

Year 5 (November Grid)

Please remember to read every single day. Every child has access to BugClub and Reading Plus online. Also please remember to check out Edshed for a range of activities as well as espresso and purple mash. Other websites/apps to check out are BBC Bitesize, Iseemaths, Khan Academy, PE umbrella, premier league stars & hit the button. The Right of the fortnight: Article 1: Everyone under the age of 18 has all the rights in the convention

Day One	Day Two	Day Three	Day Four	Day Five
<p><u>Features of poetry</u> In Year 5 we have been learning the key features of poems. These include:</p> <ul style="list-style-type: none"> <li>-Rhyme</li> <li>-Repetition</li> <li>-Rhythm</li> <li>-Alliteration</li> <li>-Similes</li> <li>-Metaphors</li> <li>-Imagery</li> <li>-Stanzas (how many lines are in each stanza?)</li> </ul> <p>Can you identify the features above in the poem, 'The Highway Man' by Alfred Noyes which is attached to the bottom of the learning grid.</p>	<p align="center"><a href="https://www.bbc.co.uk/bitesize/articles/zy4csk7">https://www.bbc.co.uk/bitesize/articles/zy4csk7</a></p> <p><u>Analysis of poetry</u> The Highway Man by Alfred Noyes is a narrative poem – it tells you a story. Line by line can you analyse the poem by interpreting each line. Consider why the poet chose their figurative language – what does their figurative language and imagery show to the reader?</p>	<p align="center"><a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt</a></p> <p><u>Relative clauses</u> A relative clause is used to give additional information about a noun. They are introduced by a relative pronoun like 'that', 'which', 'who', 'whose', 'where' and 'when'. For example, The dinosaur, <u>who was the size of a skyscraper</u>, hunted his prey. The underlined sentence would be the relative clause using the relative pronoun who. Choose three lines from the Highway Man and create your own relative clauses which you could include in these sentences.</p>	<p><u>Poetry writing</u> Using the skills you have acquired throughout the week write your own poem based on one of the following:</p> <ul style="list-style-type: none"> <li>- An animal of your choice</li> <li>- Autumn or Winter</li> <li>- Christmas</li> <li>- Remembrance</li> </ul> <p>In your poem you could include the following:</p> <ul style="list-style-type: none"> <li>-Relative clauses</li> <li>-Rhyme</li> <li>-Repetition</li> <li>-Metaphors</li> <li>-Similes</li> <li>-Imagery</li> <li>-Alliteration</li> <li>-Rhetorical questions</li> </ul>	<p><u>Edit and improve</u> Read through the poem you read the previous day. Use a dictionary (which can be found online) to check your spellings. Then consider how you could improve your poem. Could you include more adjectives? Could you add a simile or metaphor? Could you improve your imagery and figurative language?</p>

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<p><u>Maths</u> Brain Booster Number: Pick a 4 digit number and then complete the following questions. (Daily) Multiply by 10,100 and 1000 Divide by 10,100 and 1000 Round to the nearest 10, 100 and 1000 Half the number Double the number Write the number as Roman numerals What could the calculation be? Multiply by 6,7,8 and 9</p>	<p><u>Maths websites</u> For daily lessons including videos and printable resources visit the 'iseemaths' website. Children should choose a task that engages them on a daily basis. Edshed – Please complete activities based on your ability. Assignments are set for each child. Remember to keep practising times tables.</p>	<p><u>Maths workbooks</u> Free workbooks can be downloaded and printed from the following site: Parent Workbooks   White Rose Maths</p>	<p><u>Statistics</u> Create a table to show the number of green, white, blue and black objects in your house. Once you have collected this data draw a bar chart to represent your findings. Remember to give your bar chart a title, labels on the axes and a scale which suits your findings.  Before creating your table and bar chart you could watch this video to recap your learning:  <a href="https://www.youtube.com/watch?v=ReW4MpqXTvA">https://www.youtube.com/watch?v=ReW4MpqXTvA</a></p>	<p><u>Maths Games</u> Play Guardians Maths Game   Primary Games   Fun Online Games for Kids   BBC Bitesize - BBC Bitesize Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk) Math Games   Math Playground   Make Learning Fun</p>
<p><u>DT</u> In DT we have been investigating and analysing a range of existing products. Can you find a range of bags in your house and identify: 1. The purpose of that bag.</p>	<p><u>Computing</u> Find a range of travel websites that are online. Evaluate these websites by considering what is good and bad about each website. Use the information you gather to decide what features you think you should include in a successful tourism website eg. Images, videos.</p>	<p><u>PSHE</u> In PSHE we are learning about celebrating differences. Choose a friend or family member. Can you identify 5 differences between yourself and your chosen person? Identify how these differences make each of you special.</p>	<p><u>Science</u> <a href="https://www.youtube.com/watch?v=fc2zyrVR4kA">https://www.youtube.com/watch?v=fc2zyrVR4kA</a>  We have been investigating soluble and insoluble materials. Using materials that you have at home identify which materials are soluble when placed in water. You could investigate</p>	<p><u>Geography</u> In Geography we are learning about why the land is shaped in different ways and how human and physical processes can affect nature and the appearance of physical landmarks. Using google and google earth identify landmarks across the world which are different shapes and investigate how</p>

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<p>2. The material which the bag is made from.</p> <p>3. The properties of the bag eg. Does it have handles, pockets, zips etc.</p>	<p>Using your evaluations create a poster informing readers how to create a successful travel website.</p> <p>The following are examples of travel sites you could evaluate:</p> <p><a href="https://www.disneyworld.co.uk/">https://www.disneyworld.co.uk/</a></p> <p><a href="https://www.centerparcs.co.uk/">https://www.centerparcs.co.uk/</a></p> <p><a href="https://www.butlins.com/">https://www.butlins.com/</a></p>		<p>lots of household materials such as salt, sugar and coffee granules. Be creative! The video above can support you in this investigation.</p>	<p>these shapes were created eg. The Grand Canyon and Mount Everest.</p>
<p><u>PE</u> Remember to try and undertake daily exercise. PE with Joe can still be accessed via YouTube as well as other activities. If you have any resources at home such as balls, balloons, rackets etc you could practise these skills. Select two 'Just Dances' on</p>	<p><u>RE</u> Research the Synagogue at BBC Bitesize: <a href="https://www.bbc.co.uk/bitesize/guides/zbm8jty/revision/1">https://www.bbc.co.uk/bitesize/guides/zbm8jty/revision/1</a></p> <p>In RE we have been learning about Judaism and their place of worship – The Synagogue. Research the key features of the synagogue</p>	<p><u>Reading</u> We have been analysing the lyrics to Disney songs. Look at the lyrics to your favourite Disney song. Consider:</p> <ul style="list-style-type: none"> <li>• What words are you unsure of the meaning of- research their definitions.</li> <li>• What you think the song lyrics mean – is</li> </ul>	<p><u>Music</u> In music we have been learning 'Livin' on a prayer' by Bon Jovi. Using your charnaga login can you make your own composition of Livin' on a prayer.</p>	<p><u>Languages</u> Recap your learning of how to say animal names in Italian. <a href="https://www.youtube.com/watch?v=wwVkVlbdE-k">https://www.youtube.com/watch?v=wwVkVlbdE-k</a></p>

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<p>YouTube to complete.</p>	<p>and create a poster informing others about the key features of the synagogue. Using drawings and text to create this informative poster.</p>	<p>there a message or a story being told?</p> <ul style="list-style-type: none"><li>• What is your favourite line in the long? Why is this your favourite? What does this line mean?</li><li>• Can you think of a better name for this song and provide an explanation as to why this name would be better?</li></ul>		
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## *The Highwayman*

*By Alfred Noyes*

### Part One

#### I

The wind was a torrent of darkness among the gusty trees,  
The moon was a ghostly galleon tossed upon cloudy seas,  
The road was a ribbon of moonlight, over the purple moor,  
And the highwayman came riding-  
Riding-riding-  
The highwayman came riding, up to the old inn-door.

#### II

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,  
A coat of the claret velvet, and breeches of brown doe-skin;  
They fitted with never a wrinkle: his boots were up to the thigh!  
And he rode with a jewelled twinkle,  
His pistol butts a-twinkle,  
His rapier hilt a-twinkle, under the jewelled sky.

#### III

Over the cobbles he clattered and clashed in the dark inn-yard,  
And he tapped with his whip on the shutters, but all was locked and barred;  
He whistled a tune to the window, and who should be waiting there  
But the landlord's black-eyed daughter,  
Bess, the landlord's daughter,  
Plaiting a dark red love-knot into her long black hair.

IV

And dark in the old inn-yard a stable-wicket creaked  
Where Tim the ostler listened; his face was white and peaked;  
His eyes were hollows of madness, his hair like mouldy hay,  
But he loved the landlord's daughter,  
The landlord's red-lipped daughter,  
Dumb as a dog he listened, and he heard the robber say-

V

"One kiss, my bonny sweetheart, I'm after a prize to-night,  
But I shall be back with the yellow gold before the morning light;  
Yet, if they press me sharply, and harry me through the day,  
Then look for me by moonlight,  
Watch for me by moonlight,  
I'll come to thee by moonlight, though hell should bar the way."

VI

He rose upright in the stirrups; he scarce could reach her hand,  
But she loosened her hair i' the casement! His face burnt like a brand  
As the black cascade of perfume came tumbling over his breast;  
And he kissed its waves in the moonlight,  
(Oh, sweet black waves in the moonlight!)  
Then he tugged at his rein in the moonlight, and galloped away to the West.