





St Edmund's Suggested Weekly Plan Date w/c 6th July Year: Y5

Welcome to Week 13. We would like to make you aware that for the remainder of the term, **Fridays will be a revision/catch up/quiz day**. As previously, you can email us with examples of work or for any support needed on: year5@st-edmunds.richmond.sch.uk

Below is the suggested home learning schedule for this week. For the maths activities this week, we are using the White Rose maths resources. Each lesson contains a video to explain the task, an activity for the children and the corresponding answers. The link to access the maths is as follows <https://whiterosemaths.com/homelearning/year-5/>. **Please ignore the 'week dates' as we are working to a different schedule than the website. We will be celebrating International Week this week and the activities are based upon the islands of Polynesia.**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>English – Film Unit and Study of Polynesia</p>  <p>Today's task: The Year 5 children have shown a keen interest in myths from around the world this year and we hope that you enjoy this unit based upon the film of Moana. Familiarise yourself with Moana the movie. If you are unable to access the film, please research the story and the characters online. As you watch the film, think about the surroundings of imaginary island of Te-Fiti. What would you hear? See? Touch? Taste? Smell? Try to be as descriptive as you can and use the 'Five Senses' grid and pictures to help you record your ideas. Extension: We have included some examples of other Polynesian myths in this week's home learning resources page to inspire your writing this week! Take a look at some of them</p>	<p>English – English – Film Unit and Study of Polynesia</p>  <p>Today's tasks: Task 1: Watch the opening of Moana if you can again. It is based on a Polynesian myth of Maui. Maui is a very popular character in Polynesian myth and occurs frequently in their stories. Myths often have similar features:</p> <ul style="list-style-type: none"> • Hero, monster, weapon, quest and a special power. <p>Re-read or remember the myth from Moana. Can you identify these features in this myth? Label them on the text (Tuesday English Lesson- 5 features of a myth). Extension: What were mythical stories used for? Task 2: Have a look at the islands of Polynesia on Google Earth. You will see it is made up of many beautiful islands, including Tahiti and Bora Bora. Tomorrow, you will be writing a myth to explain how one of these islands came into existence- so getting thinking today! Extension: Create your own myth to explain a natural phenomenon such as</p>	<p>English – English – Film Unit and Study of Polynesia</p>  <p>Today's task: Following on from yesterday's tasks, you now need to plan and start writing your Polynesian myth. Think back to the main features of the myths, how are you going to include each of the features on your quest? We have included a story mountain template that you may want to use to help you plan your myth into the following 5 sections:</p> <ul style="list-style-type: none"> • Opening • Build-up • Problem • Resolution • Ending <p>Try to be as creative as you can with how your island was formed. You may want to include Maui as one of your characters. Remember that Maui was a demi-god, which means he was part human and part god, you may want to include this as part of your myth. Try to start your myth today. How is it going to start? Will it start dramatically? Will it start peacefully?</p>	<p>English – English – Film Unit and Study of Polynesia</p>  <p>Today's Task: After starting your myth yesterday, it is now time to complete your story. Remember that your myth needs to explain how either the islands of Bora Bora and Tahiti were created or to explain your choice of natural phenomena. One of the main ways that myths were passed down through each generation was to tell the stories to family and friends. Therefore, try to ring/zoom/ WhatsApp one of your class members and read them your Polynesian myth. We would also like you to share your myths with us and look forward to seeing how creative you have been in your story telling!</p>	<p>Revision/Catch Up/Quiz Day Play our Year 5 Quiz – featuring Miss Meldon and Miss Mone</p>

	thunder, lightning, the oceans or something of your own choice.			
<p>Challenge: There are 38 on the bus. At Stop A, half of the people get off and 5 get onto the bus. At Stop B, a third of the people get off and 3 get onto the bus. How many people are now on the bus?</p> <p>Maths Maths – (Please ignore dates) Summer Term White Rose – Lesson Reference: Week 13 (w/c 22nd June) Lesson 1 – Subtracting decimals with the same number of decimal places</p>	<p>Challenge: Today's number is 97. Complete the calculations below, start with 35 each time:</p> <ul style="list-style-type: none"> -Add 34 -Double it -Multiply it by 10, 100 and 1000 -Halve it -Subtract 16 -Multiply it by 6 -Square it -Find its factors -Find $\frac{1}{4}$ of it <p>Maths Maths – (Please ignore dates) Summer Term White Rose – Lesson Reference: Week 13 (w/c 22nd June) Lesson 2 – Subtracting decimals with a different number of decimal places.</p>	<p>Challenge: The total perimeter of a regular octagon is 96cm. What is the length of one side?</p> <p>Maths Maths – (Please ignore dates) Summer Term White Rose – Lesson Reference: Week 13 (w/c 22nd June) Lesson 3 – Multiply decimals by 10, 100 and 1000</p>	<p>Challenge: A train is due to arrive at the station at 16.45. It is running 37 minutes late. What time is the train expected to arrive?</p> <p>Maths Maths – (Please ignore dates) Summer Term White Rose – Lesson Reference: Week 13 (w/c 22nd June) Lesson 4 – Divide decimals by 10, 100 and 1000</p>	

PE: One hour of dedicated movement time

Project for the Week – Growth Mindset – Week 5: Self-Reflection and Goals

We hope you enjoyed the growth mindset work from last week. This week we will continue to work through the programme and the focus will be on '**Self-Reflection and Goals**'. It is important to remember that **everyone** should self-reflect in our daily lives and set goals that they would like to achieve.

Last week, we spent some time looking at a variety of strategies to help us understand that worry is a natural part of life but that we can use certain strategies to create a more positive environment for ourselves to thrive and grow in our lives. This week, we will build on this learning to look at a range of approaches to help us self-reflect on the numerous positive aspects of our lives (family, friends, learning, hobbies, nature etc...). We also feel that it is important for us to set ourselves achievable goals in our lives, as this will help us grow as people, and help to improve our resilience and self-esteem.

Task 1: Complete the '**All about me**' fact file activity in which you reflect on who you are and answer the 12 questions in each box. This worksheet will help you to focus upon the great many things you enjoy about your life and what you like to do.

Task 2: Complete the '**I am someone who...**' worksheet. This is a great self-reflection exercise which can help you to recognise that you have wonderful strengths that have been given to you by God and you should celebrate how wonderful and special you are. It will also give you the opportunity to identify the areas that you would like to grow and improve in your life.

Task 3: Complete the **Step by Step Mountain** worksheet. Sometimes it feels like the problems we face in our lives or the goals we set ourselves are so difficult to face or achieve that we become very anxious about whether we have made the correct decision in a specific situation. This activity will help you to identify a possible difficulty or worry in your life and set a series of small, achievable steps to complete your goal! Remember to include using relaxing techniques you have already learnt this term, a peaceful song/piece of music that calms you down or an activity that helps you think clearly before tackling your worry.

Task 4: Complete the 'My Goal Ladder' worksheet. We all have aims and goals we want to achieve in life but sometimes we may feel that they are impossible to achieve. Is there something you really want to do in the next year? Learn to play the piano or guitar? Learn a new skill? Improve your drawing? This great goal ladder activity will help you plan for your goal by breaking it down into 5 steps- go for it!

Task 5: Complete the 'Facing New Challenges-origami' worksheet. Sometimes trying something new is a great way to learn something. Remember it is fine to make a mistake and it's okay not to get something correct the first time, you learn so much more sometimes from our mistakes in life. This task helps you to learn a new skill you may not have learnt before and is related to our topic of Polynesia-enjoy making your origami creations!

Task 6: At the end of the week, complete the **3,2,1 exercise**.

Geography/Science

As we are looking at the wonderful islands of Polynesia, try to complete some research if you can about the wildlife that lives in Polynesia. What types of biomes exist in Polynesia? What types of native species live on or in the oceans around the Polynesian Islands? This research will hopefully help you later on in the week when you write your Polynesian myth, as you can include some of the species to make it more authentic. This research may also inspire your artwork this week.



Polynesian Art

Polynesia has a truly rich culture that is well known around the world and still inspires people today. One of the key parts of their culture is their artwork. You may have noticed when watching Moana that they use a series of patterns and symbols that are sacred to them such as the Koru, Tiki and Mati designs. They also include animals, plants and creatures that are native to their islands and important to them as a people.

Activity 1: Polynesian Art makes use of Kowhaiwhai patterns which used to decorate tribal houses, and represent a family of people (**See Kowhaiwhai Patterns Explained' resource**). Each of the patterns and symbols represent important parts of their culture and heritage. The important colours they use are black, red and white (the symbol of the piece is always left as white). Use **Maori Art Resource 1** to either copy one of the existing designs or fill in the remaining strips to create your own pattern. We have included some examples on the Home Learning page to help you.

Activity 2: Polynesian Art also often features animals. These are depicted using patterns, rather than a realistic interpretation (**See Maori Art Resource 2**). Use **Maori Art Resource 3** to create your own design the animals or draw your own Polynesian animals to create your patterns.

Activity 3: Now it is time to combine both your animal and your pattern to create a finished piece of artwork! Have a look at **Maori Art Resource 4** for inspiration-it is taken from Moana. You can use any materials you have at home- pencils, felt tip pens, paint etc... to create your design! Good luck- we look forward to seeing the finished artwork!

Letter Writing Task

Richmond Borough have asked the children of St Edmund's to help them with a new project entitled #LoveThroughTheLetterbox

Children are encouraged to write letters for care home residents in the borough, who are amongst the most affected by the current COVID-19 crisis and who might be feeling particularly lonely right now. Lots of innovative ways have emerged to help keep people connected. However, this often involves technology, which is not always easily accessible to older generations and also leads to increased 'screen-time' for children.

#LoveThroughTheLetterbox is an opportunity to bring back letter writing as an activity for children and help the older generation feel connected and less isolated. The letter doesn't necessarily have to include words, artwork and drawings are also welcomed.

How to get involved:

If you are happy to support this initiative, please write a letter (or create a piece of art) that you (and your adults) are happy for us to send off as part of the project.

Letters should include your first name, year group and name of the school in case the recipient wishes to write back. The letter can include anything you feel would help the recipient to feel less lonely. You may wish to tell them what has helped you to cope during this time. You could even include some of the strategies you have developed from the growth mindset work. You may type or hand write the letter. You can email or post it to us and we will do the rest.