



HILL WEST  
*Primary*

FOUR OAKS

# Home Learning Pack

Year 5;  
Week Beginning 19.04.21



### **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=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>

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 1: Who were the Vikings?

#### Key Text for Linked Learning: Viking Longship (Mick Manning)

#### Linked Learning: English/History/Geography/DT

In English, children will explore who the Vikings were by exploring where they came from and how they came to be in Britain in the 11<sup>th</sup> century. The children will use information they have gathered from the key text Viking Longship by Mick Manning to build up their knowledge about how the Vikings transported themselves and what befell of those who got in their way. Once the children have built up sufficient background knowledge, including a deep-dive into the key vocabulary of the text (see vocabulary below) They will apply their learning to create a first-person television-style news report which will chronicle the Vikings imminent invasion of England and the threats which are posed to the Anglo-Saxon settlers (Link to previous Half-terms learning). In History, children will research and explore who the Vikings were and their country of origin (Scandinavia). They will consider what kind of evidence they have used to learn about the Vikings (Primary, Secondary or other). In Geography, children will locate Scandinavia within Europe, identifying the surrounding countries, using 6-figure grid references. They will identify the capital cities of these countries, using locational and directional language. In DT, children will learn about how Viking ships were constructed and develop their understanding of how to reinforce and strengthen a 3D framework, by making a ship from paper and using paper to strengthen it. They will then test the weight bearing capacity of their strengthened boat frame.

**Maths:** This week, children will recap their knowledge of place value in numbers with 6-digit numbers. They will explore negative numbers, counting through zero and recap Roman Numerals. Children will also look at statistics problems presented in tables, line-graphs and timetables in order to develop their skills in reading and interpreting data. Children will then answer two-step problems using information presented in the data.

**Science:** Children will dissect a flower and explore the fascinating world of flowering plant reproduction. Capture the key sexual structures of a flower and its life cycle in the form of a botanical drawing.

**History:** See above

**Geography:** See above

**Computing:** Children will be investigating the APP I-MOVIE by producing a short clip about the Vikings in preparation for filming and editing a news report next week.

**Music:** Children will investigate basic musical structures such as AB, ABA, AABB. They will use simple rhythmic notation (including quavers, semi-quavers, crotchets, minims and a rest) to record their rhythms and then use these to help them perform their piece.

**Design Technology:** See above

#### PDW / R.E: Children will consider what it is to 'Be Thankful'

**P.E:** Children will utilise the correct passing technique when invading opponents' space (Passing backwards or sideways) this will build up into small-sided games in which territory is gained and lost. They will focus on teamworking in order to overcome their opponents and score a try.

**Mini Quiz:** Children will revisit learning from previous years as well as that from the AUT and SPR terms.

#### Key Vocabulary:

Scandinavia Bloodthirsty Raiders Monastery Pagan Settlement Byzantine Colonised Longship Over land Portage Inlet

Monday 19<sup>th</sup> April

Monday 19th April

Maths

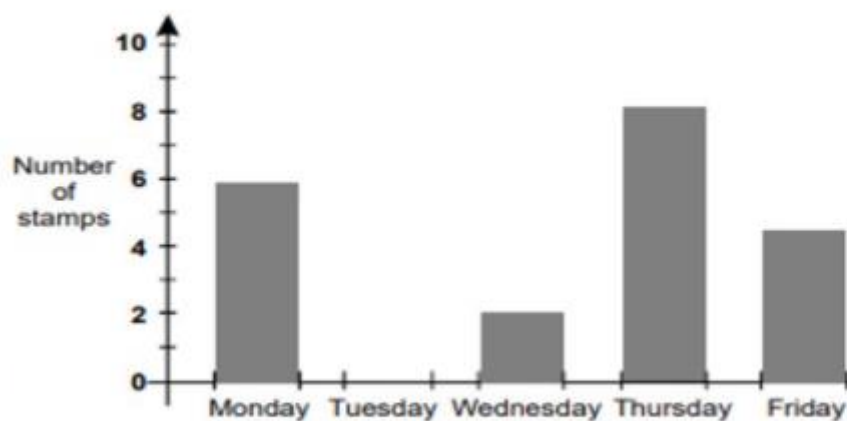
LO: To Order positive and negative numbers

Can you write this number out in words?

**346219**

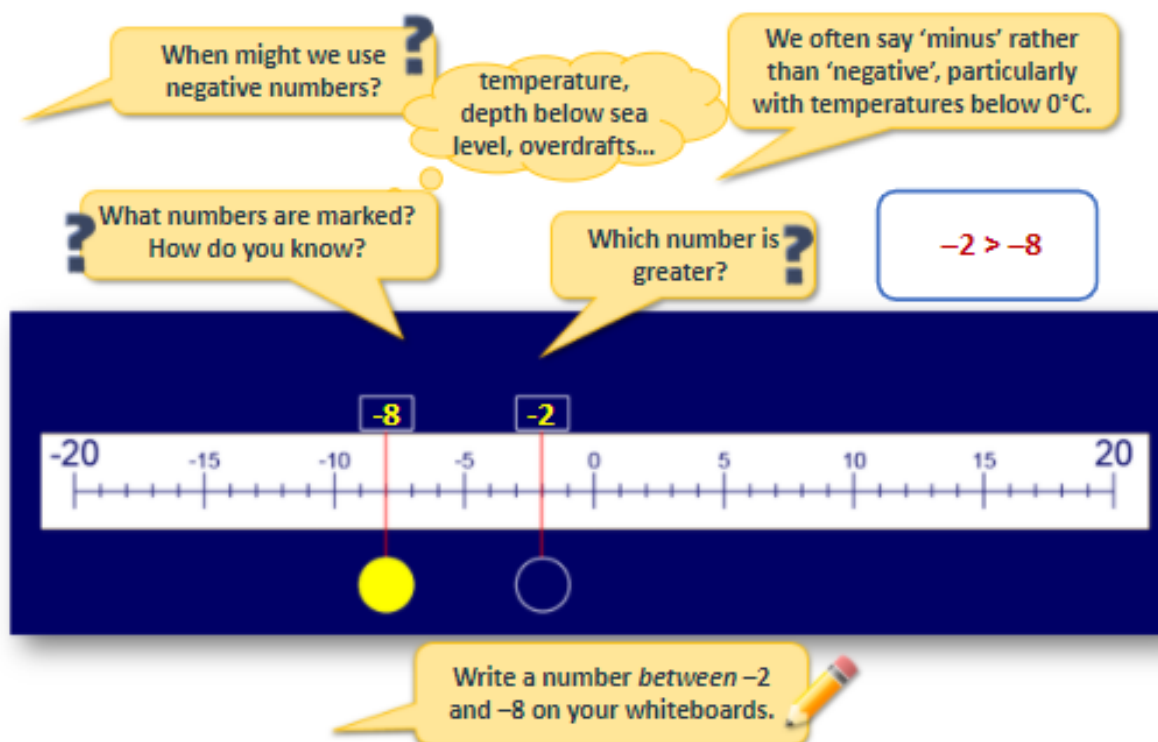
### SATS Style Questions

This is a graph of **one kind** of stamp they used.

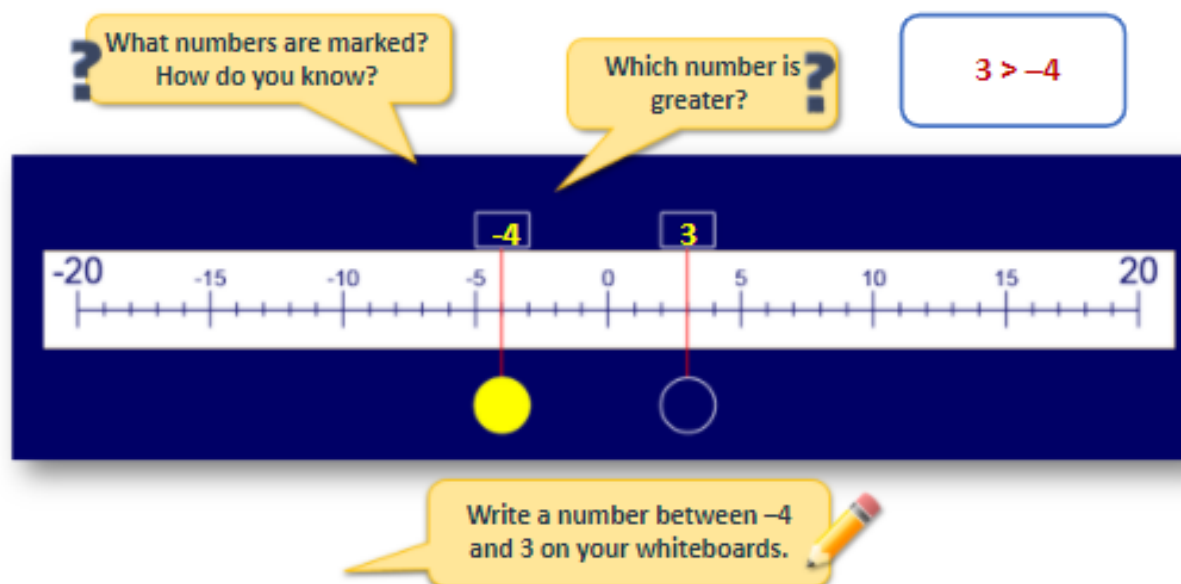


Which stamp is it?

## Day 1: Compare and order negative numbers.



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Write a number between  $-15$  and  $15$  on your whiteboard.

Now, let's use these numbers to make a number line from  $-15$  to  $+15$ ...

*Call out the names of the first five children from the register.*

*Call out the names of the next five children from the register.*

Stand up at the front of the class with your numbers in the correct order: smallest on the left (as the rest of the class see you), largest on the right.

Place yourselves in the **correct place in the line**.  
What will you do if some of you have the same number?  
Is there a new smallest/ largest number?

*Continue until all children are in the line!*

Are there any numbers missing from our number line?

### Ordering positive and negative numbers Sheet 1

A. Write  $<$  or  $>$  between each pair of numbers.

1.  $-5$   $4$
2.  $3$   $-7$
3.  $-6$   $6$
4.  $-5$   $-3$
5.  $-2$   $-10$

B. Write each set of numbers in order, smallest first.

6.  $-3, 3, -2$
7.  $6, -1, 4$
8.  $-4, -10, -8$
9.  $2, -2, 7, -7$
10.  $4, 0, -2, 5, -6$

C. Write two numbers which go between each pair of numbers.

11.  $-7$  and  $0$
12.  $-2$  and  $2$
13.  $5$  and  $-1$
14.  $-3$  and  $-10$
15.  $0$  and  $-4$

# English

Monday, 19<sup>th</sup> April, 2021

LO: To answer true and false questions about a text.

# Vocabulary

Scandinavia  
Bloodthirsty  
Raiders  
Monastery  
Pagan  
Settlement  
Byzantine  
Colonised  
Longship  
Overland  
Portage  
Inlet

These questions relate to the book: *Viking Longship by Mich Manning*

If you do not have a copy of the book, try and have a go at investigating each question.

## Main Activity

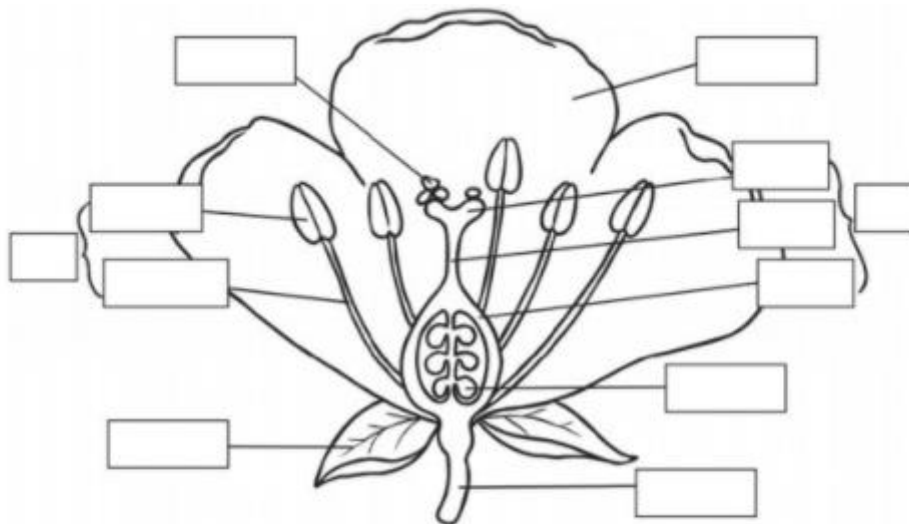
True or False:

1. Denmark is a country in Sweden.
2. Farmers wrote books in the days of the Vikings.
3. Vikings were described as gentle and calm.
4. The Anglo-Saxons worshipped the same gods as the Vikings.
5. The word 'Vik' means island.
6. Vikings carried their boats between seas and rivers.
7. Viking ships were very deep.
8. We know about Viking ships because of written reports.

19.04.21

## Science: Parts of a plant

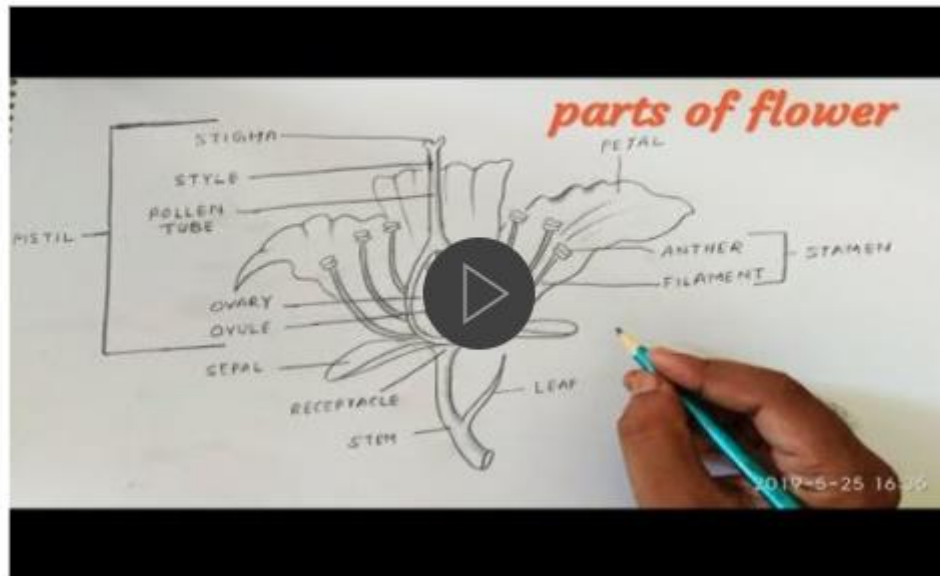
LO: To create an annotated sketch of a cross-section of a flower



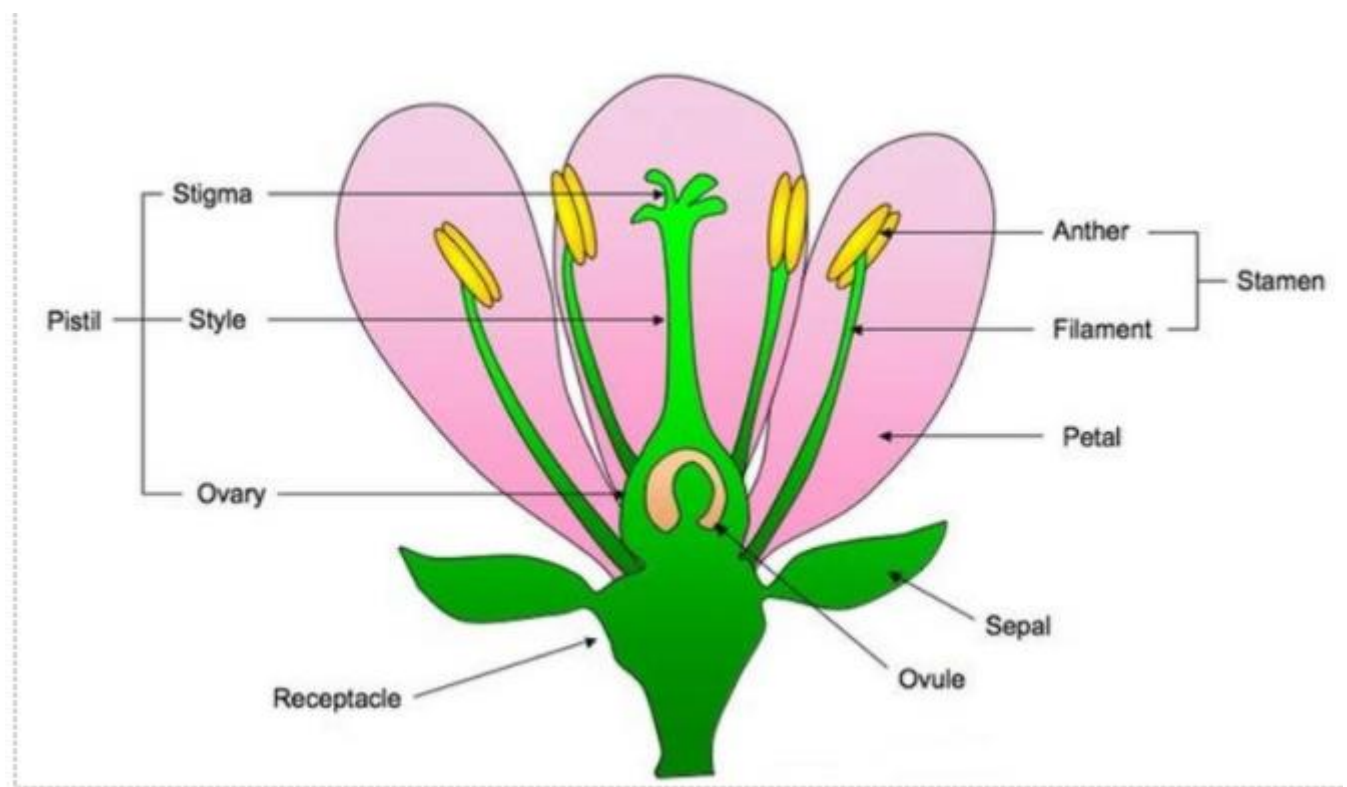
<b>Petal</b>	<b>Pollen</b>	<b>Anther</b>
<b>Sepal</b>	<b>Pistil</b>	<b>Sepal</b>
<b>Stamen</b>	<b>Style</b>	<b>Receptacle</b>
<b>Stigma</b>	<b>Filaments</b>	<b>Stem</b>
<b>Ovule</b>	<b>Ovary</b>	



## Main Task: Sketch the parts of a flower



<https://www.youtube.com/watch?v=dNBjeyWHix8>



Tuesday 20th April

## Maths

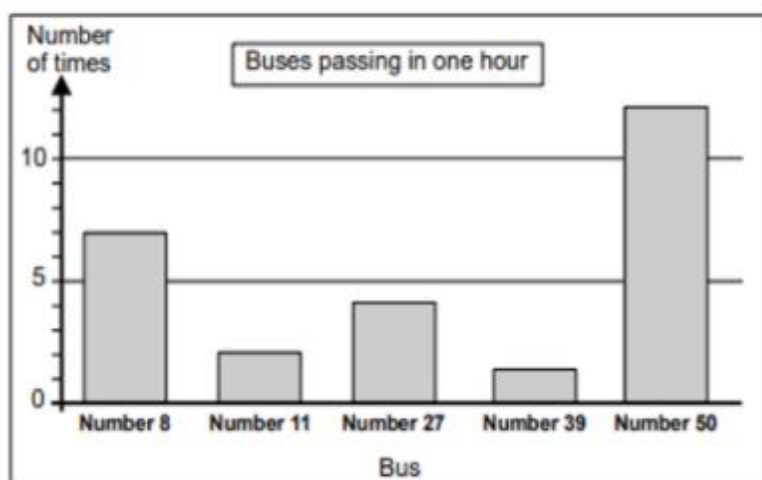
### LO: To Count in steps through zero

Can you write this number in numbers?

Two hundred and fifty-four thousand, three hundred and five.

### SATS Style Questions

Anne makes a graph of buses passing a school in 1 hour. How many times does a **Number 27** bus pass in the hour?



Anne says,

*"Bus number 39 passes least often in the hour."*

Explain how the graph shows this.

How many more **Number 8** buses pass in the hour than **Number 11** buses?

Day 2: Count back in steps through zero.



? We are going to count on in 2s.  
Where do you think we will get to?

Now let's count back again...

Day 2: Count back in steps through zero.

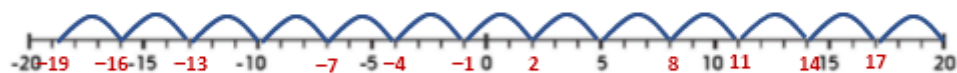


? We are going to count on in 5s.  
Where do you think we will get to?

Now let's count back again...

Day 2: Count back in steps through zero.

This time we are going to  
count back from 20 in 3s.



We need to take particular  
care when counting back and  
crossing zero.

## Count in steps through zero

Sheet 1

Write the next three numbers in each sequence.

1. 20, 15, 10, 5, 0, \_\_, \_\_, \_\_
2. 12, 9, 6, 3, 0, \_\_, \_\_, \_\_
3. 16, 12, 8, 4, 0, \_\_, \_\_, \_\_
4. 7, 5, 3, 1, -1, \_\_, \_\_, \_\_
5. 17, 12, 7, 2, -3, \_\_, \_\_, \_\_
6. 8, 5, 2, -1, -4, \_\_, \_\_, \_\_
7. -15, -12, \_\_, -6, \_\_, \_\_, \_\_, \_\_

### Challenge

- 1a. A sequence begins 13, 18, 23, 28,... Ollie says 'This sequence counts on in 5s, so 65 will be in the sequence.' Do you agree with him?
- b. A sequence begins 9, 5, 1, -3,... Will -36 be in the sequence?
2. A mini-sub starts off at sea level. It descends 2 metres every 5 seconds. What depth will it be after one minute?
3. The temperature is  $3^{\circ}\text{C}$  at 4pm. As it gets dark the temperature falls by 2 degrees every hour. What temperature is it at midnight?

## English

Tuesday 20<sup>th</sup> April, 2021

LO: To discuss fact and opinion in a text.

# Vocabulary

Hacked  
Society  
Sacrificed  
Lashes  
Voyage  
Drifts  
Timber  
Hide  
planks

## Fact and Opinion

Read the passages below  
Underline the facts in red  
Underline the opinions in blue

The word 'Viking' probably comes from the word 'Vik' meaning inlet. It could be that they sailed from inlets or landed their boats there when raiding.

Ragnar's no Christian – but he likes to go to church! Crash and burn! Smash and grab! Stealing silver is this sea-wolf's work.

On the way home, a storm lashes down. Waves swamp the decks. Ragnar is washed overboard into Ran's net. He's been drowned by the gods! After a week lost at sea, the longship drifts into harbour – wrecked!

# Main Activity – Fact or Opinion

Copy each sentence and tick whether you think each sentence is a fact or an opinion:

	Fact	Opinion
Vikings come from Scandinavia		
Vikings were bloodthirsty barbarians		
Vikings were skilled ship builders		
Vikings were so vicious, they killed everything that moved		
Each member of a Viking crew sits on a sea-chest.		
Vikings believe in Ran – a sea demon who drowns sailors in a fishing net.		
Fresh 'green' timber was best for boat-building.		
Denmark isn't a very nice place to live.		

## Challenge:

Write two facts about Viking shipbuilding

Write two opinions of Viking ships

Write two facts about Viking raids

Write two opinions of Vikings

## History

Tuesday, 20<sup>th</sup> April, 2021

**LO: To investigate who the Vikings were and where they settled.**

### Who were the Vikings?

- The 'Vikings' were seafaring raiders and traders from Scandinavia. The period known as the Viking Age lasted from AD 700 until 1100.
- 'Viking' was the name given to the seafarers from Norway, Denmark, Finland and Sweden. During the Viking age many Vikings travelled to other countries, such as Britain and Ireland. They either settled in these new lands as farmers and craftsmen, or went to fight and look for treasure.

[https://www.bbc.co.uk/history/ancient/vikings/evidence\\_01.shtml](https://www.bbc.co.uk/history/ancient/vikings/evidence_01.shtml)

<https://schoolshistory.org.uk/topics/primary-history/source-material-the-vikings/viking-raid-on-lindisfarne-source/>

Make a list of the different sources we have used to learn more about the Vikings.

Can you work out which sources are which?

## Primary vs Secondary sources

The Anglo-Saxon Chronicle

Excavations from known Viking settlements

Frankish and Irish annals

Runes and Carvings

Coins

Stories and Sagas

Primary	Secondary

Wednesday 21st April

## Maths

**LO: Adding and subtracting numbers up to 100,000.**

Can you write this number out in words?

**504,391**



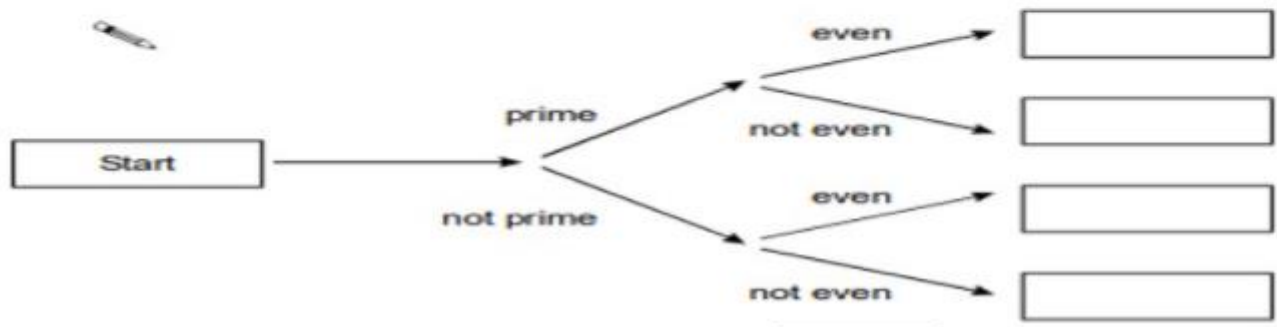
# SATS Style Questions

f Here is a diagram for sorting numbers.

Write these three numbers in the correct boxes.

You may not need to use all of the boxes.

**9    17    20**



100,000  
less

230,193

100,000  
more

100,000  
less

352,605

100,000  
more

## Whole class practice

Sheet 1

- |                          |                     |                         |                    |
|--------------------------|---------------------|-------------------------|--------------------|
| 1. $456,237 + 1$ ,       | $456,237 - 1$       | 8. $235,429 + 300$ ,    | $235,429 - 300$    |
| 2. $578,483 + 10$ ,      | $578,483 - 10$      | 9. $428,375 + 20,000$ , | $428,375 - 20,000$ |
| 3. $347,329 + 100$ ,     | $347,329 - 100$     | 10. $324,790 + 10$ ,    | $324,790 - 10$     |
| 4. $235,820 + 1000$ ,    | $235,820 - 1000$    | 11. $473,699 + 1$ ,     | $473,699 - 1$      |
| 5. $658,231 + 10,000$ ,  | $658,231 - 10,000$  | 12. $299,999 + 1$ ,     | $299,999 - 1$      |
| 6. $345,784 + 100,000$ , | $345,784 - 100,000$ | 13. $500,000 - 1$ ,     | $500,000 - 10$     |
| 7. $456,378 + 20$ ,      | $456,378 - 20$      | 14. $300,000 - 100$ ,   | $300,000 - 1000$   |

### Challenge

Subtract multiples of 1, 10, 100, 1000, 10,000 and 100,000 from 659,174 to give an answer of 111,111.



# English

Wednesday 21<sup>st</sup> April, 2021

LO: To examine an author's toolkit

## Vocabulary pages 16-23

Swordsmanship

Fierce

Recruits

Scabbard

Claimed

Cunning

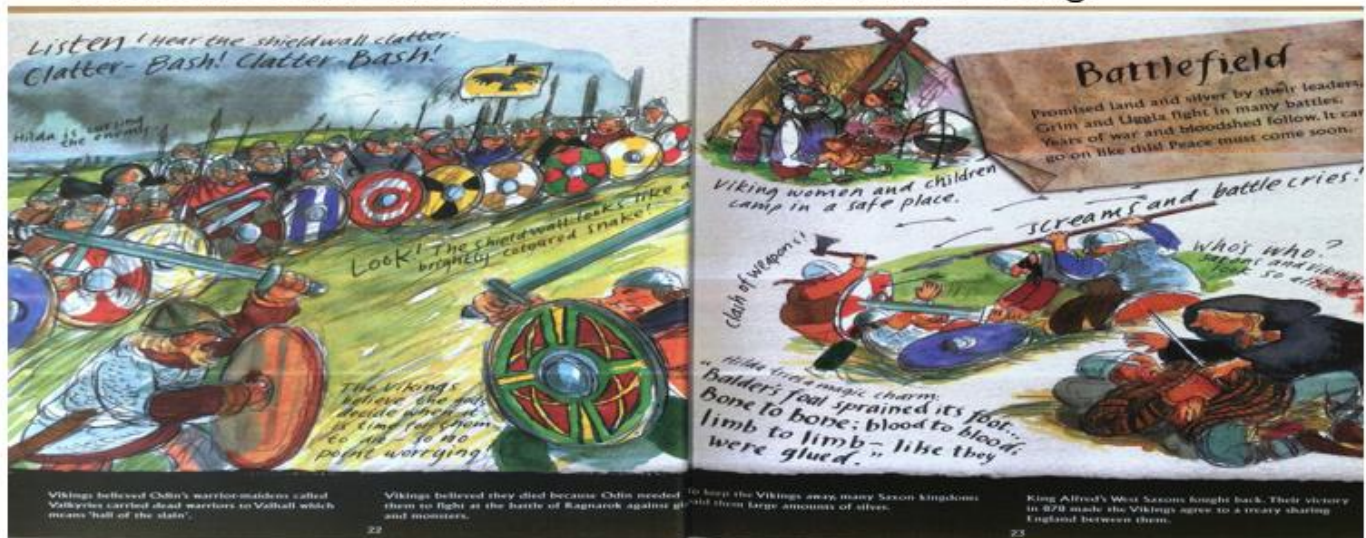
Squabbling

Treaty

# Main Activity

Annotate this page from 'Viking Longship.'

- What effects has the author used to make it interesting?



## Geography

**LO: To locate and identify countries in Europe that were settled by the Vikings.**

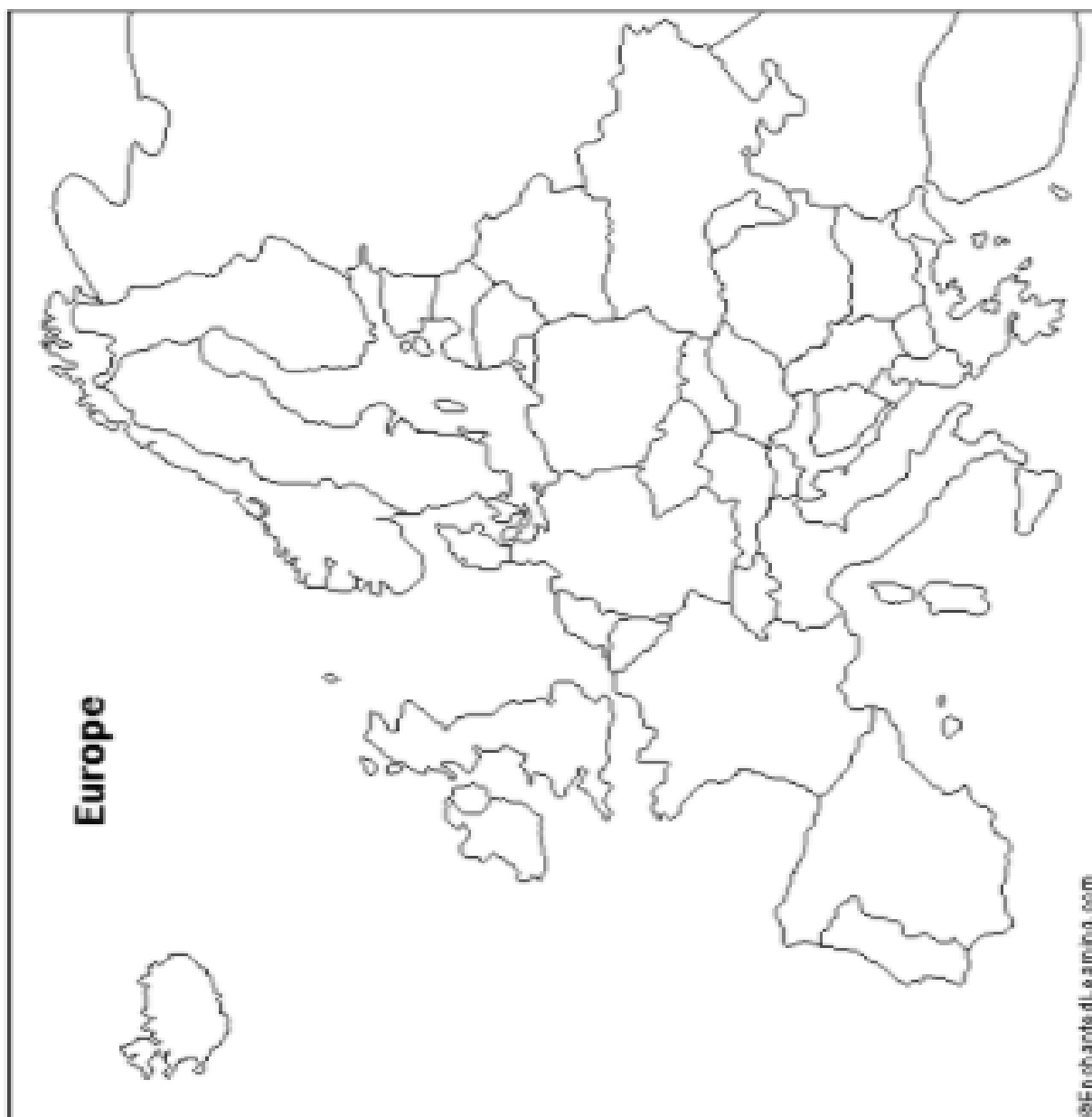


The people commonly called Vikings were the Norse from Scandinavia (modern Denmark, Norway and Sweden). At home, in Scandinavia, the Norse were mostly farmers, fishermen, crafts people and traders. The Norse people were brilliant at building ships that could sail great distances across stormy seas. They used these ships to travel thousands of miles to trade with countries across the world.

# Main Activity 1

On your blank map, identify and label the following:

- Norway
- Sweden
- Denmark
- England
- Scotland
- Ireland
- Wales





## Main Activity 2

Using the map you have just labelled, copy the trade routes and settlements that were used by the Vikings.

- Use colour
- Include a key for easy retrieval

**Challenge:** What do you notice about the relationship between the trade routes and the settlements? Explain your observations in a paragraph.



This is a map of trade routes used by the Vikings. The blue lines represent the routes the Vikings used to move around. The green patches represent Viking settlements. The numbers in yellow represent the years the Vikings settled each area.

## Thursday 22nd April

## Maths

**LO: To place numbers on a number line up to 1,000,000**

Can you write this number out in numbers?

Five hundred and seventy-one thousand and twenty-four.

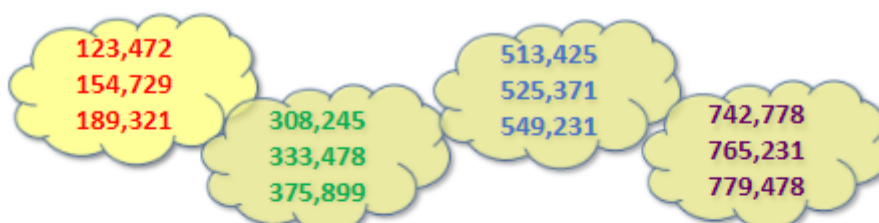
# SATS Style Questions

Here are some numbers written in figures and in Roman numerals.

Draw lines to join each number written in figures to its correct Roman numeral form.

One has been done for you.

204	CDXX
270	CCIV
407	CDVII
420	MMIV
2004	CCLXX

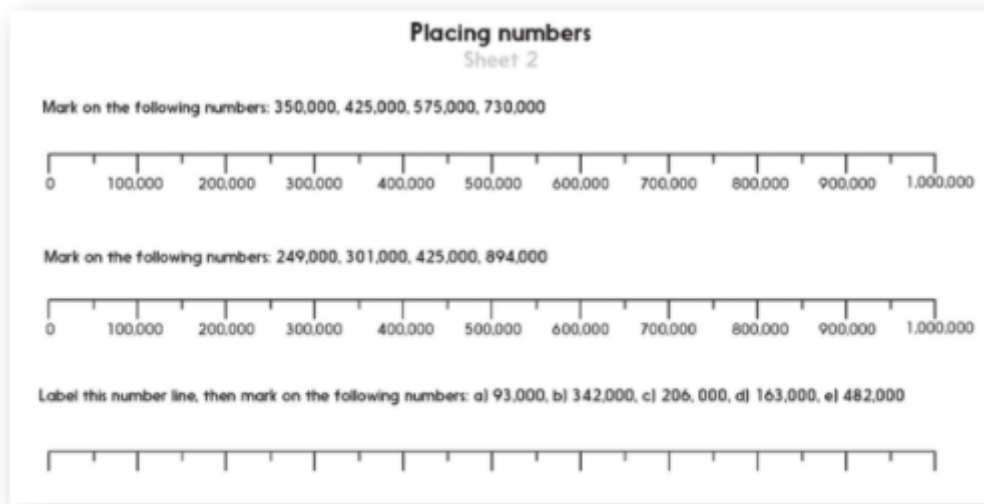


I have chosen one of the red numbers and marked it on the line.  
Write on your whiteboard which number you think I chose.  
Be ready to explain why!



Who would like to choose a green number, then point to where it sits on the line?

Everyone else, write it on your whiteboard.  
Be ready to explain why you chose it...!



**Challenge**

Sketch your own 1,000,000 to 3,000,000 line without any numbers in between.  
Choose 5 numbers to mark on it.

# English

Thursday 22<sup>nd</sup> April, 2021

LO: To collect information about the Vikings

## Vocabulary page 24-31

Cosmopolitan

Spade

Plough

Inherit

Migrated

Priestess

Next week we will be preparing a live news report about the Viking invasion. In the boxes below, record what you know about Vikings and why Anglo-Saxon settlers might be scared.

# Main Task

Who are the Vikings?	Why are we scared?

Friday 23rd April

Maths

**LO: To round numbers up to 1,000,000**

Can you write this number out in words?

**1,390,473**

# SATS Style Questions

Here are four numbers written in Roman numerals.

XCII

XX

XVII

CXI

Write the numbers in order, starting with the **smallest**.

smallest

One person is going to think of a number between 200,000 and 300,000, mark it on the line but not write the number.

Discuss and write an estimate of the number on your whiteboards.

200,000

300,000

Choose the two multiples of 10,000 that will be at either end of the range which includes the 'mystery' number.

Change your estimate if you want to. Now choose two multiples of 1000 for this line.

And the mystery number is...

Round the number to the nearest 100,000, 10,000 then 1000.



## Rounding Bingo!

Write any three 6-digit numbers on your whiteboards.

Ring a number if it rounds to 400,000.

Ring a number if it rounds to 100,000.

Ring a number if it rounds to 500,000.

Ring a number if it rounds to 200,000.

Ring a number if it rounds to 600,000.

Ring a number if it rounds to 700,000.

Ring a number if it rounds to 800,000.

Ring a number if it rounds to 300,000.

Ring a number if it rounds to 900,000.

### Rounding Sheet 2

Round the population of each island to the nearest 100,000, 10,000, then 1000.

		100,000	10,000	1000
Tenerife	952,050			
Majorca	862,397			
Tasmania	507,626			
Newfoundland	479,105			
Malta	373,955			
Corsica	316,578			
Iceland	311,396			
Madeira	245,806			
Ibiza	117,698			
Corfu	98,871			

## English

Friday, 23<sup>rd</sup> April, 2021

LO: To collect key facts about the Vikings

# Vocabulary

Raiding

Conquered

Chronicle

Hewing

Legend

Crackling

What can we do about the Vikings?	Key Facts/events

Decide whether the following are examples of direct or indirect speech.

Speech	Direct or Indirect Speech?
Nervously, William asked if he could have a turn on the slide.	
"It's my turn next," Shiya shouted as she pushed past William.	
"Stop pushing in. You always do that!" Jacob called angrily.	
Dad said that the children should stop arguing and just enjoy playing together.	
Kylie mentioned that the swings were free so maybe they should go on them instead.	
"I love the park," squealed Emir as he toddled towards the swings.	

Add any missing punctuation to the sentences containing direct speech.

1. I want sweets shouted the little girl as she ran into the shop.
2. My friend called as I was walking away from the park Don't forget your bag
3. Please can you help me with my maths work asked Reuben quietly.
4. Will we ever get there whined the young child during the long car journey.

Change the indirect speech in the sentences to direct speech.

1. Alexander declared that we should all work together.  
\_\_\_\_\_
2. My sister anxiously stated that if we were late, we might miss the show.  
\_\_\_\_\_
3. My mum reassured her not to worry because there was plenty of time to get there.  
\_\_\_\_\_

# Year 5 Mini - Quiz

## Summer 1

## History

1. Can you name 3 of the Anglo-Saxon kingdoms?
2. Alfred the Great translated texts from which language into English to help his people learn?
3. What was the most popular drink for people in Anglo-Saxon Times?
4. Where did the Anglo-Saxons travel from?
5. What was the name of the Anglo-Saxon King of the gods?

## Science

1. Which force pulls all objects towards the Earth?
2. Can you name one of the female parts of a plant?
3. What is the scientific name for the axis which a lever system rests on?
4. How many planets are there in our solar system?
5. What is the name for when your body changes as you become an adult?

## General Knowledge

1. The bottom of a fraction is called?
2. What is the name of the printing method used by Paul Cezanne?
3. Name 4 characters from Kensuke's Kingdom
4. What is Hyperbole?
5. True or False? The first number in a coordinate is how far up to move. Eg: (5,2) Up 5, across 2.

## History Answers

1. Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.
2. Latin
3. Beer
4. Lands near Germany
5. Woden

## Science Answers

1. Gravity
2. Stigma, Style, and Ovary
3. Fulcrum
4. 8
5. Puberty

## General Knowledge Answers

1. The Numerator
2. Lithographic
3. Michael, Kensuke, Mum, Dad, Stella, Barnacle Bill, Eddie
4. Overexaggerating something for effect
5. False (Along the hallway and up the stairs)

# Bonus Maths Challenges

## Problem solving and reasoning questions

Sketch a line -20 to +20. Mark 0.

Teacher marks a mystery number (e.g. -8).

What number have I marked?

Children ask question to guess.

Repeat.

How many (whole) numbers are there between -11 and +11 which have just one digit?

Count in steps of -5. Start at +3. How many steps to get to -42?

Order these temperatures, starting with the lowest:

12°C      0°C      -6°C      27°C      -11°C

## Problem solving and reasoning questions

True or false?

- 10 more than 99,999 is 100,090
- 100 less than 202,020 is 201,920
- 199,009 add 1000 is 201,009
- Add 10,000 to 105,432 five times to get 150,432

Sketch a line between two multiples of 100,000.

Mark the appropriate 10,000s.

Choose an adjacent pair and mark the midpoint between them.

Write a number that rounds to 40,000 as the nearest 10,000 and to 35,000 as the nearest 1000.

Round 49,949 to the nearest:

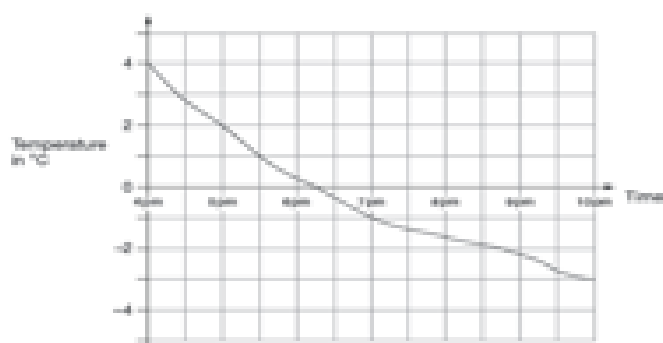
Ten-thousand

- Thousand
- Hundred
- Ten

## Interpreting Line Graphs

12

This graph shows the outside temperature from 4pm to 10pm on a day in winter.



## Place Value Unit 3

### Problem solving and reasoning questions

Write the current year in Roman numerals.

Write next year and the year after too.

Write the missing letters in this sequence of numbers:

LXIX, LXXIX, LXXXIX, □□IX, CIX, □□IX, □□□IX, □□□□IX, □□□□□

Do this calculation using Arabic numbers:

$$3,496 + 5,514$$

Now do it using Roman numbers.

What do you notice?

Which Roman number <100 uses the most numerals? Is this the same as the amount of money <£1 that uses most coins?

- What was the lowest temperature recorded on the chart?
- By how much did the temperature decrease in the first hour?
- At what time did the temperature reach freezing point?
- How far did the temperature drop between 4pm and 10pm?
- Estimate the temperature at 7.30.
- Estimate the time when the temperature was exactly -2.
- For how long was the temperature below 0?
- During which hour did the temperature fall by 2 degrees?