

**Year 5 – week beginning 4th May**

<p><b>Reading</b></p>	<ul style="list-style-type: none"> <li>• Read for at least twenty minutes each day. – I've finished Harry Potter and the Goblet of Fire this week and I'm trying to decide whether to go straight into The Order of the Phoenix, or take a Harry Potter break and read something else. KEEP READING!</li> <li>• Complete an activity from the new Reading Rainbow.</li> </ul>																																																																																																									
<p><b>Spelling</b></p>	<div style="background-color: #c00040; color: white; text-align: center; padding: 10px; margin-bottom: 10px;"> <h2 style="margin: 0;">Year 5 and 6 Statutory Spellings</h2> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td>accommodate</td> <td>category</td> <td>determined</td> <td>forty</td> <td>marvellous</td> <td>programme</td> <td>soldier</td> </tr> <tr> <td>accompany</td> <td>cemetery</td> <td>develop</td> <td>frequently</td> <td>mischievous</td> <td>pronunciation</td> <td>stomach</td> </tr> <tr> <td>according</td> <td>committee</td> <td>dictionary</td> <td>government</td> <td>muscle</td> <td>queue</td> <td>sufficient</td> </tr> <tr> <td>achieve</td> <td>communicate</td> <td>disastrous</td> <td>guarantee</td> <td>necessary</td> <td>recognise</td> <td>suggest</td> </tr> <tr> <td>aggressive</td> <td>community</td> <td>embarrass</td> <td>harass</td> <td>neighbour</td> <td>recommend</td> <td>symbol</td> </tr> <tr> <td>amateur</td> <td>competition</td> <td>environment</td> <td>hindrance</td> <td>nuisance</td> <td>relevant</td> <td>system</td> </tr> <tr> <td>ancient</td> <td>conscience</td> <td>equipment</td> <td>identity</td> <td>occupy</td> <td>restaurant</td> <td>temperature</td> </tr> <tr> <td>apparent</td> <td>conscious</td> <td>equipped</td> <td>immediate</td> <td>occur</td> <td>rhyme</td> <td>thorough</td> </tr> <tr> <td>appreciate</td> <td>controversy</td> <td>especially</td> <td>immediately</td> <td>opportunity</td> <td>rhythm</td> <td>twelfth</td> </tr> <tr> <td>attached</td> <td>convenience</td> <td>exaggerate</td> <td>individual</td> <td>parliament</td> <td>sacrifice</td> <td>variety</td> </tr> <tr> <td>available</td> <td>correspond</td> <td>excellent</td> <td>interfere</td> <td>persuade</td> <td>secretary</td> <td>vegetable</td> </tr> <tr> <td>average</td> <td>criticise</td> <td>existence</td> <td>interrupt</td> <td>physical</td> <td>shoulder</td> <td>vehicle</td> </tr> <tr> <td>awkward</td> <td>curiosity</td> <td>explanation</td> <td>language</td> <td>prejudice</td> <td>signature</td> <td>yacht</td> </tr> <tr> <td>bargain</td> <td>definite</td> <td>familiar</td> <td>leisure</td> <td>privilege</td> <td>sincere</td> <td></td> </tr> <tr> <td>bruise</td> <td>desperate</td> <td>foreign</td> <td>lightning</td> <td>profession</td> <td>sincerely</td> <td></td> </tr> </table>	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	
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<p><b>Writing</b></p>	<ul style="list-style-type: none"> <li>This week, I want you to think back to our guided reading book, 'The Land of Neverbelieve'. Using that as your inspiration, I'd like you to start by drawing a beautiful map of an imagined island. Your map should have lots of interesting places on it- rivers, caves, swamps, forests, mountains, lakes, castles etc. You can make your island as realistic or as fantastical as you like. It can be the home to mythical creatures, wizards, undiscovered tribes, anything!</li> <li>Each day, I'd like you to choose one of the places on your map and write two really descriptive paragraphs; one about the place itself and one about a creature that lives there. Here's an example taken from the book itself:  <b>The Spooky Dark Mountains:</b> <i>Being near the mountains causes such deep feelings of trepidation you will never believe it. This horribly horrible area is full of never-ending nastiness. The light seems to drain from the sky as you advance upon the foreboding mountains.</i>  <b>The luckless Horseshoe Bat:</b> <i>Named for its horseshoe-shaped wings, it is thought to be responsible for the misfortune that pervades the area. It lives in the hollow dark mountains where it squabbles with the Bat-Faced Ravens over roosting places. It uses echo-location to avoid The Tree of Horrible Hands, which grows on the lower slopes of the mountains and the outer fringes of the forest.</i></li> <li>By the end of the week, you should have a beautiful map with some really descriptive writing to go with it. Please send us some pictures of your finished work, I think that they'll be great!</li> </ul> <p>Have fun writing it- Let your imagination run free.</p>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>It is great to see so many people have been on Times Table Rockstars. I was thrilled when I logged in and saw how many people had been playing on it this week. Keep it up!</li> </ul> <p>This week, instead of MyMaths we have set a couple of different activities. First, there are links to some maths resources that we use in school. The sheets have 3 difficulty levels- Red is easier, blue, and gold is the hardest. Choose the sheets that are appropriate for you and remember, you can change sheet to raise or lower the difficulty. The second task is a mental maths quiz, covering a range of different maths areas.</p> <p>Note to parents: If children are struggling with maths, it is important to let them try to get themselves 'unstuck'. If we want our children to be resilient learners then they need to be ok with the fact that they might not know the answer straight away. Try to use the quiz as a learning opportunity. If your child can't answer a question, could they use the internet as a resource to help them work it out?</p> <p>A couple of weeks ago I set a decimal puzzle. There is a link to the answers on our Y5 learning page. Well done to anyone who spotted that you needed to use a negative number for Q3!</p>

<b>Curriculum Task</b>	<ul style="list-style-type: none"><li>• I've really enjoyed seeing pictures of some of the Shang Dynasty leaflets that have been sent in. Thank you.</li><li>• This week's task is a science activity. In science this half term, we are meant to learn about forces. I would like you to visit the BBC bitesize website <a href="https://www.bbc.co.uk/bitesize/topics/znmmn39">https://www.bbc.co.uk/bitesize/topics/znmmn39</a> and use what you find out to create a poster that explains what gravity, friction, air resistance and water resistance are. Give example of how the forces affect us and add some pictures with annotations. I can't wait to see them.</li></ul>
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From Mr Ewins and Mrs Smallwood.