

Home Learning Pack 2021

Year 5

Pack 3

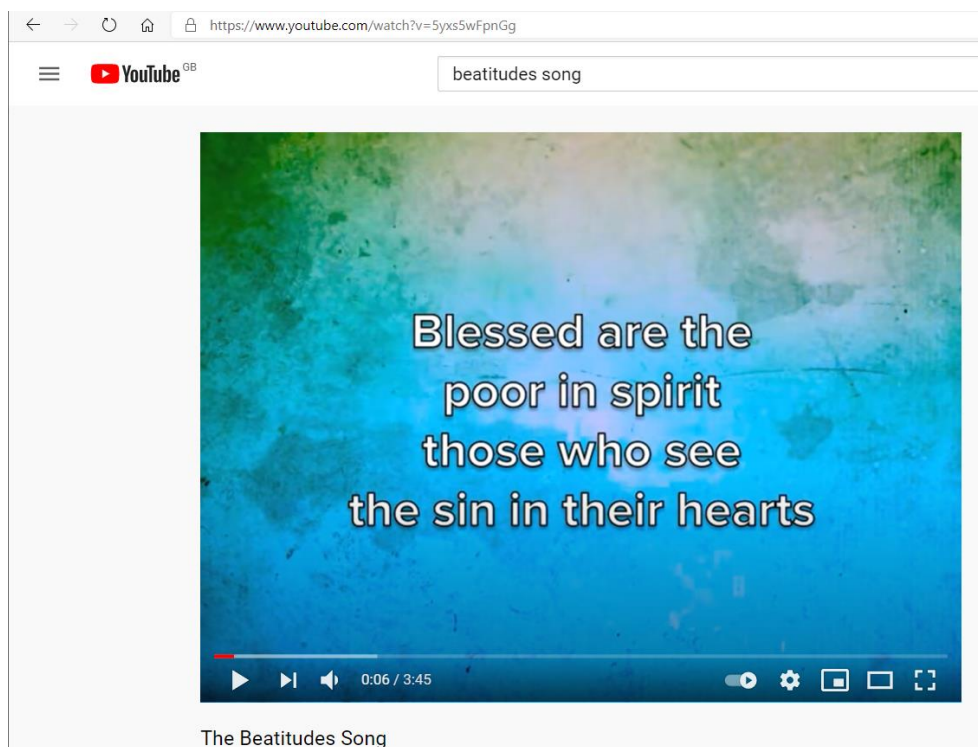
Hello Year 5

In these incredibly hard times, it is important to look after yourself and others around you. Stay positive, remember everything will pass and we will all be together again soon. I am missing you lots and look forward to seeing you all very soon! Enjoy the time you have at home and get creative with your learning!

Religious
education

Studying "The Beatitudes" is an important part of our religious education at St Mary's. In the past, back when we were allowed to have gatherings of people, Year 5 would learn the Beatitudes song on YouTube to present to their parents in the curriculum assembly. Please feel free to listen, watch and sing along to the clip below, you may even remember it from assemblies gone by.

[The Beatitudes Song - YouTube](https://www.youtube.com/watch?v=5yxs5wFpnGg)



The Beatitudes



Know that the Beatitudes show us the way to live.
Think of ways they can help us to be true followers of Jesus.



Beatitudes (Matt 5:3-11)

As usual, a large crowd was following Jesus eager to hear his teaching. He went up a hill, so that he could see the crowd and they could see him. Jesus sat down and taught the people about the blessings they will have if they follow his teaching.



"Blessed are the poor in spirit, for theirs is the kingdom of heaven."

The poor in spirit are those who know that they need God's help every day in order to be good.

"Blessed are the meek, for they shall inherit the earth."

The meek are those who are thoughtful and want to help people who are in need of love and kindness.



"Blessed are those who mourn, for they shall be comforted."

We mourn when we have been very upset by what someone has done to us. Also, we mourn when we are very sorry because we have hurt someone.

"Blessed are the merciful, for they shall obtain mercy."

Blessed are those willing to forgive those who hurt them.





"Blessed are those who hunger and thirst for righteousness, for they shall be satisfied."

Blessed are those who tell the truth and stand up for what is right.

"Blessed are the pure in heart, for they shall see God."

The pure in heart are those who try to make time for God in their lives.



"Blessed are those persecuted for righteousness sake, for theirs is the kingdom of heaven."

They are those who suffer and are made fun of because they believe in God.



"Blessed are the peacemakers, for they shall be called the children of God."

Peacemakers are those who believe each person is precious; those who protect others from bullying.

Activities

1. Choose a Beatitude and write a modern-day account of someone who is putting it into practice.
2. Choose a Beatitude which you are going to 'live out' for a week. Keep a diary to record the times you did (and didn't).

Living the Beatitudes



Understand why Jesus blessed the merciful.
Think about what this means for us.

Beatitudes

We are going to learn how some people have lived the beatitudes. These people are usually very courageous and are aware of their need for God and trust in Him to help them.

St. Josephine Bakhita (1869-1947)

One of the beatitudes is 'Blessed are the Merciful'. The merciful are people who are willing to forgive those who hurt them. Jesus has told us that if we forgive others, we will receive his forgiveness when we have done something wrong. Let us learn about the early tragic life of Bakhita and see how, in the end, she was greatly blessed.



Pause to listen: 'My first great suffering'. (TB p.47)



When Bakhita was a girl in the Sudan, a country in Africa, her village was attacked and she was kidnapped, along with the women and children. She said: "They took hold of me, threatened to harm me, and carried me off. When we reached their village, they kept me locked up. I was alone, in the dark, crying for my mummy."

Some days later, the kidnappers took the children to a slave market and sold them like animals.





A rich Arab bought Bakhita. At first, his family was kind to her. However, one day she accidentally dropped a precious vase. Her master was furious. He hit her so badly that it took ages for the wounds to heal.

Bakhita was then sold to a Turkish general. She describes what happened: "One day, my

mistress decided that it was my turn, like all the other slaves to undergo the cruel process of tattooing. This consisted of making hundreds of cuts with a razor on my chest, stomach and arms. But when this was done they poured salt into the wounds so that the scars, instead of healing up, became inflamed and stayed visible forever.... The pain was indescribable. I can truly say that the only reason I didn't die was that the Lord had better things in store for me."

In 1883, when Bakhita was still a teenager, she was sold to an Italian family. They were kind and treated her well. When they returned to Italy from the Sudan, she went with them, and was given the job of looking after their daughter, Mimmina. Eventually, Mimmina was sent to a boarding school in Venice and Bakhita went with her. That was where she was introduced to the Canossian Sisters. She started to learn about God who created her and loved her. She wanted to live her life for Him.



Bakhita decided to become a Christian. On 9 January 1890, she received the Sacraments of Baptism and Confirmation and made her first Holy Communion. In studying the teaching of Jesus, she understood that she had to forgive the people who treated her badly and to pray for them. Her one desire now was to hand over her life completely to Jesus whom she called the 'Master'.



On 8 December 1896, she joined the Canossian Sisters. She worked in the kitchen, the laundry, the sacristy and looked after the children in the orphanage. She did everything with such joy that she spread love to all around her. She was deeply aware of the great grace it was to belong to the 'Master'.

When she grew old and weak, she was confined to a wheelchair. She spent her entire days praying for others and finding little ways to help them. On 8 February 1947 Bakhita died and on 1 October 2000, Pope John Paul II proclaimed her a saint. She was the first person from Sudan to be honoured by the Church in this way.



Activities

1. Explain how religious beliefs shaped Bakhita's life.

Think about:

- what happened when Bakhita started to learn about God,
- what she understood from the teaching of Jesus,
- the decisions she made,
- how she fulfilled her decisions.

2. Work in pairs.

Examine the details of Bakhita's life.

Identify the main reasons why you think she was declared a saint.

3. Discuss in groups.

- a) What should be our attitude towards refugees who are driven from their homeland today?
- b) Think of three things we can do about it.
- c) Share with the class.

Spelling 5 Unit 5 File 5.2 Dots and dashes

| | |
|----------------|--|
| sensible | |
| adorable | |
| terrible | |
| understandable | |
| reasonable | |

| | |
|--------------|--|
| horrible | |
| considerable | |
| possible | |
| responsible | |
| incredible | |

Just like we do in our read write inc sessions place the dots and sashes above the sounds.

Complete the missing boxes, I will put the answers up in the next class news or pack depending on the dates.

| adjective | adverb |
|------------|----------|
| reasonable | |
| | sensibly |
| incredible | |
| | adorably |

| adjective | adverb |
|-----------|----------|
| tolerable | |
| | terribly |
| horrible | |

| adjective | adverb |
|--------------|-------------|
| | responsibly |
| considerable | |
| visible | |

Drag and drop the correct word into each space.

responsible

irresponsible

responsibly

adorable

adorably

1 Letting the dog jump in the pond was of you.

2 Who is for the mess outside the restaurant?

3 The puppy snuggled down into my arms . I loved him immediately.

4 My Great Aunt Lucy said I was as a baby.

comfortably

uncomfortable

comfort

credible

incredibly

5 This old chair is so . I think we need to persuade Mum to get a new one.

6 When you are sitting , I'll start the story.

7 Grandad is energetic, considering his age.

8 Do you think our excuse is ?

| | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|
| f | l | m | n | r | s | v | z | sh | th | ng |
| ff | ll | mm | nn | rr | ss | ve | zz | ti | | nk |
| ph | le | mb | kn | wr | se | | s | ci | | |
| | | | | | c | | se | | | |
| | | | | | ce | | | | | |

| | | | | | | | | | | | | |
|----|----|----|----|---|-----|----|----|----|----|---|---|-----|
| b | c | d | g | h | j | p | qu | t | w | x | y | ch |
| bb | k | dd | gg | | g | pp | | tt | wh | | | tch |
| | ck | | | | ge | | | | | | | |
| | ch | | | | dge | | | | | | | |

Vowel sounds

| | | | | | | | | |
|---|----|---|---|---|-----|----|-----|-----|
| a | e | i | o | u | ay | ee | igh | ow |
| | ea | | | | a-e | y | i-e | o-e |
| | | | | | ai | ea | ie | oa |
| | | | | | | e | i | o |
| | | | | | | | y | |

| | | | | | | | | | | |
|-----|----|----|-----|-----|----|----|----|-----|-----|-----|
| oo | oo | ar | or | air | ir | ou | oy | ire | ear | ure |
| u-e | | | oor | are | ur | ow | oi | | | |
| ue | | | ore | | er | | | | | |
| ew | | | aw | | | | | | | |
| | | | au | | | | | | | |

This table shows all the sounds that we use in words. Each KS2 classroom has one of these and we call them complex speed sounds. The first set are consonant sounds and the second set are vowel sounds.

Have a go at reading the sounds/ sounding them out, then think of words that contain this sound e.g. air can be found in hair, pair and fair.

The sounds air and are sound the same e.g, hair, care, bare, rare, chair all rhyme. If you look at the chart above you will see many sounds that are spelt differently but sound the same.

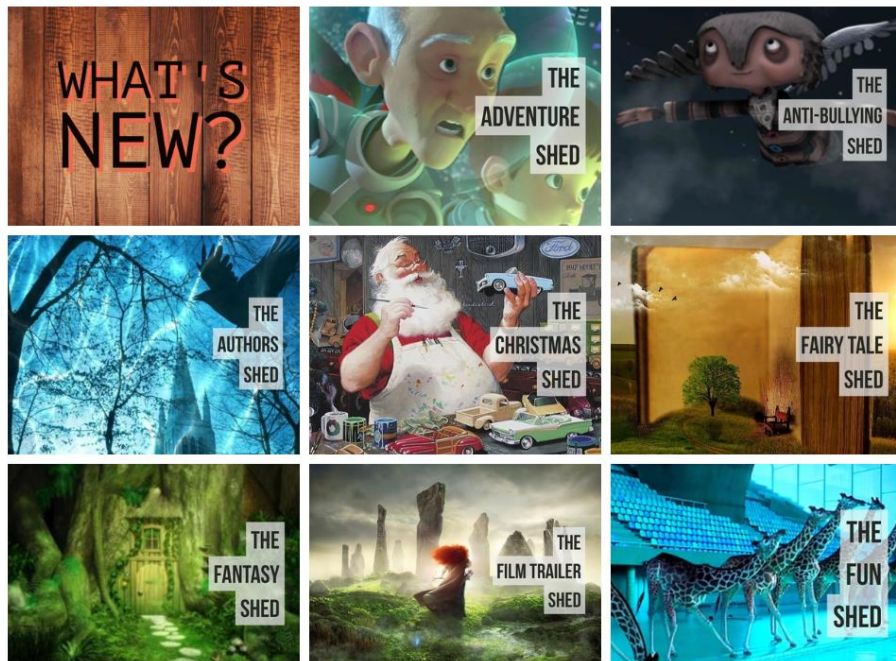
The children learn this in KS1 but there is no harm strengthening their knowledge and understanding of their phonics and sounds. The dots and dashes task above is also linked to this. If it is a stand-alone letter/ sound then it is a dot but any sound is a dash such as the example below...

| | | | | | |
|---------|---|-----------|---|-------|---|
| perfect | 6 | correct | 6 | lock | 3 |
| patient | 6 | dependent | 9 | happy | 4 |
| mortal | 5 | visible | 6 | safe | 3 |
| polite | 5 | frequent | 7 | kind | 4 |

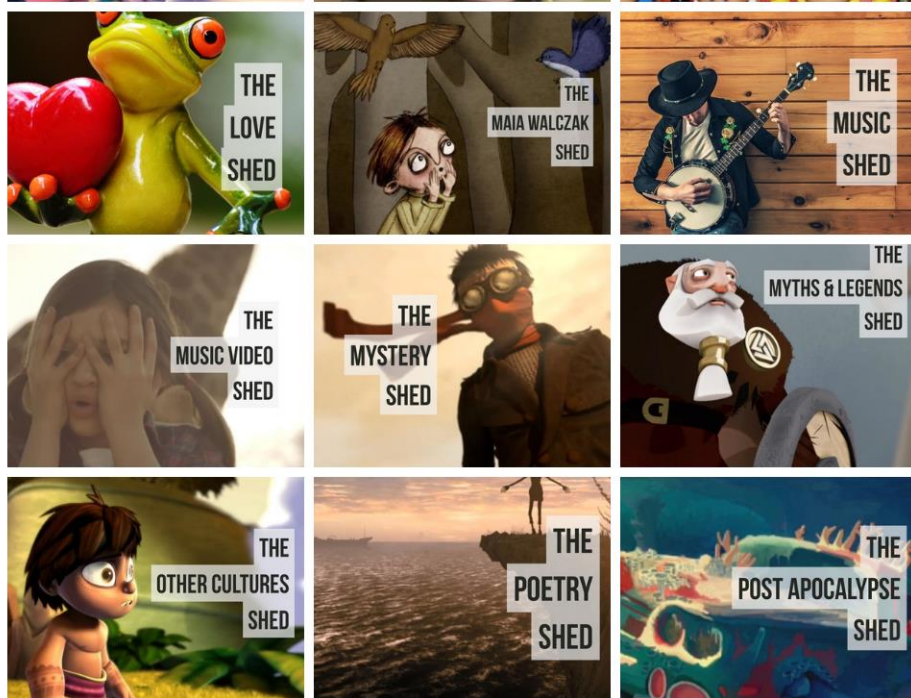
<https://www.literacyshed.com/home.html>

The literacy shed has lots of great stimuli for writing.

The Sheds



There are different “sheds” depending on genre.



Create a playscript for one of the stories, remember to include stage directions in brackets

The literacy shed gives a fantastic opportunity to create character and setting descriptions.

Use figurative language to help you describe.

Figurative language = similes, metaphors and personification

Modal verbs

Modal verbs express a degree of possibility of something happening.

Use the modal verbs on the slide to create your own statements to show how likely something was.

You might want to produce this in question form e.g. which modal verb fits this sentence best ...

Modal verbs are auxiliary verbs which cannot usually work alone.
They are used with a main verb.

These are **modal verbs**:

| | | | | |
|-------|-------|--------|-------|----------|
| might | will | should | may | would |
| can | could | must | shall | ought to |

He is really good at swimming he (must/should/would) practise a lot.

The answer is must

Modal verbs can be used to show how possible something is, or how likely it is to happen/have happened.

For example:

He's very late. He **could have missed** the train.



It's snowing so it **must be** very cold outside.



They **will lock** the windows when they go out.



1. Choose one of these modal verbs to complete each of these sentences.
You may only use each once so cross it off when you have used it!

can

might

will

should

would

can't

may

must

shouldn't

couldn't

- a) Pasha _____ complete her homework.
- b) He was so tired he _____ keep his eyes open.
- c) Tom is a great footballer. He _____ even play in goal!
- d) If she keeps trying hard, she _____ just have a chance.
- e) He is still learning. He _____ do his shoe laces up just yet.
- f) You _____ hurt people or steal things.
- g) When you have finished, you _____ leave the table.
- h) It has been ordered, so when they get there, they _____ find it waiting for them.
- i) The bitter cold makes it certain there _____ be icy roads tomorrow.
- j) I _____ happily swap places with a millionaire.

Modal verbs can also be used to show:

advice or obligation

Pupils **must** wear a uniform.

You **should** not smoke.



habits

I **will** often have cereal for my breakfast.

We **shall** always enjoy a walk in the park.



permission

May I leave a few minutes early?

Could we go to the post box on the way?

Please can we have an ice cream?



ability

I **can** drive a tractor.

My grandfather **could** draw very well.

