



Bishop Wood C of E Junior School

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Mr G Stanley, Headteacher

8th May 2020

Dear Parents,

We hope you continue to stay fit and healthy. We continue to miss the children but very much enjoy seeing what they have been doing via the class email accounts. The email addresses are there to support you not to add extra pressure so if it's a bit much to upload examples of work do not worry about it but rest assured, we are thinking of you all.

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We continue to be mindful that each family's domestic situation will be very different during the current crisis. So, if your personal circumstances make it difficult to complete most or all of the tasks set, please do not worry. Just try and get some of them done.

Once again, many thanks for your ongoing support.

Yours sincerely

Mrs Clark, Mrs Day and Mrs Reeve



This week we have set the following activities / tasks for you:

- Reading – 30 minutes of reading per day
- English – 2 creative writing lessons and 2 grammar lessons on noun phrases and adverbials
- Spelling – 10 minutes a day practise
- Maths – 4 lessons on Geometry (shape) Translation and reflection and 1 on arithmetic
- History – Corona diary and VE Day
- Science – Density investigation
- RE - Design an airport multi-faith and belief room
- Geography – The World
- Art – Texture Treasure Hunt

Reading

Read your book for 30 minutes per day. If you can, get someone to ask you questions about what you have read.

English

Day 1 - LO: To use similes in descriptive writing

- Read 'The Wave' story starter
- Question time – answer the questions, this can be done verbally as the point is to get you thinking about the story so far and how it might continue
- Sentence challenge: a simile is a figure of speech comparing one thing with another using 'as or like' to make the description more vivid e.g The house is as clean as a whistle. Can you find examples of similes in the story starter?
- Write a paragraph describing the wave using one or two similes
- Sick sentences – you have been given three 'sick' sentences. Rewrite them so they get better
- Using everything you have thought about and practised, continue the story – make sure you include your similes
- Edit your story for capital letters, full stops, commas, question marks, inverted commas (speech marks), grammar and spelling. Are there words you could improve? Did you include any relative clauses? Could you add one?
- Perfect picture – using your imagination can you draw what might be underneath or behind the wave?
- This work can be done in your Home Learning book, another book of your choice or a word document

Day 2 – LO: To identify and use expanded noun phrases

Use the link to BBC Bitesize. The lesson includes:

- one video to help you understand what expanded noun phrases are
- one video to show you how writers use expanded noun phrases
- three activities

<https://www.bbc.co.uk/bitesize/articles/z4d6t39>

Day 3 – LO: To identify and use adverbial clauses and phrases

An adverbial is a phrase or clause that has been used like an adverb to add further information about the **action** in a sentence. Adverbials are used to explain how (manner), when (time) or where (place) something happens e.g

Like a speeding bullet, Superman flew through the sky. (**HOW / MANNER**)

Early one morning, Rohan went for a run in the park. (WHEN / TIME)

In class, Rohan worked very hard. (WHERE / PLACE)

- You will need the sheet 'Adverbial Sort'
- Cut out the adverbial phrases and glue them into the correct column. If you prefer, you could write them into the correct column

A **fronted adverbial** is a word, phrase or clause that is placed at the **start of a sentence**. They are used to explain how (manner), when (time) or where (place) something happens. A fronted adverbial is separated from the main clause with a comma. For example:

Early one morning, Rohan went for a run in the park.

- You will need the sheet 'When Did It Happen?'
- Add a fronted adverbial of time to each of the sentences - either use the suggested ones or make up your own
- Remember to add a comma after the fronted adverbial
- Repeat with sheets 'How Did It Happen?' and 'Where Did It Happen?'
- How many adverbials can you write in two minutes?

Day 4 – LO: To use emotions in descriptive writing

- Read 'The Woodcarver' story starter
- Question time – answer the questions, this can be done verbally as the point is to get you thinking about the story so far and how it might continue
- Sentence challenge – make a list of the emotions Gepetto might be feeling. You have been given examples of how to start a sentence using one of those emotions and including some good adjectives. Write your own examples to include in the story
- Sick sentences – you have been given four 'sick' sentences. Rewrite them so they get better
- Using everything you have thought about and practised, continue the story – make sure you include your sentences that start with an emotion
- Underline any noun phrases you use
- Use at least one fronted adverbial
- Edit your story for capital letters, full stops, commas, question marks, inverted commas (speech marks), grammar and spelling. Are there words you could improve?
- Perfect picture – the puppet is about to realise it can move without being controlled by a human hand. Can you draw what it will do next?
- This work can be done in your Home Learning book, another book of your choice or a word document

Spelling

This week we are going to share the spelling rule and challenge you to find your own words to fit the spelling pattern!

Spelling rule: Words containing the letter string 'ough' e.g. enough. Find 10 more!

Maths

This week we are working on moving onto geometry. Click on the link below. It will ask you to log in and then take you to the lesson. Go through the lesson first – don't forget to click on the "next" button at the bottom on the right, before you click on the next page. Enjoy!

Day one: LO: Identifying the position of an object or shape following a translation or reflection

Warm up video: <https://www.bbc.co.uk/bitesize/topics/z2dqrwx/articles/zcjs97h>

Home learning lesson: <https://app.mymaths.co.uk/1744-lesson/translating-and-reflecting>

Day Two: Identifying the position of an object or shape following a translation or reflection

<https://app.mymaths.co.uk/1744-homework/translating-and-reflecting>

Day three: Understanding reflective symmetry and recognising symmetrical shapes

<https://app.mymaths.co.uk/310-lesson/lines-of-symmetry>

Day four: Understanding reflective symmetry and recognising symmetrical shapes

<https://app.mymaths.co.uk/310-homework/lines-of-symmetry>

Ext: Draw the shape challenge

Day 5: Arithmetic focus

Using the Y5 Arithmetic pdf, print 'Arithmetic Practice Sheet 3' and the last sheet which has the answers. Use the Y4 or Y3 pdfs as easier options. These documents are on the school website in Week 2.

History (this is a daily task)

Continue to keep your daily diary. You are living through a remarkable time in history. Make sure you add a little every day. You could watch Newsround to help.

History

LO: To reflect on the past

Use the link below to Dan Snow's VE Day Challenge. We are too late to meet the deadline to submit the work to Dan but the ideas and links are fantastic so definitely worth doing.

The Challenge:

Think about how you would tell the story of VE Day today. There are lots of ways you could bring the story of VE Day to life. You could:

- Write a short news report in the style of today or 75 years ago
- Make a short video that tells the story of VE Day, either in the style of 75 years ago or how you would tell it today
- Design a newspaper front page or article
- Write or perform a poem, song, drawing or other work of art
- Share the story of someone in your family or area who was involved in the War
- Write or perform a short play about VE Day and what it would have been like 75 years ago

<https://ve-vjday75.gov.uk/dan-snows-ve-day-challenge/>

RE

LO: To consider different faiths and beliefs

Use the link below to a project to design an airport multi-faith and belief room. **This will be done over a number of weeks.**

- Read pages 1-3

- Read page 4 – it gives an overview of the project – you don't need to click on links at the moment
- Read the information on pages 5-10

Activity

- Research the 'Special Symbols' that are important to people with a variety of beliefs (click on a symbols)
- Create a logo or piece of artwork that could be used in the room, on the door or in the airport magazine to advertise the Multi-Faith and Belief Room
- Create your own special symbols memory game (see page 11-19)

<https://simplycollectiveworship.co.uk/wp-content/uploads/2020/04/RE-Project-Learning-Resource-Multi-Faith-And-Belief-Room.pdf>

Geography

LO: To learn about continents and oceans and how to map them using a globe and a map

Use the link to BBC Bitesize. The lesson includes:

- one video introducing the world and its seven continents
- one video demonstrating how to map the world using a globe and an atlas
- three activities
- You will need the 'Continents of the World' map for activity 2

<https://www.bbc.co.uk/bitesize/articles/zk3nscw>

Science

LO: To observe over time

See 'Fun with Density' sheet. Draw a picture or take photos of your results.

Art

LO: To create a frottage patchwork from rubbings of textured objects

Use the link below to Oak National Academy.

<https://www.thenational.academy/year-5/foundation/texture-treasure-hunt-year-5-wk1-5>