poster or a guide with your top tips to help other children and adults stay hopeful
Art	Take a Seat <ul style="list-style-type: none"> • Why is art good for wellbeing? Look at the PDF pages attached. • Design through making – explore the qualities of materials. • Create a small model of a chair from found materials that reflects your personality.
French	French Traditions <ul style="list-style-type: none"> • Watch the video from Madame Lambert. • Complete the two activities
Music	BBC Ten Pieces - The Music of India: week 2 Instruction Video: Watch here Answer the questions and make up your own drum sounds and then use them to compose your own vocal tala on the resource sheet
PE	Warm up and Stretching <ul style="list-style-type: none"> • Try these ideas to warm up and get your heart beating faster, you only need a small space but lots of energy and ideas! • Moving with your feet on the beat, lift up the knees, start running on the spot, kick your bottom – faster! You can skip on the spot, turn, jump and try circling the arms. • How about a bit of freestyling? Freeze in high and low shapes, balance with different parts of the body touching the floor. Reach in different directions, try more ways of jumping, clap with the music. • Make a long low lunge and take one hand off the floor and hold, repeat on the other leg. • Slowly uncurl and come up to standing, breathe in and out slowly and cool down. Click here to watch a video of the warm up. Physical Activity: Fit for All! Move and Groove Move it and use it! <ul style="list-style-type: none"> • Time to show us what you can do. We want you to get up and do some exercise. Below is a log for you to write or draw what you did for each day. • Be creative, use the space you have, ask an adult to take you outside, take two pillows to make markers to move between (skip, hop, jump, side step,

slow, fast), perform some yoga, strong karate moves, practice your skipping tricks (if you have a jump rope), pretend you're playing cricket (without a ball and bat) and go through your bowling action and batting style. With an adult go outside, walk around the block, take a scooter ride, go to the common. There are too many ideas to list & we know you will have even more ideas!

- Also remember after your exercise, play some slow quiet music and have a mindfulness moment, focus on your breathing, have a stretch.
- Below is a Log book to record your successes. Don't worry if you can't print it, make your own weekly log & hopefully feel the benefits of daily exercise over the coming weeks.

Poem 1: Talking Turkeys!! (1)

Be nice to yu turkeys dis christmas
Cos turkeys jus wanna hav fun
Turkeys are cool, turkeys are wicked
An every turkey has a Mum.
Be nice to yu turkeys dis christmas,
Don't eat it, keep it alive,
It could be yu mate an not on yu plate
Say, Yo! Turkey I'm on your side.

I got lots of friends who are turkeys
An all of dem fear christmas time,
Dey wanna enjoy it, dey say humans destroyed it
An humans are out of dere mind,
Yeah, I got lots of friends who are turkeys
Dey all hav a right to a life,
Not to be caged up an genetically made up
By any farmer an his wife.



Turkeys jus wanna play reggae
Turkeys jus wanna hip-hop
Can yu imagine a nice young turkey saying,
'I cannot wait for de chop'?
Turkeys like getting presents, dey wanna watch christmas TV,
Turkeys hav brains an turkeys feel pain
In many ways like yu an me.

Poem 1: Talking Turkeys!! (2)



I once knew a turkey called
Turkey
He said 'Benji explain to me please,
Who put de turkey in christmas
An what happens to christmas trees?'
I said, 'I am not too sure turkey
But it's nothing to do wid Christ Mass
Humans get greedy an waste more dan need be
An business men mek loadsa cash.'



Be nice to yu turkey dis christmas
Invite dem indoors fe sum greens
Let dem eat cake an let dem partake
In a plate of organic grown beans,
Be nice to yu turkey dis christmas
An spare dem de cut of de knife,
Join Turkeys United an dey'll be delighted
An yu will mek new friends '**FOR LIFE**'.

Poem 2: Rap Connected (1)



We were born to rap
We were born to dance
We were born to sing
We are Queens an Kings
We were born to live de life dat we luv
We were born to luv de life dat we live,
We were born to twist



We were born to shout
We can keep it in
We can hang it out
We got riddim in us mate



Get infected,
Shout it loud,
We are connected.

Poem 2: Rap Connected (2)

We were born to share
An hav fun whilst here,
So if you don't care
Go somewhere you square,
If you are aware
You will be respected
We all share the air and
We are connected.



We are black an brown
We are white an sound
We have pride of place
We are on de case
We are wild an tame
We are all de same



Sister, brother, kid,
We are connected.

Poem 3: *For Sale*

FOR SALE

Looking for a bargain
Come on down
It's the Sale of the Century
Look around
There are sights to see
And places to be
With way out cosmic activity
This is a deal that you can't refuse
The kind of bet you cannot lose
So come on down
The price is right
I got to sell this thing tonight.

Chorus

**Roll up, Roll up, Planet for Sale
Roll up, Planet for Sale.**

Free of living things that roam
Free of people and ozone

I invite you to test my ware
Free of any atmosphere
Enjoy yourself as you get poorly
With no sign of a creepy crawly
I promise you will find no trees
And no flowers to make you sneeze.
Little Bo Peep has gone with her sheep
And little Jack Horner dissolved in a corner,
That Donald Duck has run out of luck
And Paddington Bear is no longer here
The Owl and the Pussy Cat went to sea
Then got lost in infinity.
Alive Alive no, Alive Alive no
Cockles and Mussels are not,
And no snow.

Chorus

Roll up, Roll up, Planet for Sale
Roll up, Planet for Sale.

Looking for a bargain, check this planet
Not a thing is moving on it
Just for you I'll do a deal
I'll swap it for a decent meal.

HEROES



Heroes are funny people, dey are lost an found
Sum heroes are brainy an sum are muscle-bound,
Plenty heroes die poor an are heroes after dying
Sum heroes mek yu smile when yu feel like crying.
Sum heroes are made heroes as a political trick
Sum heroes are sensible an sum are very thick!
Sum heroes are not heroes cause dey do not play de game
A hero can be young or old and have a silly name.
Drunks an sober types alike hav heroes of dere kind
Most heroes are heroes out of sight an out of mind,
Sum heroes shine a light upon a place where darkness fell
Yu could be a hero soon, yes, yu can never tell.
So if yu see a hero, better treat dem wid respect
Poets an painters say heroes are a prime subject,
Most people hav heroes even though some don't admit
I say we're all heroes if we do our little bit.

Poem 5: A Killer Lies

➤ He's a Fox Hunter, he said
'Foxes need controlling, they spread germs
They're always mating.'
I think he's exaggerating,
He's a Fox Hunter, he said
'They're wild animals, they eat lambs and they eat
chickens.'
He needs chickens for his kitchen.

➤ He calls foxes beast,
But he collects their teeth,
He kills thousands every year
Once he whispered in me ear,
'It will kill you with its bite
That is why fox hunting's right,
Can't you sense they are evil
So unlike hunting people,
They are the enemy of our community
I love it when they're caught

And they make such good sport,
I never tasted one
When our hounds get them they're gone,
I am good at this you know
I'm a kind of Hunt hero.'

➤ He's a Fox Hunter
His Daddy taught him well
When his hounds scent de smell
Excitement meks him yell,
He's a Fox Hunter
Know him by his killer eyes
Something dead must be his prize
He's de kind dat's **civilized.**

Poem 6: *Who's Who*

Who's Who

I used to think nurses
Were women,
I used to think police
Were men,
I used to think poets
Were boring,
Until I became one of them.

Resource 1: Table for gathering ideas

What marine life/ creatures could be affected by plastic in the ocean?	How are they affected?
Choose one form of life in the ocean. What does it fear? What would it say to you? What does it have a right to? What does it not deserve? Support reminder: the turkeys fear Christmas time and say, 'I want to enjoy it, but humans destroyed it'. They have a right to life and don't deserve to be caged up.	
What would they prefer to be doing? List 3-4 things. Support reminder: Zephaniah used reggae, hip-hop, getting presents and watching TV. You could use these or change them to some of your own.	
What would it ask you about plastic in the ocean? How would you reply? Support reminder: The turkey in BZ's poem asks who put the turkey in Christmas and what happens to Christmas trees. What could your ocean animal ask? Who puts the _____ in oceans? And what happens to _____?	
What is your advice? What should we do instead? Support reminder: Zephaniah suggests letting them eat/ do Christmassy things. What would you like to do in a clean ocean with your creature?	

Resource Sheet 2

Improvement Help:

1) Count the syllables in Zephaniah's poem, for example:

Be nice to yu turkeys dis Christmas (9 syllables)

'Cos turkeys just wanna hav *fun* (8 syllables)

Turkeys are cool, turkeys are wicked (9)

An every turkey has a *Mum*. (8)

Does your poem have a similar syllable count in each line to keep the rhythm?

2) Rhyming

Line 7: It could be yu *mate*, an not on your *plate*

Does your line 7 have internal rhyming words? For example, 'They could be yu friend, on which you depend' or 'They could be your mate, so don't leave it too late'.

Notice above, in verse 1, how the second and fourth line have the near rhyme of 'fun' and 'mum'.

3) This is actually the most important one - **does your poem make sense? Does it have a message?** This is more important than rhythm and rhyme to have an impact on your listener.

Resource Sheet 3

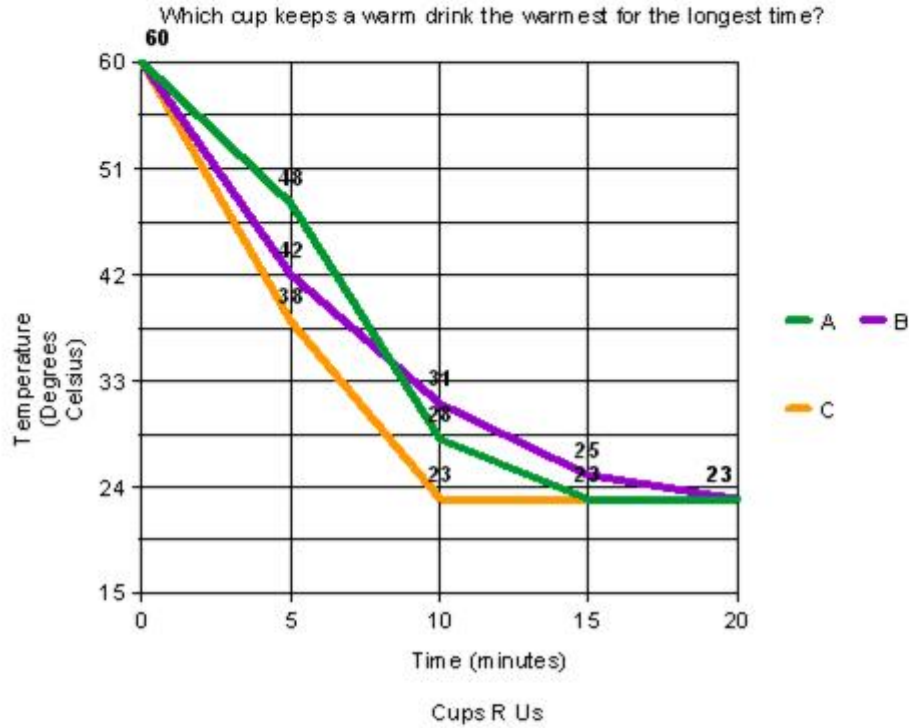
Which poem are you using to help you?
What is your main message? What would you like to communicate?
Are there any words/ phrases/ questions/ statements you would like to include?
How many syllables are there in each line of your chosen poem?
What is the rhyming pattern of your poem? For example, AA, BB, CC or A/B/A/B. Add in any rhyming words you think you may find useful tomorrow.

Science

Session 3

Resource 1

Which cup do you think is A, B or C in the picture?



Session 4

Who do you think is right? Why?



Examples of thermal insulators and conductors at home

- A radiator is a good example of conduction. Anything placed on the radiator, like an article of clothing, will become warm.
- Hot food will heat a stoneware or porcelain plate for a time
- .If you are cold and someone holds you to warm you, the heat is being conducted from their body to yours.
- Heat will transfer from a hot burner on the stove into a pot or pan.
- A metal spoon becomes hot from the boiling water inside the pot.
- Chocolate in your hand will eventually melt as heat is conducted from your hand to the chocolate.
- If you touch a hot stove, heat will be conducted to your finger and your skin will burn.
- Sand can conduct heat. Walking on the beach on a hot summer day will warm your feet.
- Light bulbs give off heat and if you touch one that is on, your hand will get burned.

Geography

Session 2: use this table to compare the locations and their biomes

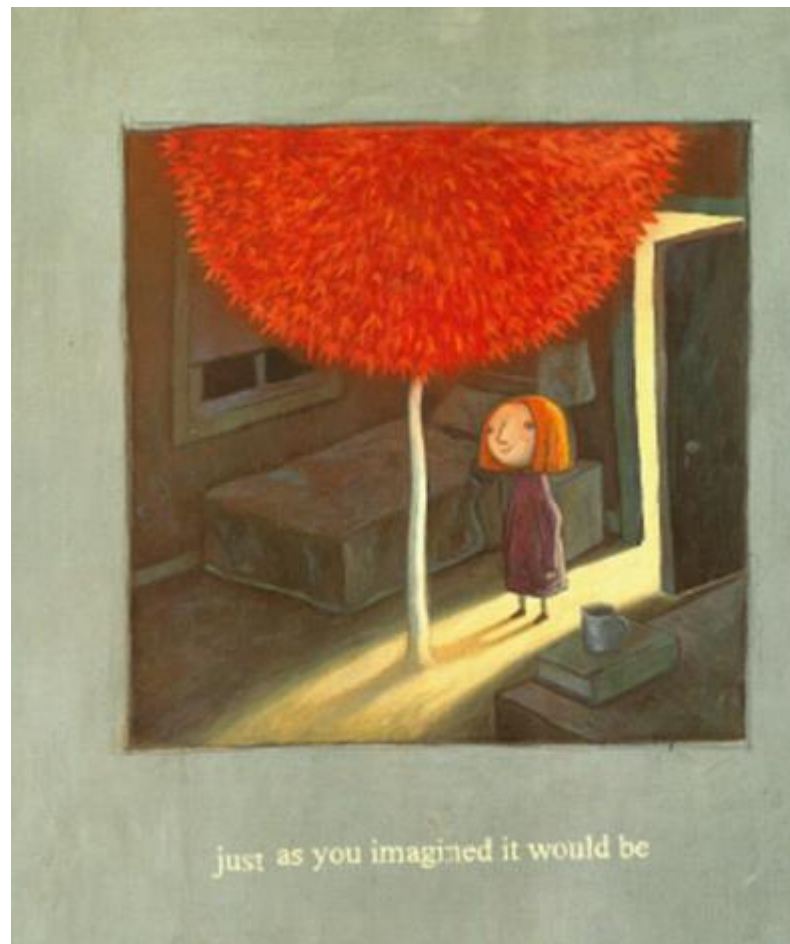
Location	Biome	Climate Zone	Maximum Temperature	Minimum Temperature	Maximum Rainfall	What types of trees / plants are found?	What types of animals are found?
UK							
Manaus, Brazil							
Gobi, China / Mongolia							
Nunavut in Canada;							
Livingstone in Zambia							

PSCHE Resource 1

Picture 1

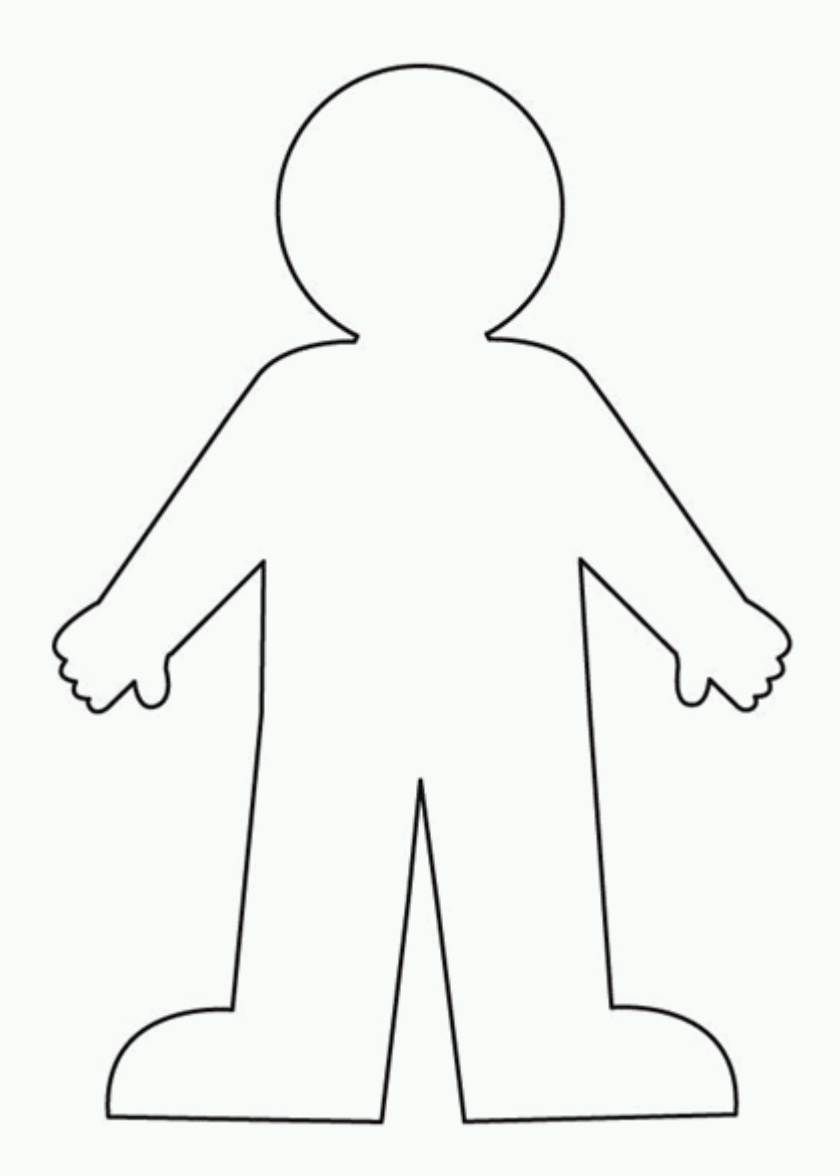


sometimes the day begins
with nothing to look forward to



Picture 2

Resource 2



Music

What is the Name of Ravi Shankers song?

Which people inspired the piece?

What is Raga?

What is Tala?

How many beats in a tala?

How was Indian music passed on?

1	2	3	4	5	6	7	8

SOUNDS: Dhin, Dha, Kat, Ne-ne Te Ke Dum

Maybe you could make up a vocal tala using your own sounds

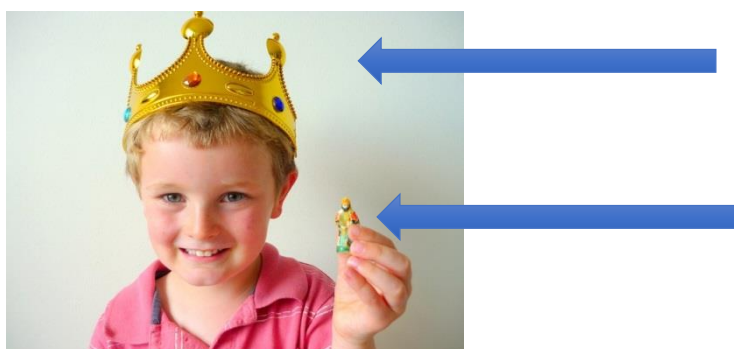
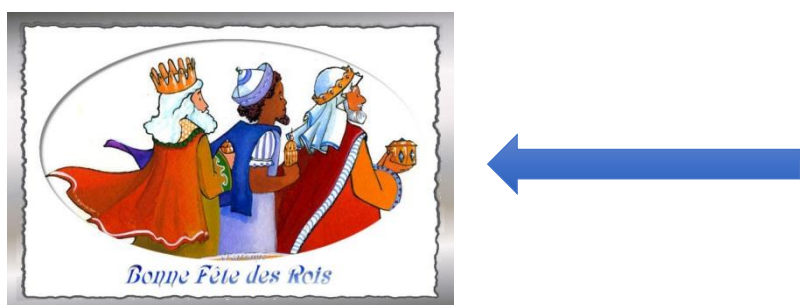
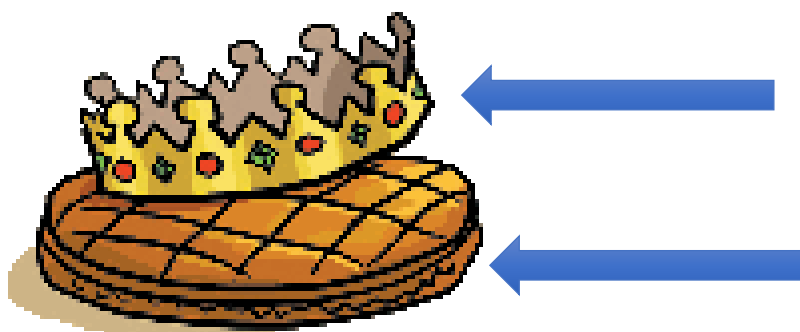
1	2	3	4	5	6	7	8

French

Worksheet 1

la galette	la fève	les trois rois mages	la couronne	le roi / la reine
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Activity 1: Label the pictures using the words from the list:



Worksheet 2

Activity 2: Please answer the following questions in **French**.

1- What is the name of this event?

2- What is the French name for the Kings Cake?

3- Who is the king or the queen of the day?

4- Who give the pieces of cake when we share it?

5- What is the name for the charm?

6- What does he or she wear if he or she has the charm?

7- When do we celebrate this event?

8- What does “pour qui” mean?

P.E.

List all the different ways you have been physically active this week.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What was your favourite activity?



My Exercise Log

Name: _____

Exercise Log

How many minutes of physical activity do you do every day?

Children and young people should aim to do an average of at least 60 minutes of physical activity a day, across the week.

What type of physical activity?

You should aim to do two types of physical activity throughout the week. These should include both aerobic exercises and exercises to strengthen your muscles and bones. These include:

- | | |
|--------------------------|-----------------|
| skipping | football |
| riding a bike or scooter | walking the dog |
| skateboarding | tagging games |
| aerobics or a workout | running |
| dancing | martial arts |

You should also try to reduce the amount of time you spend sitting or lying down and break up long periods of not moving with some activity.

Try spreading the activity throughout the day.

All activities should make you breathe faster and feel warmer.

Total time spent being physically active this week

Use this Exercise Log to record how much physical activity you do in a week.

	The Physical Activity You Did	Time Spent Being Active
Mon		
Tues		
Wed		
Thurs		
Fri		
Sat		
Sun		