

Dear Year 5,

I can't believe that I have been at King Athelstan for almost a whole term! The time has gone so quickly! It has been lovely to meet some of you and your families over this time and I can't wait to see everybody back together again in September.

I have had the pleasure of reading some of your reports over the last few weeks and have been really pleased with your progress and achievements. I have also been helping the teachers plan a lively and enjoyable curriculum for your return in September and I can't wait to hear all about the amazing learning you have been doing at home. Remember you can still enrol in the Summer Reading challenge at:

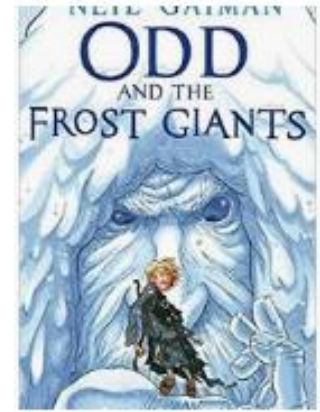
<https://summerreadingchallenge.org.uk/>.

I have been reading a really gripping book called 'Odd and the Frost Giants'. It is about a Viking boy called Odd, who goes on an adventure in the wild and finds three talking animals that are actually gods: Odin, Loki and Thor. This is a wonderfully wintry, magical, mythical story and is a fantastic read for fans of the Norse myths. I wonder what you are reading at the moment?

On Friday and next Tuesday we will be saying goodbye to our children in Year 6 - 'Our Class of 2020'. A new adventure lies just around the corner as you start your new secondary schools. We will miss every single one of you! Hold on to your butterfly dreams and thank you for making me feel so welcome this term.

Have a great week everyone and look after each other.

From Mrs Mastrocola



Dear Warhol,

I hope you are all well. It is really great to see you on Zoom and catch up on the phone more regularly now! I can't believe we're almost at the end of the year! Well done for keeping up your home learning. I have had lots of it sent in recently, which is lovely to see.

Lots of the staff are in most days now, and more and more children. I do wish I could have you all back though! Ms Sa and Ms Rowles both want me to say hello from them and to let you know they miss you a lot as well!

When we have our final Zoom it would be nice to talk about the year, the things we have enjoyed and our favourite memories. Try to think of some things you remember that you would like to share. It could be a trip, something in class, an event in the playground, a theme day or just something funny.

This week I have baked some chocolate chip cookies, although they ended up being absolutely massive! I wasn't complaining though! Have you baked anything recently?



Answer to last challenge: The English word with three consecutive double letters: bookkeeper

This week's challenge: Can you name three consecutive days without using the words Monday, Tuesday, Wednesday, Thursday, Friday, Saturday or Sunday?

I am missing you all so much! Keep safe. From Miss Disher xxxx



Welcome



Hey Dali,

It was so lovely to speak to you all last week on the phone and face-to-face in our quiz. I had a lot of fun doing it and catching up with you all.

This week I have seen a few more people out in parks and gardens. Also, very exciting news – I got a HAIRCUT! It felt like such a treat to get one, but also weird as it was quite a bit different.

By now you may have guessed that I enjoy going out for walks and runs. During this week, I went to Bushy Park for a walk and found a great stick! You can see a picture of it here! Going out for walks/runs really helps me relax and clear my mind. Be sure you do something that helps you relax too, whatever it may be.

I hope that you and your families are safe and well. Hope to see you soon!

Mr Morris 😊

# Welcome



A riddle for  
this week

I have a  
mouth but  
never speak, a  
bed but never  
sleep and a  
bank but no  
money, what a  
I?

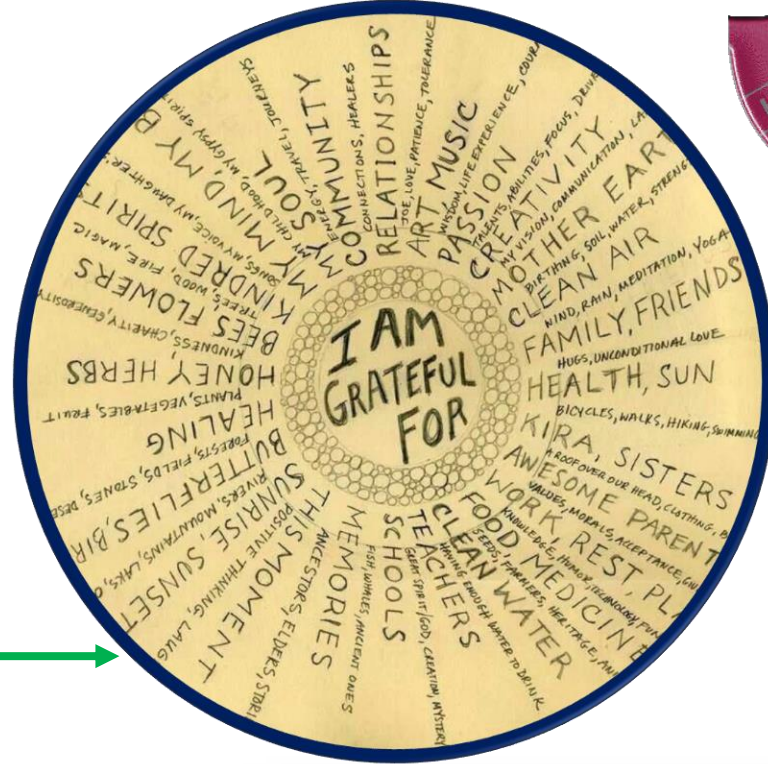
**IMPORTANT MESSAGE:** For our next zoom, think about something you achieved, enjoyed, found funny or clearly remember. It may be something about a school trip or something in the playground or classroom.

# Wellbeing Activity



**Year 5** -As this school year ends, it is time to reflect on your time in Dali and Warhol classes; what have you enjoyed? What was your favourite lesson? What was the most amazing thing you learnt this year? What made you feel proud of yourself and grateful to others? Have a go at making your own **GRATITUDE WHEEL**

It's good to think about all the positive things that have happened in Year 5.



**5 Things I am looking forward to in September**

**Looking Forward** -When we return to school in September you will be in **Year 6** - the oldest children in our school! What are you looking forward to? Will you try out for Head Girl or Head Boy? Or House Captain? Delve deeper in your learning? Get a pen licence or win a race at sports day? Make a list of 'goals' you want to achieve in Year 6.



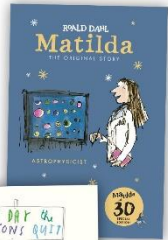
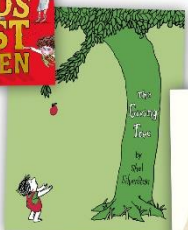
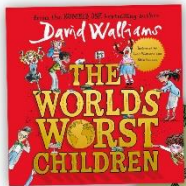
# WEDNESDAY

# 15th

# JULY

## Pick up and drop off!

For those of you not in school, don't forget that Wednesday the 15<sup>th</sup> July is the day that your parent or carer needs to come to school to drop off the books and resources you borrowed during lockdown and to pick up any belongings you left at school like P.E kits. If you are attending school in a bubble you can do this any day that you are in school.



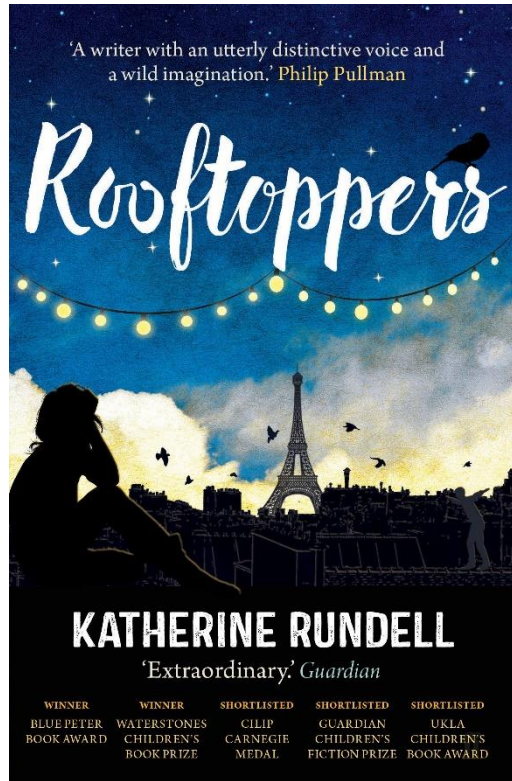
	Please come in your surname slot				
Time	9am – 10am	10am – 11am	11am – 12pm	12pm – 1pm	1pm – 2:00 pm
Surname	A – E	F – J	K – O	P – U	V – Z



# Reading Activity



This week we are going to be continuing '**Roftoppers**' by Katherine Rundell.



"Who is 'they'? Who sent it?"

"Two people; one is called Martin Eliot. The other name I can't read."

"But why? Why should two strangers get to decide about me? They don't know me! Who's Mr. Eliot? He's just a man!"

"I know these sorts of people. They're not men. They're moustaches with idiots attached."

Sophie snorted with snotty laughter. She wiped her eyes. "So what do we do?"

"I suppose we should clean." Together, she and Charles looked around the hall. It was clean enough already, she thought, if you didn't count the poems she had copied onto the wallpaper, or the spider webs. Sophie liked spiders, and always dusted around them.

“Do I have to move the spiders?”

“I fear so,” said Charles. “And I will have to cut the ivy.” Last year an ivy vine had worked its way in through the window, and spread over one wall in the hall. It had settled like a Sunday hat over the portrait of Charles’s grandmother. Sophie loved it.

“Could you leave the part growing on Grandmother Pauline? They wouldn’t notice, would they?”

“I can try, certainly.” But Charles was clearly not thinking of grandmothers. “And then there’s you, Sophie.”

“What about me?” Sophie felt herself flushing. “Is there something wrong with me?”

“To me, of course, you are as close to perfect as a human can be. But I have a suspicion—though, please do correct me if I’m wrong—that your hair will not meet with approval. No, not the front—here, at the back.”

Sophie groped around the back of her head. “What’s wrong with it?”

“Nothing is wrong with it, exactly. It’s just that it resembles a ball of string. I believe hair is more usually described as a curtain. Or a wave.”

“Oh!” It was true, she supposed. She had never read about a heroine with balls of hair. “Leave it to me.”

That night, Sophie went to battle with her hair. At first, her hair seemed to be winning. The knot was at the base of her neck, the most awkward place to reach. This was usually the way with knots. Grimly, Sophie tugged, until she had a handful of hair in her lap, but still the knot was enormous. She pulled vengefully, and the comb snapped in two and stayed there, hanging in her hair. She swore, under her breath. "Damn."

Sophie ran down to the kitchen and found the scissors. She wove them into the middle of the knot and bit down on her tongue for courage, and cut. It was surprisingly satisfying. When she had cut out the comb and most of the knot, she braided her hair into a thick rope over her shoulder. Unless you looked closely, she thought, you would barely notice. She felt gingerly at her scalp. Being ladylike was a painful enterprise.

On the day of the inspection, Sophie scrubbed at her hands until her fingernails shone and she had rubbed half the skin off her knuckles. Charles polished her shoes with candle wax and a lump of coal, and, as they had no iron, pressed her clothes with a hot brick. Charles mopped the floor, and Sophie soaped the walls, until she had taken half the pattern off the wallpaper. She placed jars full of flowers all over the house. Everything smelled of rose petals and soap.

"I think it looks fine," she said. Sophie had always loved the house, and it seemed especially handsome today. "I think it looks perfect."

Then they hovered by the door, unable to sit still. At the last minute, a thought occurred to Sophie.

"How long do I have until they come?" she asked Charles.



“Three minutes, or thereabouts. Why?”

“I’ll be right back.” She took the stairs four at a time. In her bedroom, she powdered her nose with talcum powder and rubbed red paint on her cheeks and lips. There was no mirror. She hoped it looked right.

Charles blinked when she came down. Sophie’s suspicions that her cheeks were more “clown” than “gracious young lady” deepened, but before either had time to say anything, the doorbell rang.

The woman on the doorstep had a clipboard, and an expression like a damp sock. The man next to her had a briefcase and elaborate facial hair. Sophie thought he looked faintly familiar.

Charles whispered, “Moustache,” and Sophie fought not to laugh.

They led the pair into the sitting room. The couple refused all offers of tea and began their questioning at once. Sophie winced away from them. It was like being under fire.

“Why isn’t the child at school?” said the woman.

Sophie waited to see if Charles would answer. When he didn’t, she said, “I don’t go to school.”

“Why not?” said the man.

“I learn from Charles.”

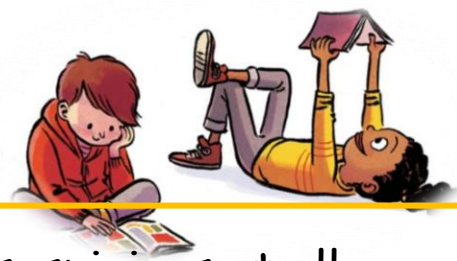
“Do you have proper lessons?” The woman looked sceptical.

The words below are from the text. Create your own dictionary by writing a definition for each one. If you're not sure you'll need to look it up.

- ivy
  - Sunday hat
  - flushing
  - suspicion
  - groped
  - vengefully
  - sceptical
- Can you think of a synonym for each word?

List all the words and phrases used to show that Charles and/or Sophie is uncomfortable.

# Reading Activity



1. Who do you think Mr Eliot could be? Does he seem suspicious at all to you? Who might he know?

2. Why does the author use the phrase 'went to battle' when talking about Sophie brushing her hair? What is she trying to suggest?

3. Why would the woman be sceptical about her learning?

4. Why do Charles and Sophie think that sorting out her hair and wearing some make up will help? What do they think their visitors are worried about/ have come to check?

5. When Sophie goes to her bedroom to powder her nose and put red paint on her cheeks, which phrase suggests she is in a rush? Can you think of another phrase the author could have used to imply this WITHOUT saying she is in a rush?

# Audio Books For Free



This week's story time is Mr Morris reading the rest of Chapter 9 of 'Who Let the Gods Out' by Maz Evans.

<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-13-7-20/>



This week's story time is Miss Meggitt reading the next part of 'The Jam Doughnut That Ruined My Life' by Mark Lowery.

<https://www.kingathelstan.kingston.sch.uk/covid-19-home-learning/story-time/story-time-videos-13-7-20/>



Space Boy  
Written by:  
Orson  
Scott Card



[https://stories.audible.com/pdp/B002V8KWRK?ref=adbl\\_ent\\_anon\\_ds\\_pdp\\_pc\\_pg-1-cntr-0-47](https://stories.audible.com/pdp/B002V8KWRK?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-47)

Is it space travel that children dream of, or merely visiting other worlds? Todd had always set his heart on being an astronaut, but when he meets an alien and travels to another world, he doesn't use a spaceship; he just hangs out in his own back yard.



[https://stories.audible.com/pdp/B07WW91GLG?ref=adbl\\_ent\\_anon\\_ds\\_pdp\\_pc\\_pg-1-cntr-0-2](https://stories.audible.com/pdp/B07WW91GLG?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-2)

This week, I have included a story about a young girl from America, from New Orleans in fact. Viva Durant, is on a quest to solve a jazzy mystery involving hidden treasure, while exploring the city's unique culture, history, and music. This family-friendly audio original features original jazz music from the creator, Ashli St. Armant, and an enthusiastic performance from Audible Hall of Fame narrator, Bahni Turpin.

## Daily Maths Video Lesson and Activity sheet

Watch these videos and pause them to answer the questions on the activity sheets. There is an answer sheet for you to check your work- don't look until you have had a go!

You can find the worksheet for this week on the school website.

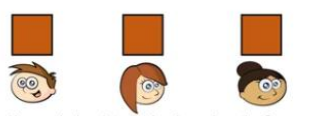
If you have already been following these at home, then continue from where you left off.

Summer Term - Week 6 (w/c 1st June)

Lesson 1 - Multiply unit and non-unit fractions by integers

Multiply unit and non-unit fractions by integers

3 children are given  $\frac{1}{4}$  of a chocolate bar.



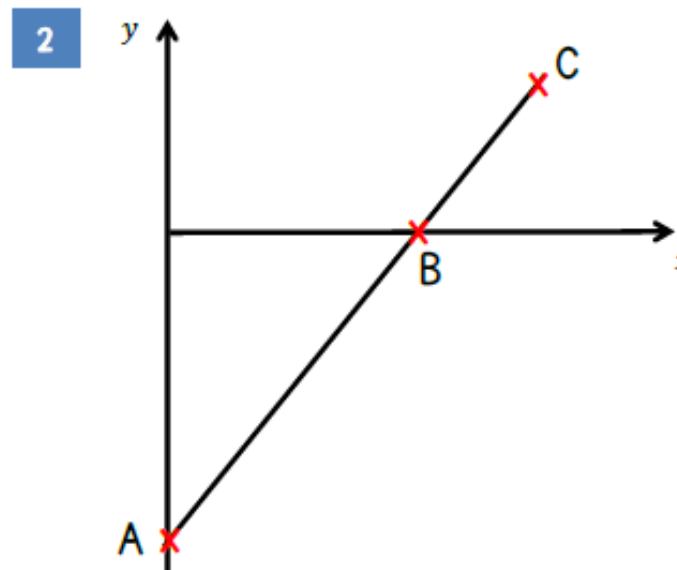
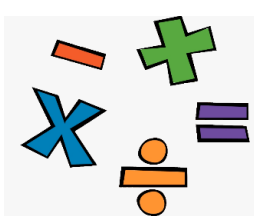
How much chocolate do they have altogether?

Looking for the worksheets? Contact your child's school to check if they have a subscription to our worksheets. Alternatively, read more here or get some extra practice from BBC Bitesize.

<https://whiterosemaths.com/homelearning/year-5/>

Select : Summer Term - week 6  
Worksheets are on the school website!

# Maths Activity



A is the point (0, -10)

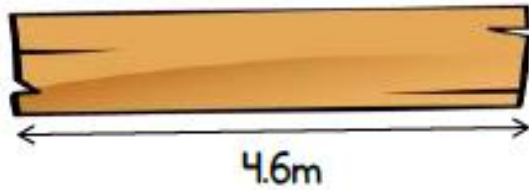
B is point (8, 0)

The distance from A to B is two - thirds  
of the distance from A to C

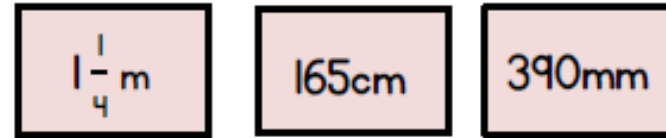
Find the co-ordinates of C.



- 2 A plank of wood is 4.6 metres long.



Three lengths of wood are cut from the plank.



How much wood is left?

- 1 Work out the missing values

$$\frac{2}{5} \text{ of } 30 = 3 \times \square$$

$$\frac{7}{10} \text{ of } 30 = \frac{3}{4} \text{ of } \square$$

- 2 Jamie has a number.

If I divide my number by 5 I get 12



What answer does Jamie get if she divides the same number by 15?

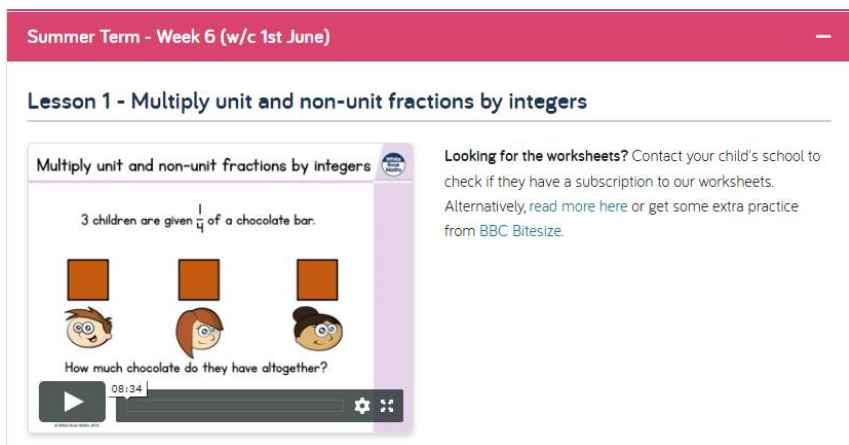
Explain your answer.

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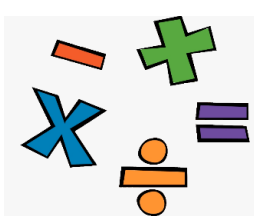
3 children are given  $\frac{1}{4}$  of a chocolate bar.

How much chocolate do they have altogether?

<https://whiterosemaths.com/homelearning/year-5/>

Select : Summer Term - week 6  
Worksheets are on the school website!

# Maths Activity



We can work this out by using the coordinates we already have.

If A's y value is at -10 and B's y value is at 0. this means the y value changes by 10. If A's x value is 0 and B's x value is 8, that means that the x value changes by 8.

We must remember that these changes are only two thirds of the distance from A to C so we must add on another half of each value from the point of B to find C.

Half of 8 is 4. Half of 10 is 5.

$B = 8, 0$   $8 + 4 = 12$   $0 + 5 = 5$

**Answer: C (12,5)**

of the distance from A to C

Find the co-ordinates of C.



We need to start by converting the measurements so they are all in the same unit. I will make mine all in cm but you could have also done metres or millimetres.

$$4.6\text{m} = 460\text{cm}$$

$$1 \frac{1}{4} \text{ m} = 125\text{cm}$$

$$165\text{cm} = 165\text{cm}$$

$$390\text{mm} = 39\text{cm}$$

I will now add the three lengths that were cut together.

$$125 + 165 + 39 = 329$$

Now I will subtract from the total length of the wood.  $460 - 329 = 131$

**Answer: 131cm/ 1.31m/ 1310mm**

$$2 \text{ fifths of } 30 = 12$$

$$12 = 3 \times 4$$

$$7 \text{ tenths of } 30 = 21$$

$$21 = \frac{3}{4} \text{ of } 28$$

**Answer: First box = 4   Second box = 28**

If she divides her number by 5 she gets 12. This means if she multiplies 12 by 5 she will get the number she began with.  
 $12 \times 5 = 60$ .

Now we must divide 60 by 15 to get the answer.

$$60 \text{ divided by } 15 = 4$$

**Answer: 4**

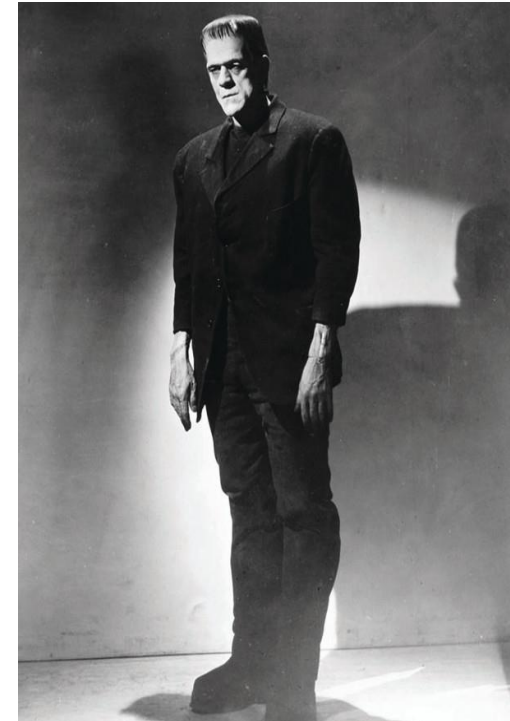
# Writing Activity 13



This week, our writing task will be to write a 'most wanted' poster for Frankenstein's monster.

**IMPORTANT:** The townspeople, who hate and are afraid of the monster, have made this poster. They will most definitely describe him in a negative way, even if they do not know him.

Also, remember you have to describe Frankenstein's monster as accurately as you can otherwise people looking for him may end up capturing the wrong person. You have to describe his features: His skin, eyes and hair colour; his size and shape; where he may be found; how dangerous he is; and maybe even a reward for finding him.





# Writing Activity 13



**Skins:** swamp coloured, ghoulish green, vomit green, vile, disgusting, unnatural, revolting, repulsive, disgusting looks like seaweed, looks like murky pond water.

**Size:** peculiar, abnormal, gargantuan, colossal, looming, almighty, dwarfing, staggering, abominable, broad, gob-smacking

**Looks:** ugly, horrible, foul, strange, odd, bizarre, terrifying, lifeless, emotionless, blank, straight-faced, hideous, evil, sinister, menacing,

**Adjectives:** dreadful, horrible, deadly, dead, alarming, frightening, scarred, atrocious, creepy, eerie, spooky, angry, terrifying, shocking, murderous,

**Similes:** towering like a tree, ominous like a storm cloud, evil like the devil, his skin is as lifeless as his eyes, as scarred as a soldier,

**Adverbs:** deadly, terribly, extremely, incredibly, horribly, awfully,

# Topic Activity



Many things changed during the reign of Queen Victoria. One of the most important changes was in the area of education. Not only did the education system have more money pumped into it than ever before, but inspectors were also introduced. The most significant change however was that in 1880, it became compulsory for all children up to the age of 10 to attend school.

Your first task this week is to find out a bit more about this change. What did school consist of when it was made compulsory? Why was it made compulsory? What would children have been doing before this? Was everyone happy about the change?

When you have finished researching, write a diary entry as a child of a poor family during the Victorian Era. Imagine it is the day you have found out that you MUST go to school. You might be feeling conflicted about this idea.

There are several things you must consider when writing your diary entry. Are you happy because you will finally get to learn, which may mean that as an adult you won't have to live in poverty? Are you worried you might be behind the other children, who have already been at school? Will your family be able to survive without you working every day?

Be sure to include some feelings and conflicting views in your diary and try to mention some other Victorian ideas such as your current job.



# Science Activity



For this week, we thought it might be nice to do something a little different in Science. In the link are a variety of Science games that relate to the topics we have studied so far this year. Be sure to only pick the games and activities we have studied this year. The list of topics we have studied are as follows:

- Forces: gravity, air and water resistance, friction, thrust,
- Space: Earth, planets, the Sun and the Moon.
- Living things: different animal groups, plants, habitats and life cycles.
- Materials: solids, liquids and gases, changes in materials, what material is best for the job,

Click the link below to find all the fun Science games!

<http://www.crickweb.co.uk/ks2science.html>

**Earth, Sun and Moon** © bbc.co.uk

What does a year look like in space? Find out more about the Earth, Moon and Sun.  
The Earth travels around the Sun.  
The Moon travels around the Earth.  
Day and night are caused by the Earth spinning on its axis.

**Materials Characteristics** © bbc.co.uk

Materials have different properties that make them useful for different jobs.  
**Learn about :**  
Material properties, Metals, Plastics, Glass, Wood and Fabrics.

# Bebras Challenge Creative Activity



If you click on the link below, it will take you to the Bebras Challenge. There is a list of challenges for lots of different ages groups. I recommend picking your age group first (Castors 8-10), then picking a challenge that intrigues you.

You will see that the difficulties have different letters; they start with A and go to C - A being the easiest and C being more difficult. Once you click into a challenge, be sure to read the instructions to see what the target is.

Try some of them for yourself! I chose the Simon says one first 😊

[https://challenge.bebras.uk/index.php?action=user\\_competitions](https://challenge.bebras.uk/index.php?action=user_competitions)

**If you want a real challenge, perhaps try some of the older age groups!**

Previous Next Simon Says

Here is a simple push square game. The colours rotate every time the centre button is pressed:

Task:  
If we press the button one more time, where would the red, blue, green and yellow squares be?  
Drag and drop the colours into their correct places and then press *Save answer*.

Save Erase

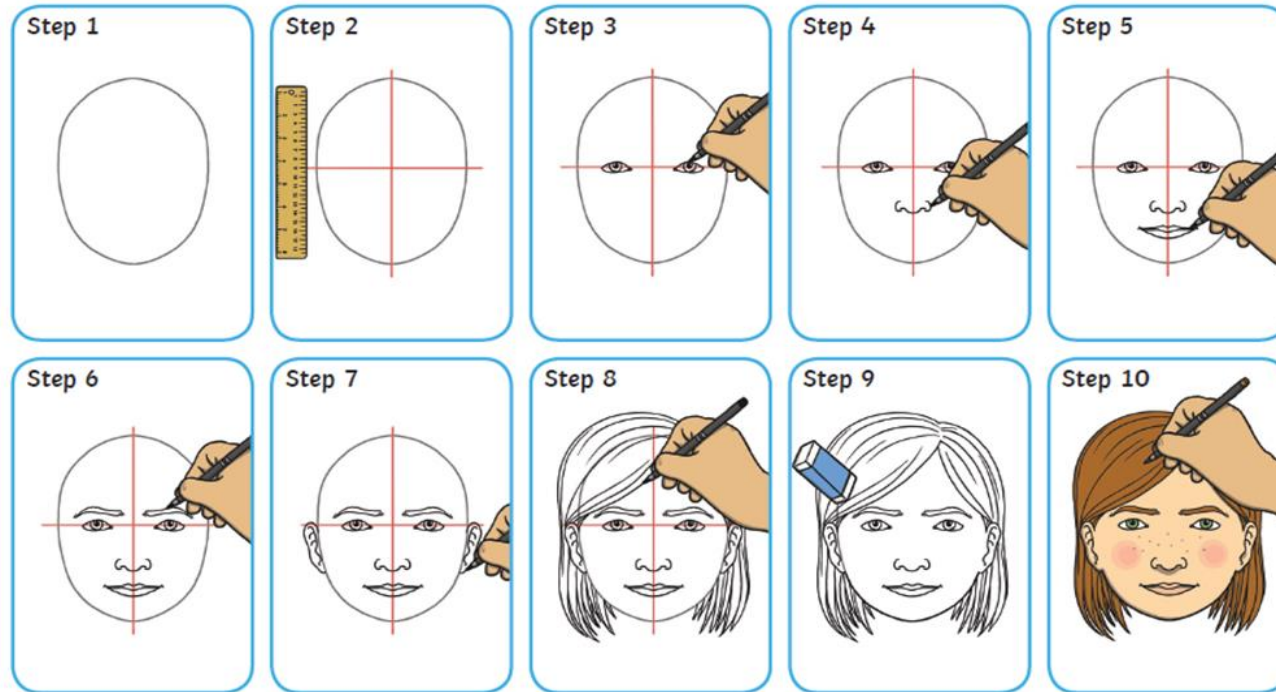
# Art Activity

## SELF PORTRAITS

Have a go at drawing a self portrait using these step by step instructions. You will need a mirror and a pencil.



### How to Draw a Self-Portrait



You could draw someone else in your home or even create a family portrait!

*Watch this video for some more tips and ideas.*

<https://www.bbc.co.uk/teach/class-clips-video/art-and-design-draw-self-portrait/z6ytszw>

Try to look carefully at your different features.



You can use pencils or crayons to add colour to your drawing or you could just use pencil to create shading.





Allons-y!

Le basket



Le tennis



L'équitation



La natation



Le ski



Le football



La danse



La gymnastique



Le golf



Le tennis



L'équitation



La natation



Le hockey



Le ski



Le rugby



Le football



Le judo



La danse



La gymnastique



Le golf



Fin!

L'équitation



Le tennis



Le basket



Le hockey



Le rugby



It's a race to the finish!  
Remember to say the sport  
you land on in your best  
French accent.

J'adore  
J'aime  
Je n'aime pas  
Je déteste



If you don't have a dice at  
home, you could write 1-6 on  
pieces of paper, scrunch them  
up in a bowl then take one out  
at random.

Roll a dice to see how many spaces you can move.  
When you land on a space, give your opinion on the sport. Race to the  
finish and see how many different sports you land on!  
J'adore - I love, J'aime - I like, Je n'aime pas - I don't like, Je déteste - I  
hate. E.g. Je n'aime pas le tennis.

# Physical Activity



## Tennis - Gameplay

- This week you are working on attacking and defensive strategies.

### Attacking tactics:-

- Play at the net.
- Use the angles.



### Defensive tactics:-

- Far away from the net.
- Use of height which will gain time.

### Challenge 1

- Participate in a competitive rally with a partner.
- Use the forehand and backhand.

### Challenge 2

- Use the over-arm serve to start the game.

### Over-arm serve

- Toss the ball in the air.
- Eyes on the ball
- Side on.
- Feet shoulder width apart.



## Athletics - Throwing

- This week you are going to learn how to throw.
- You will need a variety of different sized balls/object (tennis ball, table tennis ball, football, basketball).
- Practise throwing the ball/object as far as you can.

### Pull throw (used for Javelin):-

- Throwing over-arm.
- Releasing with a straight arm.



### Push throw (used for shot put):-

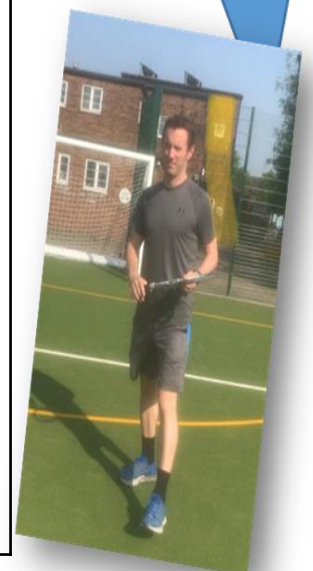
- Quick movement.
- Extend arm from bent to extended.

### Challenge

Challenge a sibling or parent/carer to see who can throw the objects the furthest.



Hi guys, I hope my slides are helping you stay active! Hopefully see you all soon!  
Mr McLaughlin



# Music Activity

## Song Review

This week, spend some time enjoying your favourite music.

Pick one of your favourite songs and create a review – a bit like a book review!

**Song Review**

Title: \_\_\_\_\_  
Artist/Composer: \_\_\_\_\_  
Genre: \_\_\_\_\_

Would you/would you not recommend the song? Why?  
Would recommend   
Would not recommend   
Why?  
\_\_\_\_\_  
\_\_\_\_\_  
Rating: ☆☆☆☆☆

How does it make you feel?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which is your favourite part? Why?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Illustration

You can lay it out however you like – you could write it like a book review with a section for each part, or you could design it like a brainstorm/mindmap diagram.

Things to include:

**Song title**

**Artist/Composer**

**Type/genre of music – pop/rock/classical...**

**How it makes you feel**

**Why you like it**

**Star rating/Score out of 10**

**Draw a picture – what comes to mind?**

*You could also include:*

*Instruments you can hear*

*Key features – dynamics, tempo etc (can you remember these from last week?)*

*Favourite part*



*Playing, listening or singing along to music can be a great way to relax!*

Share your chosen song with a friend and talk about why you like it. What do they think?