



HILL WEST
Primary

FOUR OAKS

Home Learning Pack

Year 5

Autumn 1 Week 4



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=Mjk5MzQ6MTpJUjA5MjAxNjoyOmNsaWVudDE2OTc6MTY5NzoyMjE2Mjg4OjE6MTU4NDM4MDEzMzA2Mjp1cw%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/>

Handwriting

cry cry cry

dry dry dry

ly ly ly

On second day of practising handwriting - write down five words that include the handwriting joins this week.

Monday

GPS - Adverbs

Underline the adverb in each sentence. Then next to each sentence write a synonym and an antonym for the adverb.

	Synonym	Antonym
1. The children sang joyfully in the concert.	_____	_____
2. The farmer vigorously milked his cow.	_____	_____
3. He quickly changed his mind.	_____	_____
4. Gemma jumped happily in the playground.	_____	_____
5. My Grandma slept peacefully in the sun.	_____	_____
6. Johnny's hat was beautifully made.	_____	_____
7. The telephone rang loudly.	_____	_____
8. I reluctantly walked to see the deputy head.	_____	_____
9. He selfishly took the last chocolate biscuit.	_____	_____
10. The teacher constantly asked the children to sit down.	_____	_____

Reading

MUM: Come on James, we'll be late. Grab your things.

JAMES: (*sighing*) Do I have to?

MUM: Is something the matter?

JAMES: Well ... it's just that ... I'm not feeling so good.

MUM: You were fine a minute ago. Don't forget your goggles this time. Now hurry up.

JAMES: But my throat is sore.

MUM: (*raising her voice*) Not this again!

JAMES: It's just that... it's not fun anymore.

MUM: No? Well there are things you have to do that aren't fun. It's not all computer games and playing you know! It takes hard work and determination to be the best. That's not going to happen while you're sitting around all day. Now for the last time, COME ON!

- What is happening in this short extract?
- What are the clues that tell you that James does not want to go swimming?
- Why do you think James is behaving the way he is?
- What would you do next if you were James?
- Why do you think it is important to Mum that James goes swimming?
- What should Mum do next?

Reading into writing
What type of text is this?
How do you know?

The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Alice enters the scene, stage left.

Mad Hatter: *(starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice)*
It's you.

Dormouse: *(exasperated)* No it's not! Hare brought us the wrong Alice!

Hare: *(gasps and throws his hands against his head)* It's the wrong Alice!

.....
(to the rest of the characters at the table)
I'd know her anywhere!

Dormouse and Hare laugh maniacally.

*Well, as you can see we're still having tea.
You're terribly late you know... naughty.*

Alice: I'm incredibly intrigued.

Mad Hatter: Yes yes of course, but now we must get onto the Frabjous Day!

**Dormouse &
Hare together:** FRABJOUS DAY!!

Mad Hatter: We're investigating things that begin with the letter M.

(whispers) Have you any idea why a raven is like a writing desk?



What features of a playscript can you see in the above text?

Play Script Checklist
A heading (title)
A cast list at the start of the script
A description of Scene 1 and the action that has just occurred
Stage directions in brackets and in present tense.
Adverbs at the start of <u>some</u> dialogue, showing how the line should be read
Characters' names are written on the left
Colons are used after characters' names
There is a new Scene for every time the setting changes
There is a new line for every speaker
There are ellipses ... to show a character is thinking or stuttering
CAPITALS or <i>italics</i> have been used to give emphasis to a word
There are NO inverted commas for speech

- We are going to write a playscript for our Rama and Sita story.
- We will adapt scene the King Dasaratha and Keikeyi scene.
- What happens in this scene?
- **Plan it in bullet points.**



King Dasaratha was now ready to hand down his kingdom to his eldest son, Rama, the rightful heir. All the people rejoiced at this welcome news and prepared for the coronation. That is, all the people except Kaikeyi, Dasaratha's second wife, who was greatly displeased. She said to the king, "Once, when you were wounded in battle and at death's door, I cured you. You then promised me two boons that I could use at my pleasure. If you are truly a king, grant me my wishes now or all men will forever despise you!"

And so, she forced Dasaratha to crown her son, Bharata, king instead of Rama.

She also made the heartbroken and desperate king order Rama, the son he adored, into exile. Rama was to live in the forest for fourteen years.

Tuesday

GPS - Adverbs

Insert appropriate adverbs.

1. Mike raninto the garden.
2. Jane's cat miaowswhen you step on its tail.
3. Monkeys swingthrough trees.

Make up the rest of the sentence so that it makes sense with the adverb

1.beautifully.
2.hungrily.
3.angrily.

|

Colour the **adverbs** (words which describe verbs) in **red** and the **adjectives** (words which describe nouns) in **blue**.

As the rat sat calmly on the soft, green grass and looked happily across the river, a dark hole in the bank opposite suddenly caught his eye. He smiled and imagined dreamily what a warm, comfortable home it would make for an animal like himself.

Reading

Use with yesterday's playscript

Sighing heavily, James pulled himself up from the carpet. His heart sank at the thought of another training session. He could hear his coach's bellowing voice and feel the pain in his arms. A knot tightened in his stomach. How could he get out of this one?

His mum bustled into the kitchen and frowned at the sight of James' reluctant face. Buoyed by his early successes as a young swimmer, his mother had always been keen to encourage her son. She thought it was just a phase, this reluctance, understandable at his age really. "Come on James," she smiled encouragingly, "grab your things, we'll be late."

James longed to give up this daily ritual. He couldn't put into words how he felt, he just knew it wasn't for him any longer. He sighed and found that the words stuck in his throat. "Do I have to?"

1. How do we find out how James and Mum feel in the playscript?
2. How is this different in the story?
3. What extra information do we find out in the story?
4. Which do you prefer and why?
5. Continue the conversation in the style of a story, remembering to include how the characters feel and what they do.

Reading into writing

- Using your bullet points from yesterday, plan out how your scene will look from start to finish.
- Write down what the characters need to be saying or discussing under each box.

The diagram illustrates a repeating unit of a polymer chain. It consists of two identical rectangular blocks, each with three vertical lines on its left side, representing a repeating unit in a polymer chain. The blocks are separated by a gap, and the entire structure is enclosed in a larger rectangular frame.

[illegible][illegible]

Wednesday

Vocabulary Deconstruction

Antonyms:

Prefix:

Root word:

Suffix:

Synonyms:

Word:

virtuous

Etymology:

Definition:

Sentences:



virtuous

/ˈvɜːtʃʊəs, ˈvɜːtʃuəs/

adjective

adjective: **virtuous**

having or showing high moral standards.

"she considered herself very virtuous because she neither drank nor smoked"

Similar: righteous good moral morally correct ethical upright upstanding

• **ARCHAIC**

chaste (typically used of a woman).

Similar: virginal virgin chaste maidenly vestal celibate abstinent

Origin

LATE LATIN

LATE LATIN

OLD FRENCH

virtus → virtuosus → vertuous → virtuous
virtue Middle English

Middle English: from Old French *vertuous*, from late Latin *virtuosus*, from *virtus* 'virtue'.

Writing

*Speech
without
inverted
commas*

*Stage
directions*

*Speaker's
name
followed
by colon (:)*

- **Scene 7 – A Mad Tea Party**
- The Mad Hatter, Dormouse and Hare are sitting at a table having afternoon tea.

Narrator: Lost and lonely, Alice continued towards the sound. She didn't know what to expect when she reached a clearing...

- (Alice enters the scene, stage left)

Mad Hatter: (starts for a moment, pauses and a broad grin appears across his face. He gets up out of his chair and walks across the table towards Alice) It's you.

Dormouse: (exasperated) No it's not! Hare brought us the wrong Alice!

- **Hare:** (gasps and throws his hands against his head) It's the wrong Alice!

Mad hatter: You're absolutely Alice, I'd know you anywhere.

(to the rest of the characters at the table)

- I'd know him anywhere!

(Dormouse and Hare laugh manically)

Well, as you can see we're still having tea.
You're terribly late you know... naughty.

Alice: I'm incredibly intrigued.

*Setting
description*

*Scene
number
and title*

Now start writing your scene converting the narrative into a playscript.

Thursday

NNS -ible/-able endings

From each pair write down carefully the correct spelling of the ible/able word.

1. impossible impossable

2. sensible sensable

3. portable portable

4. adorable adorable

5. terrable terrible

6. payable payable

7. horrible horrrable

8. compatable compatible

9. adaptable adaptable

10. accessable accessible

11. convertible convertable

12. credible credable

13. debatable debatable

14. permissible permissable

15. pleasurable pleasurable

Reading

Joe and Jade are tired. It has taken them a long time to climb the mountain, and although they are on the way down, they are still far from home.

Suddenly Joe stumbles on some loose rock.

Jade: Watch out! *(Joe falls downwards)*

Joe: Ow, that hurt!

Jade: *(sounding sympathetic)* Are you alright?

Joe: What do you think? *(In a whisper)* Sorry. I think I've twisted my ankle.

Jade: *(anxiously)* What shall we do? *(Wrapping a scarf around his leg)* Is that better?

Joe: A little.

- ★ Highlight the stage directions.
- ★ Talk about the personality of each of the characters.
- ★ Have three ideas about what could happen next.

Writing - Continue working on your script

Friday

NNS -able and -ible suffixes

horrible	adorable	Knowledgeable
terrible	forgivable	incredible
possible	disposable	sensible
edible	enjoyable	reliable
reversible	valuable	respectable
invincible	breakable	agreeable
legible	identifiable	enviable

- Look at these words – can you see any patterns between the root word and whether it takes -ible or -able?
- What changes can you see in spelling from the root word? Is the complete root word there: completely, partially or not at all? Group the words.

Reading into Writing

The Worst Day

Ben arrives home from school with his school report, but isn't as keen as his mother to see the contents.

MUM: Is that you sweetheart?

BEN: *(quietly)* Hi Mum.

MUM: Well, come on then, come through, where is it then?

BEN: Where's what?

MUM: Reports were out today weren't they? Is it in your bag? Hurry up; let's see how you did.

BEN: Well ...

MUM: Don't tell me you left it at school now? ... You did get your reports today didn't you?

BEN: If I've not done well ...

MUM: *(crossly)* What? Of course you've done well, you're a clever lad.

BEN: But ... it's just that ...

MUM: *(takes his bag)* Is it in here? *(picks up report)* Aha!

1. Ben doesn't get the chance to finish lots of his sentences. What does that tell you about the two characters?
2. Why do you think Ben is reluctant to show Mum his report?
3. Why is Mum so keen to see the report?
4. What do you think will happen next?

Rewrite this playscript as a story. Try to include how the characters are feeling and what they do alongside the dialogue.

Monday

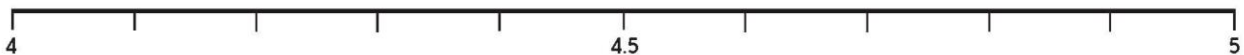
Maths

LO: To compare and order numbers with 2 decimal places.

Ordering decimals

Sheet 2

On this line, draw on a number between 4.5 and 4.6, a number between 4.2 and 4.3 and a number between 4.8 and 4.9.



Mark 2.4, 2.8, 2.25, 2.49 and 2.75 on this number line.



Mark 5.45, 5.79 and 5.43 on this number line.



Challenge

True or false?

- 4.05 comes after 4.5 on the number line.
- 9.9 is greater than 9.09
- 0.11 and 0.21 are adjacent numbers on a 0 to 1 line marked in hundredths.

Tuesday

Maths

LO: To compare and order numbers with 2 decimal places.

Comparing numbers with 1 or 2 decimal places
Sheet 1

Write > or < between each pair of numbers.

5.7 5.9

6.01 6

8.94 8.95

4.32 4.39

0.81 0.79

3.15 3.5

5.24 5.19

Comparing numbers with 1 or 2 decimal places Sheet 2

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

5.72 5.39

4.67 4.76

0.83 0.79

3.05 3.5

5.2 5.19

6.9 6.45

Challenge

At the side of each pair of numbers, write a number which belongs between them.
Write the following numbers in order, smallest first.

4.5 4.17 3.08 3.95 3.8 3.62 4.06

Art

Use a full page of A4. Sketch/Design your own pot. Your pot must be of an appropriate shape. The design on your pot must depict one of the twelve tasks that Hercules had to complete.

Wednesday

Maths

LO: To count back in steps of 0.1 and 0.01.

Add and subtract 0.1 and 0.01
Sheet 2

Write in the missing numbers.

The grid contains 12 cross-shaped puzzles. Each puzzle has a central square and four surrounding squares. The numbers provided are: 0.12, 0.06, 0.93, 0.51, 0.45, 0.57, 0.49, 0.71, 0.21, 0.92, 0.78, and 0.19.

Challenge

4.53	
4.23	?

Write the missing number in the bar model.

Science

LO: To observe, measure, record and identify patterns for changing shadows throughout a day

You will need:

1 pencil

1 piece of A4 paper

1 torch

1 whiteboard and pen

1 Lego figure

1 ruler

Main Activity

1. Place your Lego figure in the MIDDLE of the paper.
2. Find out where sunrise will be (hint: it's low to the ground) and place your torch in that position next to the paper.
3. Find the shadow it makes against the Lego figure and trace the shadow.
4. Remove the Lego figure and colour in the shadow.
5. Replace the Lego figure and repeat for mid morning, midday, mid afternoon and sunset.

- Let's talk about what variables we will change and what will stay the same:
- Position of the Lego figure:
- Torch distance:
- Position of the torch:

Prediction: What do you think will happen?

Time of Day	Length of Shadow (cm)
Sunrise	
Mid-morning	
Midday	
Mid Afternoon	
Sunset	

1. Can you explain your results?

2. Are the shadows the same length? Why? Why not?

3. Can you relate your findings back to our discussions about the Earth and Sun?

4. How did you make the experiment fair?

Thursday

Maths

Add and subtract multiples of 0.1 and 0.01 Sheet 1

1. $4.56 + 0.01$

2. $8.73 + 0.1$

3. $7.78 - 0.01$

4. $8.45 - 0.01$

5. $6.04 + 0.1$

6. $6.7 + 0.01$

7. $9.42 + 0.3$

8. $3.82 - 0.02$

9. $4.32 + 0.4$

10. $5.42 + 0.03$

11. $8.64 - 0.02$

12. $3.85 - 0.6$

13. $4.23 + 0.11$

14. $8.76 - 0.11$

15. $4.53 + 1.1$

16. $8.43 - 1.1$

17. $8.46 + 1.11$

18. $9.73 - 1.11$

19. $3.45 + 0.22$

20. $9.87 - 0.22$

History

LO: To discuss primary and secondary sources of information.

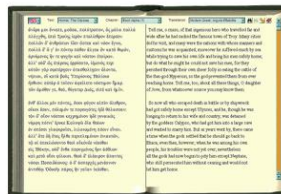
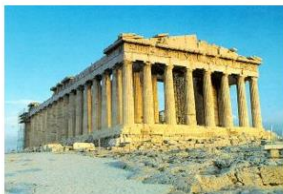
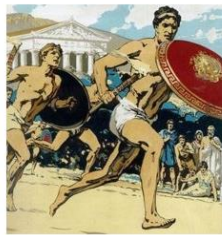
Primary Source

- Objects that were created and used in the time period.
- Writing – fact or fiction - that were written in the time period

Secondary Sources

- Pictures that were created after the time period
- Writing – fact or fiction that was written after the time period.

Let's play – which of these are primary sources and which are secondary sources?



DT

Continue planning your seasonal food meal

Friday

Maths

LO: To consolidate learning on decimals.

Decimals and Fractions
Problem solving and reasoning questions

- (i) How many times must I add 0.1 to 9.2 to reach 10?
- (ii) How many times must I add 0.01 to 9.9 to reach 10?

Find the answer to $3.42 + 0.2$. Then find the answer to $3.42 + 0.02$. Which answer is larger?

Write the missing number in the bar model:

4.53	
4.23	?

Write the number at each stage in this chain:

$2.19 + 0.2 - 0.02 + 0.2 - 0.02 + 0.2 - 0.02 + 0.2 - 0.02$.

What do you notice about the answer?

French



Comment **t'appelles-tu**?

What's your name?



Je m'appelle **Tintin**

My name is Tintin.

Et toi?

And you?



Je m'appelle **Babar**.

My name is Babar.

Quel âge as-tu?

How old are you?



J'ai **onze ans**.

I'm eleven years old.

Et toi?

And you?



J'ai **dix ans**.

I'm ten years old



Comment **ça-va**?

How are you?



Oui, **ça-va**. I'm ok.



Où **habites-tu**? Where do you live?

J'**habite** à Paris **en France**.

I live in Paris in France.

Et toi? And you?



J'**habite** à Bruxelles **en Belgique**.

I live in Brussels in Belgium.



Au **revoir**

Good-bye

Use this model and create a cartoon of your own. Could you use famous French people or characters?