



This half-term, the 'Isolation/Pod Closure' work is set through the 'Oak Nation Academy'-Maths & English links and this grid focusing on other subjects.







The grid provides 10 learning activities based on Science, History, Geography, Art, Music & PE. There is enough for one activity a day over a maximum of two weeks (10 working days) 'Isolation/Pod Closure'

Remember ~ Children isolating, without symptoms, are well enough-and expected to- access work during school hours.

The school expects three pieces of work each day:

1 piece of Oak Academy Maths work, 1 piece of Oak Academy English work and 1 piece from another subject (this grid)

**Year 5 Isolation Work Menu ~ Autumn 2 November & December 2021**

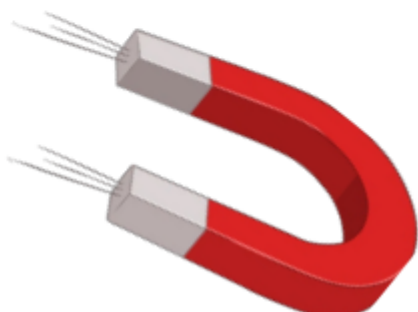
<p><b><u>Science 1</u></b></p> <p>In school, we are studying/have studied 'Properties and Changes of Materials'</p> <p>Use <b>Science Sheet 1</b> (below) to match the properties to their definition.</p>  <p>There are two parts to this and full instructions are on the sheet.</p>	<p><b><u>Science 2</u></b></p> <p>In school, we are studying/have studied 'Properties and Changes of Materials'</p>  <p>Use <b>Science Sheet 2</b> (below) and identify the true/false statements</p> <p>There are two parts to this and full instructions are on the sheet</p>	<p><b><u>Science 3</u></b></p> <p>In school, we are studying/have studied 'Properties and Changes of Materials'</p> <p>Use <b>Science Sheet 3</b> (below) and identify the reversible/irreversible changes</p>  <p>There are two parts to this and full instructions are on the sheet</p>	<p><b><u>History 1</u></b></p> <p>In school, we are studying/have studied 'The Vikings'</p>  <p>Use <b>History Sheet 1</b> (below) to complete the work on Viking homes and to suggest improvements</p> <p>There are four parts to this followed by a challenge.</p> <p>Full instructions are on the sheet</p>	<p><b><u>History 2</u></b></p> <p>In school, we are studying/have studied 'The Vikings'</p> <p>Use <b>History Sheet 2</b> (below) to complete the work on Viking questions and answers</p>  <p>There is one main part to this followed by a challenge.</p> <p>Full instructions are on the sheet</p>
<p><b><u>History 3</u></b></p> <p>In school, we are studying/have studied 'The Vikings'</p> <p>Use <b>History Sheet 3</b> (below) to complete the work on Viking Law and punishments</p>  <p>There is one main part to this followed by a challenge.</p> <p>Full instructions are on the sheet</p>	<p><b><u>Religious Education</u></b></p> <p>In school, we are studying/have studied 'why some people believe in God'</p> <p>Research and record three reasons why people do believe in God and three reasons they might not believe in God.</p>	<p><b><u>Physical Education</u></b></p> <p>Log on to <a href="https://www.bbc.co.uk/teach/class-clips-video/physical-education-ks1-ks2-lets-get-active/z72yjhv">bbc.co.uk</a></p> <p>Complete one of the activities.</p> <p>Record the effects on your body. How do you feel before and after exercise?</p>	<p><b><u>Art</u></b></p> <p>Log onto the link below <a href="https://www.youtube.com/watch?v=vsndTDWKPeA">https://www.youtube.com/watch?v=vsndTDWKPeA</a></p> <p>Follow Mr. Walkington's tutorial to draw your own Viking long ship</p> <p>Think like an artist~ State what you are pleased with and what you'd improve.</p>	<p><b><u>Music</u></b></p> <p>Log onto the link below <a href="https://www.youtube.com/watch?v=IDK9QgIzhwk">https://www.youtube.com/watch?v=IDK9QgIzhwk</a></p> <p>listen to the track give your opinion on the music and the song lyrics.</p> <p>Do you like this Say why/why not.</p>

Science sheet 1 ~ You don't have to print this sheet ~ You can write the properties and the definition out on paper.

1. Match the properties- in the blue boxes- to the definitions.

Diagram illustrating properties and definitions:

- magnetic** (blue box) is matched to **is attracted to magnets** (definition box).
- flexible** (blue box) is matched to **will easily catch fire and burn quickly** (definition box).
- permeable** (blue box) is matched to **will let some light pass through it** (definition box).
- insulating** (blue box) is matched to **will stop energy, such as electricity or heat, from transferring through it** (definition box).
- translucent** (blue box) is matched to **will allow liquids and gases to pass through it** (definition box).
- absorbent** (blue box) is matched to **is able to soak up liquid easily** (definition box).
- hard** (blue box) is matched to **solid, firm and rigid; not easily broken, scratched or pierced** (definition box).
- flammable** (blue box) is matched to **will easily catch fire and burn quickly** (definition box).

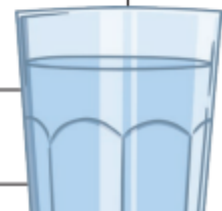


2. Pick three properties and clearly explain, in writing and/or diagrams, how these are observed/used/helpful in everyday life.

Science sheet 2 ~ You don't have to print this sheet ~ You can write the statements under the headings true/false.

1. Research the statements below. Identify which are true and which are false.

	True	False
Dissolved particles cannot be seen because they have mixed with the water.		
Substances which dissolve are called soluble.		
Only white powder dissolves.		
Solids can't dissolve.		
Dissolved substances disappear.		
It is possible to get dissolved substances back.		
The hotter the water, the quicker solids dissolve in it.		
The bigger the soluble particle, the faster it dissolves.		



2. Research and record examples of solutions used in everyday life

Science sheet 2 ~ You don't have to print this sheet ~ You can write the statements under the headings 'Reversible' and 'Irreversible'.

1. Research the changes below. Identify which are reversible and which are irreversible.

	Reversible	Irreversible
Frying an egg		
Freezing water		
Baking a mixture of flour, sugar, butter and eggs		
Melting chocolate		
Making toast		
Burning wood		
Mixing vinegar and bicarbonate of soda		
Melting wax		



2. Research other examples of reversible and irreversible changes.

History sheet 1 ~ You don't have to print this sheet ~ You can produce your own diagram and writing on paper.

# The Vikings

During the Vikings, people lived in homes made from the materials found around them.

How is this different to a modern home?

What is it made of?

Make improvements to this house by doing a labelled drawing.

Explain the improvements you have made and why.



## HA Challenge

Imagine you are an estate agent. How would you describe this house in order to sell it?

History sheet 2 ~ You don't have to print this sheet ~ You can record the answers and your questions on paper

## The Vikings

1. The answer to a question is **Thor**.  
What do you think the question could have been?
2. The answer is **long boat**.  
What is the question?
3. The answer is **farmers, fishermen and craftsmen**.  
What is the question?
4. The answer is **round shields**.  
What is the question?
5. The answer is the **Anglo Saxons**.  
What is the question?

### HA Challenge

Can you think of your own questions and answers?



## THE VIKINGS – LAWS AND JUSTICE

In Viking times a criminal would be punished, but so could their family for being related to the criminal. A family might be sent to another part of the country to be punished. There were no prisons, so other punishments included death, having a body part cut off or paying a fine.

**Viking treatment of criminals was fair.  
True or false?**

Explain your answer.

**Challenge:**

Would you like to live in Viking times? Why?