

These activities have been put together as an addition to the packs that have already been sent home.

This is a *non-compulsory* set of activities and have been put together to provide a bit more structure to the day for those who feel they may benefit from it.

Year 5	Day 1	Day 2	Day 3	Day 4	Day 5
Sensory Activity	Just Dance: https://www.youtube.com/watch?v=gCzgcRelBA&t=1s	Zumba kids: https://www.youtube.com/watch?v=ymigWt5TOV8	Just Dance: https://www.youtube.com/watch?v=ri8rkTnCedUm	Zumba kids: https://www.youtube.com/watch?v=FP0wgVhUC9w	Just Dance: https://www.youtube.com/watch?v=lQxj2JcHEso

This week, Mrs Kenning has provided some RE based activities for the children to work through.

1. Introduction to Peace

Explain the meaning of the word 'peace'.

Create an acrostic poem for 'peace'.

Research the word 'peace' in different languages around the world.

2. Peace Across Religions

Explain how different religions view peace. Create a poster about peace from one of the main religions. Research key points from each religion about peace:

Hinduism:

Judaism:

Buddhism:

Christianity:

Islam: Sikhism:

3. Comparisons Across Religions

State the similarities and differences between each religion's view on peace. Research peace symbols for the major religions. Draw them and explain their meanings and what they represent.

4. Inner Peace - Explain how some religions use inner peace to find peace and can reflect on this technique.

Can explain techniques people use to find inner peace? Find out about these techniques that people use to find inner-peace. Practice meditating once a day for a week. How did it make you feel afterwards?

5. Community Cohesion

Explain how religions focus on community cohesion to bring about peace. Create a poster to explain community cohesion and promote its importance in promoting peace. How could we do this at school? Investigate Fairtrade products and the difference Fairtrade makes to lives around the world.

English	<p>SPAG Punctuating speech</p> <p>https://www.studyzone.tv/lessonID296-I-can-use-inverted-commas-to-punctuate-speech</p> <p>Lesson 296 on Studyzonetv.</p> <p>*TASK* Complete the task assigned to the video.</p> <p>*CHALLENGE* Write your own short story using speech - don't forget the punctuation to go with it.</p>	<p>Pobble 365 (See image and text below)</p> <p>*TASK* What causes the weather to change in this town?</p> <p>Can you explain how different types of weather are generated?</p> <p>Who is the figure that lives in the tree?</p> <p>Who do you think lives in the town?</p> <p>How are they similar/different to use?</p> <p>What came first: the town or the tree?</p> <p>*CHALLENGE* Can you draw a picture of your favourite type of weather? You could draw an activity you</p>	<p>Literacy Shed</p> <p>https://www.youtube.com/watch?v=CB2OlzriSBE</p> <p>Watch the clip and discuss what issues the boy may face in society (we have recently been studying stereotyping and discrimination during PSHE lessons).</p> <p>*TASK* Children to write down all the ways in which stereotyping occurs using a spider diagram then branch off all the ways this can affect someone i.e. bullied for hair colour → low self-esteem, feeling unworthy, want to die their hair, change their appearance.</p>	<p>Extended Writing</p> <p>https://www.youtube.com/watch?v=CB2OlzriSBE</p> <p>*TASK* Write a diary/recount as the boy. Detailing how he felt about the dog at first and how he feels now.</p> <p>*CHALLENGE* Extend your writing to write a diary entry 5 years from the day the boy received the dog. What has happened in that time within the family / with the dog / challenges they faced?</p>	<p>Spellings</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer. The r is doubled if the -fer is still stressed when the adding is added.</p> <p>referring, preferred, transferring, reference, referee, preference, transference, difference, inference, conferring</p> <p>Scrambled Words Write your words. Then write them again with the letters mixed up. Can you unscramble them again later?</p> <p>Powerful words Vacant and nauseating</p>
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		could do in that type of weather.			Write a story for each of the words - turn them into characters. Where is their journey going? What are they doing? What are their characteristics?
Maths - Multiplication	https://www.youtube.com/watch?v=dFhVECegRqW *TASKS* https://www.tes.com/teaching-resource/free-multiply-4-digits-by-1-digit-year-5-spring-block-1-step-1-maths-lesson-pack-12029026 Complete VF (varied fluency Monday) and RPS (Reasoning and Problem Solving Tuesday)	https://www.youtube.com/watch?v=RvYwunbpMHA Multiplying by 2 digits. I always encourage that the 2 nd part of the multiplication (multiplying by the tens) is done in a different colour to remind them to carry out the second line of multiplication. Always remember 0 as a place value holder in the ones column of the second row of multiplication. *TASK* See below	*TASK* See below *CHALLENGE* See below Missing digits - think about what multiplies together to make the digit in the column / ends in that i.e. multiplying by 3 and the digit in the column is 2 with a 1 carried (12), the missing digit will be 4 (3x4).	A tricky challenge to end the week! https://nrich.maths.org/1129?utm_source=primary-map	

Pobble365 Tuesday



Down in the town, streets became abandoned as people scuttled into their houses to escape the sudden downpour. Those left stranded took shelter under their umbrellas, or those without darted to find cover in shop doorways. Many 'tut-tutted' as they went, glancing up at the sky and frowning. It did seem to have rained a lot recently!

The weather in this particular town had always been strange. The town's inhabitants would often debate the current weather over their breakfasts, jokingly asking "wouldn't it be wonderful if someone could control the weather?" That was, of course, a ridiculous thing to say. No-one could control the weather, could they?!

4a. Complete the statement below using $<$, $>$ or $=$.

$$12 \times 38 \quad \square \quad 14 \times 34$$

x	x

☆ VF

4b. Complete the statement below using $<$, $>$ or $=$.

$$23 \times 45 \quad \square \quad 24 \times 44$$

x	x

☆ VF

4a. Use the formal multiplication method to complete the calculation below.

		1	6	2
x			4	2

☆ $162 \times 42 = \square$ VF

4b. Use the formal multiplication method to complete the calculation below.

		3	4	5
x			3	4

☆ $345 \times 34 = \square$ VF

5a. True or false? $44 \times 23 = 912$

			4	4
x			2	3
		1	3	2
		8	8	0
		9	1	2
		1		

☆ VF

5b. True or false? $56 \times 34 = 1,094$

			5	6	
x			3	4	
		2	2	4	
		1	6	8	
		1	0	9	4
		1			

☆ VF

5a. Complete the calculations below.

A.

	1	0	1
x		4	2

B.

	3	1	6
x		1	2

☆ Which has the larger answer? VF

5b. Complete the calculations below.

A.

	2	1	6
x		3	2

B.

	2	0	7
x		3	5

☆ Which has the larger answer? VF

6a. Complete the calculation below.

		4	3
x		3	5

(5 x 43) VF

(20 x 43)

6b. Complete the calculation below.

		6	3
x		2	5

(5 x 63) VF

(20 x 63)

6a. Michael says,

My curtains are twice as big as the window.

63cm

122cm

	1	2	2
x		6	3

☆ What is the area of his curtains? VF

6b. Aleema says,

My room is twice the size of the rug.

245cm

46cm

	2	4	5
x		4	6

☆ What is the area of her room? VF

1.

$$\begin{array}{r} 3 _ \\ \times 32 \\ \hline 72 \\ 1080 \\ \hline \hline \end{array}$$

2.

$$\begin{array}{r} 14 \\ \times 2 _ \\ \hline 42 \\ 280 \\ \hline \hline \end{array}$$

3.

$$\begin{array}{r} 3 _ \\ \times 23 \\ \hline 102 \\ 680 \\ \hline \hline \end{array}$$

4.

$$\begin{array}{r} 32 \\ \times _6 \\ \hline 192 \\ 1280 \\ \hline \hline \end{array}$$