

**Year 5 Home learning Timetable for week beginning 18<sup>th</sup> May**

<p align="center"><b>Timestables</b></p>	<p>Log onto your Times Table Tutor account. Practice the times tables you are least confident on. <a href="https://timestabletutor.co.uk">https://timestabletutor.co.uk</a> Additional timestable sites: <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p>									
<p align="center"><b>Maths</b></p>	<p>Please visit <a href="https://whiterosemaths.com/homelearning/year-5/">https://whiterosemaths.com/homelearning/year-5/</a> to see the 5 sessions set for the whole week based on decimals and fractions <b>click on Summer Term - WEEK 5 w/b 18<sup>th</sup> May</b>.</p> <p>See below for suggested break down of activities each day, however please do what works for you.</p> <ol style="list-style-type: none"> <li>1) Watch the video</li> <li>2) Your White Rose worksheets will be uploaded as a '2do' on Purple Mash and emailed to you for you to answer in a way that works best for you.</li> <li>3) Refer back to parent mail to open up the answer sheet to check your work.</li> </ol> <table border="1" data-bbox="331 716 1547 848"> <tr> <td data-bbox="331 716 488 848"> <p><b>Lesson 1</b> Add and subtract fractions</p> </td> <td data-bbox="488 716 662 848"> <p><b>Lesson 2</b> Add fractions</p> </td> <td data-bbox="662 716 836 848"> <p><b>Lesson 3</b> Add mixed numbers</p> </td> <td data-bbox="836 716 1045 848"> <p><b>Lesson 4</b> Subtract mixed numbers</p> </td> <td data-bbox="1045 716 1547 848"> <p><b>Lesson 5</b> <a href="https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1">https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1</a></p> </td> </tr> </table>					<p><b>Lesson 1</b> Add and subtract fractions</p>	<p><b>Lesson 2</b> Add fractions</p>	<p><b>Lesson 3</b> Add mixed numbers</p>	<p><b>Lesson 4</b> Subtract mixed numbers</p>	<p><b>Lesson 5</b> <a href="https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1">https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1</a></p>
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<p align="center"><b>Reading</b></p>	<p>Oxford Owl books can be accessed online for free. Please see link below: <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page</a></p> <p><b>Before you can access the free resources, you will need to create a parent account.</b> To do this, click on 'join us' and then select the 'parent' option.</p> <p>Click on the drop down menu 'All Ages' and then click on '9-11'. You can then select books for your child to read.</p> <ol style="list-style-type: none"> <li>1) Choose a book from home.</li> <li>2) Identify any unknown words, any words you cannot pronounce, and then look them up in a dictionary.</li> <li>3) Choose five words most unfamiliar to you and write each of them in a sentence.</li> <li>4) Make 3 inferences about the setting, some characters or the plot.</li> </ol>									
<p><b>English (spelling, grammar, comprehension)</b></p> <p align="center">All activities apart from writing are on Literacy Planet</p>	<p><b>Spelling activity: (-able)</b> alphabet word monster</p> <p><b>Reading:</b> Wheel Away</p>	<p><b>Spelling activity:</b> word order</p> <p><b>Writing:</b> Balanced Arguments (see below)</p>	<p><b>Spelling activity:</b> static words</p> <p><b>Writing:</b> Balanced Arguments (see below)</p>	<p><b>Spelling activity:</b> word snap</p> <p><b>Writing:</b> Balanced Arguments (see below)</p>	<p><b>Spelling activity:</b> floating words</p> <p><b>Grammar:</b> Subjects, Objects and Predicates</p>					
<p align="center"><b>The writing tasks are detailed further below; each task is considered one day's worth of English work.</b></p>										

<b>PurpleMash</b>	<b>Please log into PurpleMash and complete the activities set for your class- Year 5 Summer 1 Week 5 18<sup>th</sup> May</b>
	See below for a list of set activities to be completed at any point during the week.
	<b>Humanities (History) activity:</b> Maya Quiz Maya slideshow (including an information text activity at the end).
	<b>Science (Reproduction in Plants and Animals) activity:</b> Paint Projects (Flower)
	<b>PSHE (Health and Growth):</b> All about organs
<b>*Please write your name in the comment section when you submit your work*</b>	

## Home Learning Writing Tasks

### Balanced Arguments

A **balanced argument** is a **discussion** where you consider both sides of an issue. When writing a balanced argument you need to:

- Think of reasons for and reasons against your topic.
- Use some useful 'for and against' words to link the arguments together.
- Use facts and statistics in your arguments to make them even stronger.
- Share your personal opinions in the final paragraph, after discussing both sides of the topic.

#### Day 1

- 1.) Watch this link about how to write a balanced argument:  
<https://www.bbc.co.uk/bitesize/clips/zm3nvcw> It focuses on the pros and cons of tourists visiting Mount Snowdon (Wales).
- 2.) Look at the handy phrases to use in a balanced argument (below) – they are grouped in different colours. Can you detect the purpose of each separate group? Discuss with a member of your family and write down what all the blue phrases have in common, what all the green phrases have in common etc.
- 3.) Use 10 of these phrases to create 10 of your own sentences about the pros and cons of tourists visiting Mount Snowdon – you can use some ideas from the video, and some of your own ideas.

#### Useful sentence starters for a balanced argument

However...

Firstly...

Research suggests...

Consequently...

Although...

Finally...

Studies show...

Therefore...

On the other hand...

Furthermore...

It is well known that...

For this reason...

On the contrary...

Also...

Statistics show that...

As a result of this...

In contrast...

In addition to this...

It is common knowledge that...

## **Day 2**

Today you are going to plan your **for** and **against** arguments for one of the following three topics:

- Should lockdown be lifted and schools go back to normal?
- Is social media good for us and our mental health?
- Is it better to be an adult or a child?

Have a little think before you start writing, and choose the topic you think you will have the most ideas to discuss and the one you find most interesting. You can either create a table with for and against columns, or write subheadings and bullet point your ideas.

## **Day 3**

Using your plan from yesterday and the handy phrases (above) create your balanced argument. Remember to include:

- An introduction to explain what topic you will be discussing
- Arguments for your topic
- Arguments against your topic
- A final paragraph detailing your opinion
- Phrases throughout to link your ideas together
- Facts and statistics to support your arguments

You can take a photo of your final piece and send it via the Purple Mash tool '2email'. Enjoy!

### **A good example of a balanced argument:**

#### Should dogs be kept on leads in parks?

Most parks allow dog owners to walk their dogs on the fields for free. For many years there has been great debate about whether or not dogs should be kept on leads during this time.

Firstly, it is far safer for children playing in the park if the dogs are kept on their leads; some dogs may be aggressive therefore they are more likely to bite humans. It is known that 50% of children, mostly boys, are bitten by a dog each year. In addition to this, if a dog is kept on their lead they are less likely to run away. When using a lead the owner is able to keep their dog at their side at all times. Shockingly, over 500,000 dogs in the United Kingdom go missing each year due to owners not using leads. Also, the majority of cats are frightened of dogs. If dogs are kept under control then cats are also able to freely explore and exercise in the park. Studies have shown that cats appear more comfortable to leave their house and garden when dogs are restricted by a lead.

On the other hand, it is very well understood that dogs require exercise every day. Therefore, dogs need the space and freedom to run around and fully exercise their body. This is not possible when being held on a lead because dogs are able to run three times as fast as humans. Furthermore, dogs need to be able to socialise with other dogs. This allows them to build friendly relationships with other canines. Research suggests that dogs are less aggressive when they frequently interact with other dogs. Finally, many people believe the use of leads to be cruel. This is because there is the risk of choking if a dog tries to run. Dogs are well known for suddenly bursting into a sprint when they see something of interest; therefore the collar and lead around their neck could be dangerous.

In conclusion, I feel that dogs should be kept on a lead when in public parks, especially at peak times, as this is much safer for both humans and dogs. Ideally, there should be areas created especially for dogs within all parks.