HILL WEST Primary

FOUR OAKS

Home Learning Pack

Year 5;

Week Beginning 22.02.21

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

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=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDExMzA2Mjp1cw%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 should be written in his Homework Book.
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. Log- in should be in Homework book/ Reading diary.
https://ttrockstars.com/

Key Question Week 7: What happens when we age?
Key Text for Linked Learning: Boy by Roald Dahl
Linked Learning: English, Science, PDW
In English, children will be exploring Roald Dahl's memoirs in his autobiographical book, 'Boy'. They will specifically look at 'The Great Mouse Plot', finding appropriate evidence in the text to support inferences (including quotations) and making predictions. They will explore the views of different characters in the story through drama such as hot-seating, in preparation for writing Mrs Pratchett's version of the events next week. In PDW, children will be revisiting prior learning, discussing some of the bodily and emotional changes at puberty. They will also learn about the dangers of alcohol and drugs and will discuss how to make choices about how to develop a healthy lifestyle and identify areas that may impact negatively upon this.
Maths: This week, children will count up and down in a given fraction. They will continue to use visual representations to help them explore number sequences. They will also find missing fractions in a sequence and determine whether the sequence is increasing or decreasing and by how much. Using their equivalent fraction knowledge, children will compare and order fractions less than one where the denominators are multiples of the same number. They will use bar models to support their understanding. Finally, children will compare and order numbers greater than one.
Science: Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
History: This week, children will be researching what life would have been like for a Saxon villager. Including, foods they might eat and pastimes.
Computing: Children will be creating simple tessellations using the software 'Inkscape'.
Music: Children will be shown the ballet 'Clara and the Nutcracker' without sound. They will then discuss the story and write their own version to accompany the ballet.
Creative Art: Children will learn what lithographic printing is and explore artists who used this technique (Picasso).
PDW / R.E: (see above)
P.E: Tag Rugby – Learning to hold and run with the ball.
MFL: Revisit hobbies and talk in French about what they like doing.
Mini Quiz: A look back at our amazing learning in Spring 1

Monday 22nd February, 2021

Before our Zoom lesson at 10am please complete at least 1 lesson on Reading Eggs.

The next 2 weeks of English will be focusing on 'The Boy' by Roald Dahl. An online copy can be read here: https://www.readbooksol.com/Boy/index.html

Monday 22nd February, 2021

LO: To recognise various features of a writer's use of language and explain them

What sort of writing is this?

The Missing Easter Egg

Version A

Once I was given an Easter egg in a box. Inside the box it was wrapped up in paper. When I wasn't looking my sister took the egg out and ate it. Then she put the paper back in the box to make it look like the egg was still there. When I went to eat the egg there was nothing inside. I was really upset.

Autobiography

The word autobiography comes from the Greek language and is a compound of autos (self) + bios (life) + graphe (write).

An autobiography is a recount of events in someone's life, Explanatory overview as told by that person. An autobiographical recount has three main parts to it. The first part is an introduction to what happened. The second part tells you what actually happened and the third part is the conclusion.

Key features:

- autobiography is a recount of events in an individual's life, as told by that individual;
- autobiography has an introduction, which sets scene, time for reader;
- autobiography describes events in order in which they happen;
- autobiography is written in past tense;
- 'episodes' may end with closing statement to reflect on event(s).

Reading Activity

1. Can you place these sections of an autobiography in the correct order?

2. Use the 'Key Features' checklist to identify each feature of this autobiography.

A

On Easter Sunday morning I woke up really early and the first thing I did was to stand on my bed and reach for my egg. As I picked it up something felt a bit strange, the box wasn't as heavy as I remembered it. But you could still see the shape of the egg in its wrapping inside the box so I wasn't worried. But when I pulled open the lid of the box and looked inside I couldn't believe my eyes. It was empty! Whoever had taken the egg had been really cunning - they had put the silver paper wrapping back in the box and pressed it into the shape of the egg, as though it was still inside.

B

I didn't have to wait to find out who the thief was. I heard laughing behind me and when I turned around, there was my sister Diane, standing in the doorway. I knew straight away who had played that terrible trick on me and who had eaten my Easter Egg. I've had lots of Easter Eggs since then but I'll never forget that amazing one I got from Autie May.

C

When I was six my Auntie May gave me the most beautiful Easter egg I had ever seen. It seemed enormous. The egg was covered with shiny paper and inside a special box. There was a hole cut out in the side of the box and through it you could see the curve of the egg shining in its silver paper. Seeing it shine through the hole in the box was like looking through a window and seeing the moon. It was still a week to go to Easter Sunday so I put the box on the high shelf in my bedroom and every morning and every night I looked up at the egg and dreamed of how good it was going to taste.

Writing Activity

Using the paragraphs we have discussed in Reading:

1. Make notes as to why you chose the first paragraph.
Why do we need this paragraph?

2. What is going on in the second part?

3. Why is the last paragraph the best one for the end?

4.Now look at version A (on page 2) and compare both versions of the autobiography.
What's the same? What's different?

English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. According
2. Programme
3. Necessary

Handwriting – Write out 3 lines of these letters

wan wan wan wan

Maths – Arithmetic – Addition

1. 2367 + 3628 =
2. 2761 + 3762 =
3. 3676 + 5683 =
4. 4652 + 5182 =
5. 4562 + 8673 =
6. 10293 + 4639 =
7. 16398 + 6837 =
8. 23675 + 5806 =
9. 45262 + 6794 =
10. 46182 + 4621 =

Challenge: What is the difference between the largest and smallest answers?

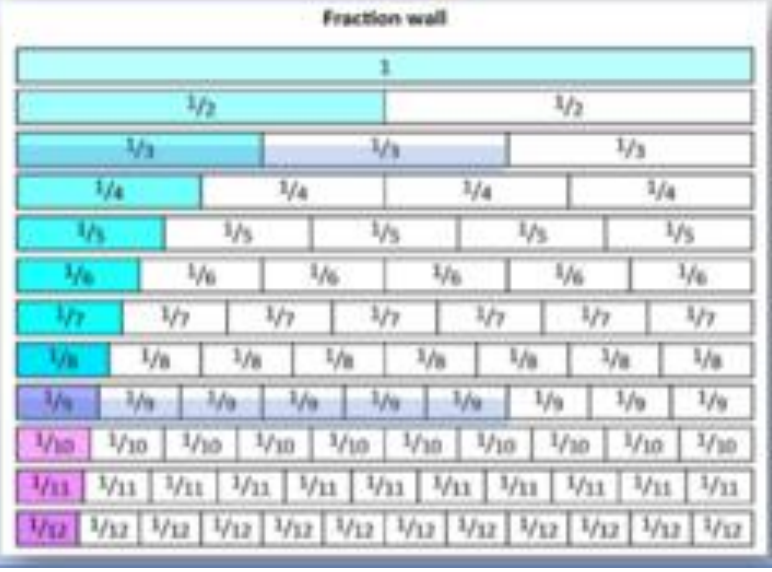
Maths – LO: To Compare Fractions with the same denominators.

Day 1: Comparing fractions with related denominators using equivalence.

$^{2}/_{3}$ $^{7}/_{9}$

Which do you think is bigger? If we don't have the fraction wall to look at, can you remember how we can check which fraction is bigger?

'Thirds group' How many ninths are the same as $^{2}/_{3}$?



$^{6}/_{9} < {}^{7}/_{9}$

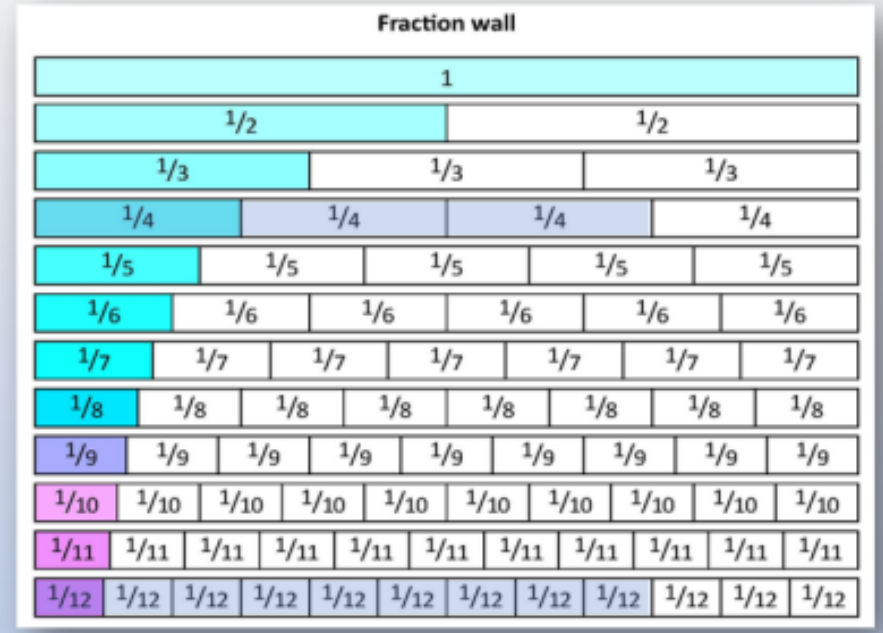
so $^{2}/_{3} < {}^{7}/_{9}$

Day 1: Comparing fractions with related denominators using equivalence.

Which do you think is bigger?

$^{7}/_{12}$ $^{3}/_{4}$

'Quarters group' How many twelfths are the same as $^{3}/_{4}$?



$^{7}/_{12} < {}^{9}/_{12}$

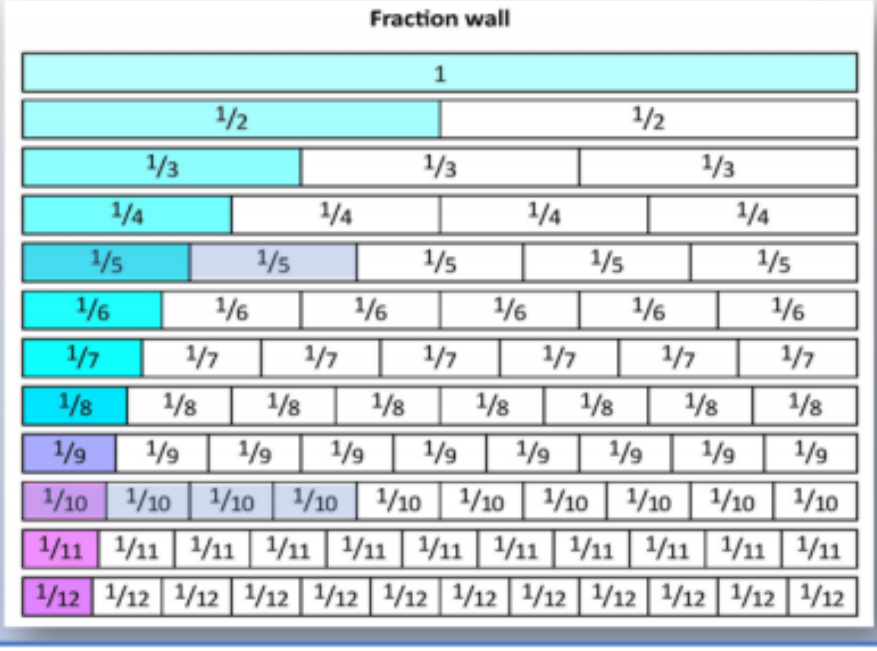
so $^{7}/_{12} < {}^{3}/_{4}$

Day 1: Comparing fractions with related denominators using equivalence.

Which do you think is bigger?

$\frac{2}{5}$ $\frac{3}{10}$

'Fifths group'
How many tenths are the same as $\frac{2}{5}$?



$\frac{4}{10} > \frac{3}{10}$

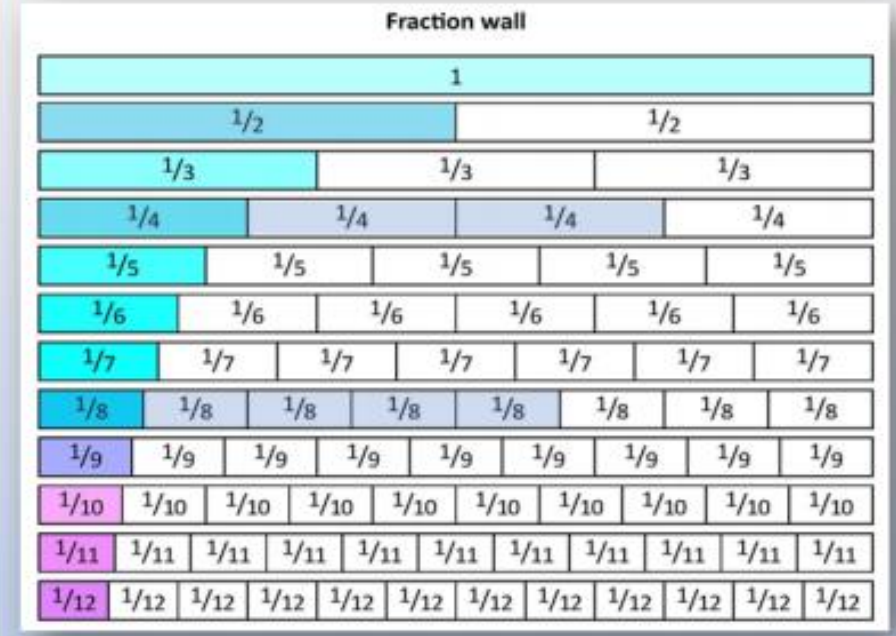
so $\frac{2}{5} > \frac{3}{10}$

Day 1: Comparing fractions with related denominators using equivalence.

What could we do to compare these three fractions?

$\frac{1}{2}$ $\frac{3}{4}$ $\frac{5}{8}$

Work in pairs to write them all as eighths.



$\frac{3}{4} > \frac{5}{8} > \frac{1}{2}$

Day 1: Comparing fractions with related denominators using equivalence.

$\frac{3}{5}$ $\frac{7}{10}$ $\frac{8}{15}$

? What could we do to compare these three fractions?

Work in pairs to write them all as thirtieths.
The fraction wall can't help this time as there are no thirtieths on it!

$\frac{21}{30} > \frac{18}{30} > \frac{16}{30}$

$\frac{7}{10} > \frac{3}{5} > \frac{8}{15}$

Whole class practice

Day 1 Sheet 1

Compare these pairs of fractions. Write them as the same 'sort' of fractions (with the same denominator), then write > or < in between.

1. $\frac{2}{3}$ $\frac{3}{6}$
2. $\frac{2}{3}$ $\frac{2}{9}$
3. $\frac{3}{10}$ $\frac{1}{5}$
4. $\frac{3}{4}$ $\frac{7}{8}$
5. $\frac{5}{6}$ $\frac{11}{12}$
6. $\frac{7}{10}$ $\frac{3}{5}$
7. $\frac{1}{3}$ $\frac{5}{12}$
8. $\frac{2}{5}$ $\frac{7}{15}$
9. $\frac{7}{10}$ $\frac{13}{20}$
10. $\frac{1}{3}$ $\frac{4}{15}$
11. $\frac{1}{2}$ $\frac{2}{5}$
12. $\frac{2}{3}$ $\frac{4}{5}$

Write these groups of fractions as the same 'sort' of fractions. Then write each group in order from least to greatest.

13. $\frac{1}{2}$ $\frac{3}{4}$ $\frac{5}{8}$
14. $\frac{1}{2}$ $\frac{3}{5}$ $\frac{7}{10}$
15. $\frac{1}{3}$ $\frac{4}{15}$ $\frac{2}{5}$
16. $\frac{17}{20}$ $\frac{4}{5}$ $\frac{7}{10}$

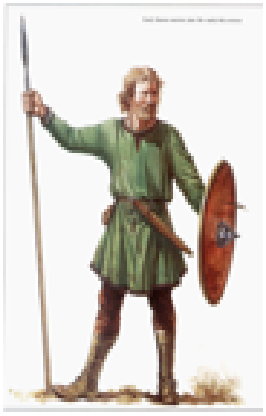
Challenge

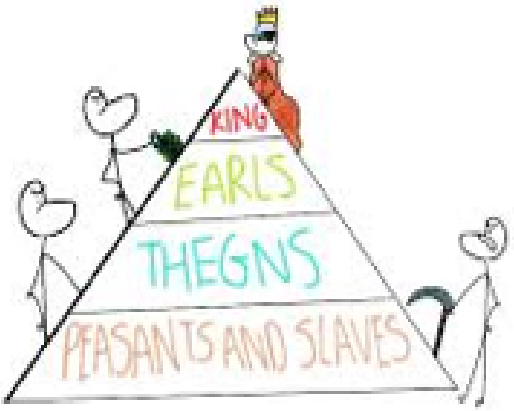
Create a group of four fractions with different denominators that can be re-written as the same 'sort'. Order them using > or < symbols.

History – Anglo-Saxon Society

Here is a clip all about Anglo-Saxon Society:

https://www.youtube.com/watch?v=GoHhDXomCQ0





Life of an Anglo-Saxon soldier:

https://www.youtube.com/watch?v=t-gUVHKR_qI&index=74&list=UUHwNa3lAjzbxRR2pbbZUE2A

Life of and Anglo-Saxon monk:

https://www.english-heritage.org.uk/members-area/kids/medieval-monasteries/monk-interview-pma/

Tour of an Anglo-Saxon Village

https://www.youtube.com/watch?v=_G8VYGBpN4E

Main Task: Life for the Anglo Saxons

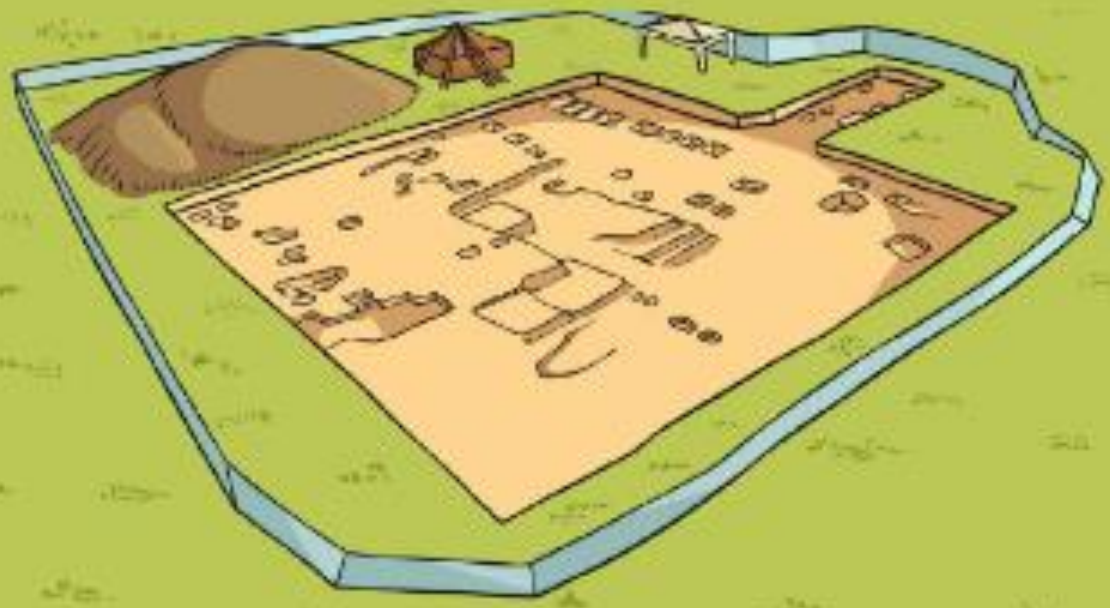
Pretend you are an Anglo-Saxon, you might be a farmer/slave, a monk, a soldier or someone else entirely.

Using your research today, describe what you would do on an average day, what you might eat, make or do..

You can also create a drawing of your character to go along with your daily routine.

Settlement

There are many towns and villages that date back to the Anglo-Saxon times, indicating that there should be remains of Saxon buildings in the ground. Unfortunately, archaeologists cannot reach them.



Above is a picture of an excavated site of an Anglo-Saxon house. Houses were built from oak and thatch and we know this from having made such excavations. Though the wood and reeds had rotted away, post holes could still be found in the ground. The holes tell us about the method that the Saxons used to build houses. They would place wooden posts around the outline of the house and then attach planks of wood around a framework. The roofs were then thatched with reeds.

On the right is a photo of a Saxon house built today in a Saxon Village at West Stow, where people re-enact Anglo-Saxon life.

Remains

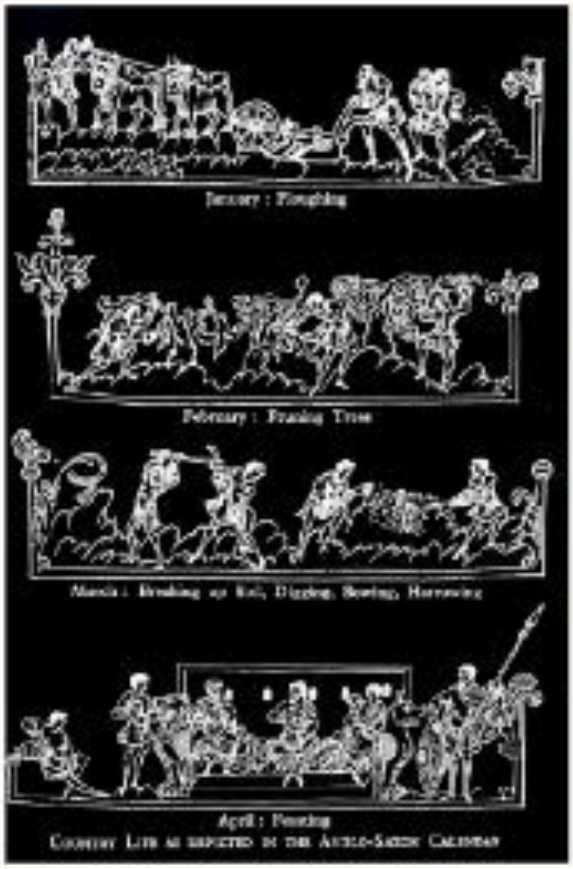
Above is a photo of an Anglo Saxon cemetery. Note the holes where the dead were buried.

Farming

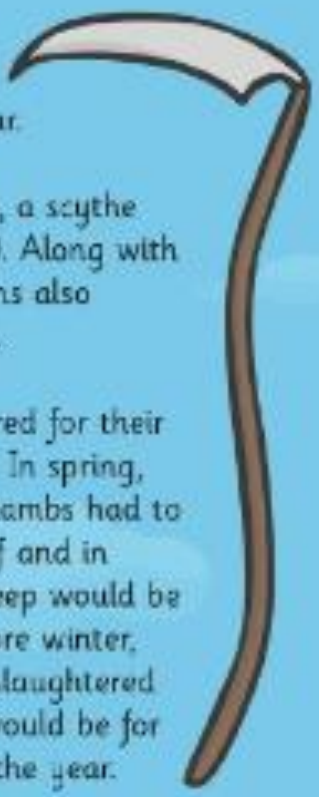
Most average Saxons were farmers. Families lived in small villages and grew produce on the land around them.

A farming year would begin with ploughing to break the soil up, ready for planting seeds. Crops grown were oats, wheat and barley. The crops grew until summer, when their grains were harvested by **threshing** them. Threshing was technique used to separate the grains from the stalks.

A Farmer's Life



Left: An Anglo-Saxon farmer's calendar.



When threshing, a scythe was used (right). Along with crops, the Saxons also reared livestock.

Sheep were reared for their meat and wool. In spring, the birthing of lambs had to be taken care of and in summer, the sheep would be shorn. Just before winter, they would be slaughtered and the meat would be for use later on in the year.

Cows and pigs were reared for milk and meat. The farm animals were much smaller back then.

Farming

Below is a painting depicting life on a farm. Men and women both had parts to play in farming. Men would do the threshing and ploughing, whilst the women would grind the querns and cereal grains into flour to make bread and cakes. They would also spin yarn from sheep wool.

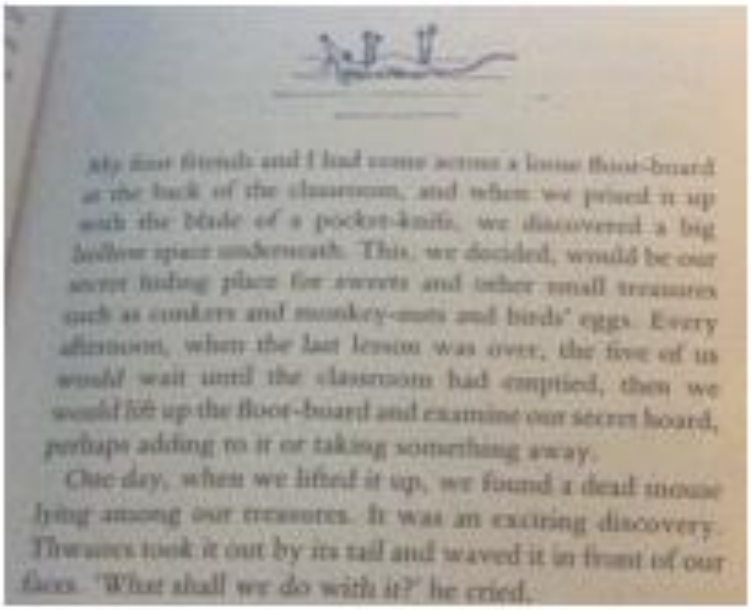
Milking cattle, making butter and cheese, feeding chickens and ducks and rearing bees for honey were other things had to done on a farm. In order for meat to be safe to eat, it had to be preserved by rubbing salt on it for winter. Herbs were also grown for medicines and mead was made for drinking.

Tuesday 23rd February 2021

Before our Zoom session at 10am please complete 30 minutes on TTRS.

Tuesday 23rd February, 2021

LO: To predict with detail, what might happen from details in a text.



My best friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. 'What shall we do with it?' he cried.

What do you predict is going to happen and what is your evidence for this?

Reading Activity

Screaming the crowd cheered with excitement! Even though it was foggy, this year's skateboard competition was guaranteed to be unbelievably exciting! Especially, since Bobby was one of the celebrity skaters! Animated, the crowd pulsated with eagerness at the sight of Bobby at the top of the half pipe. Focused, the young skater took one deep breath and kicked his skateboard down the steep slope – crouching low to gain speed. Speeding up the other side, the pro-skater flipped into the air and spiralled back down towards the slope! Unbelievable! What was his next trick going to be? With the crowd roaring ever louder, Bobby prepared for his next summersault. The fog was much thicker now and it sat just above the half pipe like a haze of smoke. Bobby flipped straight into the air and spiralled upwards. Yelling with joy, the hordes of people briefly lost sight of the skater waiting for him to come rushing back down to the half pipe. Moments passed, but there was no sign of Bobby. Where had he gone? The crowd went silent. Still no sight. AHHHHHHHH! A scream from one member of the audience echoed through the venue, as a shadowy figure appeared through the fog at the top of the half pipe. But this was not Bobby... this was a beast!

Write 1 paragraph predicting what will happen next. Remember to use clues from the text to support your prediction.

Challenge: Can you identify and highlight the fronted adverbials?

Writing Activity

https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk

LO: To use modal verbs in sentences.

Identify the modal verb in each sentence below.

1) Amy should be in for 9.

2) John will fetch the car.

3) Steve could get some chicken.

4) Aaron ought to go home.

5) Barry won't be having chips tonight.

6) Harry may go to the cinema later.

Challenge: Change the modal verb in each sentence so that the possibility/probability is different.

English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. Sufficient
2. Vegetable
3. Opportunity

Handwriting – Write out 3 lines of these letters

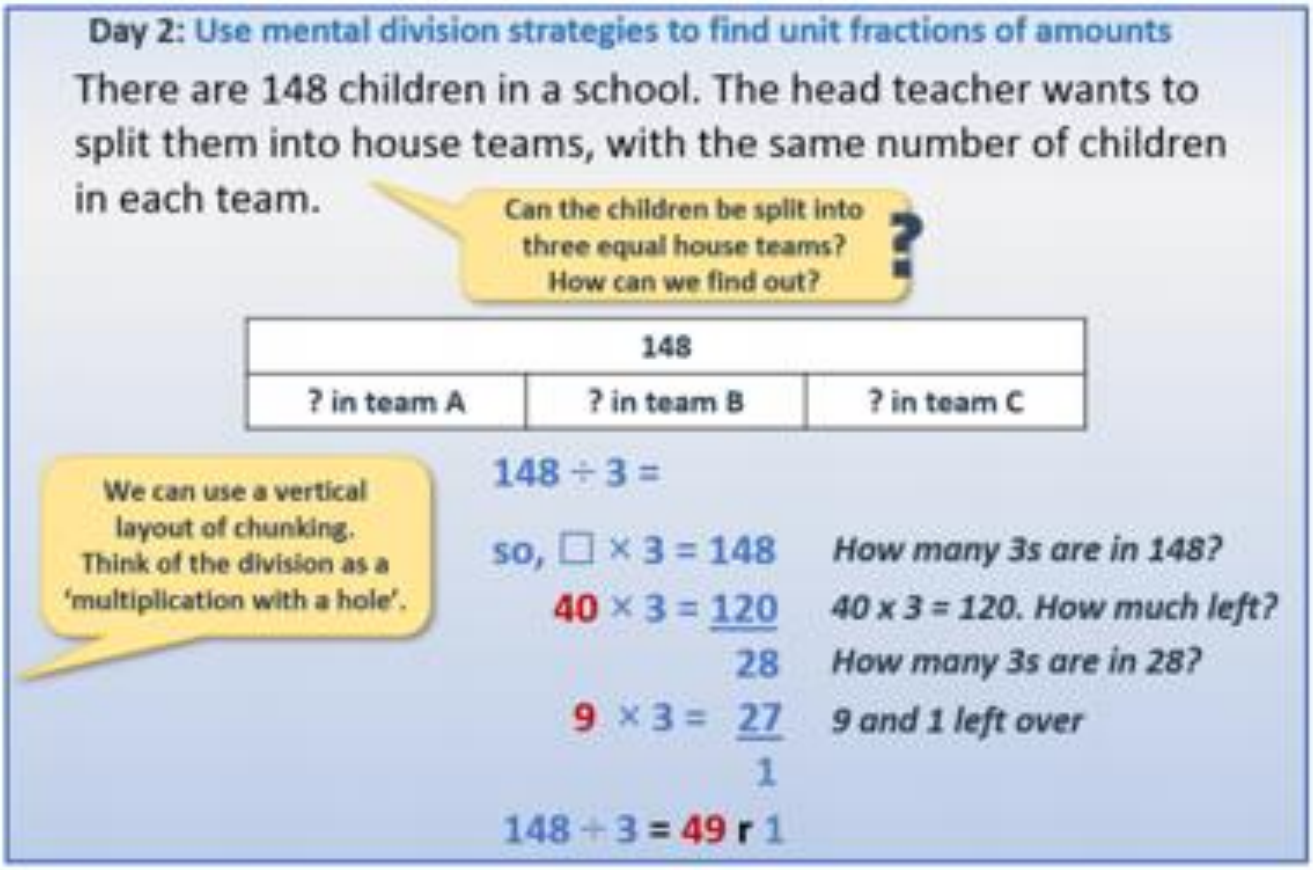
was was was was was

Maths – Arithmetic – Subtraction

1. 784 – 382 =
2. 1209 – 463 =
3. 2374 – 499 =
4. 3478 – 578 =
5. 4672 – 983 =
6. 6784 – 1263 =
7. 5763 – 1899 =
8. 8722 – 2345 =
9. 7779 – 3386 =
10. 12383 – 4682 =

Challenge: Add the 3 smallest answers together.

Maths – LO: To find fractions of amounts



Day 2: Use mental division strategies to find unit fractions of amounts

There are 148 children in a school. The head teacher wants to split them into house teams, with the same number of children in each team.

148		
? in team A	? in team B	? in team C

So having a third of the children in each team won't work. We have found that 148 does NOT divide by 3.
3 is not a factor of 148.

Which other numbers cannot be factors if 3 is not a factor?

Find out if $^1/_4$, $^1/_7$ or $^1/_8$ of the school could be in one team.

¼ of 148 is 37.
7 and 8 are not factors of 148.

Find unit fractions of amounts

Day 2 Sheet 1

How many of these can you calculate in ten minutes?

1. $\frac{1}{5}$ of 150	2. $\frac{1}{5}$ of 250	3. $\frac{1}{3}$ of 240	4. $\frac{1}{3}$ of 126
5. $\frac{1}{4}$ of 248	6. $\frac{1}{4}$ of 156	7. $\frac{1}{6}$ of 126	8. $\frac{1}{6}$ of 186
9. $\frac{1}{8}$ of 248	10. $\frac{1}{8}$ of 176	11. $\frac{1}{7}$ of 147	12. $\frac{1}{7}$ of 175
13. $\frac{1}{9}$ of 279	14. $\frac{1}{9}$ of 207	15. $\frac{1}{8}$ of 144	16. $\frac{1}{8}$ of 144

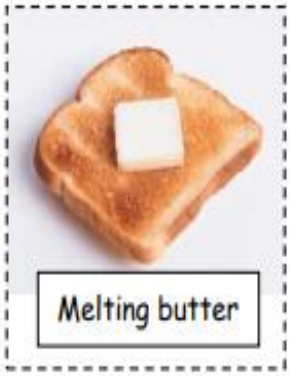
Challenge

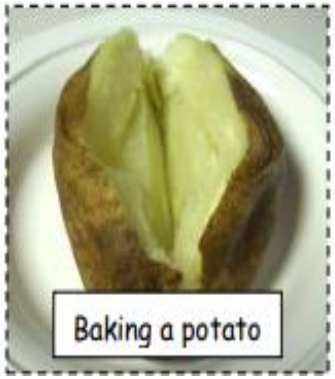
What fraction of 125 is 25? What fraction of 182 is 26?

Science – Irreversible Changes

Reversible or Irreversible Changes?

PoS - demonstrate that dissolving, mixing and changes of state are reversible changes
NaG - pupils should explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.
WS - pupils should identify scientific evidence that has been used to support or refute ideas and arguments





Look at the foods and liquids in the pictures and use the table to predict whether any of the changes occurring due to heating are **reversible** or **irreversible**. Test your predictions (where possible) to find out whether or not your predictions were accurate.

Food/Liquid	**Prediction** - are the changes reversible or irreversible after heating?	**Results** - were the changes reversible or irreversible after heating?	Was your prediction accurate?
Melting ice-lolly			
Burning wood			
Cooking an egg			
Melting ice cream			
Boiling water			
Warming chocolate			
Melting butter on toast			
Cooking meat			
Baking a potato			
Melting toffee			

a) If each of the above were placed in a pan or in a very hot oven to cook and left, which could catch fire?

b) Which are unable to catch fire?

c) When something catches fire and burns, is this change reversible?

Wednesday 24th February 2021

Before our Zoom session at 10am please complete at least one level on reading eggs.

English

Wednesday, 24th February, 2021

LO: To use inference to ask questions about a text.

Sophie had been called in to find the missing skater. It was the next day and the fog had disappeared. She walked through the centre of the Skateboard Festival with the manager. Everyone seemed a little subdued after the events of the previous night.

'Are you here to close this noisy place down?' asked a short haired grumpy looking gentleman. 'This place is a disgrace, full of smelly children and reckless skaters!' He marched off shouting at the children to get out of his way!

'That is Jim. He's a local that disagrees with the Skate Festival because it is too noisy!' said the Manager, shaking his head. They headed to the competition so Sophie could get a feel for the festival and a look at the track. After taking her seat, Stacey (the next celebrity skater) took to the half pipe. She looked nervous and as she slid down the slope her foot slipped and she tumbled to the ground! The audience gasped. Was she ok? Quickly, she leaped back onto her board and continued her performance. Once she had finished her final trick the judges made their decision. Three sevens and a..... TEN!! 'A TEN?' Sophie thought, had the fourth judge not seen her fall?

Reading Activity

What questions can we ask to help further our understanding?

Here's my question:

How does Sophie feel after the judge awarded her a '10'?

- I think she feels very surprised and confused because she knew that she had fallen yet was awarded full marks.

Reading Activity

Read 'The Great Mouse Plot' featured at the end of the Learning Pack.

Create 4 questions you would ask about 'The Great Mouse Plot'. Remember, these questions should use inference in order to answer them.

You could ask about:

- Characters thoughts and feelings
- Why characters are behaving in a certain way
- Why a character made a particular choice in the passage.

Challenge: Answer your questions in full sentences using the text to support.

Writing Activity

Create sentences using the modal verbs below:

Can
Would
Will
Must
May
Won't

English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. Marvellous
2. Criticise
3. Determines

Handwriting – Write out 3 lines of these letters

wav wav wav wav

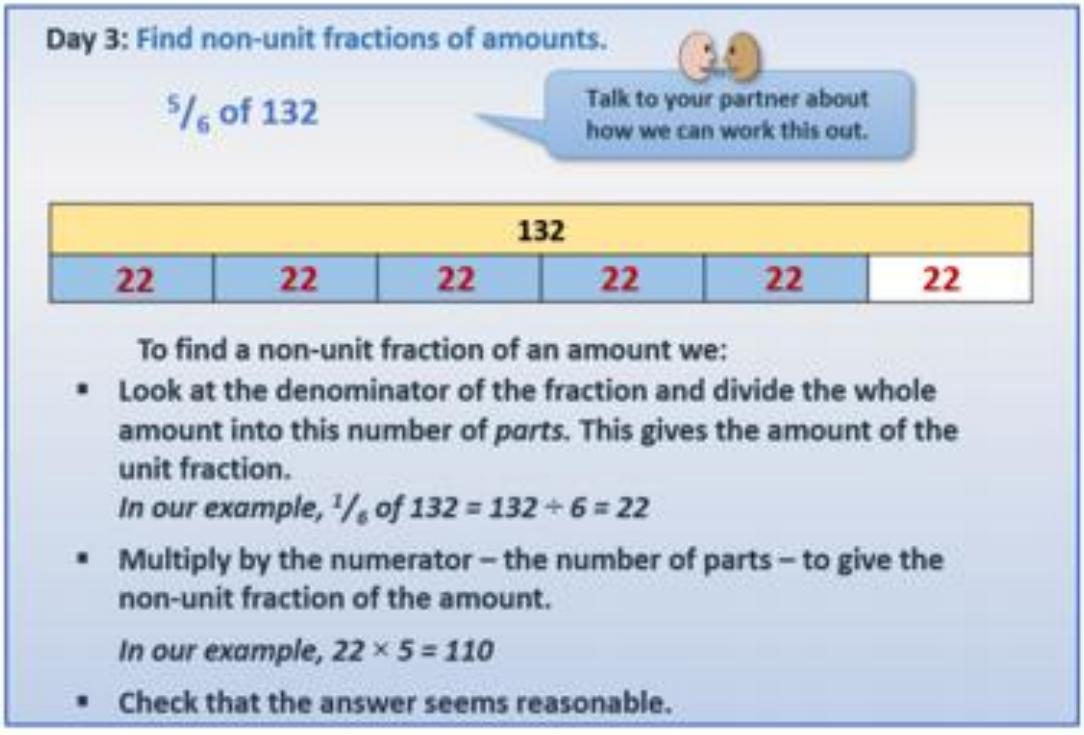
Maths – Arithmetic – Multiplication

1. 172 x 3 =
2. 468 x 4 =
3. 786 x 5 =
4. 578 x 7 =
5. 987 x 6 =
6. 298 x 12 =
7. 392 x 15 =
8. 122 x 13 =
9. 584 x 16 =
10. 473 x 21 =

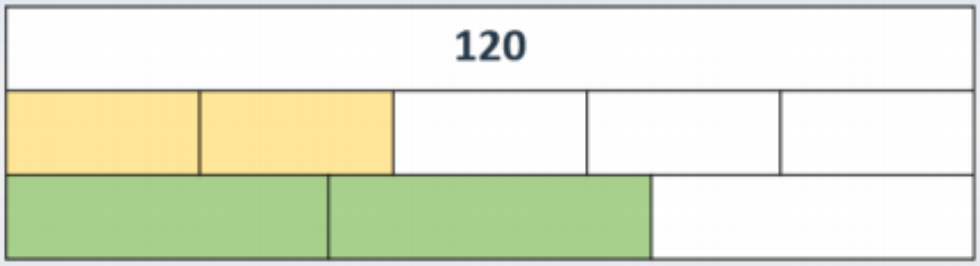
Challenge: Divide you answer to question 2 by 8. What do you notice?

#

Maths – LO: To find non-unit fractions of amounts



Day 3: Find non-unit fractions of amounts.



Work out the answers to:

$^{2}/_{5}$ of 120

$^{2}/_{3}$ of 120

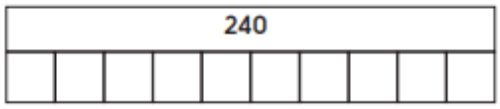
$^{1}/_{5}$ of 120 is 24, so $^{2}/_{5}$ of 120 is 48

$^{1}/_{3}$ of 120 is 40, so $^{2}/_{3}$ of 80

Finding fractions of amounts

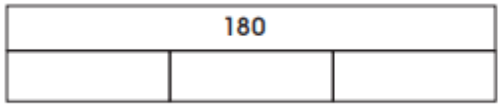
Day 3 Sheet 1

1. $\frac{1}{10}$ of 240



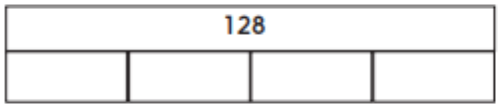
$\frac{3}{10}$ of 240

2. $\frac{1}{3}$ of 180



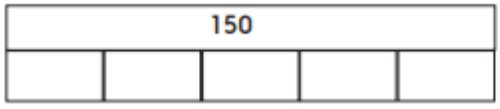
$\frac{2}{3}$ of 180

3. $\frac{1}{4}$ of 128



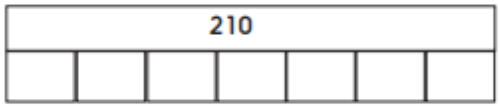
$\frac{3}{4}$ of 128

4. $\frac{1}{5}$ of 150



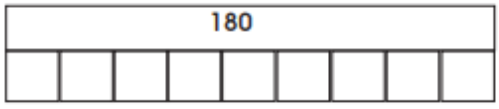
$\frac{4}{5}$ of 150

5. $\frac{1}{7}$ of 210



$\frac{3}{7}$ of 210

6. $\frac{1}{9}$ of 180



$\frac{4}{9}$ of 180

PE – Flipgrid.com/hillwest

Go to Flipgrid.com/hillwest or type in the code 'hillwest' to access the latest PE videos.

Challenge 1: Throwing Techniques – Accuracy

Challenge 2: Throwing techniques, while on the move left/right.

Thursday 25th February 2021

Before our Zoom session at 10am please complete 30 minutes on TTRS.

English

Thursday 25th February, 2021

LO: To draw a picture of a character based on adjectives in a text.

1. What words are used to describe Mrs Pratchett?

2. What does Mrs Pratchett look like?

3. Can we draw a picture of Mrs Pratchett?

EXTRACT

'The Bicycle and the Sweet-shop', pp. 32-33

The sweet-shop in Llandaff in the year 1923 was the very centre of our lives. To us, it was what a bar is to a drunk, or a church to a Bishop. Without it, there would have been little to live for. But it had one terrible drawback, this sweet-shop. The woman who owned it was a horror. We hated her and we had good reason for doing so.

Her name was Mrs Pratchett. She was a small skinny old hag with a moustache on her upper lip and a mouth as sour as a green gooseberry. She never smiled. She never welcomed us when we went in, and the only times she spoke were when she said things like,'I'm watchin' you so keep your thievin' fingers off them chocolates!' Or 'I don't want you in 'ere just to look around! Either you *forks* out or you *gets* out!'

But by far the most loathsome thing about Mrs Pratchett was the filth that clung around her. Her apron was grey and greasy. Her blouse had bits of breakfast all over it, toast-crumbs and tea stains and splotches of dried egg-yolk. It was her hands, however, that disturbed us the most. They were disgusting. They were black with dirt and grime. They looked as though they had been putting lumps of coal on the fire all day long. And do not forget please that it was these very hands and fingers that she plunged into the sweet-jars when we asked for a pennyworth of Treacle Toffee or Wine Gums or Nut Clusters or whatever. There were precious few health laws in those days, and nobody, least of all Mrs Pratchett, ever thought of using a small shovel for getting out the sweets as they do today. The mere sight of her grimy right hand with its black fingernails digging an ounce of Chocolate Fudge out of the jars would have caused a starving tramp to go running from the shop. But not us. Sweets were our life-blood. We would have put up with far worse than that to get them. So we simply stood and watched in sullen silence while this disgusting old woman stirred around inside the jars with her foul fingers.

sweets	small	black
APRON	**filthy**	dirty
mouth	slim	**SOUR**
BROW	disgusting	**greasy**
hair	**skinny**	vermilion
moustache	orange	WIRY
fingernails	**thick**	FOUL
HANDS	**droopy**	mutton
legs	grimy	**THIN**
HEAD	**curly**	corrugated
fingers	**grey**	thin

Now write some expanded noun phrases about Mrs Pratchett.

EXTRACT

from 'Captain Hardcastle', pp. 129-131

We called them masters in those days, not teachers, and at St Peter's the one I feared most of all, apart from the Headmaster, was Captain Hardcastle.

This man was slim and wiry and he played football. On the football field he wore white running shorts and white gymshoes and short white socks. His legs were as hard and thin as ram's legs and the skin around his calves was almost exactly the colour of mutton fat. The hair on his head was not ginger. It was brilliant dark vermilion, like a ripe orange, and it was plastered back with immense quantities of brilliantine in the same fashion as the Headmaster's. The parting in his hair was a white line straight down the middle of the scalp, so straight it could only have been made with a ruler. On either side of the parting you could see the comb tracks running back through the greasy orange hair like little tram-lines.

Captain Hardcastle sported a moustache that was the same colour as his hair, and oh what a moustache it was! A truly terrifying sight, a thick orange hedge that sprouted and flourished between his nose and his upper lip and ran clear across his face from the middle of one cheek to the middle of the other. But this was not one of those nailbrush moustaches, all short and clipped and bristly. Nor was it long and droopy in the walrus style. Instead, it was curled most splendidly upwards all the way along as though it had a permanent wave put into it or possibly curling tongs heated in the mornings over a tiny flame of methylated spirits. The only other way he could have achieved this curling effect, we boys decided, was by prolonged upward brushing with a hard toothbrush in front of the looking-glass every morning.

Behind the moustache there lived an inflamed and savage face with a deeply corrugated brow that indicated a very limited intelligence. 'Life is a puzzlement,' the corrugated brow seemed to be saying, 'and the world is a dangerous place. All men are enemies and small boys are insects that will turn and bite you if you don't get them first and squash them hard.'

Captain Hardcastle was never still. His orange head twitched and jerked perpetually from side to side in the most alarming fashion, and each twitch was accompanied by a little grunt that came out of his nostrils. He had been a soldier in the Great War and that, of course, was how he received his title. But even small insects like us knew that 'Captain' was not a very exalted rank and only a man with little else to boast about would hang on to it in civilian life. It was bad enough to keep calling yourself 'Major' after it was all over, but 'Captain' was the bottoms.

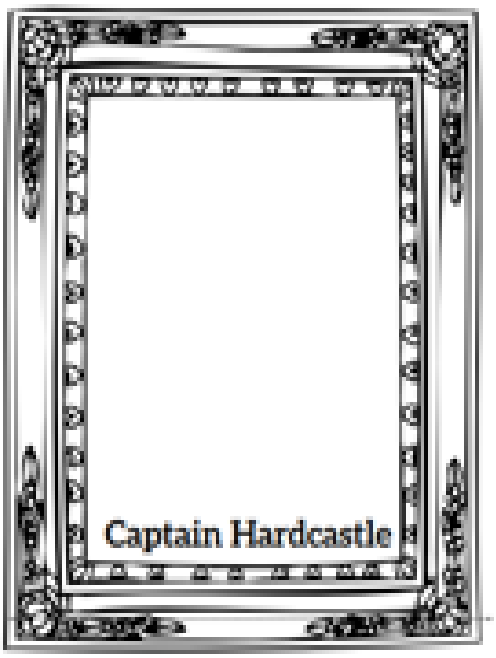
Reading Activity

Draw a picture of Captain Hardcastle. Be sure to use the vocabulary mentioned in the text to support your drawing!

Writing Activity

Using your picture as a guide, create a paragraph that describes Captain Hardcastle. Be sure to include:

- Expanded noun phrases
- High level vocabulary
- Figurative language – similes, metaphors, personification, hyperbole
- Modal verbs



English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. Leisure
2. Controversy
3. Embarrass

Handwriting – Write out 3 lines of these letters

wax wax wax wax

Maths – Arithmetic – Division

1. 126 ÷ 4 =
2. 234 ÷ 7 =
3. 367 ÷ 5 =
4. 565 ÷ 6 =
5. 488 ÷ 9 =
6. 689 ÷ 8 =

Challenge: Multiply your asnwer to question 4 by 12, what do you notice?

Maths – LO: To find fractions of amounts.

Day 4: Find fractions of amounts; Multiply and divide to solve word problems.

1. In a school of 240 pupils, $^1/_3$ take packed lunches, and the rest have school dinners. How many have school dinners?
2. School dinners cost £2.28 per child per day. How much does it cost a child for one week's dinners?
3. There are 190 days in a school year. How many weeks of 5 days is this?

Read each problem in turn and discuss *what* calculation needs to be done to solve the problem. Write - *but don't solve* - the necessary calculation.

It might help to represent the problem with a bar model diagram...

240 pupils		
packed lunch	school dinner	school dinner

Work out the answer to each problem. Don't forget write the units, i.e. children, pounds, weeks.

Day 4: Find fractions of amounts; Multiply and divide to solve word problems.

1. In a school of 240 pupils, $^1/_3$ take packed lunches, and the rest have school dinners. How many have school dinners?

240 pupils		
packed lunch	school dinner	school dinner

$^1/_3$ of 240 is 80 children. 240 – 80 = 160 or 2 x 80 = 160 children who have school dinners.

2. School dinners cost £2.28 per child per day. How much does it cost a child for one week's dinners?

5 x £2.28 = £11.40

3. There are 190 days in a school year. How many weeks of 5 days is this?

190 ÷ 5 = 38 weeks of 5 days.

Solving word problems

Day 4 Sheet 1

1. There are 210 children in a school. There are 7 classes with the same number of children in each class. How many are in each class?
2. School dinners cost £2.25 per child per day. How much does it cost a child for one week of dinners?
3. Out of 148 children having school dinners, $\frac{1}{2}$ chose pasta, $\frac{1}{4}$ chose jacket potatoes and the rest chose curry. How many children chose curry?
4. The area of each classroom is 42m². What is the total area of all 7 classrooms?
5. Of the 120 children in KS2, $\frac{3}{4}$ have got their 25m swimming badge. How many have yet to swim far enough to earn their badge?
6. Children are in school $6\frac{1}{4}$ hours each day. How many hours are they in school during one week of five days?
7. A sponsored spell has raised £280 for wet play games. This will be split evenly between the 7 classes. How much will each class get to spend?

Topic – Computing – Scratch (https://scratch.mit.edu/)

Scratch Basics – Episode 1
https://www.youtube.com/watch?v=NqMd44Oi2l4&feature=emb_logo

Scratch Basics – Episode 2
https://www.youtube.com/watch?v=R-QuPKDAADE

Friday 26th February 2021

Before our Zoom session at 10am please complete 30 minutes on TTRS or at least 1 level on Reading Eggs.

English

Friday 26th February, 2021

LO: To use inference to answer open-ended questions about a text.

Think back to 'The Great Mouse Plot'.

What do we remember about the story?

What was the outcome? Was it what you expected?

Did you enjoy the outcome?

Reading Activity

Re-read this extract from 'Mr Coombs' (the next chapter).

1. What changes about how the characters are feeling? Why?

2. Do you think the boys considered the outcome of their actions? Why or Why not?

3. Did they make good or bad choices in planning their plot?

4. Can you think of 3 strategies that could have helped the boys deal with Mrs Pratchett?

EXTRACT TWO

from 'Mr Coombes', pp. 39-41

The flush of triumph over the dead mouse was carried forward to the next morning as we all met again to walk to school.

'Let's go in and see if it's still in the jar,' somebody said as we approached the sweet-shop.

'Don't, 'Thwaites said firmly. 'It's too dangerous. Walk past as though nothing has happened.'

As we came level with the shop we saw a cardboard notice hanging on the door.

We stopped and stared. We had never known the sweet-shop to be closed at this time in the morning, even on Sundays.

'What's happened?' we asked each other. 'What's going on?'

We pressed our faces against the window and looked inside. Mrs Pratchett was nowhere to be seen.

'Look!' I cried. 'The Gobstopper jar's gone! It's not on the shelf! There's a gap where it used to be!

'It's on the floor!' someone said. 'It's smashed to bits and there's Gobstoppers everywhere!'

'There's the mouse!' someone shouted.

We could see it all, the huge glass jar smashed to smithereens with the dead mouse lying in the wreckage and hundreds of many-coloured Gobstoppers littering the floor.

'She got such a shock when she grabbed hold of the mouse that she dropped everything,' somebody was saying.

'But why didn't she sweep it all up and open the shop?' I asked.

Nobody answered me.

We turned away and walked towards the school. All of a sudden we began to feel slightly uncomfortable. There was something not quite right about the shop being closed. Even Thwaites was unable to offer a reasonable explanation. We became silent. There was a faint scent of danger in the air now. Each one of us had caught a whiff of it. Alarm bells were beginning to ring faintly in our ears.

Writing Activity

Using 1 or more sets of these plot cards, create a situation that the group of boys could encounter. Be sure to include:

The location (where)
The victim (who got hurt or was affected)
The action (what happened)
The consequence (What happened as a result.

You may choose to present these situations in the form of:

A short story
A comic strip
A poster
Acting it out (Be aware, we'll need to see this one!)

Location	Victim	Action	Consequence
SWEET SHOP	MRS PRATCHETT	....	....
Location	**Victim**	**Action**	**Consequence**
SCHOOL	CAPTAIN HARDCASTLE	....	....
Location	**Victim**	**Action**	**Consequence**
THE CLASSROOM	A CLASSMATE	....	....
Location	**Victim**	**Action**	**Consequence**
THE LUNCH HALL	THWAITES	....	....
Location	**Victim**	**Action**	**Consequence**
....	....	....	....

English – Spellings and Handwriting

Practice the following spellings using 'pyramid words' 'look-copy-cover-write' or any of the techniques you want to use.

1. Signature
2. Sincere
3. Cemetery

Handwriting – Write out 3 lines of these letters

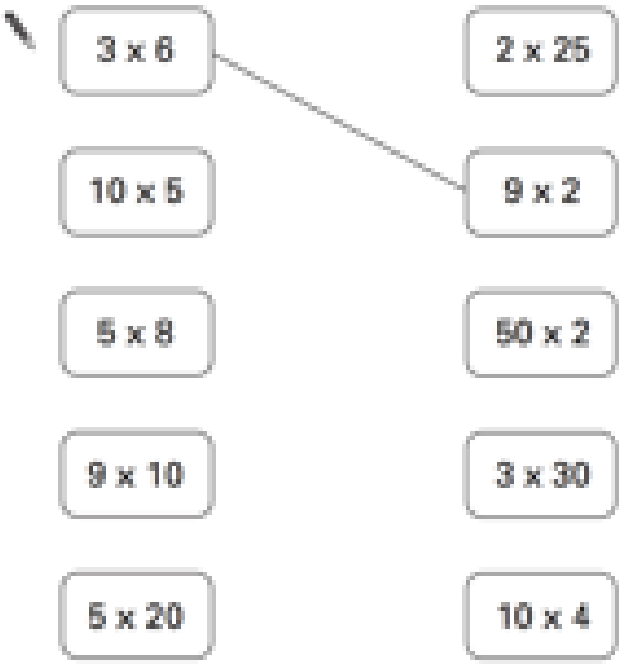
was wav wan wax

Maths – Arithmetic – Mixed Problems

Each card on the left matches one on the right.

Draw lines to match the cards which are **equal** in value.

One has been done for you.



Here are six cards.

× 10	× 100	× 1000
÷ 10	÷ 100	÷ 1000

Use a card to complete each calculation.

5.3 ☐ = 0.53

5.3 ☐ = 5300

5.3 ☐ = 0.053

Fill in the three missing whole numbers in this calculation.

Each number is less than 10

$\square \times \square \times \square = 105$

Circle the number that is **10 times** greater than nine hundred and seven.

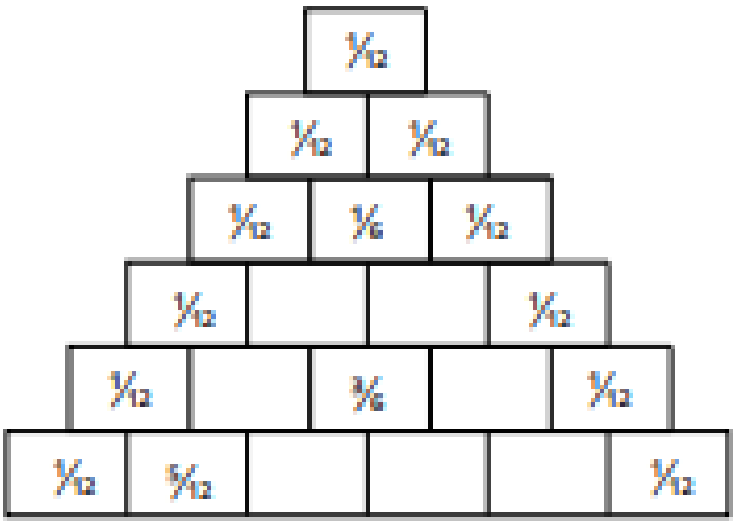
9,700 907 9,007 970 9,070

What to do:

Children work individually or in pairs.

1. Look at the triangle below.
2. Each number in the second row comes from adding next-door numbers in the first row. The two outside numbers always stay the same (1/12).
3. Complete the triangle. You will need to recognise equivalent fractions and write in the total in the simplest form.

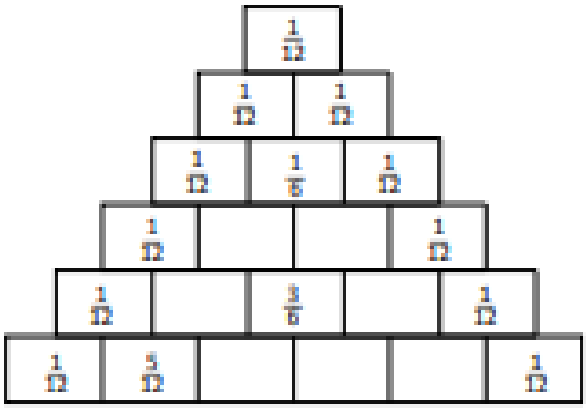
Discuss what you notice.



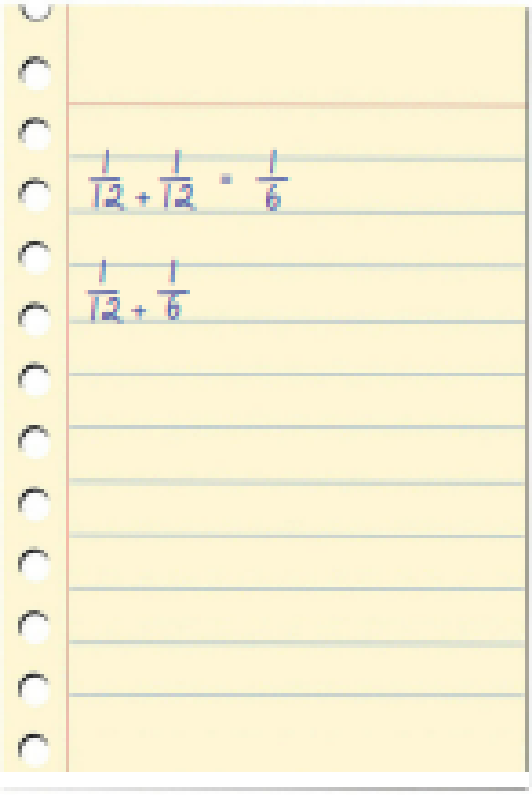
4. Add a new line (7 squares) to the triangle where the 3rd space along has 1⅛ and the 4th has 1⅝.

Big triangle of fractions

1. Look at the triangle below.



Each number in the second row comes from adding next-door numbers in the first row.
The two outside numbers always stay the same ($\frac{1}{12}$).



2. Complete the triangle. Look for equivalent fractions and write in the total in the simplest form.
What do you notice?

3. Add a new line (7 squares) to the triangle where the 3rd space along has $1\frac{1}{4}$ and the 4th has $1\frac{3}{4}$

Challenge

Re-write $1\frac{1}{4}$ as $1\frac{3}{12}$ and $1\frac{2}{3}$ as $1\frac{8}{12}$ then add another line, keeping all the fractions as 12ths. How many lines can you write?

4. Add another line (8 squares).
5. Add the fractions in each line. Write each one as a number of 12ths.
6. Write the totals as a number of 12ths and look at the pattern.
7. Write the totals as mixed numbers and simplified fractions. Look at the pattern.

French - Être (to be)

Today we are going to be looking at the French verb Être which means to be. Follow this link to do your own research into the verb and work out how to say these phrases in French: https://www.bbc.co.uk/bitesize/topics/z6d98xs/articles/zwqxdp3

1. You are tired =
2. I am short (boy) =
3. It's a horse =
4. It's my apple =
5. It's there =
6. Elle est heureuse =

Challenge: What does 'Tu es grande' mean?

Y5 Mini – Quiz – Spring 2

1. Where did the Anglo-Saxons come from?
2. How did Beowulf kill Grendel?
3. What is the process of water vapour cooling called?
4. Which painting is the most expensive in the world? Who painted it?
5. Complete the square using coordinates: (2, 1) (5,4)
6. What is personification?
7. Which piece of punctuation does a semi-colon replace? When is it used?
8. How many Anglo-Saxon kingdoms were there? What was the name of this kind of ruling?
9. Who were the two main characters in 'The Rhythm of the Rain'?
10. What makes a shape 'regular'? Can you name 3 regular 2D shapes?

Roald Dahl – Boy – The Great Mouse Plot

My four friends and I had come across a loose floor-board at the back of the classroom, and when we prised it up with the blade of a pocket-knife, we discovered a big hollow space underneath. This, we decided, would be our secret hiding place for sweets and other small treasures such as conkers and monkey-nuts and birds' eggs. Every afternoon, when the last lesson was over, the

five of us would wait until the classroom had emptied, then we would lift up the floor-board and examine our secret hoard, perhaps adding to it or taking something away.

One day, when we lifted it up, we found a dead mouse lying among our treasures. It was an exciting discovery. Thwaites took it out by its tail and waved it in front of our faces. ‘What shall we do with it?’ he cried.

‘It stinks!’ someone shouted. ‘Throw it out of the window quick!’

‘Hold on a tick,’ I said. ‘Don’t throw it away.’

Thwaites hesitated. They all looked at me.

When writing about oneself, one must strive to be truthful. Truth is more important than modesty. I must tell you, therefore, that it was I and I alone who had the idea for the great and daring Mouse Plot. We all have our moments of brilliance and glory, and this was mine.

‘Why don’t we’, I said, ‘slip it into one of Mrs Pratchett’s jars of sweets? Then when she puts her dirty hand in to grab a handful, she’ll grab a stinky dead mouse instead.’

The other four stared at me in wonder. Then, as the sheer genius of the plot began to sink in, they all started

grinning. They slapped me on the back. They cheered me and danced around the classroom. ‘We’ll do it today!’ they cried. ‘We’ll do it on the way home! You had the idea,’ they said to me, ‘so you can be the one to put the mouse in the jar.’
Thwaites handed me the mouse. I put it into my trouser pocket. Then the five of us left the school, crossed the village green and headed for the sweet-shop. We were tremendously jazzed up. We felt like a gang of desperados setting out to rob a train or blow up the sheriff’s office.

‘Make sure you put it into a jar which is used often,’ somebody said.

‘I’m putting it in Gobstoppers,’ I said. ‘The Gobstopper jar is never behind the counter.’

‘I’ve got a penny,’ Thwaites said, ‘so I’ll ask for one Sherbet Sucker and one Bootlace. And while she turns away to get them, you slip the mouse in quickly with the Gobstoppers.’

Thus everything was arranged. We were strutting a little as we entered the shop. We were the victors now and Mrs Pratchett was the victim. She stood behind the counter, and her small malignant pig-eyes watched us suspiciously as we came forward.

‘One Sherbet Sucker, please,’ Thwaites said to her, holding out his penny.

I kept to the rear of the group, and when I saw Mrs Pratchett turn her head away for a couple of seconds to fish a Sherbet Sucker out of the box, I lifted the heavy glass lid of the Gobstopper jar and dropped the mouse in. Then I replaced the lid as silently as possible. My heart was thumping like mad and my hands had gone all sweaty.

‘And one Bootlace, please,’ I heard Thwaites saying. When I turned round, I saw Mrs Pratchett holding out the Bootlace in her filthy fingers.

‘I don’t want all the lot of you troopin’ in ‘ere if only one of you is buyin’, she screamed at us. ‘Now beat it! Go on, get out!’

As soon as we were outside, we broke into a run. ‘Did you do it?’ they shouted at me.

‘Of course I did!’ I said.

‘Well done you!’ they cried. ‘What a super show!’

I felt like a hero. I was a hero. It was marvellous to be so popular.

Mini-Quiz Answers

1. Lands near Germany
2. Beowulf ripped off Grendels arm
3. Condensation
4. The Card Player – Paul Cezanne
5. (2,4) and (5,1)
6. Personification = Describing an object with human traits (eg: waving or dancing)
7. A semi-colon replaces a full stop, when two sentences are linked by a common theme.
8. There were 7 kingdoms, this was called a Heptarchy
9. Cassi and Issac
10. All of the sides of a regular shape are equal – Circle, Equilateral Triangle, Square, Pentagon, Hexagon, Heptagon, Octogon, Nonagon, Decagon etc...