

St Andrew's Home Learning Menu

YEAR 5

START DATE: Monday 8th June

Dear Year 5 Parents and Children,

This term, the Maths and English will continue in the same format (with separate documents uploaded to detail the planning), but from this week we have a new learning menu. I will also add some extra activity ideas, such as maths games, and include information of websites providing daily lessons as these can be used in conjunction if you would find it helpful. This menu will include more topic-based project work and at the end of the project, we hope to be able to share our collective efforts through an online exhibition on TEAMS, so do upload your work if you can.

Project Work

Although things may feel rather different at the moment, we want to stay connected as a school. Therefore, as a common theme, each year group will focus some of their learning on a cultural centre in Bath, whilst considering these two questions:

'How can we learn outside when we are inside?' and 'What transformations have you noticed?'

In Year 5, we will be using **The Fashion Museum, Bath** as our cultural centre and focal point. To start this outside learning inside, please take a virtual tour of the museum, by following this link:

<https://www.fashionmuseum.co.uk/videos/visit/museum-tour-manager-rosemary-harden>

The 'transformations' part of the question will centre around the changes in fashion throughout history. Some starting points to consider: What is fashion? The dictionary definition is, **noun; a popular or the latest style of clothing, hair, decoration, or behaviour**, but what does fashion mean to you? Does fashion serve a purpose? Why do fashions change?

After watching the video, and considering these initial points, have a look at the full learning menu below, and see which of the projects work activities you might like to explore further. You may also think of your own projects based around this theme, please go ahead and follow your curiosities!

I look forward to hearing all about your project work and I would love to see some photos and videos of this posted on TEAMS!

Best wishes to you all,
Miss Sandey

English

Daily reading: Read to an adult and record this in your yellow reading diary. This could be a Reading for Pleasure book, or a book you have selected from these free e-book websites:

https://www.oxfordowl.co.uk/user/sign_up.html Oxford Owl Reading Scheme – free to sign up and access reading books of all levels

Here are some others you can try:

<https://www.storylineonline.net/>
<http://en.childrenslibrary.org/>
<https://openlibrary.org/>
<https://www.amazon.com/Best-Sellers-Kindle-Store-Childrens-eBooks/zgbs/digital-text/155009011>
https://www.barnesandnoble.com/b/free-ebooks/kids/_/N-ry0Ztu1
https://www.getepic.com/?utm_channel=search&gclid=EAlaIqobChMI47rzhpHR6QIVyrTtCh2yiwOrEAAYASAAEqK18_D_BwE
<https://freekidsbooks.org/>
<https://www.freebooksy.com/read/genre/childrens/>
<https://monkeypen.com/pages/free-childrens-books>
<http://mrsp.com/>

Spellings every day: Please continue to use the National Curriculum spelling lists provided on the school website. Pick 5 per day to practise. If you are a Precision Spelling learner, please continue with your High Frequency List. **Look in the SPaG materials folder in FILES** for some additional Spelling, Punctuation and Grammar resources.

Weekly Plans: Please refer to the uploaded documents for weekly Guided Reading – and find additional creative writing and SPaG tasks in the SPaG resources folder on TEAMS.

Online Learning for additional materials	English Tasks
 <p>https://www.thenational.academy/online-classroom/year-5#schedule</p> <p>On these websites there are lessons for Y5 spanning the curriculum and will support with a range of the activity ideas provided in the topic work, along with providing additional learning resources for core subjects.</p>  <p>https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons</p>	<p>Choose a poem, or write one that means something to you – it could be that it’s linked to our theme, but it doesn’t have to be. Learn it off by heart. We would love you to share a video of your reciting it, or a picture of your poem – maybe you could decorate it with artwork?</p> <p><u>Additional Ideas:</u></p> <ul style="list-style-type: none"> ➤ Make a leaflet about the different aspects of history studied through the project work ideas below ➤ Write an information text about something you have researched through your topic work: this could be about pattern/ an artist/ a piece of music and their composer/ singer etc. ➤ A presentation linked to a political movement where fashion played a role in creating power and identity for the followers of the sub-culture (example: Vivienne Westwood’s support of Punk Rock and Environmentalism). 

Maths

IMPORTANT!

Times tables every day: Please practise your time tables every day (especially if you know that you still need to learn them by heart!). Remember, you have your TT Rockstars log in to help you do this.

Weekly Plans: Your Power Maths Lessons will continue and please see the uploaded weekly documents for this in TEAMS >> FILES and the correct week's folder.

Online Lessons and Alternative Tasks



BBC Bitesize Daily Lessons

You may decide to use these websites to extend or revise learning you have already completed in Power Maths, or you may like to do some pre-learning of subjects we have not yet covered!

If you are struggling, you can revise knowledge from a previous year group by accessing the Year 4 pages, for example.

Maths Games

Games:

- 'Got It' game: <https://nrich.maths.org/1272>
- 'Factors and Multiples' game: <https://nrich.maths.org/factorsandmultiples>
- Matching FDPs game: <https://nrich.maths.org/1249>

Investigations and Puzzles:

- 'Consecutive Numbers' Investigation: <https://nrich.maths.org/consecutivenumbers>
- 'Two Primes Make One Square' Investigation: <https://nrich.maths.org/1150>
- Reach 100: <https://nrich.maths.org/1130>
- Can You Make Your Name?: <https://wild.maths.org/can-you-make-your-name>
- Who's Who?: <https://wild.maths.org/whos-who>

Project Work

We are asking ourselves the questions:

'How can we learn outside when we are inside?' and 'What transformations have you noticed?'

In Year 5, we will be using **The Fashion Museum, Bath** as our cultural centre and focal point. To start this outside learning inside, please take a virtual tour of the museum, by following this link:

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Remember, fashion isn't just about what people wear, it can span arts and culture, music, home and garden design! There are so many different paths you could follow for this project!

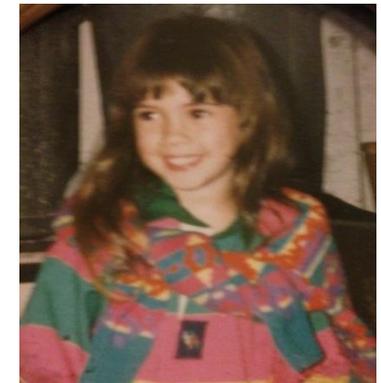
Fashion Through the Decades

Explore fashion from the 20th Century in this video: <https://www.fashionmuseum.co.uk/videos/exhibitions/history-fashion-100-objects> , A History of Fashion in 100 Objects.

- **Choose a decade and make 60s black and white, geometric or 70s zany and bright designs.** You could do this by making a collage, mood board, sketching...get creative! See designs by Mary Quant, Jean Muir and Yves Saint Laurent for inspiration.



60s geometric prints



This is me in the 90s wearing very snazzy jumpers – they were fashionable at the time!

Ancient Fashion!

Romans paid special attention to their clothing and wealthy Romans followed fashion trends of the time. The clothes were designed and marked in a manner that depicted the social status of the person wearing them.

- You could **research the clothes the Romans wore**, and why. What did the men wear? The women? Rich and poor Romans? What about the different fabrics and materials? What footwear did they use?

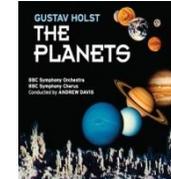
<https://www.romanbaths.co.uk/> Use the link to take you on a virtual tour of The Roman Baths

Fashion can be applied to music too and popular music changes all of the time. Classical music, such as the Planets Suite by Gustav Holst was inspired by the fact that planets in our solar system are named after Roman gods!

- **Listen to the Planets Suite by Gustav Holst.** How does each piece make you feel? Why? What do you imagine when you close your eyes? You could even create a piece of abstract art to go alongside your favourite piece.

Music: https://www.youtube.com/watch?v=3OD_HzdZwKk

This website will help you: <https://www.classicfm.com/composers/holst/pictures/holsts-planets-guide/jupiter-1/>



After the Romans were defeated in Britain, the Anglo Saxons divided England into several kingdoms.

Try this online lesson: <https://www.bbc.co.uk/bitesize/articles/zmyrcqt> which teaches us about the Anglo Saxons and make some notes of what you learn. **How did fashion and materials change from this point onward?**

- ❖ Try this **AMAZING** website by Google and The British Museum! You can explore the entire timeline of history in different geographical locations! <https://britishmuseum.withgoogle.com/> . Write short explanation of something you learned.

- You could **create a timeline** of your own, starting with the Romans and following through until the Victorian era (Romans, Saxons, Vikings, Normans, Tudors, Stuarts, Georgian, Victorian etc. this is not an exhaustive list!).
- You could **make your own maps** and show the changes that occurred under each new rule.

1. **Research an area of history including the key events of the historical period and the fashions of the time** (you could choose one or more – do them all if you want to!) Think about how you want to present this information: it could be a poster, leaflet, piece of art; you could even use a washing line to peg up your work in chronological order!

2. **Consider why the Industrial Revolution during the Victorian era changed fashion forever.** <https://www.bbc.co.uk/teach/class-clips-video/history-ks1--ks2-explain-this-industrialisation/zmmx6v4> This video considers how and why the Industrial Revolution happened in Britain, and what life was like before, during and after the process of industrialisation.



Investigating Pattern

We see patterns everywhere; in nature, maths and pattern plays an important role throughout different cultures, artwork and historical periods.

- **Explore historic patterns**, embroidery (this links well with the Georgian era) and modern designs by Mary Quant, Dior and Galliano.



- **Find out the history of some of the most common patterns**, such as this Houndstooth/ Dogstooth. E.g., Houndstooth originated in Scotland in the 1800s and was first referred to as Shepherd's Check or Dogtooth. This pattern was originally worn as an outer garment of woven wool cloth by shepherds.

Block printing was used in the mass production of printed cottons throughout the 18th Century. This soon gave way to machine roller printing, meaning more fabrics could be produced quickly, and this made them more affordable. Block printing is important in a number of cultures and used widely in places such as India – a traditional craft passed down through generations.



Examples of hand- printing blocks and pattern designs

- **Create your own block prints.** There are many ways you can do this – with cardboard or

polystyrene tiles, or even using a carved potato! Have a look at the instructions on these websites to learn more:

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-printmaking-different-materials/zhytscw>

<https://artclasscurator.com/making-art-with-kids-block-printing/>

<https://www.accessart.org.uk/curriculum-planning-printmaking/>

If you don't have any paints – you can **design your own repeating pattern in your workbook**, and if you have colouring pens or pencils, colour it in.

➤ There are many famous artists who use repeating patterns in their work. Escher is one of the most famous:

<https://mcescher.com/gallery/symmetry/> This website is a gallery of Escher work and shows the mathematical inspiration of symmetry and tessellation in his work.

[https://kids.kiddle.co/M. C. Escher](https://kids.kiddle.co/M._C._Escher) This website teaches you about Escher and some of his famous work

<https://nrich.maths.org/2578> This is a link to NRICH website and an Escher mathematic problem-solving challenge!

For more art inspiration through the ages, visit the Victoria Art Gallery in Bath, using their online tours: <https://www.victoriagal.org.uk/walkthrough>

Fashions in Music: Popular Culture

Read through the 'Musical Styles of the 20th Century' power-point presentation (in FILES). You could also do your own research into popular music and how it transformed throughout history.

❖ Can you make any links between the music and the fashion popular at the time? What about the political landscape of the time?

Miss Sandey's Playlist that you could listen to whilst you work:

❖ 60s:

The Beatles – Hey Jude

David Bowie – Space Oddity

Jimmi Hendrix – All Along the Watchtower

The Who – My Generation

❖ 70s:

Fleetwood Mac – Dreams

Kate Bush – Wuthering Heights

Peter Gabriel – Solsbury Hill (based on the hill here in Bath!)

❖ 80s:

T'Pau – China in Your Hand

The Buggles – Video Killed the Radio Star

Elton John – I'm Still Standing

Dolly Parton – 9 to 5

❖ 90s: The Cure – Friday I'm in Love / All Saints – Pure Shores/ The Verve – Bitter Sweet Symphony/ SPICE Girls – Stop/ Madonna – Vogue

Madonna's Vogue was iconic in the 90s, an empowering disco song that promoted themes of inclusion, especially amongst the LGBT+ community.

The song was inspired by a type of dance: *Vogueing*. More recently, Michelle Visage chose this dance as her routine in BBC's Strictly Come Dancing:

https://www.youtube.com/watch?v=q9_LFs1tqLA She was dressed in Georgian inspired clothing!

➤ **Can you learn a popular dance routine**, such as the *Vogue*? You might already know a dance or have a routine in mind – choose one you want to learn! If you can send a video to show us, please do!

Online Learning and Support

Here is a list of websites which span the curriculum:

English:

- **Phonics Play** - www.phonicsplay.co.uk
- **Oxford Owl** - www.oxfordowl.co.uk/for-home

Maths:

- **White Rose Maths** -
- **Times Tables Rock Stars** (Years 2, 3, 4, 5, 6): <https://play.trockstars.com/>
- **Topmarks** - www.topmarks.co.uk
- **Maths Shed** - www.mathshed.com

Science:

- **Mystery Science** - www.mysteryscience.com
- **Crash Course Kids** - https://www.youtube.com/results?search_query=crash+course+kids&safe=true

Computing:

- **Scratch** - www.scratch.mid.edu/explore/projects/games

Geography:

- **National Geographic Kids** - <https://www.natgeokids.com/uk/>
- **3D Geography** - <https://www.3dgeography.co.uk/geography-topic>

History:

- **Horrible History** - <https://www.bbc.co.uk/cbbc/shows/horrible-histories>
- **Virtual Museum Tours** - <https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>

Physical:

- **Go Noodle** - <https://www.gonoodle.com/>
- **BBC Super Movers** - <https://www.bbc.co.uk/teach/super movers>
- **Cosmic Yoga** - <https://www.cosmickids.com/>
- **Body Coach** - <https://www.youtube.com/playlist?list=PLyCLOPd4VxBuxu3sLztrvWFehzv-LnR2c&safe=true>

General:

- **BBC Bitesize** (all year groups) - <https://www.bbc.co.uk/bitesize/primary>
 - Years 1 and 2 - <https://www.bbc.co.uk/bitesize/levels/z3g4d2p>
 - Years 3, 4, 5, 6 - <https://www.bbc.co.uk/bitesize/levels/zbr9wmn>
- **Twinkl** - <https://www.twinkl.co.uk/resources/parents>
- **The Imagination Tree** - <https://theimaginationtree.com/>
- **Scholastic** - <https://classroommagazines.scholastic.com/support/learnathome.html?caching>

