

Maths

- This week's theme on [White Rose Maths](#) is shape. Have a look at the daily teaching videos and have a go at the activities. If you want to extend your learning even further check out the BBC Bitesize daily activities:
- <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons>
- This week it is back to the garage on TT Rockstars – get your speed even quicker! Finally, check out [Oak Academy's online classroom](#) and maybe revise an area of maths that you aren't as confident with so you will be extra ready for Y6!



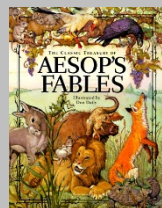
Science

Pour some water into a cup until it is half full. You now need to try and get the water level to the top of the glass **without** adding any more water. Use trial and error to see if you can solve it, and record your results scientifically as you do. Think about a prediction, a table and a conclusion. What will be kept the same each time and what will change (your variables)? If you have tried and tried and can't work it out, then listen to [the crow and the pitcher](#) to solve the conundrum!



Year 5

Home Learning Project Week Beginning: 06.07.2020 Theme: Aesop's Fables



If you have any work that you are really proud of, email it to helen.clarke@danebank.tameside.sch.uk to show one of the teachers!

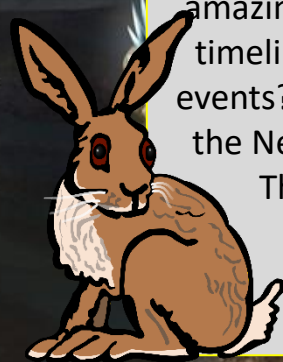
Art and Design

Illustrations often bring stories to life. Watch [this video](#) to learn how to illustrate Willy Wonka. Then, have a go at drawing some illustrations in your own style for one of the fables that you have read (or for the one you have written if you have done that too!). I'd love to see them!



History

Who was Aesop and why do we know his fables? Become an historian and research this amazing storyteller. Can you plot his life on a timeline and any other significant historical events? How far away in time did he live from the Neolithic period, the Ancient Egyptians, The Ancient Greece, WWII and us?



English

This week you have lots of Aesop's Fables to read as part of your English work, but there are 40 to listen to [here](#). Can you find your favourite one? Mine is 17. The Lion and the Mouse which has been adapted into a more modern book called "The Lion Inside". It is Theodore's favourite story to listen to & we read it every day! You can listen to it [here](#) or you can listen to this [cool rap version](#).

Have a go at some of the activities on BBC Bitesize daily: <https://www.bbc.co.uk/bitesize/tags/zhgppg8/year-5-and-p6-lessons/1>

And don't forget you can access lots of free e-books on [Oxford Owl](#).



PSHCE

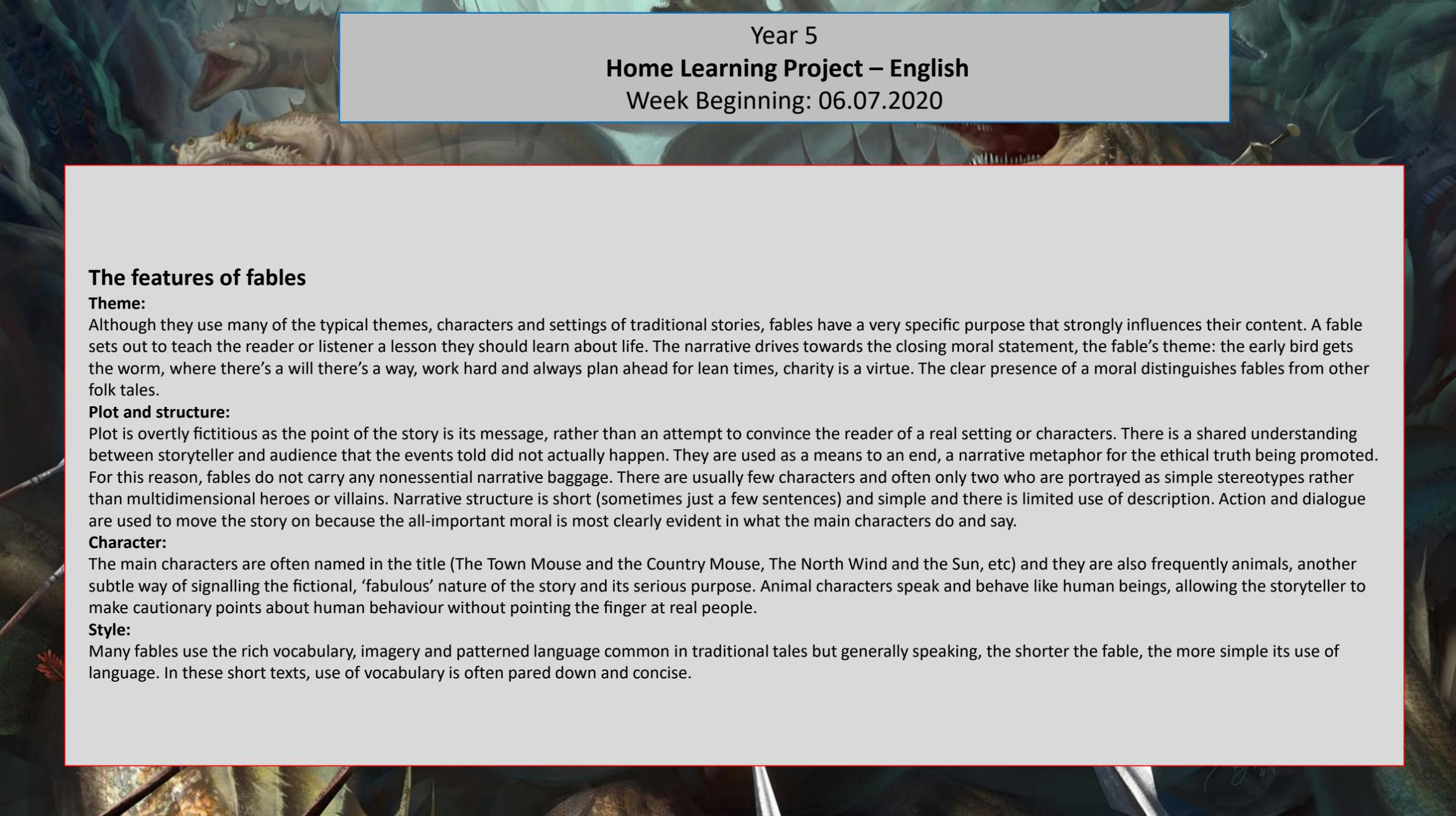
All of Aesop's fables contain morals. What is a moral? What morals are important to you and why? Do you think that everyone has different morals? Why might this be? Are there some morals that we all should live by? What are these?

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Home Learning Project – Maths
Week Beginning: 06.07.2020

Monday	Tuesday	Wednesday	Thursday	Friday
$\frac{6}{10} - \frac{1}{10} =$ $\frac{4}{7} + \frac{2}{7} =$ $\frac{8}{10} - \frac{2}{5} =$ $\frac{1707}{3} =$ $6443 \times 4 =$ $1276 + 4399 =$ $6599 - 3299 =$	$\frac{4}{8} + \frac{1}{4} =$ $\frac{10}{12} - \frac{2}{3} =$ $\frac{8}{15} + \frac{2}{5} =$ $\frac{1888}{8} =$ $4399 \times 4 =$ $6009 + 2199 =$ $8892 - 4388 =$	$\frac{19}{24} + \frac{3}{4} =$ $\frac{14}{18} - \frac{2}{6} =$ $\frac{16}{40} + \frac{3}{8} =$ $\frac{9354}{5} =$ $685 \times 23 =$ $7575 + 2274 =$ $7983 - 967 =$	$\frac{4}{9} + \frac{7}{3} = \frac{7}{9}$ $\frac{15}{22} - \frac{1}{22} = \frac{4}{22}$ $\frac{7}{8} + \frac{7}{32} = \frac{19}{32}$ $4383 \div 6 =$ $888 \times 5 =$ $5499 + 2298$ $6609 - 3998 =$	<p>Jim has a bag containing marbles. He wants to give some of his marbles to his two friend, Pete & Carla.</p> <p>Jim keeps $\frac{1}{4}$ Pete keeps $\frac{4}{20}$ Carla keeps $\frac{2}{5}$</p> <p>What fraction of the marbles are still in the bag?</p> <p>$7117 \div 7 =$ $786 \times 71 =$ $4399 + 1995$ $3323 - 1956 =$</p>
<p>Ron thinks you can only simplify even numbered fractions because you keep on halving the numerator and denominator until you get an odd number.</p> <p>Do you agree? Explain your answer.</p>	$\frac{5}{16} + \frac{1}{8} = \frac{15}{16}$ $\frac{7}{20} + \frac{7}{10} = \frac{17}{20}$	<p>How many different ways can you balance the equation?</p> $\frac{5}{9} + \frac{8}{9} = \frac{8}{9} + \frac{5}{9}$	<p>A chocolate bar has 12 equal pieces.</p> <p>Amir eats $\frac{5}{12}$ more of the bar than Whitney.</p> <p>There is one twelfth of the bar remaining.</p> <p>What fraction of the bar does Amir eat? What fraction of the bar does Whitney eat?</p>	<p>Jack and Whitney have some juice.</p> <p>Jack drinks $2\frac{1}{4}$ litres and Whitney drinks $2\frac{5}{12}$ litres.</p> <p>How much do they drink altogether? Complete this using two different methods.</p> <p>Which method do you think is more efficient? Why?</p>

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https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zxdhsg8	https://www.twinkl.co.uk/teaching-wiki/first-person	https://classroom.thenational.academy/lessons/spag-focus-a37ad0	Look through this list of “fables vocabulary” and find out the meaning of any words that you are unsure of.	Re-write one of the fables you have read this week (or one that you have listened to and really like) in the first person – from the point of view of one character, then the other. Could it be from the Donkey’s perspective? Maybe think about how the cockerel might feel. Be creative! If you want, you could even write your own fable! Look at slide 4 & 5 for more info.
The Bundle of sticks	The Fox and the Grapes	The Dog, the Cockerel and the Fox	The Miller, his son and the Donkey	
<ul style="list-style-type: none"> Why can’t the six brothers dig a well? Why can’t the six brothers row their mother across the river? What makes the six brothers stop arguing? How do the brothers break the bundle of sticks? What helps the brothers to win the competition? 	<ul style="list-style-type: none"> Why is the end of the day the fox’s favourite time of day? Which part of its appearance does the fox like best, and why? Why does the farmer shoo his ducks onto an island? How do the geese make life difficult for the fox? Why can’t the fox eat the grapes? Why does the fox pretend it doesn’t want the grapes? 	<ul style="list-style-type: none"> What jobs do the dog and cockerel do in the farmyard? Why is the cockerel reluctant to go on an adventure? How does the dog persuade the cockerel to go on an adventure? Why is the hollow tree a particularly good place for the two friends to sleep? How does the fox know that the cockerel is in the branches? Why does the fox want to be invited up the tree? Why does the fox run away? 	<ul style="list-style-type: none"> Why are the miller and his son taking the donkey to market? Why do they decide not to ride the donkey? What causes the son to start riding the donkey? What causes the miller to swap places with his son, and start riding the donkey? What causes the miller and his son to ride the donkey together? What causes the miller and his son to start carrying the donkey themselves? How does the donkey come to fall in the river? 	



Year 5
Home Learning Project – English
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The features of fables

Theme:

Although they use many of the typical themes, characters and settings of traditional stories, fables have a very specific purpose that strongly influences their content. A fable sets out to teach the reader or listener a lesson they should learn about life. The narrative drives towards the closing moral statement, the fable's theme: the early bird gets the worm, where there's a will there's a way, work hard and always plan ahead for lean times, charity is a virtue. The clear presence of a moral distinguishes fables from other folk tales.

Plot and structure:

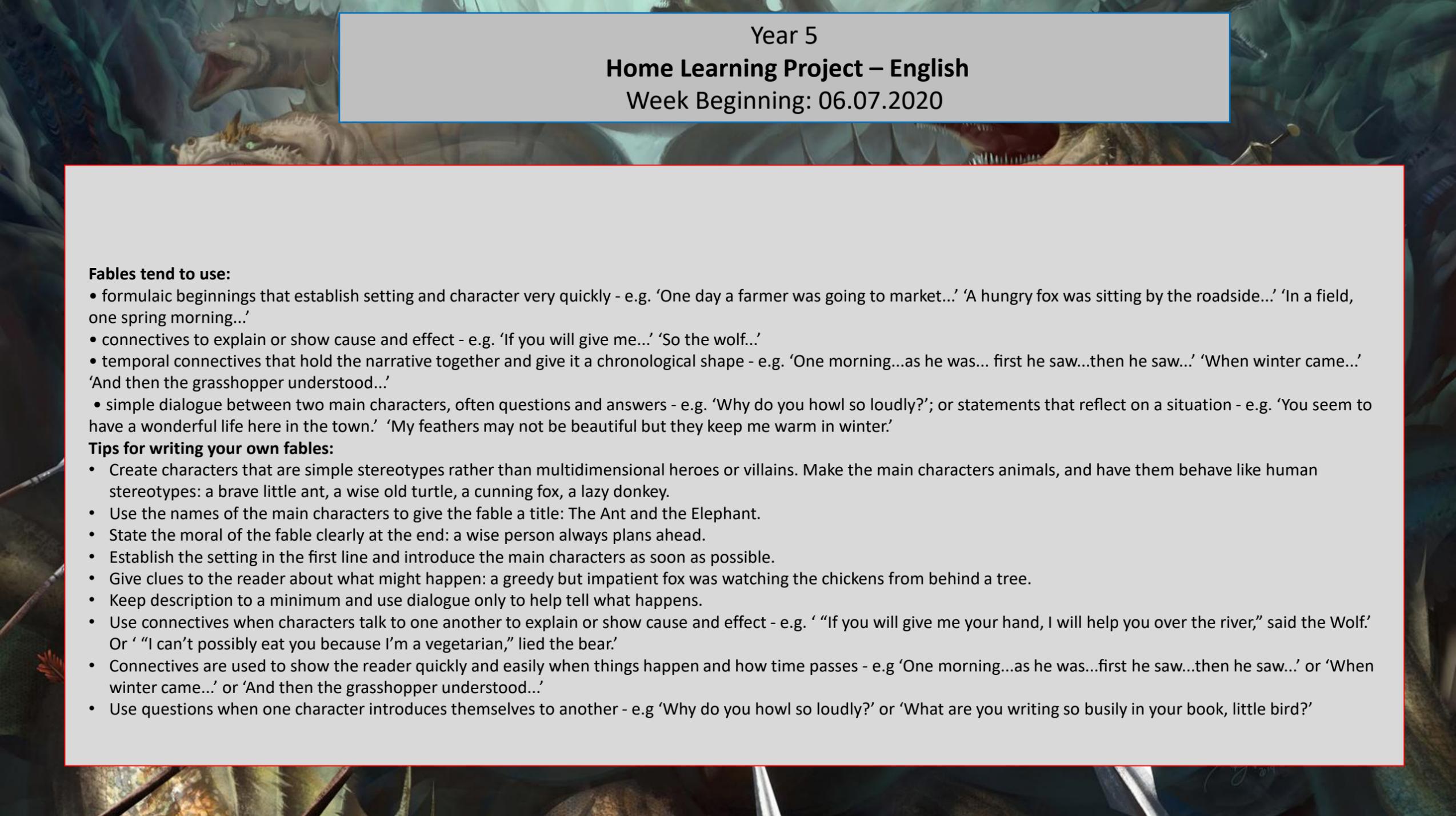
Plot is overtly fictitious as the point of the story is its message, rather than an attempt to convince the reader of a real setting or characters. There is a shared understanding between storyteller and audience that the events told did not actually happen. They are used as a means to an end, a narrative metaphor for the ethical truth being promoted. For this reason, fables do not carry any nonessential narrative baggage. There are usually few characters and often only two who are portrayed as simple stereotypes rather than multidimensional heroes or villains. Narrative structure is short (sometimes just a few sentences) and simple and there is limited use of description. Action and dialogue are used to move the story on because the all-important moral is most clearly evident in what the main characters do and say.

Character:

The main characters are often named in the title (The Town Mouse and the Country Mouse, The North Wind and the Sun, etc) and they are also frequently animals, another subtle way of signalling the fictional, 'fabulous' nature of the story and its serious purpose. Animal characters speak and behave like human beings, allowing the storyteller to make cautionary points about human behaviour without pointing the finger at real people.

Style:

Many fables use the rich vocabulary, imagery and patterned language common in traditional tales but generally speaking, the shorter the fable, the more simple its use of language. In these short texts, use of vocabulary is often pared down and concise.



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Fables tend to use:

- formulaic beginnings that establish setting and character very quickly - e.g. 'One day a farmer was going to market...' 'A hungry fox was sitting by the roadside...' 'In a field, one spring morning...'
- connectives to explain or show cause and effect - e.g. 'If you will give me...' 'So the wolf...'
- temporal connectives that hold the narrative together and give it a chronological shape - e.g. 'One morning...as he was... first he saw...then he saw...' 'When winter came...' 'And then the grasshopper understood...'
- simple dialogue between two main characters, often questions and answers - e.g. 'Why do you howl so loudly?'; or statements that reflect on a situation - e.g. 'You seem to have a wonderful life here in the town.' 'My feathers may not be beautiful but they keep me warm in winter.'

Tips for writing your own fables:

- Create characters that are simple stereotypes rather than multidimensional heroes or villains. Make the main characters animals, and have them behave like human stereotypes: a brave little ant, a wise old turtle, a cunning fox, a lazy donkey.
- Use the names of the main characters to give the fable a title: The Ant and the Elephant.
- State the moral of the fable clearly at the end: a wise person always plans ahead.
- Establish the setting in the first line and introduce the main characters as soon as possible.
- Give clues to the reader about what might happen: a greedy but impatient fox was watching the chickens from behind a tree.
- Keep description to a minimum and use dialogue only to help tell what happens.
- Use connectives when characters talk to one another to explain or show cause and effect - e.g. ' "If you will give me your hand, I will help you over the river," said the Wolf.' Or ' "I can't possibly eat you because I'm a vegetarian," lied the bear.'
- Connectives are used to show the reader quickly and easily when things happen and how time passes - e.g 'One morning...as he was...first he saw...then he saw...' or 'When winter came...' or 'And then the grasshopper understood...'
- Use questions when one character introduces themselves to another - e.g 'Why do you howl so loudly?' or 'What are you writing so busily in your book, little bird?'