



HILL WEST  
*Primary*

FOUR OAKS

# Home Learning Pack

Year 5

Week Beginning 05.10.20



## Home Learning Links

### Oak National Academy

Oak National Academy is an online classroom and resource hub. It provides high-quality video lessons and resources to support teachers, parents and pupils.

[www.thenational.academy](http://www.thenational.academy)

### BBC Bitesize

With BBC Bitesize it is easy to keep learning at home. You can access regular daily lessons in English, maths and other core subjects.

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

### World Book Online

World Book online have just made their fabulous collection of over 3,000 e-books and audiobooks available for free for children to access at home. They have books suitable for all ages. Click on the following link to access them.

<https://worldbook.kitaboo.com/reader/worldbook/index.html?usertoken=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2MjE1cW%3D%3D>

### Read Works.org

Read Works offers access to 3000+ comprehension for all age groups. Just sign up for a free account to access fantastic texts.

<https://www.readworks.org/>

### Tutortastic

An online platform with tutorials and videos for home learning.

<https://www.tutortastic.co.uk/blog/homelearning>

### Education Quizzes

A series of short quizzes for children to complete related to the National Curriculum subjects. Just select KS1 for Reception, Year 1 & Year 2 and select KS2 for Years 3-6.

<https://www.educationquizzes.com/ks1/>

### Top Marks

A range of activities here but especially good interactive activities for maths.

<https://www.topmarks.co.uk/>

### Classroom Secrets

Classroom Secrets Kids is offering free access to everyone until the end of April 2020. The platform is aimed at primary aged children and covers subjects such as maths, reading, grammar and spelling. The platform is really child-friendly so that they're able to access it on their own. There are a load of games and interactive activities from phonics to SATs

<https://kids.classroomsecrets.co.uk/>

### National Geographic

National Geographic is a great platform for learning and it's totally free. There are online games, resources and competitions, too.

<https://www.natgeokids.com/uk/teacher-category/primary-resources/>

**Reading Eggspress**

Reading Eggspress has lots of reading activities including comprehension and retrieval questions to have a go at. Your child's username and password can be found in their Reading Diary.

[https://readingeggspress.co.uk/?\\_ga=2.107706762.961348329.1601363904-660844018.1598947512](https://readingeggspress.co.uk/?_ga=2.107706762.961348329.1601363904-660844018.1598947512)

**Top Marks – Division**

We have been learning about division this week, mostly looking in-depth at partitioning and we will transition into using the short method for division. Here are some great maths games to play on Laptops or iPads.

<https://www.topmarks.co.uk/Search.aspx?q=division>

**Times Tables Rockstars**

This is a great times tables game, practice all of the tables up to 12 x 12. Your child's username and password can be found in their Homework Book.

<https://trockstars.com/>

**Monthly Medium Term Overview for October**

Reading	Writing	Speaking and Listening
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• I can give a personal, engaged response to a text and can take turns to listen to the opinion of others.</li> <li>• I can ask and answer questions to improve my understanding of a text.</li> <li>• I can discuss words and phrases that capture a reader’s interest and imagination.</li> <li>• I can identify the main ideas drawn from more than one paragraph and summarise these.</li> <li>• I can identify how language, structure and presentation contribute to meaning.</li> <li>• I can visualise what I am reading and I can describe this in detail.</li> <li>• I can explain the purpose of a writer’s toolkit.</li> </ul>	<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• I can show which letters when adjacent to one another, are best left unjoined.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• I can use further prefixes (un, auto, im, in, il) and suffixes (ation, ous, sion, tion. Learning all of the rules.</li> <li>• I can place the possessive apostrophe accurately in words with irregular plurals (for example children’s)</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• In non-narrative material I can use simple organisational devices.</li> <li>• I can evaluate and edit by assessing the effectiveness of my own and others’ writing and suggesting improvements.</li> <li>• I can use coordinating and subordinating conjunctions in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I can justify my arguments, answers and opinions.</li> <li>• I can consider people’s point of view and begin to evaluate.</li> <li>• I am beginning to participate in presentations and group debates about a topic where I can gain and maintain the interest of the listener.</li> </ul>
	<p><b>Science</b></p>	<p><b>Maths</b></p>
	<ul style="list-style-type: none"> <li>• I recognise that environments can change and that this can pose dangers to living things.</li> <li>• I can describe the positive and negative impacts of humans on environments/habitats/microhabitats.</li> <li>• I can explain that living things, flowering plants and non-flowering plants can be grouped in different ways.</li> </ul>	<p><b>Arithmetic</b></p> <ul style="list-style-type: none"> <li>• I can confidently place negative numbers on a number line.</li> <li>• I can read and write Roman numerals to 10 and 100.</li> <li>• I can partition 2 and 3-digit numbers by a 1 digit number.</li> <li>• I can use a formal written method to calculate the division of two and three digit numbers by a one digit number.</li> </ul> <p><b>Reasoning</b></p> <ul style="list-style-type: none"> <li>• Bar modelling questions for two-step addition and subtraction problems.</li> </ul> <p><b>Problem solving</b></p> <ul style="list-style-type: none"> <li>• Addition and Subtraction 2-step problems and SATS style questions.</li> <li>• I can solve addition and subtraction problems from pictograms.</li> <li>• I can use data shown on line graphs to predict future trends.</li> </ul>

## Maths -Short Division (Monday)

Example: <https://www.mathswithmum.com/short-division-without-remainders/>

**Starter: Have a go.**

$$240 \div 2$$

$$125 \div 5$$

$$128 \div 2$$

**Main Task: Have a go with remainders**

$\begin{array}{r} 1.63 \\ \div \\ 3 \end{array}$
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**Challenge:** Can you use the inverse to check your answers to question 1 and 2?

**Tuesday - Short Division (3-Digit x 1 digit)**

<https://www.youtube.com/watch?v=SLze82Zcc4Y>

**Starter - Which one is trickier? Why?**

Using short
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## Main Task

1.  $257 \div 8$

2.  $399 \div 9$

3.  $214 \div 5$

4.  $54$

$5 \div$

## Challenge: Show your working

9

Write  $<$ ,  $>$  or  $=$  to make the statements correct.

$96 \div 8$    $72 \div 6$

$95 \div 5$    $63 \div 3$

$51 \div 3$    $64 \div 4$

$98 \div 7$    $95 \div 5$

## Wednesday: Short division (3-digit $\times$ 1 digit)

28

Here are five number cards.

[2015]

48 49 50 51 52

Use each card **once** to make every statement below correct.

is a multiple of 3

is a multiple of 4

is a multiple of 5

is a multiple of 6

is a multiple of 7

Starter -  
Factors  
recap:

## Main Task: Have a go! (There will be remainders)

1.  $324 \div 5 =$

5.  $764 \div 7 =$

2.  $126 \div 6 =$

6.  $326 \div 3 =$

3.  $247 \div 4 =$

7.  $447 \div 9 =$

4.  $542 \div 8 =$

8.  $646 \div 6 =$

**Challenge:** Can you check the answers to Question 6,7,8 and 9 using the inverse?

### Thursday Short Division (3 digit $\times$ 1 digit)

#### Starter: SATS-style questions

Q1

Anne is thinking of a number.

She says, "When I divide the number by 8, my answer is 7."

What number is Anne thinking of?

1 mark





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## Reading - Persuasive Letter

Dear Prime Minister,

I'd like to speak to you today regarding the deforestation of the Amazon Rainforest. The Amazon Rainforest is the largest rainforest in the world. However, at the rate it is currently being cut down, this will not last much longer. Deforestation of the Amazon Rainforest affects all living things on Earth and unless it is stopped or limited, there will be serious consequences in the future.

Firstly, deforestation causes devastating loss to animal and plant life. Cutting down the enormous Amazon trees means that animal habitats are destroyed and plants are crushed. This is leading to many animals becoming endangered and extinct – each year, many animal and plant species are becoming extinct. Can you really imagine a world without certain species of animals?

Secondly, deforestation is causing climate change and global warming to worsen. The Amazon rainforest is described as the lungs of the Earth, but if we are cutting down these lungs, they won't be able to breathe in many of the harmful gases that cause climate change and global warming. Furthermore, the Earth will become a place where no life will be able to survive!

Finally, deforestation is cutting the supply of oxygen to all living things. The Amazon rainforest is responsible for 20% of all oxygen produced on Earth. We are carelessly killing the Amazon and, therefore, killing ourselves! Deforestation means there are fewer trees available to absorb carbon dioxide and release vital oxygen needed for all living things to stay alive. It is like we are slowly suffocating ourselves and nobody cares!

You must do something to prevent the changes that have already started because of deforestation. Animals are becoming endangered and extinct, climate change and global warming is getting worse and the amount of oxygen on Earth is decreasing. If these aren't reasons to act now, then the future of mankind and all living things is in great danger.

Thank you for your time.

Most respectfully,

Year 5

**Starter:** Identify any unfamiliar words and Underline them in the text. Then, research their definition. Eg: The definition of extinct is.....

## Main Task: Match the unfamiliar words to their definitions.

Key vocabulary	Definition
rate	becoming smaller or fewer in size or amount
devastating	continue to live or exist
survive	highly destructive or damaging.
suffocating	keep (something) from happening
prevent	causing difficulty in breathing.
decreasing	a measure of quantity, or frequency.

## Tuesday: Identifying Key Features.

### Starter: Re-read the text

Use your voice to engage the reader, your intonation should be used to persuade the reader to take action on deforestation. Look out for 'Emotive Language' as this will be your most powerful persuader.

## Main Task.

Read through the text and identify one example of:

Conjunctions: *furthermore, however, consequently, therefore, so, because, firstly, finally.*

Verbs: *Present tense, passive, conditionals (would, could, might, if, unless)*

Rhetorical questions: *'Are we to believe that ....'*

Emotive language: *No one can deny..., some people believe...*

***Now write 2 sentences containing a conjunction.***

## Wednesday: Summarising the text

Firstly, deforestation causes devastating loss to animal and plant life. Cutting down the enormous Amazon trees means that animal habitats are destroyed, and plants are crushed. This is leading to many animals becoming endangered and extinct – each year, many animal and plant species are becoming extinct. Can you really imagine a world without certain species of animals?

Can you summarise this text in 20 words or less?

Print this (One word in each box)


## Thursday: Retrieving information from the text

### Main Task

1. According to the text, 12 million tonnes of plastic is dumped into the ocean each year. What does the author compare this to?

2. Give one reason that plastic affects marine life.

3. 'What has happened in our oceans did not occur 100 years ago, in fact, it didn't even occur 50 years ago. It has been in the last 20 years that humans have started to pollute and damage our oceans but there is still hope.'

What is the author referring to? How do you know?

4. What does the author suggest the reader do at the end of the letter?

**Challenge:** Come up with 2 retrieval questions to share with the class.

## Friday: Reading Comprehension

### Dystopia (Reading Comprehension)

Sat on a rocky outcrop, high above the desolate land, a father and son huddled together under an umbrella. Despite the overwhelming heat, they both wore heavy metal masks that connected to the large tanks of oxygen strapped to their backs. When they spoke to each other, it had a tinny quality, echoed by the helmets. A newspaper drifted past on the gentle breeze. The young boy reached out and snatched at it. It was dated the day before, 24th December 2050. "What happened here, dad?" the boy asked his father, unable to take his eyes away from the ravaged landscape. "This was all rainforest when I was a boy," his father began, "but humans came and took what we wanted. The problem was, we wanted everything. It started with oil and plastics. Before long, the oceans were so toxic that nothing could survive and so we started farming even more intensively on land. That meant more trees needed to come down. Everything needed palm oil back then. If it wasn't the black gold in the ground, it was palm oil. One oil or the other helped to destroy pretty much everything. Once we started putting money into chopping down the forests and stopped recycling, there was only one way it could go." The child looked down from their perch. From so high up, it was easy to see the scars criss-crossing the landscape. They hadn't been formed by earthquakes or drought - though he knew there'd been enough of those since he'd been born - instead, they were the marks left behind by diggers and cranes and trucks moving in and out of the area. On their way out, he'd heard, they'd often been overloaded with timber. "Why didn't you stop them?" he asked the obvious question. He'd tried hard to contain his emotions but his voice quivered and his eyes dampened. "We did, for a while. Governments came and went, and we blamed each other, but nothing changed. Nobody wanted to take responsibility, and so we didn't take it seriously until it was far too late." "What lived here, back when it was green?" "Here in India, there were giant creatures called elephants, as tall as the trees themselves. They had long trunks that sprouted from their face like an arm. Around them, striped tigers hunted monkeys and bison. Giant squirrels leapt from tree to tree, and hunting dogs chased each other through the long grass." Tears streamed down the old man's cheeks as he spoke, unseen behind the mask. His son stared wistfully at the barren dust-bowl far below. He imagined the ghosts of these creatures wandering aimlessly through a world they wouldn't recognise. It had been a slow change, his father had told him before. It had taken years to reach this point, but not nearly as many as their governments had predicted. Once the big things had started to disappear, people had lost hope. Apparently, while islands had disappeared beneath the seas as the Polar Regions (once vast areas covered in ice, he'd been told) had started to melt, people carried on churning out their poisons and stealing resources from deeper and deeper within the earth. Soon, they'd ripped out the heart of the planet. He knew that the rest of his family - his mother, grandparents and sisters - had all been lost in a great tsunami a few years before. Back then, there'd been enough oxygen in the air to breath. "What can we do? Is there any coming back?" "Learn. Learn and listen. Learn from our mistakes and those before us and listen to the experts. Never assume something is too big to change. And don't be afraid to take action and be the voice in the silence. Earth will repair itself, it's done it before. Whether we have a part to play in the new future is out of our hands." For a while, they stood and stared into the distance; ghostly memories of a disappearing past

## Comprehension Questions

1. Find a definition for **desolate** that fits in this context.
  2. Which word tells you that the world has been torn apart and broken?
  3. Find the word that tells you the boy was sad and nervous when he spoke.
  4. Find the sentence that starts "Tears streamed..." and rewrite it replacing the word **streamed**.
5. On which date is the story taking place?
  6. Why do you think they have large tanks of oxygen strapped to their backs?
  7. What was the **black gold** in the ground? Why was it called this?
  8. Explain how the *scars criss-crossing the landscape* had been formed.
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## English: Full Week

**Monday** - Research deforestation and pick out 5 frightening facts about it to be used later in the week.

<https://kids.britannica.com/kids/article/deforestation/443116>

**Tuesday** - Make notes from this clip about persuasive writing, can you identify all of the key features?

[https://www.youtube.com/watch?v=Mlka2xBvV5Q&feature=emb\\_logo](https://www.youtube.com/watch?v=Mlka2xBvV5Q&feature=emb_logo)

**Wednesday** - Writing your introduction, here is an example. **Starter:** Pick out the key features of the introduction.

### Introduction

Dear Sir/Madam,

We are writing to tell you that deforestation is disgraceful. According to studies, an estimated 18 million acres of forest are lost each year. We think this is wrong for a variety of reasons. The environmental effects that deforestation has on our planet is immense, not to mention the damage it is doing to countless habitats in these wooded areas. We are witnessing the extinction of amazing plants and animals. What can you do to help? I encourage you to read on to find out.

**Main Task:** Write out your introduction (Don't forget to use your facts from Monday to help you).



**Thursday** - Write the main body of your letter, such as the example below. Include as many key-features as you can, remember you are trying to persuade the Prime Minister to take action.

Firstly, deforestation causes devastating loss to animal and plant life. Cutting down the enormous Amazon trees means that animal habitats are destroyed and plants are crushed. This is leading to many animals becoming endangered and extinct – each year, many animal and plant species are becoming extinct. Can you really imagine a world without certain species of animals?

Secondly, deforestation is causing climate change and global warming to worsen. The Amazon rainforest is described as the lungs of the Earth, but if we are cutting down these lungs, they won't be able to breathe in many of the harmful gases that cause climate change and global warming. Furthermore, the Earth will become a place where no life will be able to survive!

Finally, deforestation is cutting the supply of oxygen to all living things. The Amazon rainforest is responsible for 20% of all oxygen produced on Earth. We are carelessly killing the Amazon and, therefore, killing ourselves! Deforestation means there are fewer trees available to absorb carbon dioxide and release vital oxygen needed for all living things to stay alive. It is like we are slowly suffocating ourselves and nobody cares!

**Friday:** - Finish off your letter with a final persuasive effort, use lots of emotive language. Why not include a rhetorical question at the end?

You must do something to prevent the changes that have already started because of deforestation. Animals are becoming endangered and extinct, climate change and global warming is getting worse and the amount of oxygen on Earth is decreasing. If these aren't reasons to act now, then the future of mankind and all living things is in great danger.

Thank you for your time.

Most respectfully,

Year 5

**Challenge:** Read back through your work and edit it, check spellings, full stops and capital letters and commas after fronted adverbials.