



# Horsington Church School

## Home Learning



Week 12 The Seaside	
Year 5/6	
Weekly Maths Tasks (aim to do one per day)	Weekly Reading Tasks (aim to do one per day)
<ul style="list-style-type: none"><li>• <a href="#">Times tables rock stars</a> – Don't let our high score slip!!</li><li>• <a href="#">Daily 10</a> – practice your arithmetic – Make sure you're choosing different skills each week to practice.</li><li>• Complete lessons from Wednesday 29<sup>th</sup> April, Thursday 30<sup>th</sup> April and Friday 1<sup>st</sup> May from <a href="#">I see reasoning</a></li><li>• Can you work out what will happen in <a href="#">this sequence</a>?</li></ul>	<ul style="list-style-type: none"><li>• Find a cosy, quiet place to read for at least 30 minutes.</li><li>• Create a comic strip showing the events from the last few chapters of your book.</li><li>• Read <a href="#">The Mermaid's Lament</a>. Make sure you understand all the words in the poem – use a dictionary if you don't. Can you make a list of all the <a href="#">poetic terms</a> being used?</li><li>• Watch this video of the book <a href="#">Flotsam</a>. This <a href="#">version</a> has audio for those who would find it easier. Summarise the story in one paragraph.</li><li>• Find out about how sand is made <a href="#">here</a>. Write 5 comprehension questions for the text you have read.</li></ul>
Weekly Spelling Tasks (aim to do one per day)	Weekly Writing Tasks (aim to do one per day)
<ul style="list-style-type: none"><li>• Create a glossary for these sea-related words: estuary, algae, plankton, tsunami, flotsam &amp; urchin. Draw illustrations to represent each of these words.</li><li>• Pick 5 of the common exception <a href="#">year 5/6 words</a> that you haven't worked with yet and create the word outside using sticks/stones/grass/flowers etc. Send me a picture!</li><li>• Some words end with a '<a href="#">shus</a>' sound. How many can you think of which end with -tious or -cious? Write the meanings.</li><li>• Create a vocabulary bank of words that would be useful for writing about the seaside. Can you highlight them as verbs, adjectives and nouns? Add more of the word type of which you have least.</li><li>• Proofread one of your pieces of writing using a dictionary. Closely look at</li></ul>	<ul style="list-style-type: none"><li>• Imagine you are the little boy in Flotsam. Write a diary entry for the day that you found the camera. Stop at the point where he goes to get the pictures developed. Think about how he is feeling and how you could express this through his actions.</li><li>• Use one of the photographs found on the camera in Flotsam to inspire a piece of poetry.</li><li>• Listen to this <a href="#">Guided Visualisation</a> of a walk along a beach. Write about your own walk along the beach. Think about each of the four senses. Use your vocabulary bank to help.</li><li>• <b>Big Writing Challenge:</b> Write a story that gives the narrative to go along with the images in Flotsam. Edit and write your story up in best- could you share it with us on teams?</li></ul>

*“That they may have life, life in all its fullness.”*



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homophones. Consider whether you could improve the vocabulary.

### Learning Projects

to be done through the week

- Do all beaches look the same? What is your favourite type of beach, sandy, rocky...? Investigate beaches around the world and find your favourite. Use your vocabulary bank to create a piece of writing about your beach without using the word beach!



- Investigate the Great Barrier Reef. Draw a map to show where it is then write a non-fiction booklet. Don't forget to include the very significant threats to the reef. Think about your tone, is it a formal guide or a chatty one?
- Imagine there was one more photo that was printed from the camera in the book Flotsam. Create your own underwater image that could be in this collection.
- **Please learn the John Masefield poem below and we will see if we can perform it together during our Teams meeting.**

### Additional Resources

Sea Fever

BY JOHN MASEFIELD

I must down to the seas again, to the lonely sea and the sky,  
And all I ask is a tall ship and a star to steer her by;  
And the wheel's kick and the wind's song and the white sail's shaking,  
And a grey mist on the sea's face, and a grey dawn breaking.

I must down to the seas again, for the call of the running tide  
Is a wild call and a clear call that may not be denied;  
And all I ask is a windy day with the white clouds flying,  
And the flung spray and the blown spume, and the sea-gulls crying.

I must down to the seas again, to the vagrant gypsy life,  
To the gull's way and the whale's way where the wind's like a whetted knife;  
And all I ask is a merry yarn from a laughing fellow-rover,  
And quiet sleep and a sweet dream when the long trick's over.

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