



BROOKE &
MARSHLAND
FEDERATION

Year 5 Home Learning

Theme: The Marvellous Mayans

Summer Term Week 5

English lesson 1

LT: to use a thesaurus to find better vocabulary

A HUGE part of becoming a better writer is using better vocabulary as you get older. When you were younger, you might have written:

The **nice** car was **shiny** in the **bright** sunshine.

As you get older, you need to not just settle for any old words; you need to start using more interesting one, expanding your vocabulary and making your writing far more exciting to read...

The **gorgeous** car was **gleaming** in the **dazzling**, mid-day sunlight.

Rewrite the paragraph below, using a thesaurus (there are many on the internet; just search for 'online thesaurus') to improve the highlighted words.

Sam **jumped** out of bed and **ran** downstairs. Waiting on the table was a **tasty** breakfast. He **ate** his breakfast then got washed and dressed before going outside. It was a **nice** day so he played football with his **little** brother. They **ran** around until they were **tired**. Afterwards, they went back inside for a **nice cold** drink.

English lesson 2

LT: to practise spelling common homophones

For each of this week's spellings, practise by either using look, cover, spell and check; writing out word pyramids; or, by using any other method that helps you.

cereal/serial

father/farther

guessed/guest

morning/mourning

who's/whose (note that **who's** is the contraction of who + is whereas **whose** is for possession, e.g. Whose shoes are those?)

If you can get someone to test you on these, have them give the word in a sentence so that you have to know which spelling is the correct one for that meaning.

Afterwards, **write one sentence for each spelling.** (Use a dictionary, the internet or ask if you are unsure of the word's meaning.)

English lesson 3

LT: to use modal verbs to show how likely/unlikely something is to happen

Being confident using modal verbs is an important Y5 skill, and they are really easy to use. Chances are, you use them all the time without even realising it!

The modal verbs are:

can may must shall will could might should would

We can also add 'not' to any of them to make a modal verb with negative meaning, e.g. will not should not might not shall not.

Write a sentence for each modal verb and then write at least 4 more sentences, where you use the modal verb and 'not'

e.g. We **might** see some snow next winter. I **must not** forget my new password!

Definite	Obligated	Possible
must will	should must	may might would could

English lesson 4

LT: to use modal adverbs to show how likely/unlikely something is to happen

Modal adverbs can be used in the same way as modal verbs, showing how likely/unlikely something is to happen. Here are some common ones...

Certain	Possible	Rare	Never
definitely certainly always obviously doubtlessly	perhaps possibly maybe sometimes	rarely	never

Being adverbs, they are describing the verbs in the sentence - in this case, saying how likely it is to happen, e.g. **I rarely need to carry an umbrella. He never gets here on time. She definitely needs to bring a coat.**

Write a sentence for each modal adverb in the table above. You can sometimes add 'not' to create a negative meaning, e.g. **I will certainly not forget modal adverbs in a hurry!**

English lesson 5

LT: to use semi-colons to join two clauses in a sentence

Semi-colons are often seen as a more advanced skill; however, they are surprisingly easy to use.

We use them to join two (usually simple) sentences into one; they often replace the job of ‘and’ or ‘but’ in joining the two sentences into one.

Just follow the rules:

- 1) Each part **MUST** be able to be read as a sentence all by itself (this is vital!)
- 2) The two parts **MUST** be linked/related/to do with each other (also vital!)
- 3) The second part **MUST NOT** begin with a capital letter unless the first word is a proper noun (always beginning with a capital letter, e.g. London, a person’s name etc.) or I.

You will not struggle with these; they are quite easy to write!

Write at least ten semi-colon sentences. Double check each one against the rules to be sure that you have got them all correct.

Extension: explain why this sentence should NOT have a semicolon...

After I played tennis; I had a nap.

Maths lesson 1

LT: to multiply a decimal number by a whole number

Vocabulary - place value, multiply, decimal , decimal places, decimal point

This is exactly the same as multiplying that we have learnt this year except you need to count the decimal places in the question and make sure your answer has the same amount of decimal places.

Watch this video to show you what to do

<https://www.youtube.com/watch?v=DxxM4e2X-3s>

Here is a link to a worksheet that you could print at home

<https://www.k5learning.com/free-math-worksheets/fifth-grade-5/decimals-multiplication/multiplying-decimals-2-digit-by-whole-numbers-adv>

Here is an online game to help you practise the skill

http://www.math-play.com/Decimals-Jeopardy/decimals-jeopardy-game_html5.html

Maths lesson 2

LT: to solve mathematical problems (perimeter and area)

Here is a problem for you that uses some of the learning you have been doing over the last few weeks.

You might need to use some squared paper - you can print some from here:

<http://www.mathsphere.co.uk/resources/MathSphereFreeGraphPaper.htm>

Yorkshire Wildlife Park are having some renovations done and they need some help to design their new enclosures.

You need to try and fit all of these onto an A4 sheet of squared paper. On your paper 1cm represents 1m. If you want a challenge, make 1cm represent 2m

Giraffes - there are 6 of these and they each need at least 16m^2

Zebra - There are 5 of these and they each need space of at least 12m^2

Monkeys - There are 30 and they only need 2m^2 each

Tigers - The 4 tigers need very strong, high fencing and the zoo owners can only afford to buy 100m of fencing - use it all

Penguins - the penguin enclosure can be of any size but the 25 penguins will need at least 5m^2 of water to swim around in. They also need some land space.

Rhino - There is only 1 black rhino and you have 80m of good quality fencing to make his enclosure. Use it all. Include a mud wallow of 16m^2 .

Could you write the descriptions for enclosures for any other animals?

Maths lesson 3

LT: to solve mathematical problems (fractions, decimals and percentage)

Find the answer to all of these then order each row them in ascending order (smallest to largest)

$$\frac{1}{2} \text{ of } 64$$

$$30\% \text{ of } 90$$

$$50 \times 0.6$$

$$75\% \text{ of } 80$$

$$140 \times 0.4$$

$$\frac{2}{3} \text{ of } 96$$

$$68 \times 0.25$$

$$\frac{3}{4} \text{ of } 24$$

$$\frac{3}{20} \text{ of } 100$$

$$\frac{4}{5} \text{ of } 60$$

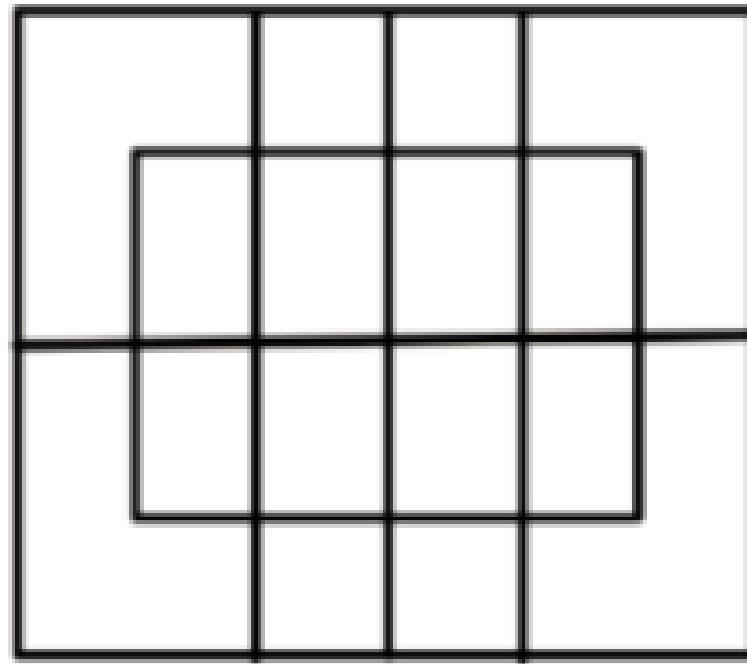
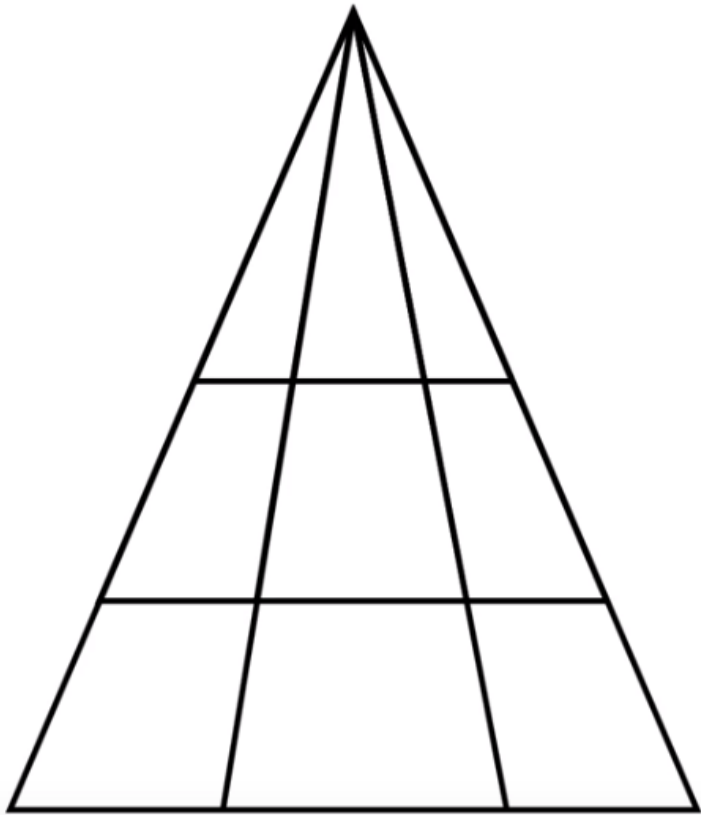
$$0.1 \times 500$$

$$60\% \text{ of } 90$$

Maths lesson 4

LT: to solve problems involving shape

How many triangles can you find in this picture? It doesn't matter if a larger triangle has other shapes inside it.
Same again for how many rectangles can you find?



Maths lesson 5

LT: to solve problems involving converting units of measure



There are some open markets in England that would like to sell fruit by their weight in lbs (pounds), but we often buy them in kilos.

0.45 kilo = 1 lb

2.20 lb = 1 kilo

You get about 4 apples or 4 bananas in one pound (1 lb).

So, roughly, what would 6 bananas and 4 apples together weigh in kilos?

You get about 6 mangoes in a kilo.

So, roughly, what would 30 mangoes weigh in pounds (lbs)?

You get about 6 oranges in one pound (1 lb).

So, roughly, what would 20 oranges weigh in kilos?

Topic lesson 1 - Music

LT: to listen to and appraise music

Vocabulary - instrument, tempo, tone, pitch, rhythm,

Listen to the two different versions Dancing in the Street

<https://www.youtube.com/watch?v=9KhbM2mqhCQ>

<https://www.youtube.com/watch?v=HasaQvHCv4w>

What instruments can you hear on each?

Is the tempo the same on both? Describe

Is the pitch the same on both? Describe

What are the main similarities and differences between the two - find at least 3 of each.

Which do you prefer and why?



Topic lesson 2 - Science

LT: to give reasons for the use of everyday materials

Vocabulary - magnetic, transparent, permeable, flexible, hard,

Think back to the first science activity where you compared materials, looking at their properties (flexible, transparent etc...)

Now you need to think about the reasons why some materials are used to create some products.

Write a sentence for at least 5 different products - like this...

Plastic is used to make bottles because it is non-permeable so the liquid inside remains contained.

Wood is made to make tables because it is very hard and strong so it can withstand the everyday use of people working at it.

These two don't count towards your five 😊

Additional resource links

Keep practising those times tables - you can play against other members of the class - I can see who has the most points and the quickest speed - see if you can be the highest scorer 😊

<https://play.ttrockstars.com>

Practise your Y5/6 Spellings

<https://spellingframe.co.uk/>

Join in with 'Joe Wicks PE lesson' on YouTube