

Home Learning – Tuesday, 2nd February

Maths:

Today and next Monday we're going to recap some multiplication work to check you can still remember what we taught in the Autumn term. After that, we'll progress with some new learning for most of you.

<https://www.loom.com/share/8ad1f42cab4942a0b5a75bdbc76e8444>

Now watch this: <https://vimeo.com/486774671>

Once you've watched the video, start on the uploaded worksheet: *Multiply 2-digits by 1-digit*

English:

<https://www.loom.com/share/1919a1cf3b6549938f84e598dcc1ba87>

Today we're going to learn how to add suffixes to words ending in -fer.

Watch and read this: <https://www.bbc.co.uk/bitesize/topics/zqqsw6f/articles/zcsyjty>

Is it reference or referrence? Is it refered or referred? It's tricky, isn't it? Sometimes I find it hard to know which part of a word is stressed. One way I use is to shout the word. Yes, SHOUTING the word! As you shout the word, you'll find that you will put a stress on certain parts of the word, the syllables.

However, sometimes we just need to learn the word!

So what spelling rule are we learning? If the 'fer' syllable is stressed, double the last **letter** before **adding the suffix**.

Task: Login to Spelling Frame <https://spellingframe.co.uk/> and select 'Go To Test'. Choose the Segment Tiles, Spelling Tiles and any of the games to practise spelling our list of adding suffixes to -fer words. When you are ready, choose to take a test – your scores will be recorded and sent to me. Good luck!

(Remember to use your Yr5 logins, not your old Y4 ones.)

PE: Tennis Skills with Mrs Pears

LESSON 3 – Tennis Multi-skills

Video – https://ashfieldjun-my.sharepoint.com/:v:/g/personal/jpears_ashfield-jun_cumbria_sch_uk/EZzEW2ESsS1lvEmqdZEWjNYBWu0FV1Gi9pE0h5z1zzrQuQ?e=gOTVA7

STARTER: In the Bucket – find something you can use as a bucket (washing basket, cardboard box, etc.) and with your hand/frying pan/bat/racket hit a ball into a bucket from different distances. Start with practicing and aiming using hand-eye coordination and then move on to challenging yourself at having 10 attempts and see how many you can get in out of 10.

SKILLS: It is important that you work on each step and practise it until you feel confident to move on. Send some pictures or videos to your class teacher (and Mrs. Pears if you like).

- *Step 1* -You will need to ask someone politely to be your partner. Stand in a goal marked with objects. Your partner rolls the ball underarm between the cones - the partner can challenge you by the speed of the roll and the distance of the roll from the player. The goal player moves to catch it and returns it to the thrower. Carry out 20 rolls.
- *Step 2* - Move onto throwing, trying to catch the ball with no more than one bounce (20). The wider the goal and the speed of the throw the harder it is.
- *Step 3* - If you have a frying pan, racket or hand, ask your partner to roll the ball along the floor and the other traps it with the equipment between two cones - practice these 20 times.
- *Step 4* - Move on to your partner throwing the ball with no more than one bounce and you have to stop the ball with your equipment (20).
- *Step 5* – Move on to, instead of stopping the ball with your equipment, you return the ball to your partner by lightly hitting the ball towards them.
- *Step 6* – Now get your bucket from the starter and after your partner has thrown the ball try to hit the ball into the bucket. The bucket can be moved to make it easier (closer) or harder (further away).
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EXTRA CHALLENGE: Blue tac a piece of paper to a wall. Allow the ball to bounce off the floor then try to hit the ball towards the piece of paper to see if you can hit the target. Then you can time yourself to see how long it takes for you to hit the paper target 10 times.

REFLECTION QUESTIONS: Answer these questions in your home learning book.

1. How far did you get with these skills?
2. Why do you think it was easy or hard?
3. What skills do you need to practise to get even better?