

Year 5FB - Learning from home

Wednesday 4th November

| | Morning | | Afternoon |
|------------------|---|---|---|
| Day | Literacy | Maths | Creative curriculum |
| Wednesday | Persuasive writing – understanding persuasive writing https://www.bbc.co.uk/teach/class-clips-video/how-to-write-a-persuasive-text/zkcfbdm | Statistics – Interpreting charts (including bar charts) https://classroom.thenational.academy/lessons/reading-and-interpreting-bar-graphs-chhk6c | Science – Life cycles - https://classroom.thenational.academy/lessons/what-are-the-parts-of-a-plants-life-cycle-75hpae |

Literacy

Practical drama opportunity:

Please choose either red or green and have a go at the activity. Send videos of your child's performance for us to give feedback!

Write and perform a 30 second radio advert to try to encourage **children** to visit a fun fair.

Information you must include in your advert:

Thorpe Park

Open from April - October

Don't forget you also need to include all the features of persuasive writing :

Facts

Opinions

Rhetorical Questions

Emotive Language - be personal to your audience think about what they like.

And lots of expression in your voice when you perform.

Write and perform a 30 second radio advert to try to persuade **families** to visit a swimming pool.

Information you must include in your advert:

White Oak Swimming Pool

Swanley.

Open 7 days a week

Don't forget you also need to include all the features of persuasive writing :

- Alliteration
- Word play
- Facts
- Opinions
- Rhetorical Questions
- Emotive Language - be personal to your audience think about what they like.
- Superlatives - describe things as the most or least
- And lots of expression in your voice when you perform.

Literacy extended writing opportunity:

Extended writing: Persuasive speech

If I were the prime minister of the United Kingdom

or

If I were the president of the United States of America

Create your own persuasive speech about what you would do if you were the leader of a whole country! What would you change, what would you improve, and mostly importantly, why would people want to vote for you? Ensure that your speech is written using formal vocabulary, and persuasive techniques.

Some persuasive techniques:

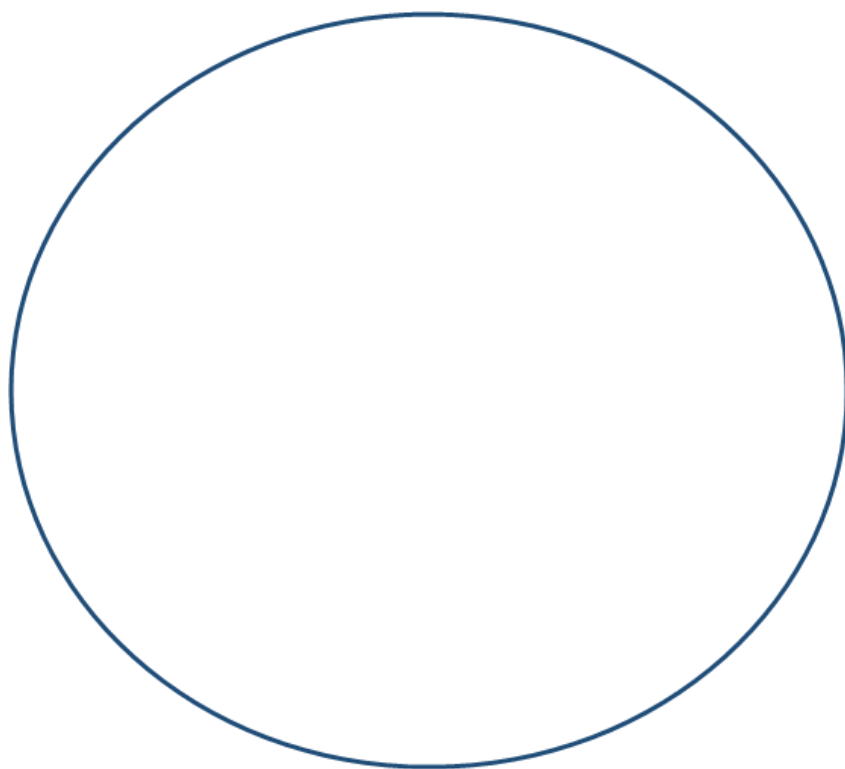
Modal verbs: should must will ought to might could can may ...

Alliteration and Repetition

Rhetorical questions: Would you like it if that happened? How would you feel if we did that?
Patterns of three: Think about you, think about your family, and think about your future.

Listen to this story for some inspiration: <https://www.storylineonline.net/books/if-i-ran-for-president/>

Design your own campaign sticker, telling people to vote for you!



Maths

Collecting and presenting data:

| Activity | Tally | Total |
|---------------------|-------|-------|
| Swimming | | |
| Trip to the park | | |
| Play computer games | | |
| Baking | | |
| Reading | | |

Bar Chart to Show Favourite Free Time Activity



Collecting and Presenting Data

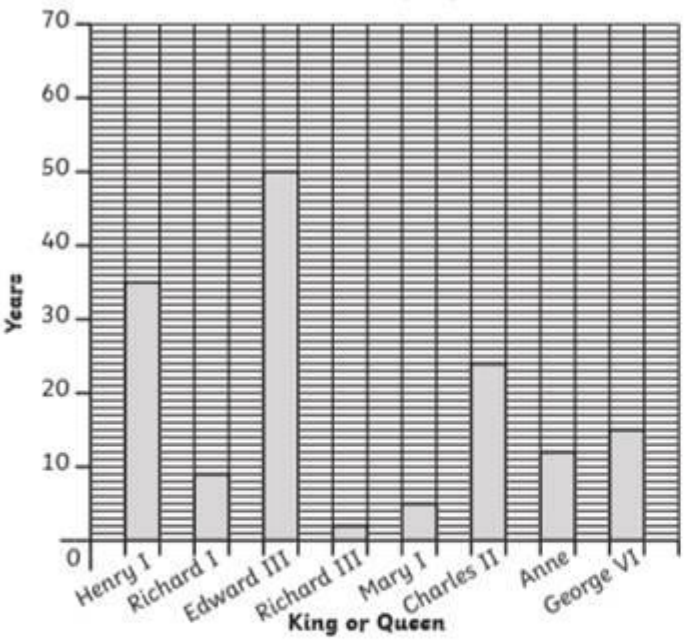
30 children were asked to choose what their favourite activity for a free afternoon at home would be. Here are their answers.




1. Fill in the tally chart and then calculate the total of each response.
2. Draw a bar chart to present your data.

Statistics - Interpreting charts:

A Bar Chart to Show Information about Different Kings and Queens of England



| King or Queen | Years |
|---------------|-------|
| Henry I | 34 |
| Richard I | 9 |
| Edward III | 49 |
| Richard III | 3 |
| Mary I | 5 |
| Charles II | 23 |
| Anne | 11 |
| George VI | 14 |



1) Look at the bar chart. Are these statements true or false?

a) Anne ruled for double the time Richard III did.

b) The combined reigns of Mary I and Richard I are one year shorter than Anne's.

c) The longest reigning monarch shown ruled for more time than the sum of the 4 shortest reigns.

2) Jack says, "The kings and queens reigned for 50 years altogether."
What mistake has he made?

Explain what he needed to do to work out how long they reigned altogether.

1) Queen Elizabeth II is the longest reigning UK monarch. This table shows the five previous longest reigns.

a) How many more years did James rule than Henry? _____

b) What is the sum of the two longest reigns shown in the table? _____


c) What is the difference between the longest and shortest reign shown on the table? _____

2) This pictogram shows the reigns of some of the kings and queens of the UK.





a) Henry V ruled for 4 years longer than Mary II. Fill in the pictogram to show this.

b) The difference between the reigns of John and James is 5 years. John's reign was shorter. Fill in the pictogram to show this.

c) How much longer would Henry have needed to stay on the throne to match James' reign?



| King or Queen | Length of Reign in Whole Years |
|---------------|--------------------------------|
| Henry III | 56 |
| Edward III | 50 |
| James VI | 57 |
| George III | 59 |
| Victoria | 63 |

| King or Queen | Length of Reign |
|---------------|---|
| |  = 2 years |
| Mary I |  |
| Mary II |  |
| Henry V | _____ |
| John | _____ |
| James I |  |

Science
Please complete.

The Flowering Plant Life Cycle

Complete by writing an explanation for each stage.



EXTENSION:

Use the websites linked below, or any of your own that you can find, to research the life cycle of a plant. Use your research to complete the activity, writing an explanation for each stages of a plants life cycle.

Ensure that you use formal, scientific vocabulary, and that your explanations are clear and factual. You can use diagrams or pictures of your own to support your scientific explanations.

You can display your information as a fact file (like you would find in a scientific text book) or as a poster. It is up to you!

<https://www.bbc.co.uk/bitesize/clips/ztbw2p3>

<https://classroom.thenational.academy/lessons/what-are-the-parts-of-a-plants-life-cycle-75hpae>

<https://www.woodlandtrust.org.uk/blog/2017/11/life-cycle-of-a-plant-seeds-shoots-and-roots/>

<https://www.natgeokids.com/uk/discover/science/nature/the-life-cycle-of-flowering-plants/>

<https://www.bbc.co.uk/bitesize/topics/zgssgk7/articles/zyv3jty>

Examples:

How does your garden grow?

Have you ever wondered why plants have flowers? Did you know that plants and animals depend on each other for their survival? Read on and you'll find out why.

Firstly, given the right conditions, seeds germinate and grow into new plants. Those plants grow flowers **in order to** attract bees and other pollinators with their scent and colour.

Flowers produce sweet liquid called nectar, which provides food for bees. They also have pollen on the end of thin strands called filaments **so that** bees rub against them when they land. **Once** the bees have taken their reward of nectar, they fly off to another flower with the pollen on their backs. **As a result** pollen is carried from one flower to another.

Next, the pollen is rubbed onto the stigma of the new plant and travels into the ovary. **This results in** fertilisation and new seeds or nuts are formed. These provide an excellent food source for animals **so** they are soon eaten by birds or small animals like squirrels. **Consequently**, the seeds are dispersed as the animal moves and **eventually** they are deposited in the animal's droppings.

Finally, given the right conditions, these seeds germinate and the whole process begins again.

Now you know how plants and animals work together. Without these plants the animals would have no food and without the animals, especially the bees, new plants can't be made. So those flowers aren't just pretty, they are a vital part in the circle of life.



