



Year 5

Home Learning Pack

27th April – 1st May

Where should I do my work?

If you do not have access to Microsoft Teams, you can complete all learning in your home learning book.

We will ask you to complete some lessons in your home learning book – it is important you practise your handwriting.

Other lessons we will ask you to complete as an assignment directly on to Microsoft Teams.

If possible, upload a picture of any of the learning you have completed in your book and post this on Microsoft Teams.

There are lots of links to videos which will help you complete the learning activities. You can always watch these on a phone or tablet!



Timetable






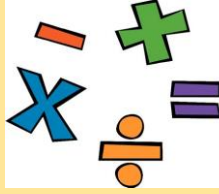
		9:30 - 10:30	10:30	10:45-11:15	11:15 - 12:15		1:20 - 2:00	2:00-3:00	3:00 - 3:15
Mon	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 1 	B	 Reading day 1	ENGLISH TASK 1 	L	SPELLING TASK 1	Geography	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Tues	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 2 	R	 Reading day 2	ENGLISH TASK 2 	U	SPELLING TASK 2	Science	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Wed	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 3 	E	 Reading day 3	ENGLISH TASK 3 	N	SPELLING TASK 3	Computing 	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Thurs	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 4 	A	 Reading day 4	ENGLISH TASK 4 	DT/Lunch Make your own lunch today. Take a photo/draw a picture. Write about the skills you used to make it		SPELLING TASK 4 	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
Fri	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete 5 	K	 Reading day 5	ENGLISH TASK 5 	H	SPELLING TASK 5	RE Music	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker

Daily: times table rock stars



Monday 27th April 2020

		9: 30 - 10:30	10.30	10.45-11.15	11:15 - 12:15		1: 20 -2.00	2 :00-3:00	3.00 - 3.15
Mon	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 1 	B	 Reading day 1	ENGLISH TASK 1 	L	SPELLING TASK 1	Geography	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker



5 a day Maths Starters

These will also be set daily as assignments on Microsoft Team

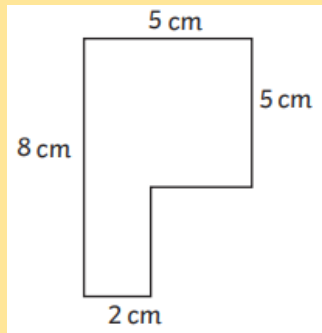
Monday

1. $37 \times 16 =$

2. $9^2 + 4^2 = 10^2 - \bigcirc$

3. $\frac{2}{3} = \frac{\square}{12}$

4. Find the perimeter of this composite shape.



5. A plane arrives 90 minutes late at 16:10. What time was it due to arrive?

Tuesday

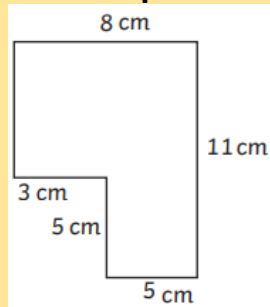
1. How many minutes pass between 10:40 and 13:15?

2. $372 \div 10 = 3.72 \times \bigcirc$

3. Write all the common multiples of 4 and 5 that are between 50 and 100.

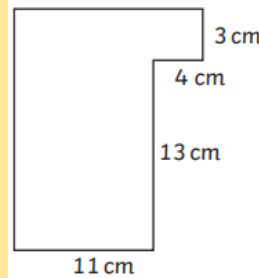
4. $\frac{2}{7} + \frac{5}{14} = \square$

5. Find the area of this composite shape.

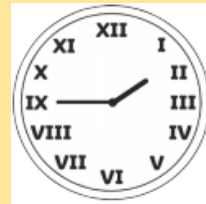


Wednesday

1. Find the perimeter of this composite shape.



2. What is the time shown?



3. Use $<$, $>$ or $=$
 $5.61 \times 10 \bigcirc 6 \times 9$

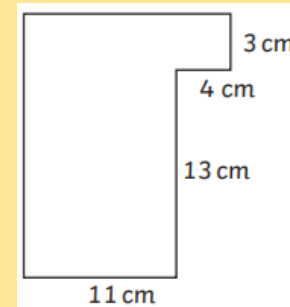
4. True or false? Common factors of 84 are 6 and 7.

5. $\frac{5}{6} + \frac{1}{12} + \frac{1}{2} = \square$

Thursday

1. $\frac{7}{12} - \frac{1}{4} = \square$

2. Find the area of this composite shape.



3. Look at the clock. How long till 22:25?



4. $56 \div 7 = 40 \div \bigcirc$

5. $5^3 = \bigcirc$

Friday

1. $6 \times 7 = 42$
Use this fact to solve this.

$420 \div 70 = \underline{\quad}$

2. $1\frac{5}{8} - \frac{15}{16} = \square$

3. Estimate the area of the pond.
Each square = 1 m^2



4. Give two times that have a difference of 2 and a quarter hours.

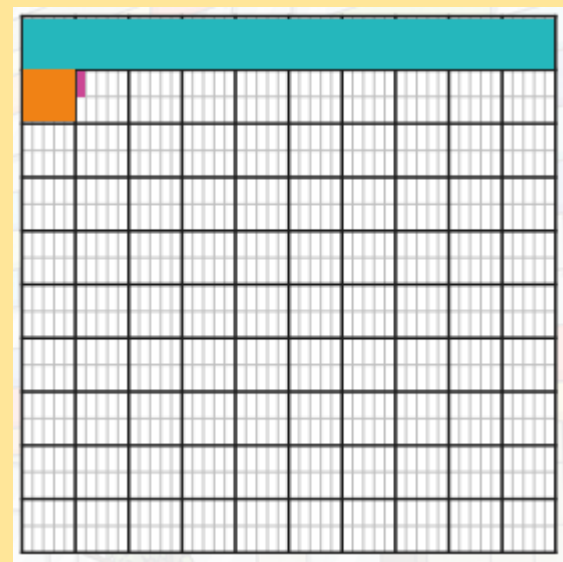
5. What's the multiplication calculation shown?

Thousands	Hundreds	Tens	Ones
1000	100 100 100	10 10	1 1 1 1 1
1000	100 100 100	10 10	1 1 1 1 1
1000	100 100 100	10 10	1 1 1 1 1
1000	100 100 100	10 10	1 1 1 1 1

Monday 27th April 2020

LO: To understand thousandths

Video: <https://www.youtube.com/watch?v=mbZHJdpX1S0>

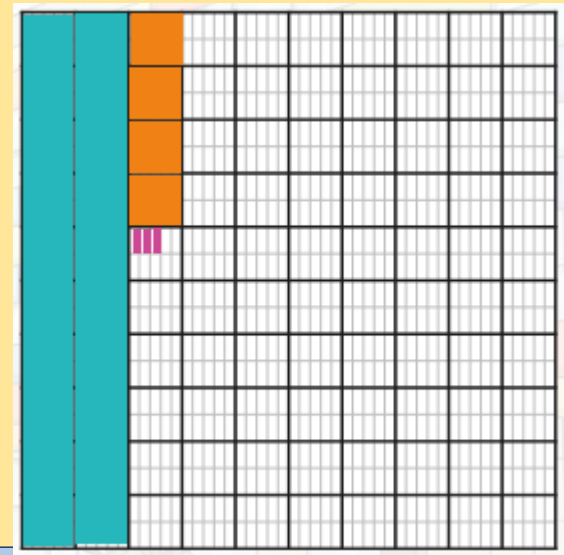


Here is a thousand square. It has 1,000 pieces.
The entire thousand square represents 1 whole.
The blue part shows $100/1000$. It is also $1/10$
The orange part shows $10/1000$. It is also $1/100$
The purple part shows $1/1000$
All the colours together show $1/10 + 1/100 + 1/1000$
Or $0.1 + 0.01 + 0.001 = 0.111$

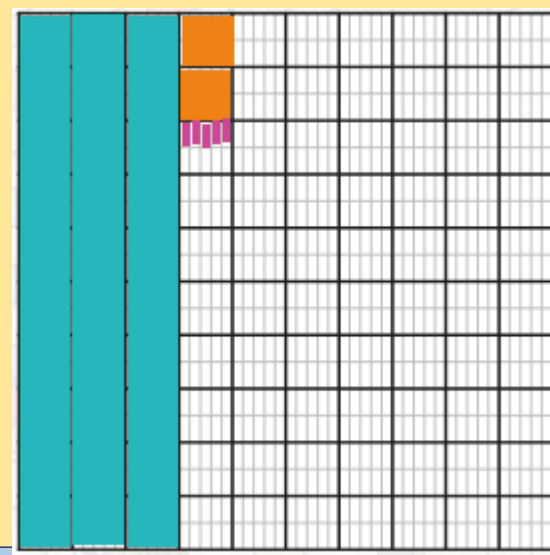
How many tenths make a whole?
How many hundredths make a tenth?
How many thousandths make a hundredth?

Which of these is 0.126?
How do you know?
Which of these is 0.243?
How do you know?
What's the last decimal
shown? How do you know?

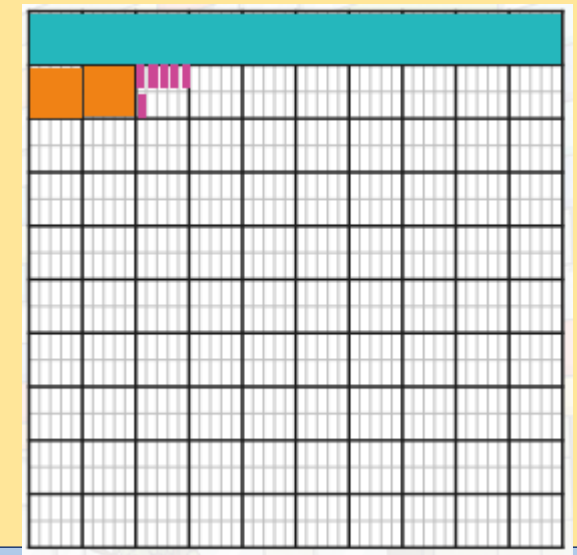
A



B



C



Either log into Teams to complete questions or complete the questions on the next page in your home learning book.

Task 1

Tommy is using base 10 to represent decimals.

He uses  to represent 1 whole.

He uses  to represent $\frac{1}{10}$ or 0.1

He uses  to represent $\frac{1}{100}$ or 0.01

He uses  to represent $\frac{1}{1000}$ or 0.001






What decimals are represented?

a) 

b) 

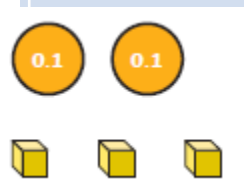
c) 

d) What number is shown in this place value chart?

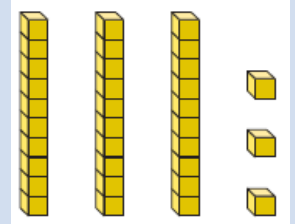
Ones	Tenths	Hundredths	Thousandths
 			

Task 2

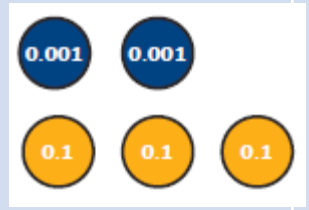
a) Remi, Trudy and Jake are trying to show the decimal 0.203.



Remi



Trudy



Jake

Who has made an error? How do you know?

b)

0.394

= 3 tenths, 9 hundredths and 4 thousandths

$$= \frac{3}{10} + \frac{9}{100} + \frac{4}{1000}$$

$$= 0.3 + 0.09 + 0.004$$

Write these numbers in three different ways:

0.472

0.529

0.307

Task 3

a) Using the digit cards only once, create 3 different decimal numbers with 3 decimal places. Each number must be greater than 0.3 but less than 0.6. Find all 3 possible sets of numbers.

1

2

3

4

5

6

7

8

9

0.____

0.____

0.____

0.____

0.____

0.____

Jerry has written a decimal number.

My number has no whole ones.
The tenths digit is double the thousandths digit.
The hundredths digit is 3 more than the tenths digit.

Find all possible solutions.

Monday 27th April 2020

Reading task

LO: To write a character profile

20 mins – Read your reading book or a book of your choice.

10 mins - 1) Write the date or LO.

2) Write a description of one of the characters in the book you are reading.

Think about their appearance and personality. Explain how their actions show you what they are like.

Example

Professor McGonagall is a stern woman, who wears square glasses and an emerald cloak. Her black hair is drawn into a tight bun and many of the students are afraid of her. However, despite her scary looks, she is also highly respected by most of the pupils and staff at Hogwarts. She does not tolerate any silliness and is known to make others feel rather stupid in front of everyone if they do anything she does not approve of. In spite of this, she also shows that she has a very good sense of humour and a kind heart when things get tough.

3) Post character profile on Microsoft Team.

Ask an adult to sign your reading record



Monday 27th April 2020

LO: To identify and use prepositional phrases.

- A **preposition** tells us the position of a noun.
- Preposition + noun = prepositional phrase.

E.g. **Behind the wardrobe**, lies a magic world.

Beyond the mountain range, lived a terrible monster with blood red eyes.

About	Before	For	To
After	Behind	From	Under
At	By	Over	Up
In	During	Past	With

[Helpful Video:](https://www.youtube.com/watch?v=DYd7dg2I-9k)
<https://www.youtube.com/watch?v=DYd7dg2I-9k>

Task 1

Underline the 11 prepositional phrases

Daniel's bedroom was a terrible mess! It looked like a tornado had passed through it and turned everything upside-down! Across the floor, toys were scattered and Daniel's favourite superhero toy had been thrown under the bed. A pile of old magazines were precariously stacked behind the bedroom door, waiting to be knocked over. By his bed, a small table stood, covered in empty sweet wrappers and an old drink carton. Feeling horrified, Daniel's mum hadn't entered the room for several days due to the mess. Behind the wardrobe doors, piles of unfolded and dirty clothes lay screwed up waiting to be sorted. 'I want this bedroom cleaned by tomorrow,' demanded his mum. Daniel walked into his room and lay on his bed.

'I'll do it first thing in the morning,' he thought to himself.

Task 3

Using prepositional phrases, write a paragraph describing your own bedroom (hopefully it's not quite as messy as Daniel's)!
Underline the prepositional phrases when you have completed your paragraph.

Monday 27th April 2020

LO: to spell words with the letter string 'ough'

Copy words into your home learning book. Use look, say, cover, write, check
You should write each word 3 times
Make sure you join your handwriting

This week, we are starting to look at a particular letter string that can make different sounds within different words.

'ough'

Sometimes 'ough' can make a...



an 'oo' sound as in **through**

or



'long o' sound as in **dough**

or



an 'off' sound as in **cough**

or



an 'uff' sound as in **rough**

Can you think of any other words where the 'ough' letter string makes these particular sounds?

These are the spellings you will be working on this week

Look, Say, Cover, Write and Check!

Tick the columns as you follow the instructions from left to right. Make sure you spell the words in the 'write' column. If you spell the word incorrectly, write it again in the 'correction' column.

	Look	Say	Cover	Write	Check	Correction
though						
although						
dough						
doughnut						
through						
cough						
trough						
rough						
tough						
enough						

Summer Week 2 Geography Task

LO: To understand the human features of Modern Greece and Ancient Greece.

Task 1: look up these words in the dictionary and write down their definitions: (you can use an online dictionary)

1. Economy =

2. Wage =

3. Population =

Look at the table to the right. These are the human geographical features of Modern Greece and Ancient Greece. Which one do you think is which?

- 10-13 million people lived in Greece in 400BC
- There were many different cities to live in
- In 500 BC, Greece was one of the richest countries in the world
- The average Greek earned 3x more than the average Roman
- The Greeks worshipped many Gods
- The Greeks spoke Ancient Greek

Modern/Ancient Greece?

- The Greek's main religion is Christianity
- Greek's population in 2018 was 10.7 million people
- The Greeks speak Greek
- Greece is the 51st richest country in the world
- The average Greek earns £18,000 a year
- There are 6 main regions in Greece, as well as many islands

Modern/Ancient Greece?

Would you rather have lived in Modern Greece or Ancient Greece?

Task 2: In your workbooks, write a paragraph comparing the two times of Greece and explain which time you would have rather lived in, using examples from the table.




You might want to use these words: economy, wage, population, religion, however, on the other hand, whereas, furthermore.

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into times
table Rock stars, Active learn or classroom secrets?



Tuesday 28th April 2020

Tues	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete DAY 2 	R	 Reading day 2	 ENGLISH TASK 2	U	SPELLING TASK 2	Science	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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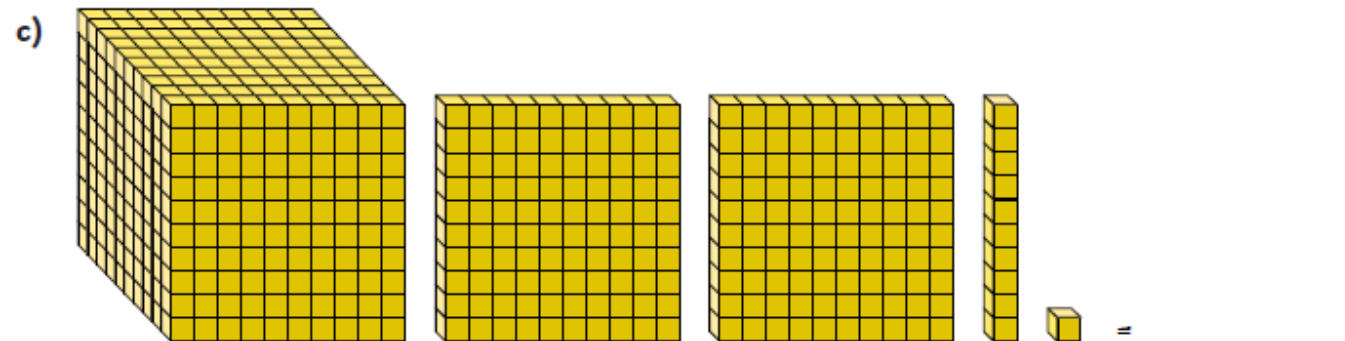
Tuesday 28th April 2020

LO: To understand thousandths as decimals

Video: <https://www.youtube.com/watch?v=mbZHJdpX1S0>

a) $4 \frac{26}{1000} =$ _____

b) 3 ones, 4 tenths and 6 thousandths = _____



These are representations of different decimal numbers.

Which is 3.532?

Which is 1.211?

Which is 4.026?

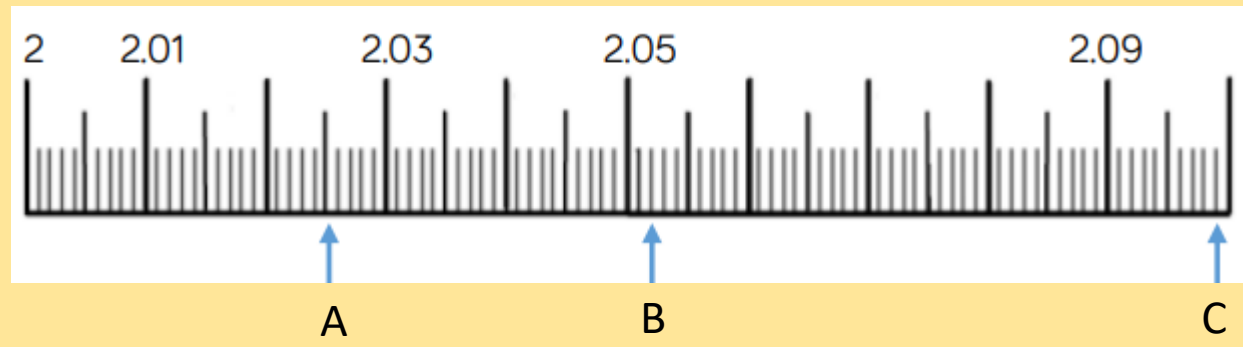
In this number, the digit 0 shows there are no tenths.

Which is 3.406?

In this number, the digit 0 shows there are no hundredths.

This number line has numbers given to 2 decimal places (tenths and hundredths). The smaller notches show thousandths. From the numbers given, what arrow does each decimal and mixed number match to?

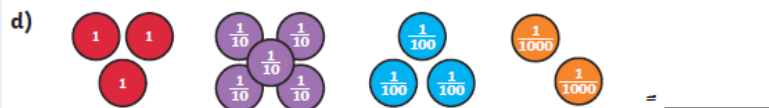
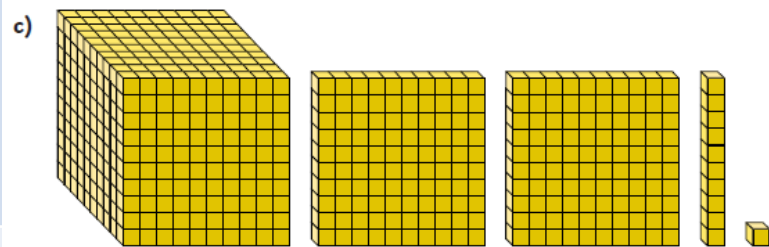
- 2.052
- 2 and 52/1000
- 2.099
- 2 and 99/1000
- 2.025
- 2 and 25/1000



Task 1

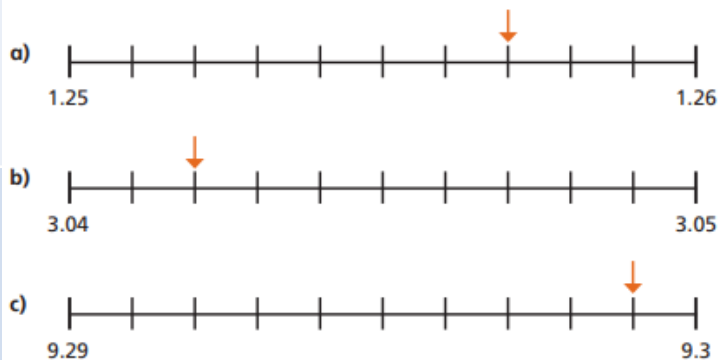
Write these numbers as decimals.

- 1) a) $4 \frac{26}{1000} =$ _____
 b) 3 ones, 4 tenths and 6 thousandths = _____



What number is the arrow pointing to?

2) Write each number as a decimal and as a fraction.



Complete the table to continue the pattern.

$\frac{57}{1000}$	$\frac{58}{1000}$	$\frac{\square}{1000}$	$\frac{\square}{1000}$				
0.057							

Task 2

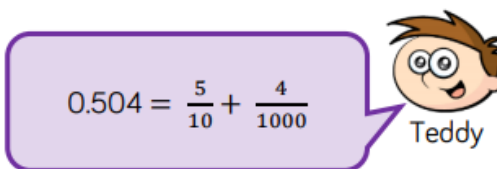
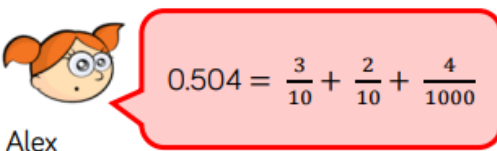
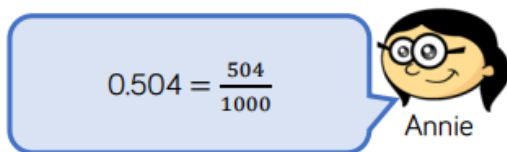
Write a decimal to complete the statement.

- 4) a) $\frac{7}{10} + \frac{3}{100} + \frac{9}{1000} =$ _____
 b) $\frac{9}{10} + \frac{7}{100} + \frac{1}{1000} =$ _____
 c) $\frac{7}{100} + \frac{9}{10} + \frac{1}{1000} =$ _____
 d) $\frac{2}{10} + \frac{7}{1000} =$ _____
 e) $\frac{6}{100} + \frac{3}{1000} =$ _____

5) Ron has 8 counters. He makes numbers using the place value chart. At least 3 columns have counters in. What is the largest and the smallest number he can make with 8 counters?

1	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$

6) Three children are representing the number 0.504



Who is correct? Explain why.

Task 3

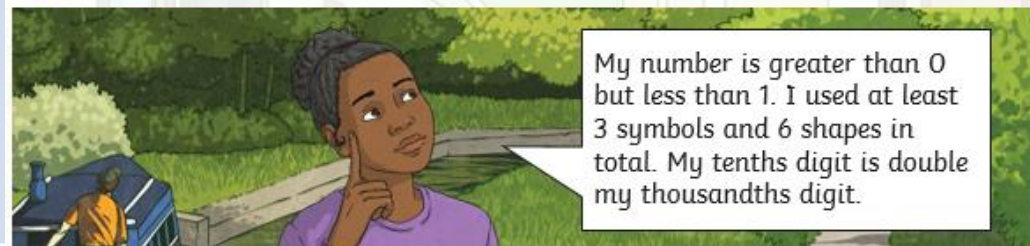


In this problem symbols have been used to represent two different numbers. Write down the value of each, as a mixed number and as a decimal.

= 1 = $\frac{1}{10}$ = $\frac{1}{100}$ = $\frac{1}{1000}$

8)

Here are four shapes and their values:



What is Shaughna's number? What shapes has she used?

LO: to improve my comprehension skills

Success Criteria:

Read questions carefully and identify key vocabulary

Find evidence from the text to support my answers

Task:

Read the text and answer the questions on the next page. These questions can also be answered on Microsoft Teams

Planet Earth

We all live on Earth...why? Well, Earth is the only planet in our solar system that has all the things we need to survive: 21% oxygen in the air to breathe, water to drink and all at just the right temperature warmed by the Sun. Its name comes from the Old English word 'ertha' and the Anglo-Saxon word 'erda' which means ground or soil.

The Blue Planet
 Earth, the third planet from the Sun after Mercury and Venus, is referred to as 'The Blue Planet' because of how it looks from space. This is due to the fact that over $\frac{3}{4}$ of the Earth's surface is covered in water.



Did you know?

- Age: approximately 4.54 billion years
- Diameter: 13,000 km
- Distance to Sun: 150,000,000 km
- Surface Temperature: 15°C
- Highest point: Mount Everest 8.8 km
- Lowest point: Challenger Deep 10.9 km below sea level

I'm Spinning Around
 The Earth spins on its axis once every 24 hours – that's what gives us day and night as we spin to face the Sun and then away from it again. You wouldn't notice but the Earth's spin is actually slowing down by 17 milliseconds per hundred years. Eventually this will lengthen our days but it will take around 140 million years before our day will have increased from 24 to 25 hours. I wonder if children 140 million years from now will have an extra hour at school.

Whilst it is spinning, the Earth is also orbiting The Sun, which takes $365 \frac{1}{4}$ days to do one full circuit. This gives us the length of our years. Our seasons are also dependent on the orbit of the Earth as our planet is tilted at an angle. This means that around one side of the Sun we are tilted towards it – giving us warmer temperatures and longer days...our summer. However, around the other side of the Sun we are tilted away from it giving us less light and cooler temperatures – this is our winter. All in all, it's a pretty amazing planet and I, for one, am glad to call it home.

Questions

1. What percentage of Oxygen is in the air we breathe?

2. What is the highest thing on Earth?

3. How long does it take the Earth to spin once on its axis?

4. Will the Earth always spin at this speed? If not, how will it change?

5. How many planets are between us and the Sun and can you name them?

6. Why do we experience summer around one side of the Sun?

7. Why is Earth also called 'The Blue Planet'?


8. What 3 things make it possible for us to survive on Earth?

LO: To identify and use expanded noun phrases



Starter: Year 5/6 adjectives: ancient marvellous Look up the meaning of these words.

- You can expand this more by adding 2 adjectives but you need a comma. E.g. The beautiful, calm lake.
- You could also consider more information. E.g. The beautiful, calm lake with the moon's reflection.
- Expanded noun phrases help us convey complicated information concisely. (look up the word concisely)

Task 1	Task 2	Task 3
<p>Underline the expanded noun phrases.</p> <ol style="list-style-type: none"> 1. The brightly-coloured parrot flew through the canopy. 2. After his lunch, Harold ate a sweet, delicious chocolate brownie. 3. Under the waves, the stripy fish swam quickly through the reef. 4. In a forest clearing, a dark, mysterious jaguar sauntered by the water. 5. "Pass me the blue shoes please," Mum asked Sophia. 6. As John sat at the bus stop, he saw three large, black cars go past. 7. "These strawberry yoghurts are out of date!" complained the customer in the shop. 8. "Whose is this writing pencil?" asked the teacher as she held it in the air. 9. When he reached the top, the climber stared at the vast, breath-taking view. 10. Happy and elated, the winning team held their trophy in the air. 	<p>Look at this Where's Wolly picture. Write 10 sentences to using expanded noun phrases to describe it. E.g. <u>Behind the tent</u>, stands <u>the smiling, strong man with his hands up</u>. Use prepositional phrases to help.</p> <p>You could challenge someone in your family to find the part of the picture you were describing.</p> 	<p>Change the noun phrases to change the mood of these sentences.</p> <p>E.g. The lonely boy stumbled into the dark room. = The smart boy stumbled into the pink room.</p> <ol style="list-style-type: none"> 1. His blue eyes were light, bright and sparkling. 2. At the end of the dark street stood a tall, thin and very old man with a silver beard. 3. A giant man was standing in the broken doorway. <p>Challenge: Look through your reading book and find 5 expanded noun phrases. I like to use ideas from other books in my own writing.</p>

Tuesday Spelling

Words Containing the Letter String 'ough'

Words Containing 'ough'

l	s	e	b	z	w	k	n	s	g	h	a
e	n	o	u	g	h	b	i	g	g	q	p
h	e	c	o	u	g	h	p	u	q	y	g
n	t	b	m	w	c	u	o	h	h	r	u
l	k	r	t	n	d	r	z	g	u	n	y
l	d	o	u	g	h	n	u	t	t	s	h
d	e	u	w	t	s	o	f	s	o	g	l
d	l	g	e	g	h	t	h	o	u	g	h
o	o	h	d	t	r	j	c	o	g	u	v
r	z	u	l	q	i	s	r	r	h	p	e
x	m	a	g	x	n	t	v	v	o	k	s
k	b	w	i	h	b	d	u	z	h	f	l

though
although
dough
doughnut
through

cough
trough
rough
tough
enough

Complete the wordsearch and practise your spellings in the space below

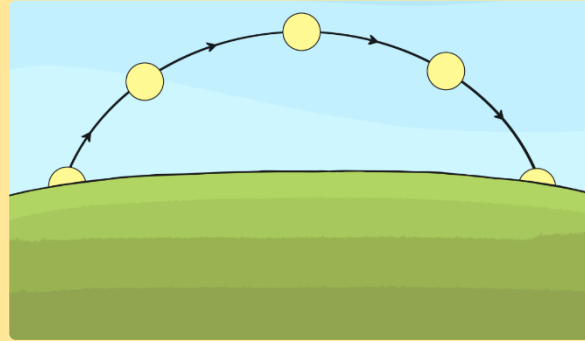
Or

Log onto teams and complete the quiz

Tuesday 28th April

LO: To understand how the movement of the Earth creates day and night.

Why does the sun appear to move?

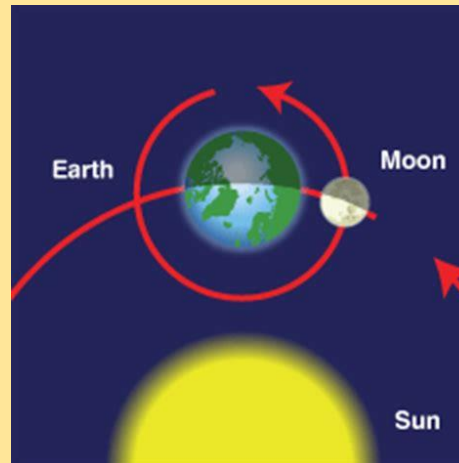


Watch the clip

<https://vimeo.com/129086351>

Why do we have night and day?

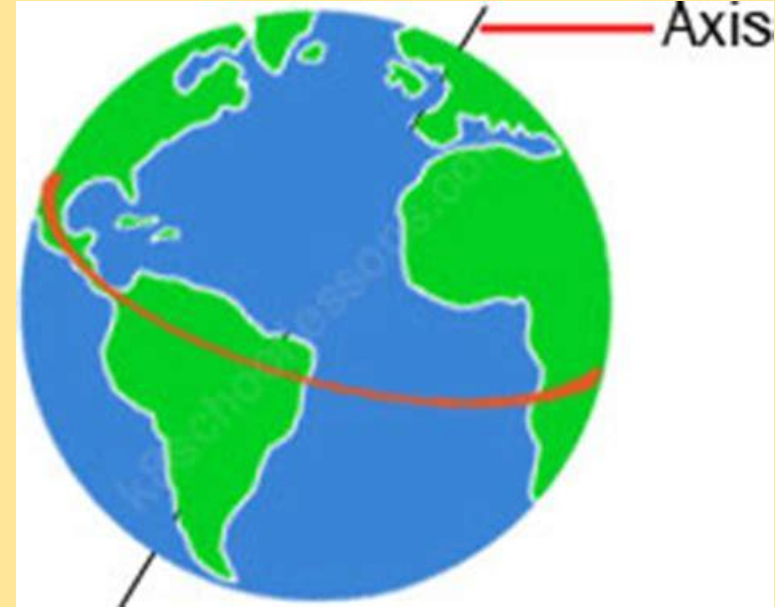
Watch to
1:18



Rotating Earth

What do we know about how the Earth moves?

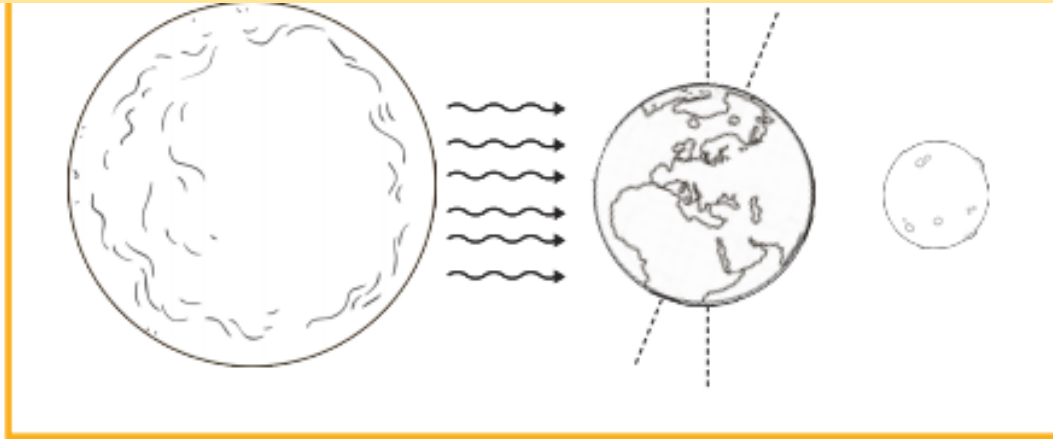
It rotates on its tilted axis.



How long does it take for one rotation?

As the Earth rotates places move from day to night. The part of the Earth facing the Sun is experiencing day and the part facing away is experiencing night.

Complete the sheet about how day and night is formed



1. Label the **Earth**, **Sun** and **Moon** on the picture.
2. Can you explain why we have day and night by using the words in the box to complete each sentence?

We live on the planet _____.

Light comes from the _____.

The Earth _____ on its axis once each day.

When the Sun shines on our part of the Earth, we are in _____.

When our part of the Earth spins away from the Sun we are in _____.

spins

night-time

daytime

Sun

Earth





3. Colour in the picture to show which part of the Earth is in daytime and which part is in night-time.

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into times
table Rock stars, Active learn or classroom secrets?



Wednesday 29th April 2020

Wed	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 3 	E	 Reading day 3	 ENGLISH TASK 3	N	SPELLING TASK 3	 Computing	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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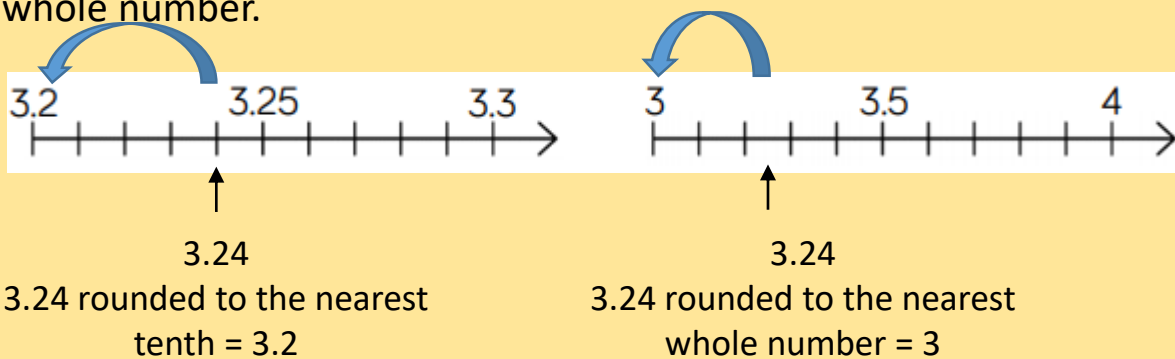
Wednesday 29th April 2020

LO: To round decimals

To round to the nearest whole number, we need to decide which whole number is the nearest. These numbers have one decimal place, showing ones and tenths.

For A, the number has 2 ones and 6 tenths, making the number 2.6. The whole number that is immediately before 2.6 is 2. The whole number that is immediately after 2.6 is 3.

With these number lines, we are going to round 3.24 to the nearest tenth, followed by rounding to the nearest whole number.



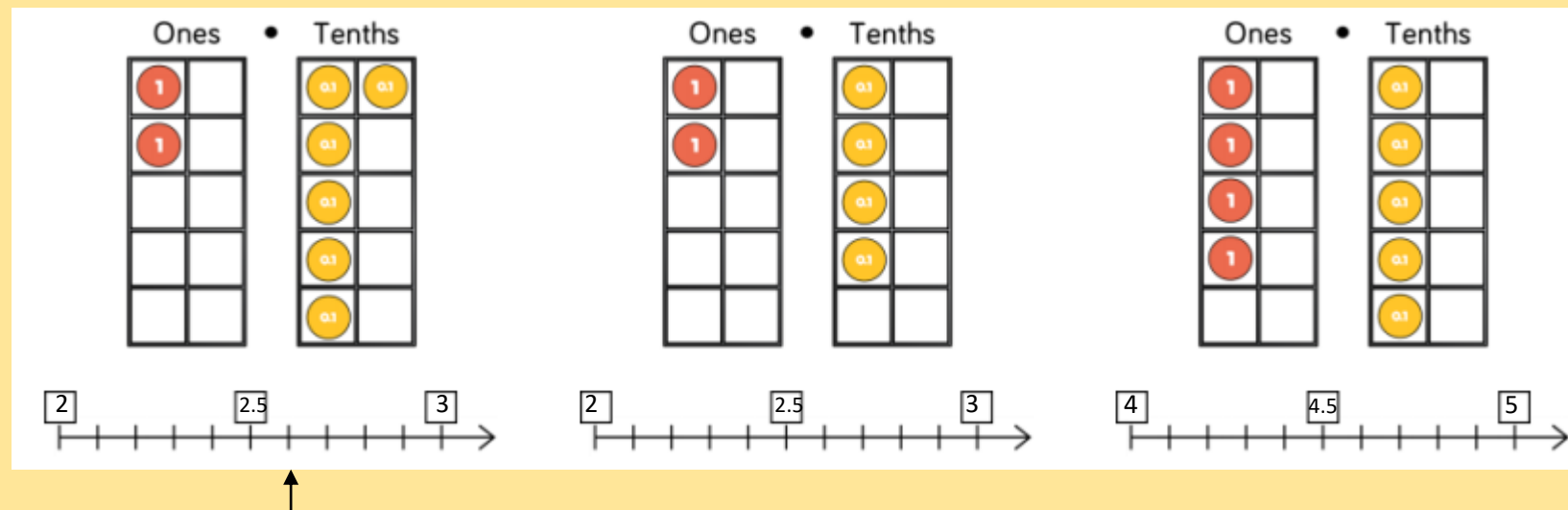
Video (to 1dp): <https://www.youtube.com/watch?v=kPy12fvhcXU>

Video (to 2dp): https://www.youtube.com/watch?v=GR_y_UhR8g

A = 2.6

B

C

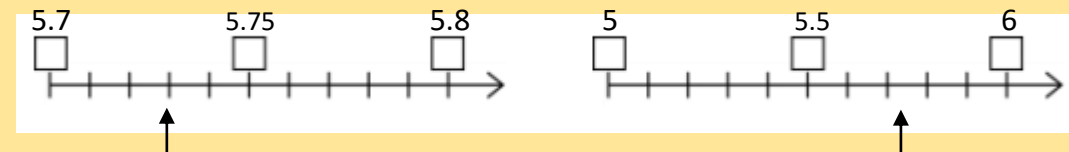


2.6

2.6 rounded to the nearest whole number = 3

What are the decimal numbers B and C?
What whole number do they each round to?

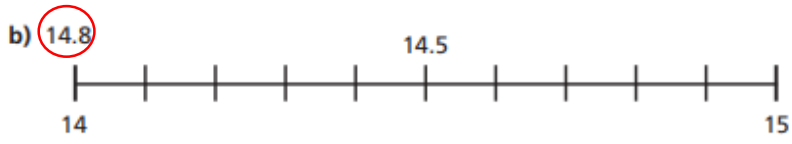
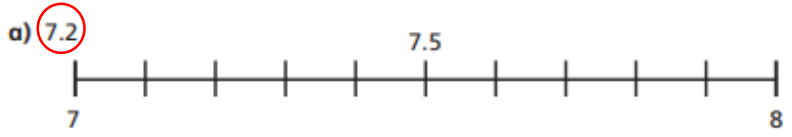
Round the number 5.73 to the nearest tenth, followed by the nearest whole number.



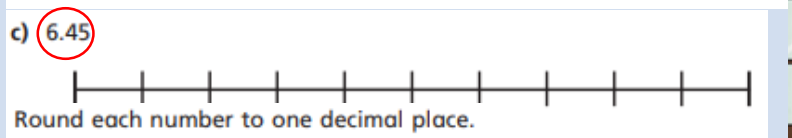
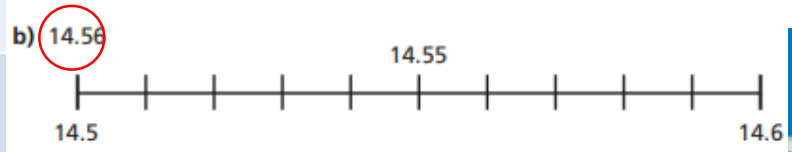
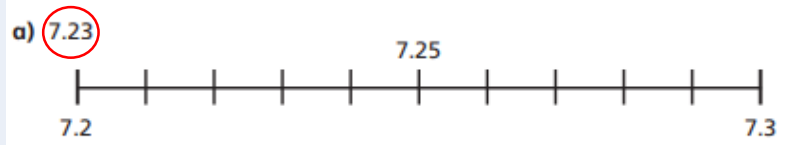
Either log into Teams to complete questions or complete the questions on the next page in your home learning book.

Task 1

1) Use the number line to round these decimals to the nearest whole number.



2) Use the number line to round these decimal numbers to the nearest tenth and the nearest whole number.




3) Round each number to one decimal place.

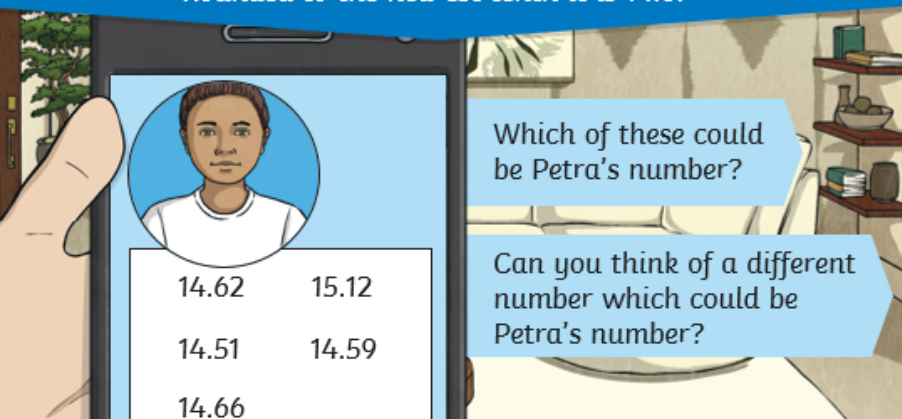
- | | |
|------|------|
| 1.33 | 4.03 |
| 1.34 | 4.04 |
| 1.35 | 4.05 |
| 1.36 | 4.06 |
| 1.37 | 4.07 |

Task 2

- 4) Round each number to the nearest tenth.
- | | | |
|---------|----------|----------|
| a) 4.21 | d) 11.86 | g) 12.92 |
| b) 8.09 | e) 5.67 | h) 10.65 |
| c) 4.84 | f) 0.15 | |

5) Dexter is measuring a box of chocolates with a ruler that measures in centimetres and millimetres.  He measures it to the nearest cm and writes the answer 28 cm. What is the smallest length the box of chocolates could be?

6) Petra is thinking of a number with tenths and hundredths. When it is rounded to the nearest whole number, the number is 15. Rounded to the nearest tenth it is 14.6.



Which of these could be Petra's number?

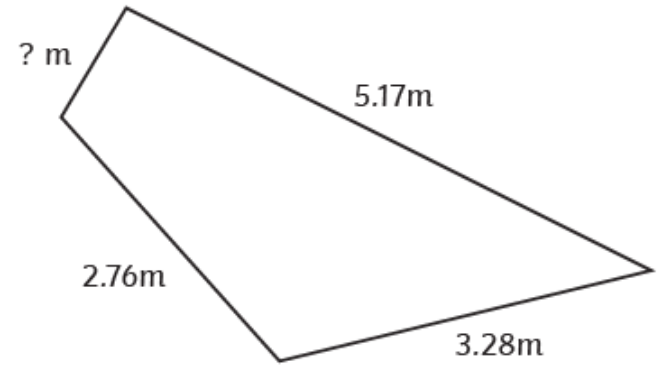
14.62	15.12
14.51	14.59
14.66	

Can you think of a different number which could be Petra's number?

Task 3

7) Each side of this shape is a measurement with two decimal places. When each side is rounded to the nearest whole number, the perimeter of the shape is 13m, to the nearest metre.

What could be the possible length of the fourth side?



8) Use all the digits 1, 2, 3, 4, 5, 6, 7 and 8 once only to make three different numbers with at least one decimal place.

a) When rounded to the nearest whole number, I round to 9.	
b) When rounded to the nearest tenth, I round to 6.5.	
c) When rounded to the nearest whole number, I round to 12.	

Wednesday 29th April

Reading task

LO: To make a prediction based on clues from the text

Reading 20 mins – read independently or to a family member.

Write LO and date

10 min task

What do you think will happen next in the story? Why do you think that? What clues are there in the text? What do you already know about the characters that make you think they will act in certain way?

Ask your grown up to sign your reading record.

Wednesday 29thth April 2020 – English

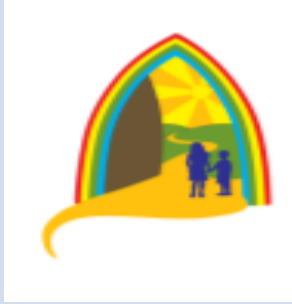
LO: To revise and write sentences with parenthesis

Parenthesis is extra information and is punctuated with brackets, dashes or commas. () - ,
If you take the parenthesis away, the sentence still makes sense.

Miss Rolls, who teaches Year 5, loves chocolate.
Miss Rolls - who teaches Year 5 - loves chocolate.
Miss Rolls (who teaches Year 5) loves chocolate.

This is also known as a relative clause because it has a relative pronoun (who).



Task 1	Task 2	Task 3
<p>Copy these sentences into your book and underline the parenthesis: Remember your capital letters and full stops and to join your handwriting.</p> <ol style="list-style-type: none">Ms Sherfield, who has a dog, teaches in Year 5.Mr Hempson Jones, who loves running, also teaches in Year 5.Miss Dunn teaches sensory circuits (activities to get you ready for the day) and RWI (Read, Write, Inc.).Mrs Phillips (who is also our librarian) loves to dress up on World Book Day.Mrs Blackham -the wonderful French teacher- is a brilliant baker.	<p>Read the passage below. Look up any words you are not sure of – the image above might help you too. Underline all the examples of parenthesis that you can find.</p> <p>The tunnel wound on and on, going fairly but not quite straight into the side of the hill - The Hill, as all the people for many miles round called it - and many little round doors opened out of it, first on one side and then on another. No going upstairs for the hobbit: bedrooms, bathrooms, cellars, pantries (lots of these), wardrobes (he had whole rooms devoted to clothes), kitchens, dining-rooms, all were on the same floor, and indeed on the same passage. The best rooms were all on the left-hand side (going in), for these were the only ones to have windows, deep-set round windows looking over his garden and meadows beyond, sloping down to the river.</p>	<p>Write a paragraph about All Saints that contains 5 examples of parenthesis. Hint: You could describe our school.</p> <p>Challenge: Can you also use expanded noun phrases and prepositional phrases?</p> 

Wednesday Spelling

Words Containing the Letter String 'ough'

Speed Spell

Choose 4 tricky spellings from this week's list. Give yourself 30 seconds to write the word accurately as many times as possible. Do this in your home learning book.

Team Spelling Quiz

If you are online then log on to teams to complete the quiz.

Week 2 Computing

LO: To be aware of the e-safety rules when working from home and on mobile devices

To use connected devices safely, we should use the SMART rules.

Having been learning about these throughout the year, how do you think we should behave when using computers, mobile phones and other connected devices?


Make a poster, story or comic to demonstrate your knowledge of e-safety. You could do this on paper or using Microsoft Word or PowerPoint.


You may find the e-safety videos we have watched in school this year useful. Follow this link.


<https://www.hamsteljuniors.co.uk/online-safety-resources-for-children/>

If you are feeling creative, perhaps you might like to create a video like the ones in this link below.


<https://www.childnet.com/resources/film-competition/2019/primary-finalists>

S SAFE Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe. 

M MEET Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk 

A ACCEPTING Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you. 

R RELIABLE You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found. 

T TELL Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or www.childline.org.uk 




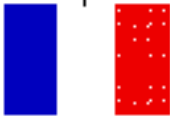
BE SMART WITH A HEART Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online. 

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into times
table Rock stars, Active learn or classroom secrets?

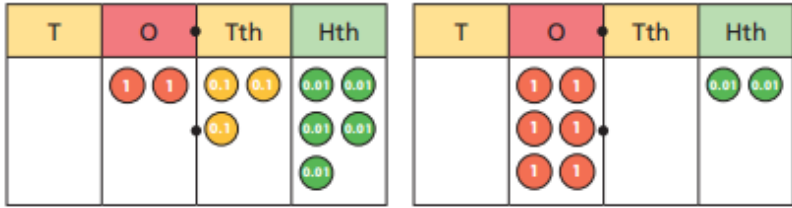


Thursday 30th April 2020

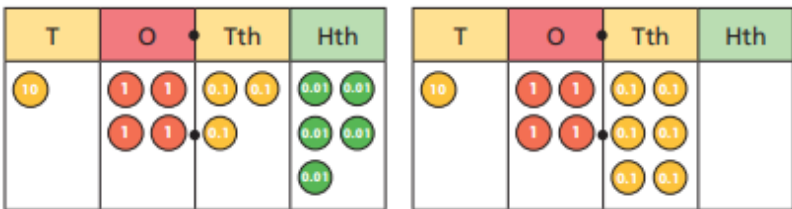
Thurs	Wake up Wash Get dressed Breakfast EXERCISE! Check Microsoft team	Maths Complete DAY 4 	A	 Reading day 4	 ENGLISH TASK 4	DT/Lunch Make your own lunch today. Take a photo/draw a picture. Write about the skills you used to make it	SPELLING TASK 4	French 	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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Task 1

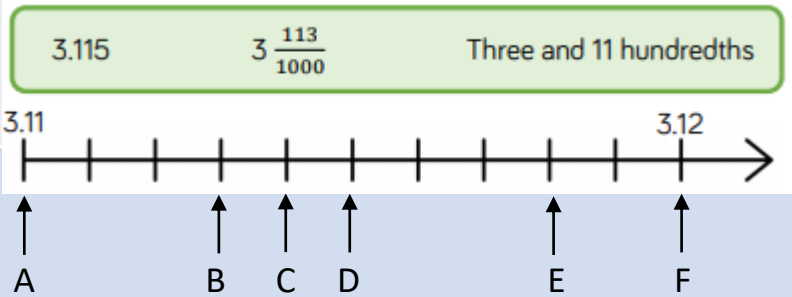
1) Which number is greater?



2) Which is the smaller number?



3) Match the three numbers below to the correct letters on the number line.



4) Here are some numbers in a place value chart.

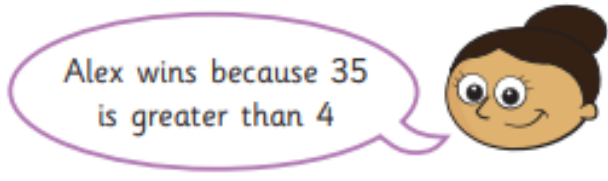
Ones	Tenths	Hundredths	Thousandths
3	2	3	4
3	1	6	
3	2	0	8
3	1	4	5

Write the numbers in order, starting with the greatest.

Task 2

Alex and Dora are competing in the long jump.

5) Alex jumps 1.35 metres and Dora jumps 1.4 metres.

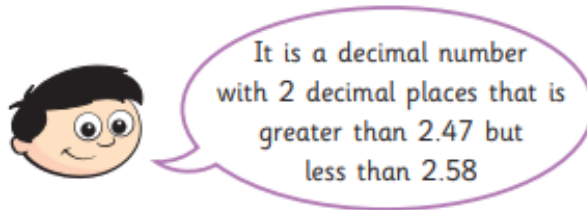


- a) Do you agree? Explain your answer.
 b) Kim joins in the competition. What is the shortest distance she can jump to go into the lead?

6) Write these numbers in ascending order (smallest to largest).

- a) 0.45 0.654 0.546 0.405
 b) 7.2 kg 7.212 kg 7.21 kg
 c) 25.391 25.309 25.093 25.193

7) Dexter is thinking of a number.



What possible numbers could Dexter be thinking of?

Task 3

8)

2.05	$2 \frac{5}{10}$	$2 \frac{1}{2}$
$2 \frac{5}{100}$	2.53	$2 \frac{3}{5}$
2.501	$2 \frac{80}{100}$	$2 \frac{3}{10}$

- a) Which of these are equal to 2.5?
 b) Which of these are greater than 2.5?

9) These decimal numbers are in ascending order. Put digits in the empty boxes to make the order correct.

- a) 0. _ 0 _ , 0.0 _ _ , 0.03 _ , 0.1 _ _ , 0. _ 6 _
 b) Now complete the decimals, using the digits 0-8 once only so that the decimal numbers are in ascending order.
 0. _ 0 _ , 0.0 _ _ , 0.03 _ , 0.1 _ _ , 0. _ 6 _

LO: to improve my comprehension skills

Success Criteria:
Read questions carefully and identify key vocabulary

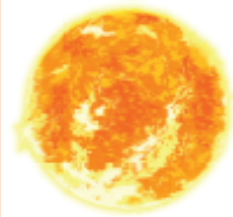
Find evidence from the text to support my answers

Task:
Read the text and answer the questions on the next page. These questions can also be answered on Microsoft Teams

The Sun

The Sun is a star and is at the centre of our solar system. That is why it is called a solar system. The word solar means 'relating to the Sun'. The planets in our solar system stay together because the Sun is so big its gravity keeps us all locked in orbit around it.

Making Energy:
The Sun provides almost all the energy, light and heat needed on Earth and it mainly uses hydrogen and helium for this. Energy is made at its core in the centre of the Sun's sphere. Around the core is the radiative zone which carries the energy to the next layer – the convection zone. It takes about 170,000 years for the energy to move from the core to the convection zone! The photosphere is at the Sun's surface and the energy gets to there from the convection zone in large bubbles. From here, the energy escapes (through the chromosphere and corona) and some of it comes to Earth. It takes about 8 minutes for heat to reach us from the Sun.



Did you know?
Surface temperature: 5505°C
Distance to Earth: 149.6 million km
Radius: 696,342 km
Circumference: 4,366,813 km (2,713,406 miles)
Mass: 1,989,000,000,000,000,000,000,000,000,000kg
(About 1.3 million Earths could fit inside the Sun)

Lifespan:
The Sun is actually a yellow dwarf star and was created about 4.6 billion years ago. The Sun will eventually run out of energy and fade, but don't worry...this won't be for another 4.5 to 5.5 billion years yet! Before the Sun eventually fades, in an unimaginable time from now, it will get bigger and turn into what is called a 'red giant'. In 1.1 billion years from now, the Sun will be 10% brighter than it is today. This will make Earth a bit like a greenhouse – hot and moist. 3.5 billion years from now, it will be even brighter than that: at 40% more than it is today. This will be so hot that the oceans will boil and the ice will melt. It's safe to say that there will be no life on Earth by then, but with space travel already making new discoveries and exploring other planets, where do you think humans will be by then?

Questions

1. What gases is the Sun mainly made from?

2. How long does it take energy to reach Earth from the Sun?

3. How far away is the Sun from Earth?

4. What type of star is the Sun now?

5. List the different layers of the Sun from the centre to the outside.

6. What keeps our solar system of planets orbiting the Sun?

7. Solar means 'relating to the Sun'. Think of another example where we use the word 'solar'.

Thursday 30th April 2020 English Task

LO: To write a description paragraph using the SPAG skills we have been learning about.

Task: Write a descriptive paragraph to describe one of these settings.

Challenge: write two paragraphs by selecting 2 pictures.

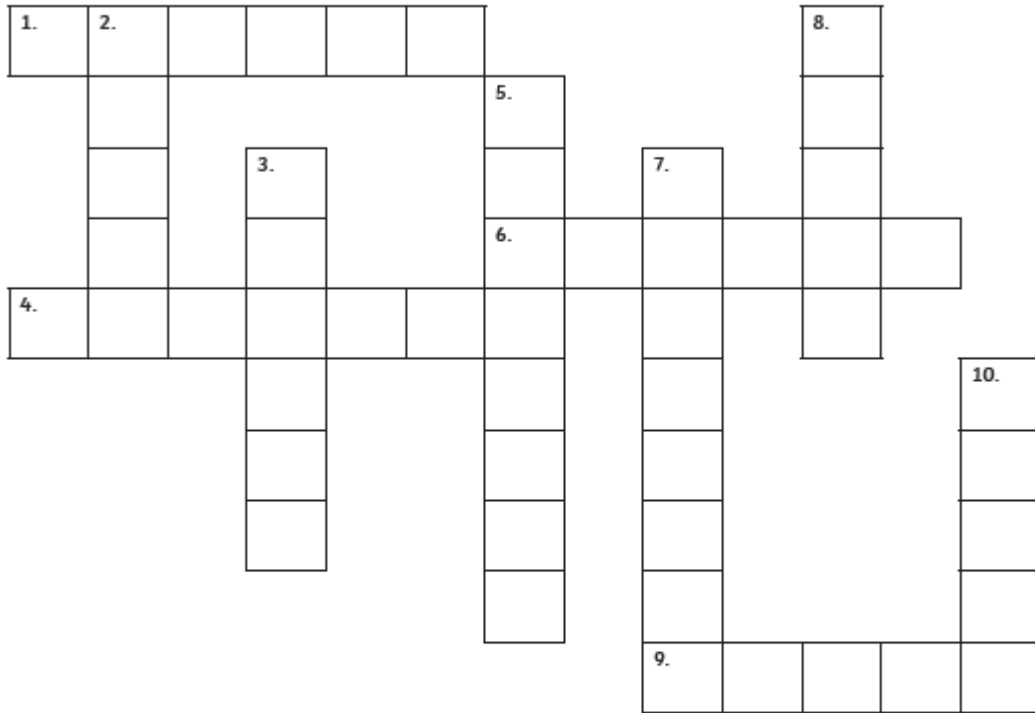
Success Criteria	Example
Capital letters, full stops, joined handwriting	
Expanded noun phrases (there will be lots of these) Hint: use adjectives which create an atmosphere.	The ancient, majestic trees creaked in the icy wind.
Prepositional phrases	Above the trees, ...
Parenthesis	The trees- gnarled and twisted – towered over me.
Use your senses. Smell? See? Hear? Taste?.	The taste of blood lingered in the air.
Challenge: Add a simile	



Thursday spelling

Words Containing the Letter String 'ough'

This week, we are looking at words with spelt with 'ough'.
Can you complete the crossword using your spelling words?



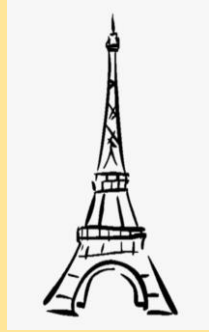
Across:

- 1. The animals greedily ate from the (6)
- 4. The train sped (7)
- 6. I still ate the chocolate even I was full. (6)
- 9. The test was but I still got full marks. (5)

Down:

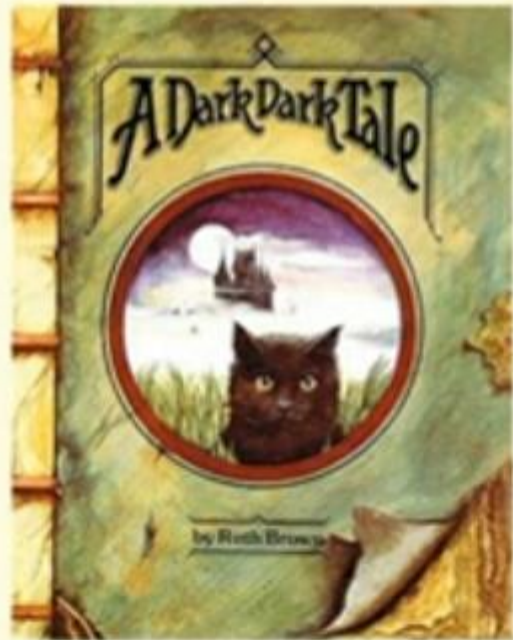
- 2. The sea made the sailors feel seasick. (5)
- 3. There wasn't time to finish the work. (6)
- 5. she was ill, Kim still went to school. (8)
- 7. I ate a jam-filled (8)
- 8. When I had flu, I had a terrible, barking (5)
- 10. The baker kneaded the (5)

Bonjour year 5!



- This half term we are going to be doing a project which will lead to a piece of creative writing. You are going to write your own sequence poem!
- This week, please watch the first 14 minutes, up to slide 8, of the following presentation:
- <https://www.youtube.com/watch?v=2aRA9HneOa4>
- When you get to slide 4 on the video, which is the phonics page, please pause the video and practise the sounds.
- On slide 5 join in with sounding out the new words and then write them down in French in your book.
- Your main task this week is to practise your dictionary skills. There is a link on slide 6 to an online French/English dictionary. Please follow the instructions and match the English words you have written to the French words.
- I have copied the most important slides from the video to help you. Bonne chance!

A dark, dark tale by Ruth Brown



In the dark, dark wood, there was a dark dark castle,
In front of the dark, dark castle, there was a dark, dark door,
Behind this dark, dark door there was a dark, dark room,
In this room, there was a dark, dark staircase,

.....
.....

In the corner, there was a dark, dark box
And in this box, there was a mouse!

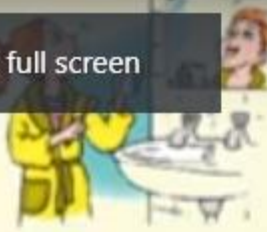


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Press Esc to exit full screen



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un



un château

un escalier



une porte

une boîte



un couloir

une souris



un rideau

un bois



une armoire

une salle





Collins
 · Dictionary · Thesaurus · Translator · Grammar
 English-French Dictionary



box

[ˈbɒks]

NOUN

- (*gen*) **boîte** *f*
 a box of matches **une boîte d'allumettes**
 a box of chocolates **une boîte de chocolats**
 a box of tissues **une boîte de mouchoirs (en papier) † une boîte de kleenex®**
- (= *cardboard box*) **carton** *m*
 a cardboard box **un carton**
- (= *crate*) **caisse** *f*
- (= *tick*) **case** *f*
- (*THEATRE*) **loge** *f*
- (*Britain*) (*marked on road at junction*) **intersection** *f* (*matérialisée par des*

www.cavelanguages.co.uk

www.physicalfrenchphonics.co.uk

What does this mean?




f? m?

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into times
table Rock stars, Active learn or classroom secrets?



Friday 1st May 2020

Fri	Wake up Wash Get dressed Breakfast EXERCISE Check Microsoft team	Maths Complete 5 	K	 Reading day 5	 ENGLISH TASK 5	H	SPELLING TASK 5	RE	Music	Check all your work has been loaded onto Microsoft Teams This can be sent directly to your key worker
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Friday 1st May 2020

LO: To understand percentages

Videos: <https://www.bbc.co.uk/bitesize/topics/znjqtfr/articles/z8ws3k7>
<https://www.youtube.com/watch?v=PMeiv1PGqNg>

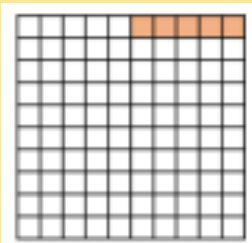
The sign % stands for 'per cent' which means 'out of 100'.

40% means 40 out of 100

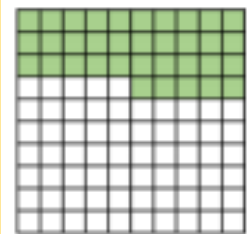
11% means 11 out of 100

What percentage is shown in each diagram?

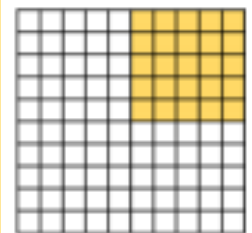
We need to decide how many parts the shape is split into (in the cases below, 100) and how many of these parts are shaded.



5 shaded out of 100 = 5 %



35 shaded out of 100 = ? %

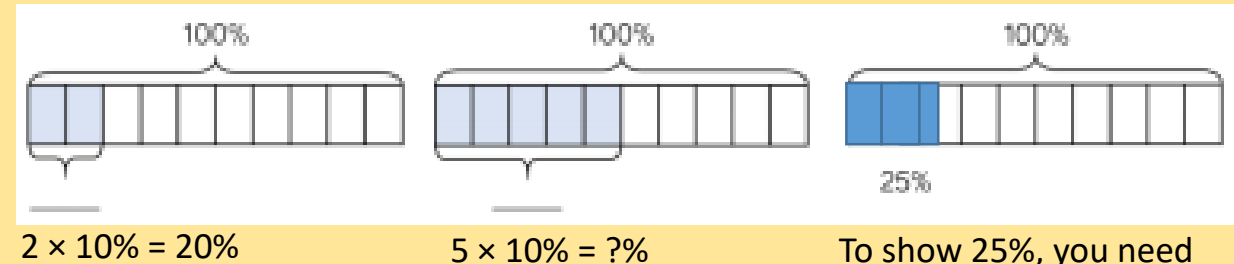


? shaded out of 100 = 25 %

For the unshaded parts, which diagram shows 75%, 65% and 95%?

Each whole bar below shows 100 percent. Each bar is split into ten equal pieces. As a result, the whole 100 percent divided into 10 equal portions means that each piece is worth 10 percent.

100% ÷ into 10 portions = 10% each



$2 \times 10\% = 20\%$

$5 \times 10\% = ?\%$

To show 25%, you need to have two 10% portions filled, as well as a half of another 10% portion to show the extra 5% needed.

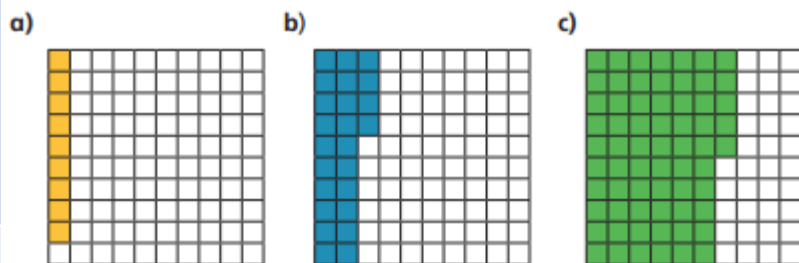
$10\% + 10\% + 5\% = 25\%$

Task 1

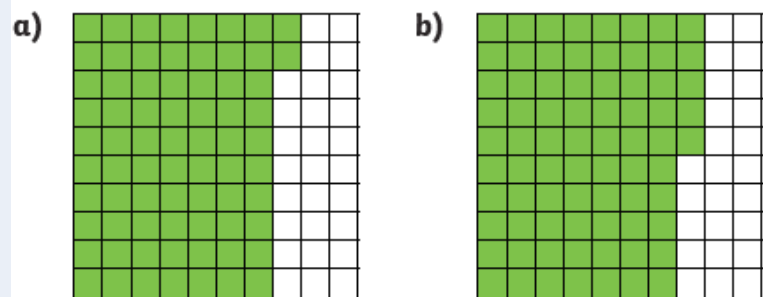
1) Complete the sentence for each diagram.

There are parts out of a hundred shaded.

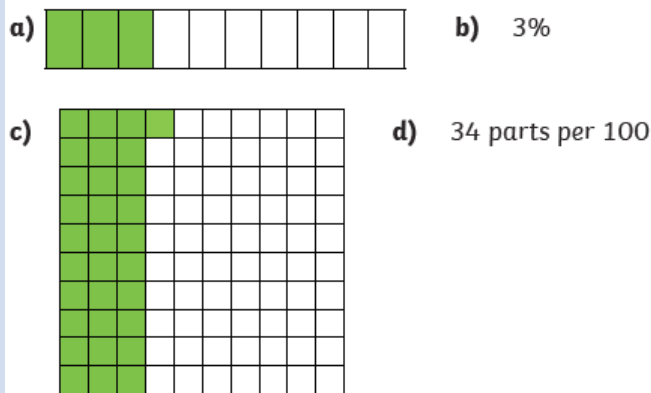
This is %.



Which square would show 100% if I shaded another 25 parts per hundred?



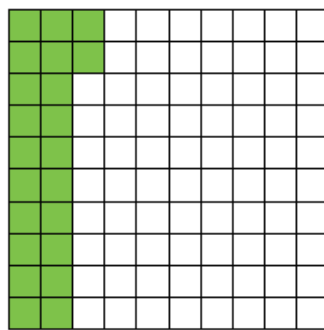
3) Put these percentages in order from smallest to largest.



Task 2

5) True or False?

- a) 24% is shaded.
- b) There are 22 parts per 100 shaded.



6) a) Is 1% of this bar model shaded?



Explain your reasoning.

b) What percentage of each bar model is shaded?

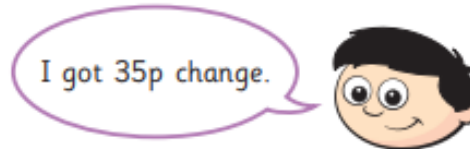


7) Passengers are boarding a plane. The plane has 100 seats.

- a) 10% of the seats are already full. How many passengers are already on the plane?
- b) 15% of the seats have not been booked. How many seats have been booked?
- c) How many passengers still need to board the plane?

Task 3

8) Dexter has £1 to spend. He buys some stickers.



What percentage of his money did Dexter spend?

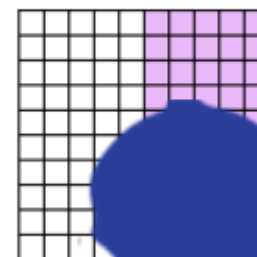
9) Aisha and Brett have been selling tickets for the school play.

There are 100 seats available.

- On Monday they sold 34% of the tickets.
- On Tuesday they sold 42 tickets.
- By the end of Wednesday, 95% of the tickets had been sold.

How many tickets did they sell on Wednesday?

10) Oh no! Dexter has spilt ink on his hundred square.



Complete the sentence stems to describe what percentage is shaded.

It could be...

It must be...

It can't be...

Friday – Reading

Read a book of your choice today.

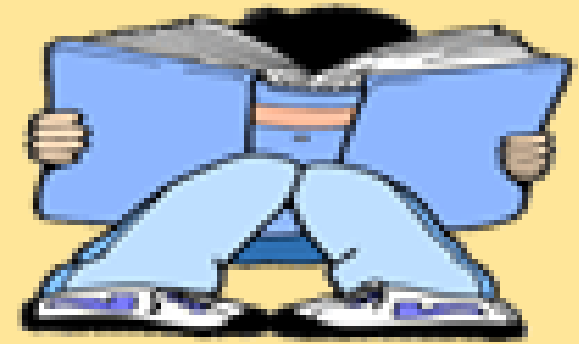
Or

Read a story to a younger sibling

Or

Listen to a David Walliams story on this link

<https://www.worldofdavidwalliams.com/?s=elevenses>



LO: To revise our learning so far.

Can you be 'SPAGtastic' and get lots of marks in our weekly quiz. 😊



In which sentence is lock a **verb**?

Tick **one**.

Aisha closed the box and fastened the lock.

Make sure you lock the gate before you leave.

I think I need to buy a new bike lock.

The lock can only be opened with this special key.

1 mark

What is the **word class** of the underlined word in the sentence below?

The alarm rang and Jamal immediately jumped out of bed.

Tick **one**.

conjunction

adverb

verb

determiner

1 mark

Circle the three **prepositions** in the sentence below.

After the game, Omar and Alisha walked home with their grandparents, who lived across the road.

1 mark

Write a **noun phrase** containing at least three words to complete the sentence below.

Remember to punctuate your answer correctly.

_____ was preparing for an important athletics competition.

1 mark

Which sentence uses the underlined word as a **noun**?

Tick **one**.

Dancers must be very fit and athletic.

Can I help you with that jigsaw?

We heard thunder, but we did not see any lightning.

The ocean is grey and angry-looking today.

1 mark

Circle the **modal verb** in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

1 mark

Which preposition would be best to complete **both** sentences?

The boy took a sandwich _____ his lunchbox.

The postcard was _____ my uncle.

Tick **one**.

with

beside

near

from

1 mark

Insert a **pair of brackets** in the correct place in the sentence below.

Using public transport such as buses and trains can reduce pollution.

1 mark

Insert a **relative pronoun** to complete the sentence below.

Everyone loved the music _____ was played last night.

1 mark

Which sentence uses the word book as a **verb**?

Tick **one**.

We decided to book tickets for the football match.

Arin wrote a book review for the school magazine.

The scientist's ideas are explained in his latest book.

Book club meets every Wednesday in the library.

1 mark

What is the grammatical term for the underlined words in the sentence below?

The new paintbrushes are in the box.

1 mark

Which **two** sentences use punctuation to show **parenthesis**?

Tick **two**.

There are some books – including story books – in the cupboard.

To make space, we moved the chairs, tables and the boxes of games.

Our classroom, at the end of the corridor, has a red door.

On Tuesday, we will be selling cakes for charity.

1 mark

Friday spellings

Task 1 – Complete the handwriting practice in your home learning book

Continuous Cursive Handwriting Practice

Practise your weekly spelling words using continuous cursive handwriting.

though

although

dough

doughnut

through

cough

trough

rough

tough

enough

Task 2 – Spelling Test

Ask a family member to read out your spellings and type them into the word document if you have team – Do not use spell check!

Summer wk2|

Friday Spelling Test

Words Containing the Letter String 'ough'

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

/ 10 marks

LO: To understand the concept of community.

A community is a group of people either living in the same area, having characteristics in common or feeling that they belong together. We all belong to different communities. E.g. our families, the school, Wokingham, Scouts, swimming club etc.....

Task one: In your book, create a spider diagram and list all the communities you belong to. In a different colour, write down any communities you would like to belong to.

Task Two: Pick one of the communities you belong to. In your book, answer these questions: What makes the community work well? Do people have different jobs? What are they? What makes it a happy community?

Task Three: In your book, answer this question: **How are communities helping each other during the Coronavirus pandemic?**

Hint: Have you seen any stories in the news about people helping their community? How are people supporting vulnerable people in Wokingham?

Challenge: Many people over the age of 70 are living all alone and are feeling isolated. Can you write a letter to a vulnerable person in your community or family to help them feel less lonely? They would love to hear about what you have been up to. Ask your mum or dad to check it before you send it.



LO: To use musical vocabulary to describe my favourite song.

Task 1: look up these words in the dictionary and write down their definitions: (you can use an online dictionary) Remember we have talked about these words in our music lessons.

1. Dynamics =
2. Tempo=
3. Verse =
4. Texture =



Task 2: In your workbooks, write a paragraph describing your favourite song and why you like it. You might want to copy it into your book.

You might want to use these words: structure, tempo, texture, duration, dynamics

Here are some questions to help:

What instruments can you hear?

When was the song written and who is it written by?

What style of music is this song?

Can you find more information about this style of music?

Why do you like this song? Why does it speak to you?

What is the purpose of the song?

We are looking forward to finding out about your favourite song. Next lesson you will be learning more about your favourite artist.

<https://www.youtube.com/watch?v=PQyyvOeFRFg>
Fun Musical Fact: This song inspired the author to write the book
Wonder

Make sure you have handed in or uploaded work to Microsoft Team

If you would like to do a little more learning, why not log into times
table Rock stars, Active learn or classroom secrets?