



Year 5 Home Learning – Week Beginning 1st June 2020

Hello Year 5,

Here are some learning activities for you to try at home. Remember to send us your photographs for our class padlet.

Stay home, stay safe and have fun with your learning!

Mrs Waters, Mrs Ferreira and Mrs Hudson x

| | <u>Reading / SPaG</u> | <u>Maths</u> | <u>English</u> | <u>Topic</u> | | | | | | | | |
|----------------|--|---|--|--|----------|-----|---------|-----|---------|----|---|---|
| | | | <p>This week in English we are going to focus on setting descriptions. This should be a recap of skills already covered this year.</p> | <p>Fairgrounds, in this unit of learning pupils will gain an understanding of the importance of forces and how these affect objects, mechanisms and the world around them, including themselves. A forces is a push or a pull. They will look at different types of forces including gravity, air resistance, water resistance, surface resistance and magnetic forces. Gravity is the pulling force acting between the Earth and a falling object, for example when you drop something. This is where Tuesday's work begins.</p> | | | | | | | | |
| Tuesday | <p>Spelling: Remember to keep practising your weekly focus words, you could play Spelling Frame or use the spelling activities in your home learning pack. Here are your focus words:</p> <p>Reading Show an enjoyment</p> | <p>1 The table shows the ages of people in a theme park.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Age</th> <th>Number of people</th> </tr> </thead> <tbody> <tr> <td>Under 18</td> <td>126</td> </tr> <tr> <td>18 - 60</td> <td>195</td> </tr> <tr> <td>Over 60</td> <td>38</td> </tr> </tbody> </table> <p>These are the entry costs.</p> <div style="text-align: center;">  </div> <p>How much money did the theme park make from entry costs?</p> <p>Given that</p> $\triangle + \triangle + \star + \star = 100$ $\heartsuit + \heartsuit + \triangle + \star = 78$ <p>Work out the value of the </p> <p>3 What are the missing numbers?</p> $\square \times 10 = 42$ $\square \div 10 = 42$ | Age | Number of people | Under 18 | 126 | 18 - 60 | 195 | Over 60 | 38 | <p>Reading</p> <p>Read the setting extract (see below this planning table). Using the text, answer these questions:</p> <ol style="list-style-type: none"> 1) What is the name of the world the author lands in? 2) How is the seaweed described in the text? 3) List the four <u>nouns</u> that are described as '<i>passing traffic</i>' in the second paragraph. 4) Why does the author describe their mind as a hummingbird? | <p>Paper Helicopter materials:</p> <ul style="list-style-type: none"> strips of paper approx. 21cm x 3cm pens or scraps of paper for decorating (optional) paper clip scissors <p>Step 1 – Cut out your strips of paper.</p> <p>Step 2 – The image shows you the folds (dashed) and the parts to cut (solid)</p> |
| Age | Number of people | | | | | | | | | | | |
| Under 18 | 126 | | | | | | | | | | | |
| 18 - 60 | 195 | | | | | | | | | | | |
| Over 60 | 38 | | | | | | | | | | | |

for reading by reading a book of your choice. Aim to read for at least 10 minutes per day. You could always use your Reading Record to record what you have read.

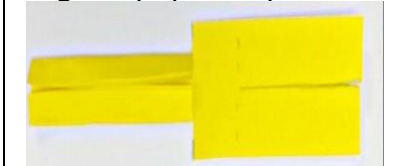
ask a grown up to try it. Give a detailed explanation for how to solve it

5)What do you think is inside the grand palace?

it lines).
Fold roughly into 3 parts.
Step 3 – Bring the bottom 1/3 of the paper up and make a neat crease. You should now have a piece of paper that is 2/3 of the original size, with one side a double layer.



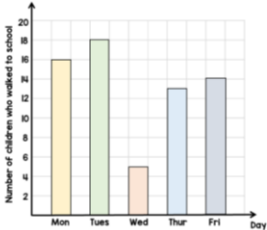

Step 4 – Cut 0.5cm snips on both sides of the top fold. Fold the double sheets of paper inwards along these snips – making a thicker base.
Step 5 – Cut approx. 5cm down the centre of the remaining top 1/3 of the original paper strip.



Step 6 – Fold down the created flaps into opposite directions to make the helicopter blades.



Experiment what happens with no paper clip, one paper clip and two paper

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|-----------|--|--|--|---|
| | | | | clips etc.. does your helicopter propeller spin better or faster? Write an explanation in your book. |
| Wednesday | | <p>1 There are 25 children in a class. The bar chart shows the number of children in the class who walk to school each day.</p>  <p>(a) What percentage of the class walked to school on Thursday? (b) One of the days it rained. Which day do you think it was? Explain to your friend.</p> <p>2 Order the following numbers. Start with the smallest.</p> <p>3.1 $\frac{18}{5}$ $3\frac{1}{4}$</p> <ol style="list-style-type: none"> Attempt the questions Work out the percentages for each day of the week. Extension: Write a guide for how to work out percentages | <p style="text-align: center;"><u>Identifying key features</u></p> <p>Can you identify any of these key setting description features in the underwater extract? Create a table, write each feature as a heading or highlight the text in different to show examples of each feature.</p> <p>Parenthesis A word or phrase inserted as an afterthought. The sentence will make sense without the parenthesis. Remember, parenthesis can be shown as dashes, brackets or commas.</p> <p>Prepositional language Explain the position/ relationship to other words in the sentence. e.g. Ahead of me rows of seaweed...</p> <p>Personification When you give animals/ objects human characteristics. e.g. glimpses of pearls enticed</p> <p>Additionally, you could make notes about adjectives and expanded noun phrases, similes and metaphors, and reference to the 5 senses.</p> | <p>Floating and sinking Experimenting with floating and sinking develops a sense of force and motion. You can set up your own experiments at home by using everyday items and toys such as plastic tubs, the sink, water and marbles.</p>  <p>Make a prediction of which objects you believe will sink or float, explain your reasoning. Carry out the investigation and compare your results with your original prediction. You choose how to present your findings.</p> |
| Thursday | | 1. Draw a rectangle in you book. Can you work out the area (length x | <u>Grammar – Parenthesis</u> | You will find many different surfaces around |

width) and the perimeter (total of each side added together)?

2. Can you do the above for a more complex shape?
3. Attempt the questions below

1 Here are some digit cards.



Find the 4-digit number that is closest to 5,000

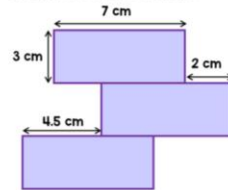
You may use each card only once.

2 Complete the number sentences.

$$65 + \square = 79$$

$$83 + 28 = 82 + \square$$

3 Three identical rectangles are arranged to make a shape.



What is the perimeter of the shape?



Parenthesis helps to 'drop' in extra information or detail to a sentence and is an effective feature to use in setting descriptions. Parenthesis could be dashes, brackets or commas.

Remember, a sentence will still make sense if you take out the parenthesis. e.g. Spiralling above the palace – creating gentle ripples – delicate bubbles circled the tallest tower.

Task: Use the image below or a setting of your choice and write as many sentences as you can using brackets, dashes or commas to add in extra detail and information.



For more information about parenthesis, visit:

<https://www.bbc.co.uk/bitesize/articles/zn8c47h>

your home and garden; smooth surfaces designed to minimise friction and rough surfaces designed to maximise friction.

Group the surfaces you can find and record your data. It is your choice of how to record your results. Remember photographs work well on Padlet.



Friday

1 Sam has £29
He gets £28 more for his birthday.
He buys this cap and jumper with his money.



How much money does he have left?

2 One fifth of a number is 12
What is a half of the number?

1. Attempt the questions
2. Create a shop selling 5 different items. Label the price for each item and write 4 questions based on purchasing items on your shop – show how you calculated your answers too.
3. Write a speech bubble explaining one maths method you have applied this week and use examples in your answer.

3



Mo gives Alex some stickers.
Alex now has twice as many as Mo.
How many stickers did Mo give Alex?

Writing

Today you will be writing your own setting description. You will select a destination of your choice to write about. It could be somewhere you have been before, somewhere you would like to go or just somewhere from your imagination.

Planning

Before you write, decide on your setting and write down a list of adjectives that fit your setting. How might they fit into sentences?

How will your description start? Look through your books at home to find good examples.

Think about the structure of your setting. How many paragraphs will there be? What will the focus of each paragraph be? E.g. paragraph 1- overall picture (set the scene), atmosphere, weather, night/day, location, landscape etc. Paragraph 2 – closer details, what is on the floor, in the trees, what are the birds doing, the planes etc.?

Remember to describe the setting through the character's senses: sight, sound, smell, feel/touch/taste. Don't forget to use the key features of setting descriptions:

- Adjectives/expanded noun phrases
- Prepositional words and phrases
- Parenthesis
- Personification, similes, metaphors

Find examples around your home, from your imagination or experiences you have had and write an explanation for each of the words in the following forces vocabulary list (at the bottom of the page) You can add labelled diagrams if you think it will help someone else understand. Remember the terminology.

Opening the secretive pages of the ancient book, I stepped inside. Far below the crisp pages sat a world which stimulated my senses, widened my eyes, took my breath away: Ancient Oceania was my landing place. Golden rays of the midday sun pierced through the ocean ceiling like a dagger. The shafts of light shimmered on the ocean floor creating a myriad of colours.

Standing before me was a majestic abyss of the ocean, with each glimpse I captured a new image. Ahead of me rows of perfectly organised seaweed swayed gently to attention and waved at the passing traffic: shoals of multi-coloured fish; a cast of crimson crabs; a family of silver sardines and, of course, the gossip of magical mermaids. Distracting my attention was an ornate crystal palace with its many pointed towers that gave the look of an eccentric crown. Spiralling above the palace - creating gentle ripples - delicate bubbles circulated the tallest tower. The more I explored, the more curious I became. My mind was a hummingbird: it darted from one thing to another.

Around my feet, the soft silky sand danced and whirled as I took each tentative step towards the oasis of beauty. The path leading to the palace door was an image to behold: lines of dainty shells guided; flashes of coral reefs beckoned; glimpses of pearls enticed.

Without realising I found myself at the grand palace door.

WORD GLOSSARY

| | |
|-------------------------|--|
| Acceleration | an increase in speed |
| Air resistance | a force which resists motion through air |
| Data | bits of information you have gathered about something you are investigating |
| Deceleration | a decrease in speed |
| Drag | a force which resists motion through a fluid, a fluid being anything that can flow e.g. liquids, gases |
| Evidence | information or measurements you use to help you come to a conclusion |
| Friction | a force which resists the motion of objects sliding over each other |
| Force | something which will affect either the movement or shape of an object |
| Gravity | attraction between physical objects, easily noticeable when one of the objects is massive, such as the Earth |
| Motion | a move or change in position |
| Variables | something which could change in value, such as time or temperature |
| Water resistance | a force which resists motion through water |
| Weight | the force on an object due to gravity |

Science terminology /vocabulary – try to use these words as much as possible when writing up your science learning.