



Texts and resources can be found at the bottom of this plan, on the school website or collect a printed one from the school office

Please use your orange journal to record any learning

Remember you can share any work you are really proud of on out Twitter or Facebook pages 😊

Day 1

Phonics	<p>Focus: Year 5/6 statutory spelling words – Correct the spelling mistake.</p> <p>Task: Work through page 1 of correct the spelling mistake.</p>
Reading	<p>https://www.literacyshedplus.com/en-gb/resource/stage-5-reading-packs</p> <p>Read the text 'The Contraption'.</p> <p>Task: Make a note of the words that you don't know the meaning of and try to find out what they mean. Write their meanings in your journal.</p> <p>Challenge: Can you use these words in a sentence of your own?</p>
Writing	<p>Focus: writing a report about Plastic Pollution</p> <p>Task: Continue to write the main body of your report on Plastic Pollution. Refer to your P&A grid, report plan and features key. Use subheadings and interesting layout features like underlining, fact boxes and bullet points</p>
Maths	<p>White Rose Maths Summer Term Week 1 / Lesson 1 – Adding decimals within 1</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>NOTE: Don't worry that the date states w/c 20 April – this is where we're meant to be.</p>

Science	<ol style="list-style-type: none"> 1. What is life like for people as they get older? 2. How do older people look after themselves? 3. How do they keep fit and healthy? 4. How can we help older people? <p>Discuss the above questions with someone at home.</p> <p>Task: Using the template below, draw a picture of yourself in childhood, adulthood and old age. Underneath bullet point what life is like at each stage (think about appearance, physical ability/needs and cognitive ability).</p>
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Day 2

Phonics	<p>Task: Think back to yesterday and the words you had to correct. Can you write sentences using all of the words but this time can you make sure they are spelt correctly?</p> <p>Challenge: Can you spell them independently without looking at yesterday's work?</p>
Reading	<p>Re-read 'The Contraption' to remind yourself what happened.</p> <p>Task: Complete the inference focus (5 questions) and write the answers in your journal.</p>
Writing	<p>Task: Complete the main body of your report on Plastic Pollution.</p> <p>NOTE – aim for 3 paragraphs for the main body (1 from Friday, 1 from yesterday and 1 from today).</p> <p>Refer to your P&A grid, report plan and features key.</p> <p>Use subheadings and interesting layout features like underlining, fact boxes and bullet points.</p>
Maths	<p>White Rose Maths Summer Term Week 1 / Lesson 2 – Subtracting decimals within 1</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>NOTE: Don't worry that the date states w/c 20 April – this is where we're meant to be.</p>

Geography	<p>Task: Now that you have researched both Scarborough and York, can you come up with a list of similarities and differences?</p> <p>Think about:</p> <ul style="list-style-type: none"> • The county • Size of place • Population • Surroundings e.g. coast • Tourist attractions • Historic buildings <p>Please write in full sentences and discuss each similarity and difference you make.</p>
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Day 3

Phonics	Task: Correct the spelling mistake page 2 – you need to identify some of the mistakes yourself. Good luck!
Reading	<p>Re-read 'The Contraption' to remind yourself what happened.</p> <p>Task: Answer the Vipers questions in your journal.</p> <p>Challenge: Can you highlight/ underline the technical vocabulary in the text?</p>
Writing	<p>Task: Compose the last paragraph of your report on Plastic Pollution (the conclusion). You could read the conclusive paragraph of other reports to familiarise yourself with the writing style. Remember to leave the audience with something to think about. How can they make a difference?</p>
Maths	<p>White Rose Maths Summer Term Week 1 / Lesson 3 – Complements to 1</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>NOTE: Don't worry that the date states w/c 20 April – this is where we're meant to be.</p>

Art	Task: Sketch a picture of one of the historic landmarks/ buildings in Scarborough. Place it next to the one you did from York last week. Discuss similarities and differences with someone at home.
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Day 4

Phonics	<p>Task: Remind yourself with what you did yesterday.</p> <ol style="list-style-type: none"> 1. Can you create your own 'correct the spelling' worksheet? 2. Can you create an answer sheet? <p>Use words from the year 5/6 statutory spellings word list. Challenge someone in your house to correct the spelling and then mark their work!</p>
Reading	<p>Re-read 'The Contraption' to remind yourself what happened.</p> <p>Task: Can you summarise the main ideas from the text? REMEMBER - This is a summary so only pick out the main ideas and explain in your own words</p>
Writing	<p>Task: Reread your completed non-chronological report. Check for cohesion – does it all link together and form a good non-chronological report?</p> <p>Make two lists:</p> <ol style="list-style-type: none"> 1. What works well in my non-chronological report? 2. What could be even better? <p>Begin to redraft your report keeping those things that work well and changing those that could be even better.</p>
Maths	<p>White Rose Maths Summer Term Week 1 / Lesson 4 – Adding decimals – crossing the whole</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>NOTE: Don't worry that the date states w/c 20 April – this is where we're meant to be.</p>
PSHE	Task: Choose one or two of the activities for Sun Awareness Week (see below)

Day 5

Phonics	Task: Choose 20 spellings from the year 5/6 statutory spellings word list and write them in a colourful rainbow.
Reading	<p>Re-read 'The Contraption' to remind yourself what happened.</p> <p>Task: Can you write a review of the contraption? Think about:</p> <ul style="list-style-type: none">• Star rating• Brief summary of features• Advantages and disadvantages• Usefulness• Appropriate for who? <p>And anything else people might want to know.</p>
Writing	<p>Task: Complete your redraft. Check you have included all the key features of a non-chronological report.</p> <p>Challenge: Can you include any year 5 key objectives?</p> <ul style="list-style-type: none">• Parenthesis• Relative clauses• Colons for listing <p>And any others you can think of.</p>
Maths	<p>White Rose Maths Summer Term Week 1 / Lesson 5 – Maths Friday Challenge</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>NOTE: Don't worry that the date states w/c 20 April – this is where we're meant to be.</p>

History	Task: Research the history of York and create a timeline of events. Make sure it is in chronological order. Use this website to help you: http://www.historyofyork.org.uk/timeline
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Don't forget.....Our science blog gives some brilliant things to try at home <https://grpsscienceblog.wordpress.com>

GRPS

Correct the Spelling Mistake Answers

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Shaun loved playing football **(aording)** to his best friend.

2. There were no more **(avalible)** cinema times for that evening.

3. The princess didn't **(rekognis)** the prince.

4. The **(foregn)** exchange student loved her new school.

5. Andrew loved reading books **(espechally)** before bedtime.

6. Mum **(insrerly)** apologised for being late.

7. "It's lovely to meet you," whispered the boy with an **(orkword)** smile.

8. Grandpa cooked a delicious **(vegtabull)** soup for dinner.

according

available

recognise

foreign

especially

sincerely

awkward

vegetable



Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. How could Sarah perswad her mum to stay out later?
2. The school trip was to an anshient temple.
3. Mohammad really wanted to win the compitishion.
4. Loki, the dog, hated thunder and litening.
5. There was a worrying sound coming from the vehole.
6. It won't be necessary.
7. The tempracher in the classroom was increasing
8. The lady next door was being a newsance.

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. The hotel was too small to acomodate the large party.
2. They lived in a friendly comunatey.
3. "Mum, you always ggagerate!" shouted James.
4. Year 5 freqentle got all of their spellings correct.
5. They were asked to leave imediately.
6. The ugly sisters would always pritsise Cinderella.
7. Dad hurt a leg musle whilst jogging.
8. They had a marvelus first day at school.

Each sentence below has one word that is incorrect. Write the correct spelling of the word in the box.

1. How could Sarah perawad her mum to stay out later?
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persuade
ancient
competition
lightning
vehicle
necessary
temperature
nuisance

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. The hotel was too small to (acomodate) the large party.
2. They lived in a friendly (comunatey)
3. "Mum, you always (egagerate)" shouted James.
4. Year 5 (frequentle) got all of their spellings correct.
5. They were asked to leave (imediately)
6. The ugly sisters would always (critisise) Cinderella.
7. Dad hurt a leg (musle) whilst jogging.
8. They had a (marvelus) first day at school.

accommodate
community
exaggerate
frequently
immediately
criticise
muscle
marvellous

Year 5 and 6 Statutory Spellings

accommodate	category	determined	forty	marvellous	programme	soldier
accompany	cemetery	develop	frequently	mischievous	pronunciation	stomach
according	committee	dictionary	government	muscle	queue	sufficient
achieve	communicate	disastrous	guarantee	necessary	recognise	suggest
aggressive	community	embarrass	harass	neighbour	recommend	symbol
amateur	competition	environment	hindrance	nuisance	relevant	system
ancient	conscience	equipment	identity	occupy	restaurant	temperature
apparent	conscious	equipped	immediate	occur	rhyme	thorough
appreciate	controversy	especially	immediately	opportunity	rhythm	twelfth
attached	convenience	exaggerate	individual	parliament	sacrifice	variety
available	correspond	excellent	interfere	persuade	secretary	vegetable
average	criticise	existence	interrupt	physical	shoulder	vehicle
awkward	curiosity	explanation	language	prejudice	signature	yacht
bargain	definite	familiar	leisure	privilege	sincere	
bruise	desperate	foreign	lightning	profession	sincerely	

The Contraption

"You're doing it wrong again!"

Hanna sighed. Pippa was her best friend, but she was so uptight about everything. "I'm sorry!"

Hanna called back. She heard a muffled grunt in the mechanism above her. Enormous metal cogs bit into each other, and steam hissed out of well-worn seals in the copper piping that covered the walls like a maze.

The contraption had been Pippa's idea. She was the brains behind the whole thing. Hanna tried to consider herself the brawn, but one look at her scrawny arms and sparrow legs told her that wasn't true either. They'd been working on it together for the last few months, and it was finally getting close to testing time.

Something whistled in the bowels of the machine. Hanna heard her friend whoop and holler and bang her wrench on the metalwork. "It's working," Pippa called down. "Get her wound up, and we'll be ready to test it."

The winding rod was slick with sweat, so Hanna wrapped an oily rag around it and started to wind it slowly. There was a lot of resistance. She knew that the other end of the rod was attached, via a system of cogs and pulleys, to a screw that wound down into the river below. By winding the wheel, she'd start to draw up water into the enormous sump up above. From there, it would be turned into steam that would power the contraption.

A strong wind picked up outside. Hanna heard the creak of the wooden masts twisting as the sails caught the breeze. The contraption rocked but steadied quickly. Sweat dripped into Hanna's eyes, but it would all be worth it. That was the beauty of her friend's new creation. Pippa wasn't content with just being amazing at harnessing the steam, she was, above all else, an alchemist.

Hanna still remembered the day when Pippa came bursting out her lab with a small vial of vivid green liquid. "This is Infinitum!" she'd shouted. Hanna knew she must have looked perplexed

because Pippa had grabbed her by the hand and dragged her into the lab. There, a wheel no bigger than a coin was mounted on an axis. As they both watched, it spun, and spun, and spun. And it didn't stop.

"Infinitum actually generates energy when it it gets hot!" Pippa exclaimed. "The wheel spinning on the bearing generates a small amount of heat through friction. This new liquid turns that heat back into more energy. It will never stop spinning!"

Fast-forward a few months and Pippa had built the contraption. She didn't have enough Infinitum to power the machine; instead, she was planning to use it to heat the steam-engine. Providing they drew enough water into the super-hot centre of the machine, it would never slow down and never stop.

Hanna gritted her teeth and wrenched the wheel harder. She heard her friend call down from the hatch up above, "It's full...you can stop. Come and see this! It's working!"



INFERENCE FOCUS

1. How do you know that Hanna thinks Pippa is the more intelligent of the two?
2. What do we know about Pippa's character? Explain how.
3. How did Hanna feel when Pippa first showed her Infinitum?
4. What was Pippa's biggest passion?
5. How hard was Hanna working? How do you know?

VIPERS QUESTIONS

V
S
R
E
S

Which word or phrase tells you that Pippa is good at using steam to help her?

What was the point of the wheel Hanna was turning?

What was the name of Pippa's new creation?

Why do you think the new creation is called Infinitum?

Draw a labelled diagram of what you think the contraption might look like, using evidence from the text.

Answers:

1. She refers to her as the brainy one
2. She is focused but uptight - it tells us. She is very clever, especially at alchemy. She was amazing at harnessing steam
3. Confused - she said she looked perplexed and Pippa had to explain
4. Alchemy/being an alchemist
5. She was working very hard - the rod was sweaty and sweat started to drip into her eyes

V: Harnessing

S: It would draw water up into the contraption to power the steam engine

R: Infinitem - be careful not to confuse with the contraption

E: Because it allows the device to run infinitely/for infinity

S: Accept any diagram including pertinent information from the text

Kids Against Plastic - Plastic Pollution

What is plastic and why is it useful?

Plastic is a synthetic material and almost all plastics are made from petrochemicals –chemicals that are made from oil or natural gas that are found deep underground. Most plastics are polymers, which means that they are made from many different components (*poly* means *many*). Chemicals from oil are therefore mixed with other chemicals to make different plastics. Polymers have an advantage because scientists can vary them to have different properties so that different plastic polymers are suitable for many different uses: this is why there are such a wide range of plastics. Mobile phones, shopping bags, chairs, furniture, water bottles and even clothes can all be made of plastic. What other uses do you know for plastic?

Plastics are very useful materials because they can be moulded into many different shapes. They can be quite cheap to make and they last for a long time so most plastic objects can be used repeatedly. As well as being reusable, some plastics can be recycled. This means that old plastic is broken down by machines and used to make new objects. For example, some plastics can be recycled to make furniture, plastic bins and even clothing such as fleeces. However, many plastic items are thrown away after just one use (single-use plastic) and this is costly and wasteful because manufacturing plastic uses a lot of oil, which is a useful natural resource and the process also uses a lot of water and heat energy. If we simply throw plastic items away after just one use, it is a huge waste of natural resources. The British Government* say that 13 billion plastic bottles are used every day yet only 7.5 billion are recycled.

What happens to plastic when it is thrown away?

Some plastics cannot be recycled. Some of these plastics are burned in incinerators but most of them are buried underground in huge holes called landfill sites. Most other waste, such as leftover food or paper, biodegrades (breaks down) quite easily and small creatures called microbes can eat the waste and help it to decompose. However, no creatures can eat plastic and it does not break down, or biodegrade, easily so plastic that is buried can stay underground or in environments such as rivers and oceans for many years.

What is plastic pollution and why is it harmful?

Plastic pollution means pieces of plastic that have been thrown away are found in rivers, in soil, on the beach or in the sea. Plastic pollution not only looks horrible but it can damage the environment and harm animals and wildlife too. Some plastic pollution is made of large pieces of plastic like bottles or plastic bags but sunlight and the action of moving water, such as rain or the sea, can make plastic break down into smaller pieces, called microplastics, and these can be buried in the soil or float in rivers and seas without biodegrading.

While recycling seems like an environmentally-friendly solution, items such as plastic bottles are often down-cycled and broken down into small pieces to be used to make carpets or fleeces. This seems like a positive use of these plastics but when items such as synthetic fleeces are cleaned, tiny plastic fibres are washed into the waterways and they cannot be filtered out so they end up in rivers, lakes and oceans.

When plastic pollution reaches rivers and seas, the results for habitats and wildlife can be disastrous. Large pieces of plastic like nets, bottles and bags can trap or injure animals. Microplastics or small plastic fibres can look like food to marine creatures, such as fish or even microscopic plankton so they eat these plastics that contain chemicals and toxins. With tummies full of plastic these creatures are deprived of nutrients that they would usually get from their natural food and eventually, some animals die because they have swallowed so much plastic. In

addition, it should be considered what the effect could be on humans as they eat fish and other creatures that have been contaminated by toxins from plastics.

What can we do to help?

Join the *Kids Against Plastic* campaign and see if you can help by following these three simple steps:

1. Reduce your use of plastic. That means try to use other materials instead of plastics. Try to refuse the 4 main plastic polluters: plastic cups, plastic straws, plastic bags and plastic bottles and use reusable items instead.
2. Pick up litter! Join the *Kids Against Plastic* goal to collect 100,000 pieces of single-use plastic
3. Can you become a 'Kid Against Plastic'? Find out as much as you can about the effects of plastic pollution and help to tell others and involve them in reducing the use of single-use plastic.

References

* House of Commons Environmental Audit Committee (2017) *Plastic bottles: Turning Back the Plastic Tide*

<https://publications.parliament.uk/pa/cm201719/cmselect/cmenvaud/339/339.pdf>

Science

Childhood	Adulthood	Old Age
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••

Sun Awareness Week

How can you look after your skin when you're in the sun? Do some research and create a top-tips leaflet!

When we are out in the sun, we can wear a few items to protect ourselves! Design your own sun-safe outfit.

Create some instructions that could help someone younger apply sun cream. You might want to include pictures to help you explain!

Using collage/art materials, can you create a piece of art based on the sun?

The sun can produce a lot of energy! Research solar power and the benefits of using it!

Design and create a hydrating, healthy cocktail! Write out the recipe and method. You could draw a picture or photograph your finished drink!

Imagine you worked for a solar power company, create a poster to persuade people to switch and use solar panels!

Can you draw a symmetrical sun? Remember each side needs to be exactly the same!

You have been asked to design a sun parasol to protect people from the sun. What materials would be suitable? Think about different properties and colours! Could you create a scientific fair test?