

The best way to access your home learning is to log on to Google Classroom with your login that was sent to your parents via Ping


Also please make use of Islington Council's home learning page, there are lots of resources to help with your learning there -

<https://www.islingtoncs.org/home-learning>

There is also collective worship sessions for **Monday and Wednesday** uploaded to our home learning page by Mrs Bearfoot for you to complete. The Christian value this week is **friendship**.

<p>Monday</p> <p>Exercise 9-9:30 Joe Wicks YouTube</p> <p>9:30 - 10 Collective Worship</p>	<p>Maths: This week in maths we are going to be working through '<u>Summer Term - Week 12 (w/c 13th July)</u>' of white rose maths home learning. Please complete lesson one by following the link and watching the video. Then complete the worksheet.</p> <p>https://whiterosemaths.com/homelearning/year-5/</p>	<p>English: This week we are looking at 'Unspoken' by Henry Cole.</p> <p>Scroll down to Page 4 for today's task.</p>	<p><u>Music: Cello and Violin</u></p> <p>Musical Monday- Year 5 Instruments with Tutors.</p> <p>Complete your weekly Cello/Violin lesson with your music tutors. They have posted your lesson on our home learning page which you can find here - http://www.st-marks.islington.sch.uk/home-learning/class/year-5/</p>	<p><u>History: Slavery and the Underground Railroad</u></p> <p>https://www.youtube.com/watch?v=3NXC4Q_4JVg</p> <p>https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr</p> <p>https://www.historyforkids.net/underground-railroad.html#:~:text=Introduction%3A%20Underground%20Railroad%20is%20a,freed%20slaves%20and%20fugitive%20slaves.</p> <p>The Underground Railroad was a long, tiring, frightening journey. Today we are going to learn about what it was using the links above. Now you are going to make a story map of it and add in details along the way.</p>
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<p>Tuesday</p> <p>Exercise 9-9:30 Joe Wicks YouTube</p>	<p>Maths: Complete '<u>Summer Term - Week 12 (w/c 13th July)</u>' lesson 2.</p> <p>https://whiterosemaths.com/homelearning/year-5/</p>	<p>English:</p> <p>We are looking at 'Unspoken' by Henry Cole.</p> <p>Now scroll down and complete Tuesday's Lesson.</p>	<p>RE:</p> <p>Today we are going to think about everything we have learned about all of the faiths in Islington. We are going to answer this question:</p> <p>How has life in Islington been enriched by the diversity of the faiths and beliefs that make up the borough?</p>	<p>PSHE: Relationships - Friends</p> <p>Watch this - https://www.youtube.com/watch?v=d9HH3pTmHz8&feature=youtu.be</p> <p>You are going to interview an adult in your house with the following questions.</p> <p>Now think about a best or close friend you have. Write them a letter or email telling them about your week or just to say hello or just telling them why you appreciate them. Then post or send it.</p>
<p>Wednesday</p> <p>Exercise 9-9:30 Joe Wicks YouTube</p> <p>9:30 - 10 Collective Worship</p>	<p>Maths: Complete '<u>Summer Term - Week 12 (w/c 13th July)</u>' lesson 3.</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>The worksheet is attached on the timetable page.</p>	<p>English:</p> <p>We are looking at 'Unspoken' by Henry Cole.</p> <p>Scroll down and complete Wednesday's Lesson.</p>	<p>1:30 - PE with Lance on our school website</p> <hr/> <p>Science: <u>Spectacular space - How do rockets launch?</u></p> <p>Complete this BBC bitesize lesson on how rockets launch into space.</p> <p>https://www.bbc.co.uk/bitesize/articles/zmw3hcv</p>	

<p>Thursday</p> <p>Exercise 9-9:30 Joe Wicks YouTube</p>	<p>Maths: Complete '<u>Summer Term - Week 12 (w/c 13th July)</u>' lesson 4.</p> <p>https://whiterosemaths.com/homelearning/year-5/</p> <p>The worksheet is attached on the timetable page.</p>	<p>English:</p> <p>We are looking at 'Unspoken' by Henry Cole.</p> <p>Scroll down to Page 4 for today's task.</p>	<p>Spanish: Use this website to work through some lessons. You can do these as frequently as you would like. Complete one lesson now.</p> <p>https://www.duolingo.com/</p>	<p>Geography: Climate Change</p> <p>Look at the slideshow – discuss with an adult.</p> <p>Task 1: Find out how climate change could affect you and your children in the future.</p> <p>Upcycling extension! Complete one of the upcycling tasks.</p>
<p>Friday</p> <p>Exercise 9-9:30 Joe Wicks YouTube</p>	<p>Maths: Complete '<u>Summer Term - Week 12 (w/c 13th July)</u>' lesson 5: Friday challenge!</p> <p>https://whiterosemaths.com/homelearning/year-5/</p>	<p>English:</p> <p>We are looking at 'Unspoken' by Henry Cole.</p> <p>Scroll down to Page 4 for today's task.</p>	<p>Art: You Don't Know What You've Got Til It's Gone</p> <p>Make a piece of art called 'You Don't Know What You've Got Til It's Gone.' This should be about something that will soon be gone if climate change continues. Here is an example:</p>  <p>Spellings - Practice spellings, work through the Year 5 and 6 spelling rules as we have done in class. https://spellingframe.co.uk</p>	

English Lessons

Monday: WALT - write a letter of advice using modal verbs

Look at the next page of the book where the girl is running out of the shed.

What has happened? How do you know? How is the girl feeling?

Look at the picture of the girl up against the wall with her basket of food dropped on the floor.

What do you notice?

What do you think the girl is feeling?

You are going to use modal verbs to explain what you think the character should/could do.

What should the girl do? Tell her parents or keep it a secret?

You need to write sentences to explain what you think the girl should do.

You should consider...

It could be a good idea to... They might...

Could you...

You must...

It may be good if you...

Once you have written down some ideas, you are going to write a letter of advice about what to do if you see a slave escaping to freedom from an abolitionist.

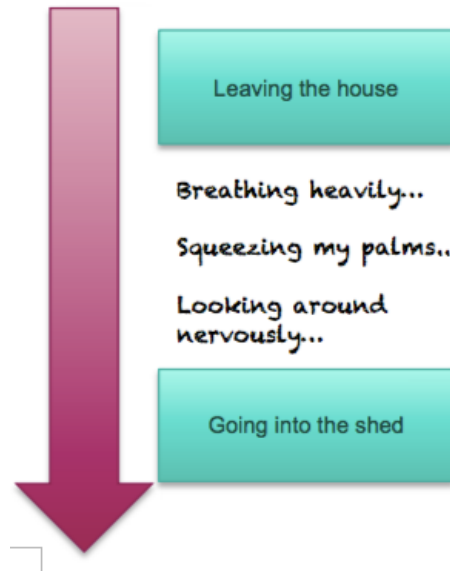
Tuesday: WALT - retell a story and build up description using verbs to open sentences to create subordinate clauses

Lets look at the page with everybody sitting at the table. What/who are the people praying for? Why is the girl looking the other way?

Look at the next page in the book (the girl walking out into the night). What is she doing? Where is she going?

Look at the next picture (The girl inside the shed by the corn) What is the girl doing? How do you know?

Today you are going to be retelling the story in words - writing from leaving her house, out into the night and then into the shed with the food. Think about fronted adverbials and verbs to start your sentences. Look at my examples below.



Wednesday: WALT - make inferences based on the text and what they know from history

Look at the picture of the girl and her grandmother and answer the following questions. Use your inference skills to answer these questions using sentence openers such as, If, Surely, Shall.

What is the picture showing you?

Why is the girl stood in the doorway?

What do you think the characters are thinking?

What do you think the girl wants to do?

Thursday: WALT - identify the features of a biography and use them to start organising their own

Let's read the rest of the book - what do you think has happened? What do you think the moral of the story is? Is the girl a hero or should we all be like her?

People who helped on the underground railroad were called conductors. Why do you think the term 'conductor' was used? Have you ever met a conductor? What was their job?

Watch this - <https://www.bbc.co.uk/teach/class-clips-video/true-stories-harriet-tubman/zbh8mfr>

Look at the picture of Harriet Tubman, do you know who she was? Look at the bullet points on Harriet Tubman. You are going to organise them into a suitable order and use them to plan to up a biography. Organise them into order and use subheadings to order the information. What other information do you want to find out to add? Do some research and add some in.

Friday: WALT - Write a biography for Harriet Tubman using a plan

How can we tell a story and relay the facts at the same time? We need to identify where the cohesion would be using conjunctions and subordinating clauses to add additional pieces of information.

For example;

Harriet Tubman (born Araminta Ross) was born into slavery in 1819 in Dorchester County, Maryland. Despite enduring harsh beatings, which eventually led to an injury to the head, she became the most famous conductor of the Underground Railroad. It was her determination that...

