

## English Home Learning Grid (Y5)

18<sup>th</sup> May - 5<sup>th</sup> June



- Read a book independently for at least 20 minutes daily
- Read to an adult, sibling or through media to a friend
- Learn your spellings each week and ask a family member to test you
- Choose one box below to work on each day.

*Please keep evidence of all your great work and share it with us on Class Dojo or Google Classroom to celebrate your achievements!*

***Before completing any of the English activities, you need to watch the video link in the first box.***

### Lesson 1

**Broken: rock, paper, scissors.**

What do you think this video will be about? Do you know the game? What are the rules?

Have the question sheet ready for you to be able to think about parts of the video before you start watching.

<https://www.literacyshed.com/a-shed-full-of-animations.html>

Refer to Google Classroom for the question sheet. Write your answers underneath or beside each question or attach on an extra document.



### Lesson 2

Watch the video again. How many of these emotions / attitudes do you see the characters experiencing throughout the short story? Label with 'R' for Rock, 'P' for Paper and 'S' for scissors to show who experienced each emotion. You may need to watch the clip two or three times.

Break the story down into 6 key plot points from the perspective of Rock. These should be written in the order that they happened, into the 6 boxes under the graph. Now consider where Rock was on the scale of 'calm' to 'wild' for each of these plot points. Mark these on the graph with 6 crosses. This should show Rock's emotional journey during the story. Next to each cross, write up to three emotion words which best describe his feelings at those plot points (you may wish to use some emotion words from the previous page.)

See Google Classroom for the activity sheets.

### Lesson 3

**Rock's last diary entry:** Imagine that Rock recounted his last day just as he crumbled to pieces in the act of saving Paper. Write his diary entry using the emotion graph to help you. The 6 plot points will also help you to structure your writing.

See Google Classroom for the activity sheet, though you can type your own work out and attach it to the work set.

### Lesson 4

**Point of view:** Imagine that each character writes a short summary of the story. Their perspective of the events will vary. How will each character see and explain things differently?

See Google Classroom for the activity sheet, though you can type your own work out and attach it to the work set.

### Lesson 5

**Wanted Poster:** Imagine that scissors survived and continued to wreak havoc in the forest. Create a WANTED poster for his capture. Who might have created the poster? What could the reward for capture be? Remember to include a sketch and detailed description of him. Explain why he is 'WANTED'. Feel free to use the sheet on Google Classroom, or you may want to entirely create your own poster.

### Lesson 6

**My Setting Description:** Watch the beginning of the clip again. Now choose one of the three characters and describe the setting from their perspective. Try to make it clear through your choice of vocabulary who the character is that you have chosen. It may help you to use a thesaurus for this activity. There is an example setting description on the next page on Google Classroom, written from Paper's perspective, to help you. If you would like to print out the sheet and write on it, then that is fine. You may want to open a new document within the work set and attach it that way.

### SPaG.com

Brush up on your technical spelling, punctuation and grammar skills by logging on to spag.com. There are two new activities for you to complete.

[www.spag.com](http://www.spag.com)

### Grammar Task

Apostrophes need a little attention, so it is your activity for this grid. There is a Powerpoint and two Grammar activity sheets for you to watch and complete on Google Classroom. Good luck!

## English games

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

<https://www.coxhoe.durham.sch.uk/school-life/fun-and-games>

<https://www.gamesgames.com/games/spelling>

[www.primaryhomeworkhelp.co.uk/literacy](http://www.primaryhomeworkhelp.co.uk/literacy)

[www.purplemash.co.uk](http://www.purplemash.co.uk)

<https://www.bbc.co.uk/bitesize/topics/zkbf4j/articles/zbm8scw>

## Spellings

Revise this term's spellings.

| Week 5<br>Words with an<br>/ear/ sound spelt<br>'ere' | Week 6<br>Statutory Spelling<br>Challenge Words |
|---|---|
| sincere   | amateur   |
| interfere   | ancient   |
| sphere  | bargain   |
| adhere  | muscle  |
| severe  | queue   |
| persevere   | recognise                                       |
| atmosphere  | twelfth   |
| mere  | identity  |
| hemisphere  | develop   |
| austere   | harass  |

Learn your spellings each week and ask a family member to test you.

# SPELLING MENU

|  |  |   |  |
|--|--|---|--|
| <b>1. ABC Order</b><br> Write all of your spelling words in alphabetical (ABC) order.   | <b>2. Word Parts</b><br>Write your words. Then use a coloured pencil to divide the words into syllables.<br>e.g. jumping<br>caterpillar  | <b>3. Other Handed</b><br>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.  | <b>4. Vowel Spotlight</b><br>Write your words using one colour for the vowels and another colour for the consonants.<br>(vowels: a, e, i, o, u)  |
| <b>5. Use Technology</b><br>Type out your spelling words on the computer. Try to use at least 4 different fonts.<br>            | <b>6. Pyramid Words</b><br>s<br>sp<br>spe<br>spel<br>spell<br>spelli<br>spelling<br>(or make them boat shaped, star, smiley face, etc.)  | <b>7. "Ransom" Words</b><br>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.<br> | <b>8. Rainbow Words</b><br>Write your spelling words with coloured pencils. Make each letter a different colour.<br>                  |
| <b>9. Scrambled Words</b><br>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day?<br>e.g. watch - cwhta  | <b>10. Silly Sentences</b><br>Write 3 or more sentences that use all your spelling words.<br> | <b>11. Prefixes and Suffixes</b><br>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean.<br>e.g. <u>im</u> portant<br>happiness <u>ness</u>  | <b>12. Word Search</b><br>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.<br> |
| <b>13. Flashcards</b><br>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.<br> | <b>14. Picture &amp; a Story</b><br>Draw a picture defining each word. Write a sentence about your picture using the word.   | <b>15. Words without Vowels</b><br>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.<br>e.g. q--st--n = question   | <b>16. Train Words</b><br>Write the entire list end-to-end as one long word. Write each new word in a different colour.<br>e.g. trainbackstop  |
| <b>17. Write a Story, Poem or Song with Words</b><br>Write a story using all your spelling words. Underline the words you used.  | <b>18. Bubble Letters</b><br>Write your spelling words out in bubble writing.<br>           | <b>19. Words Within Words</b><br>Write each spelling word and then write at least 2 words made from that word.<br>e.g. catch - cat, hat   | <b>20. Picture words</b><br>Draw a picture and hide your spelling words in the picture.  |