



BROOKE &
MARSHLAND
FEDERATION

Year 5 Home Learning

Theme: The Marvellous Mayans

Summer Term 2 Week 2

English lesson 1

LT: to identify, understand and use coordinating conjunctions

Coordinating conjunctions join two main clauses together (think of them as simple sentences).

e.g. I went for a walk. It started raining. I went for a walk **but** it started raining.

A great way to remember them is **FANBOYS**.



The awkward one is 'nor', which usually follows a first main clause that has 'neither' or 'not'. The second main clause you add sometimes needs to be reworded a little and there is usually a 'do' or 'did' straight after the 'nor'

e.g. I **do not** like Brussels sprouts, **nor** do I like carrots.
She **neither** read her book, **nor** did she do her homework.

When using '**for**' to join two main clauses, it helps to think of it as the word: 'because'.

Write out pairs of simple sentences and then rewrite them but join them together with a coordinating conjunction. Make sure you use all seven of them, and yes, that means trying with 'nor'!

(Extra help/explanation: <https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv>)

For
And
Nor
But
Or
Yet
So

English lesson 2

LT: to practise spellings from the Y5/6 Spelling List

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.

neighbour (remember, same 'neigh' as a horse)

nuisance

occupy

occur

opportunity

parliament (from the Old French 'parlement' - speaking/place of speaking; watch out for that 'ia'!)

persuade (say slowly as pers - u - ade to help you spell it correctly)

physical ('y' not 'i' after the ph)

prejudice (remember it needs 'dice' at the end)

privilege (remember - no ledge at the end; maybe think of it as leg+e)

Afterwards, **write one sentence for each spelling.** (Use a dictionary, the internet or ask if you are unsure of the word's meaning.) There is then a weekly spelling test set for you as a 2Do, with the spellings from these weekly lessons, on Purple Mash.

English lesson 3

LT: to use the past progressive tense

This is one of those complicated sounding bits of grammar that actually turns out (you'll no doubt be pleased to hear) to be really easy!

The **past progressive** means to talk about an action (we will be using **verbs with 'ing'**) that was **'in progress'** in the past. Because it is 'past' we use it after **was/were**.

e.g. He **was cycling**, **yesterday**. She **was singing**, **all morning**. They **were snoring** at **5.00 a.m.**

Notice that the **time** is included, helping to show that it was definitely in the past!

Write at least 10 sentences of your own in the past progressive tense. Each one will have either **was** or **were**, immediately followed by a **verb with 'ing'**.

e.g. She **was writing**, **this morning**. They **were playing**, **last night**. He **was coughing**, **last week**.

Notice the commas before the part telling us the **time** (**time adverbs**). Think back to 'commas to avoid ambiguity' (last Thursday's lesson) - why are those commas there...

If you want some extra challenge, write semi-colon sentences, where both parts are past progressive tense.

English lesson 4

LT: to use the present progressive tense

Okay, like for yesterday's lesson, you will be pleased to know that despite sounding complicated, this one is pretty easy too!

The **present progressive** means to talk about an action (again, we will be using verbs with 'ing') that is '**in progress**' now. Because it is 'now' we use it after **is/are**.

e.g. He **is** cycling. She **is** singing. They **are** snoring.

Notice that we do not need a **time adverb** for present progressive; it is happening 'now' so there is no point in writing now/presently/at the moment after the verb every single time.

Write at least 10 sentences of your own in the present progressive tense. Each one will have either **is** or **are**, immediately followed by a **verb with 'ing'**.

e.g. She **is writing**. They **are playing**. He **is coughing**.

If you want some extra challenge, write semi-colon sentences, where both parts are present progressive tense.

Strangely enough, we can use present progressive to show future actions!
e.g. I **am moving** to France, **next summer**.
We **are playing** the final, **next month**.

English lesson 5

LT: to use the correct tense

Proofread this extract from a story and find the incorrect tenses (record if you can; it will help if you can print off this off but you do not have to).

It were a dark and stormy night! I heard an odd noise outside - sort of like breaking wood. I run downstairs to look out of the port window on the first landing on our stairs - it looked out on the old docks you see, and that's where I reckon the sound comes from.

Anyhow - I was looked out the window and I see this shifty-looking group of fellows pulled a big sack along the ground. Suddenly the sack move! It looked like they'd going and got someone tied up inside it.

I ran to tell me Dad but no-one were in his bedroom so I throw on some jeans and an old jumper, and creeping outside.

'Where are they?', I think to myself. They turn out to be just where I hoped they wouldn't be: they was by the edge of the dock and just as I catch sight of them they threw the sack over the edge into the sea!

"Come on Craig - we've gotta get outa `ere before anyone saw us!" called one of the men, and they all run off towards the old warehouses. Quick as a flash, I bolting over to the edge of the dock and running down the steps. The sack was just gone below the water so I jumped in, grabbed it and somehow (I don't know how I managed), I dragging it out of the sloshing waves.

I am exhausted but I still managed to get it open and there is this girl inside! She is coughing up water and is shaking with fear, but she was alive - who were she and who would want to killed her!?!

Maths lesson 1

LT: to compare and classify geometric shapes based on their properties.

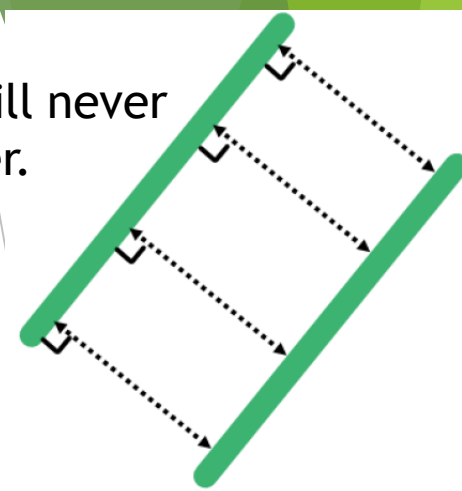
Vocabulary: perpendicular, parallel, symmetry

Perpendicular lines meet at right angles.

Right angle symbol



Parallel lines (green ones) will never meet if you draw them longer.



Describe these shapes using the key vocabulary - how many sets of perpendicular lines are there? Which lines are parallel? How many lines of symmetry does the shape have?

Lines of symmetry - the first two of these shapes have the line of symmetry drawn on them - if you folded the shape on the line both sides would fit directly on top of each other. The third one is not a line of symmetry because there would be some of the shape that didn't sit on top of the other side when folded.



Maths lesson 2

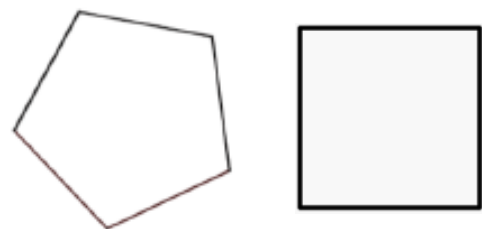
LT: to identify a polygon as regular or irregular based on reasoning about equal sides and angles.

Vocabulary - polygon, regular, irregular, side, length, angle, degrees, vertices, vertex.

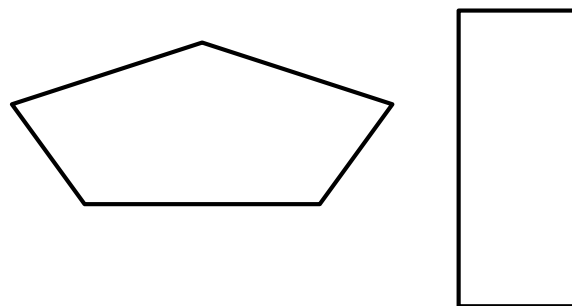
All regular shapes have equal sides and all their internal angles (the angles inside the shape) are the same.

Irregular shapes have different length sides and / or different internal angles.

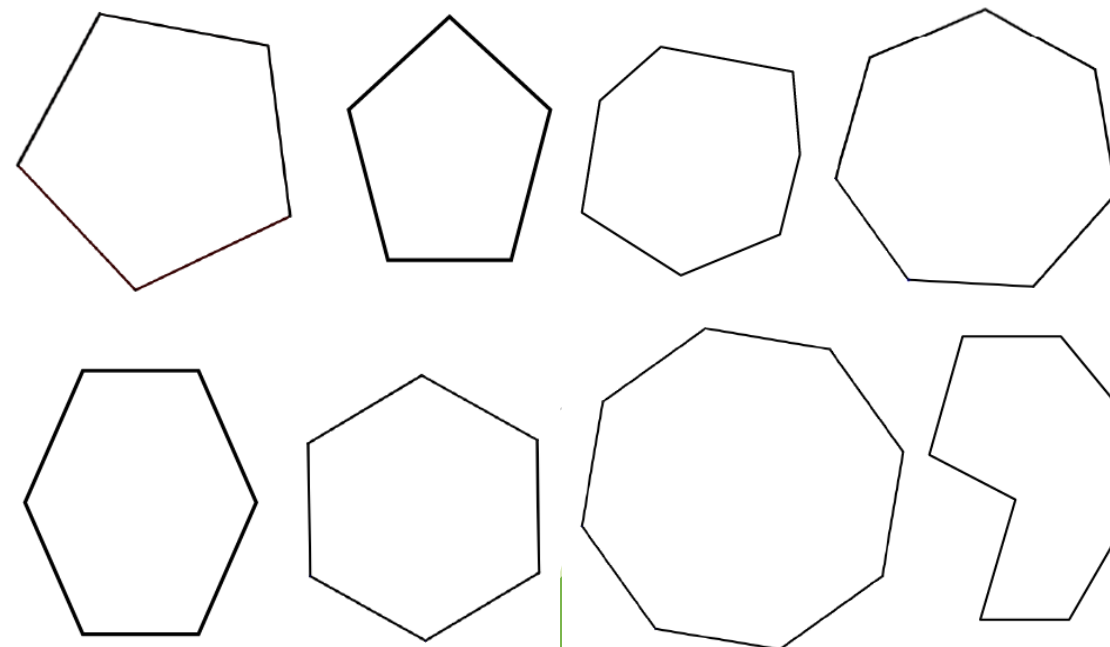
Regular shapes



Irregular shapes.



Use a ruler (and a protractor if you have one) to determine which of these polygons are regular.



Draw some polygons and describe why they are regular or irregular.

Maths lesson 3

LT: to compare and classify triangles based on their properties.

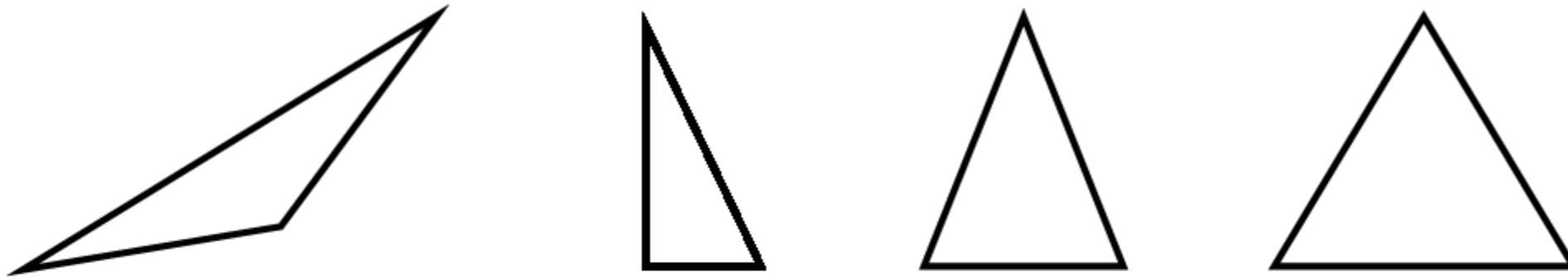
Vocabulary - triangle, angle, side, length, equal, equilateral, right-angled, isosceles, scalene.

Equilateral triangles are regular shapes all their sides are the same length and the angles are the same.

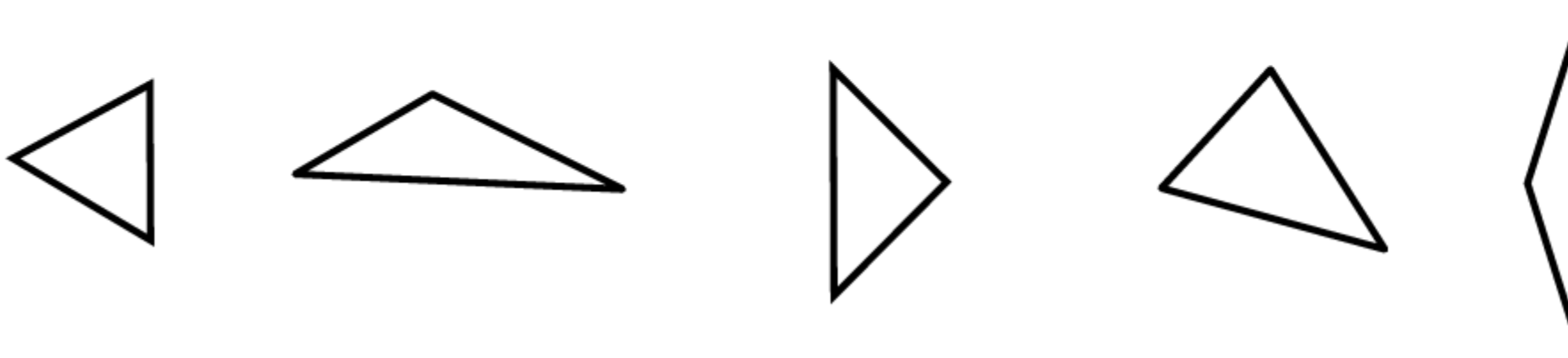
Isosceles triangles have two sides that are the same length

Right-angled triangles - one angle is a right angle

Scalene have no equal length sides and no equal angles.



Label these triangles with their type.



Maths lesson 4

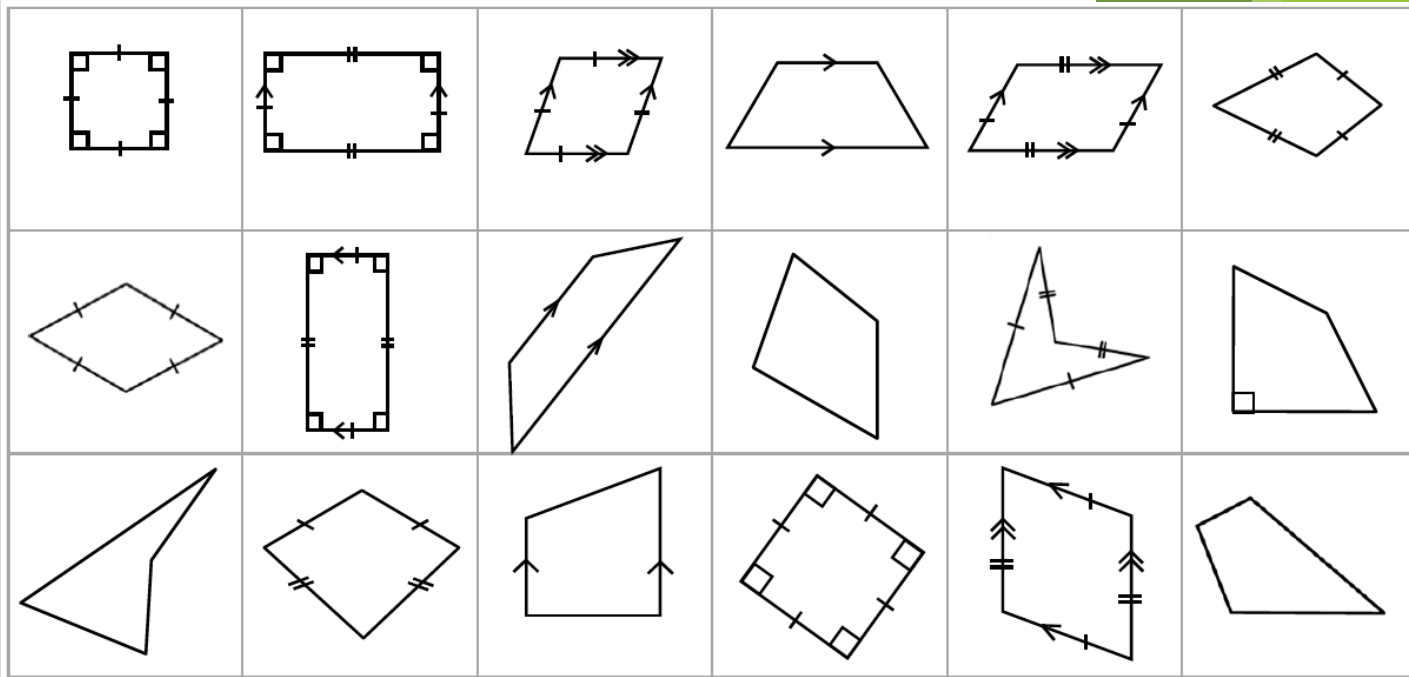
LT: to identify, compare and classify quadrilaterals based on their properties.

Vocabulary - perpendicular, parallel, quadrilateral, polygon, sides, angle, acute, right-angle, obtuse, reflex.

Match the shape to the description in the table. Some might fit more than one description and some descriptions fit more than one shape.

Can you name all the shapes?

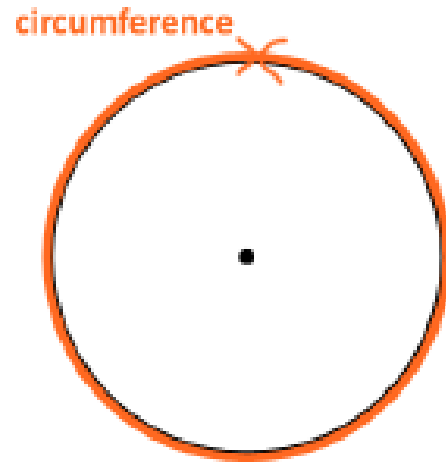
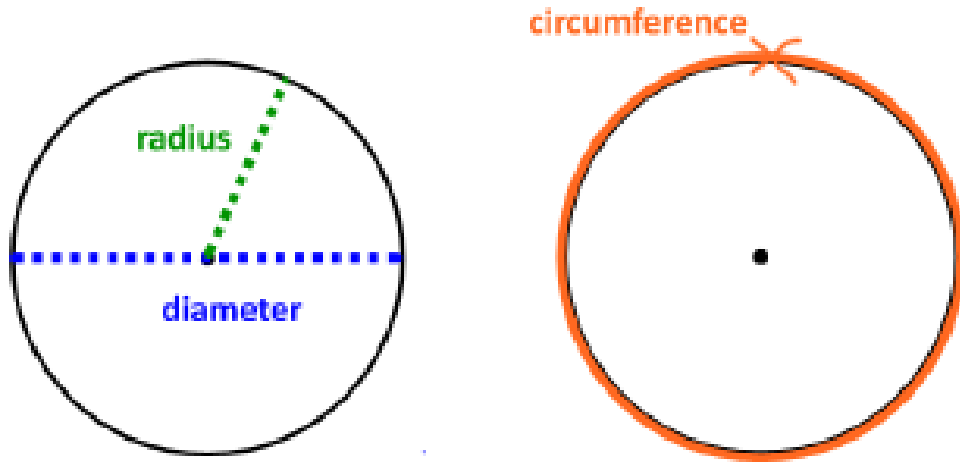
...has a right angle	...has a pair of parallel sides	...has a reflex angle	...has two acute angles	...is a regular quadrilateral
...has four lines of symmetry	...has all sides of equal length	...is an irregular quadrilateral	...has two pairs of parallel sides	...has two obtuse angles
...has two right angles	...has no parallel sides	...has a line of symmetry	...has two sides of equal length	...has four right angles
...has two pairs of parallel sides	...has an obtuse angle	...has an acute angle	...has two lines of symmetry	...has no right angles



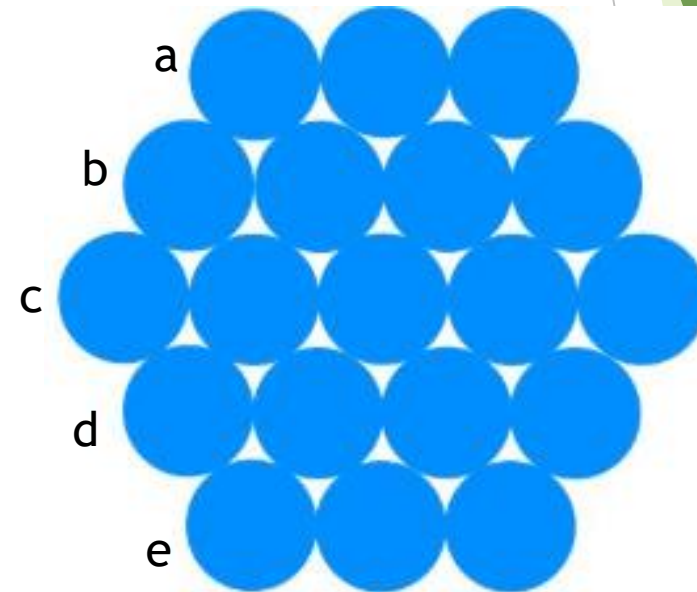
Maths lesson 5

LT: to illustrate and name parts of a circle

Vocabulary: circle, diameter, radius, circumference



Here are some blue circles arranged in a hexagon-like shape. Use these to answer the questions below.



- 1) If the diameter of one blue circle is 5cm, what is the overall length of each row?
- 2) If the radius of one blue circle is 4cm, what is the overall length of each row?
- 3) If the circumference of one blue circle is 12cm what is the total circumference of all the circles?

Topic lesson 1 -

LT: to understand the Five Pillars of Islam

As part of our R.E. work on **Islam** for this term, watch this BBC clip, where eleven-year-old Sara gives a brief guide to her religion by describing the **Five Pillars of Islam**, the main rules **Muslims** (followers of **Islam**) try to live by.

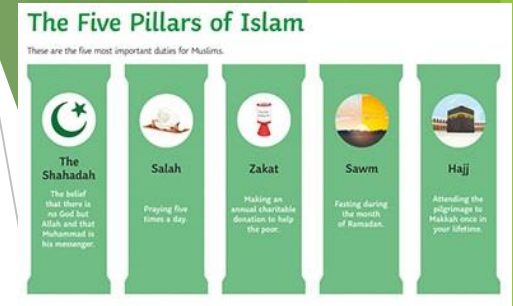
<https://www.bbc.co.uk/teach/class-clips-video/religious-education-ks2-my-life-my-religion-what-is-islam/zbmrwty>

Write a short report about the five pillars; this could be a paragraph (or more) for each pillar or it could just be writing a few bullet points for each pillar. You could draw 5 wide pillars and write your heading and information in each one...

This BBC page is a great place to start; click on the links right at the bottom to find out more about each pillar...

<https://www.bbc.co.uk/religion/religions/islam/practices/fivepillars.shtml>

If you want some extra challenge, research the Ten Commandments of Christianity and then write a paragraph about similarities and differences between the pillars and the commandments. **For a BIG extra challenge**, write your own set of rules for how you believe people should live their lives...



Topic lesson 2 - French

Reading LT: to pronounce unfamiliar words accurately

Here is a website that teaches French through some online games

<https://www.french-games.net/frenchlessons?topic=Animals%20-%20pets&level=primary>

The lesson teaches about animals - click on 'full tutorial' to be introduced to the vocabulary then play some of the games.

Try to make sure you can pronounce the words correctly - make sure you listen carefully.

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>

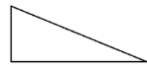
Practise your Y5/6 Spellings

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

Join in with 'Joe Wicks PE lesson' on YouTube

Maths Answers

Lesson 1 - one set of perpendicular lines, no lines of symmetry



Three pairs of parallel lines, four sets of perpendicular lines, two lines of symmetry



Three sets of perpendicular lines, two pairs of parallel lines, no lines of symmetry



Two sets of perpendicular lines, one pair of parallel lines, one line of symmetry



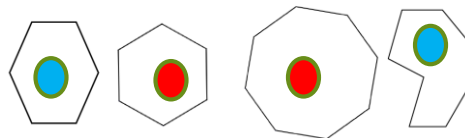
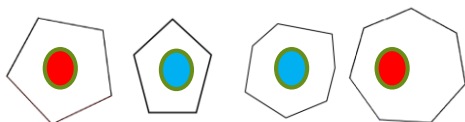
Four sets of perpendicular lines, two pairs of parallel lines, four lines of symmetry



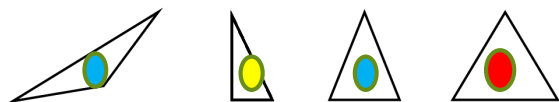
Six pairs of parallel lines, twelve sets of perpendicular lines, two lines of symmetry



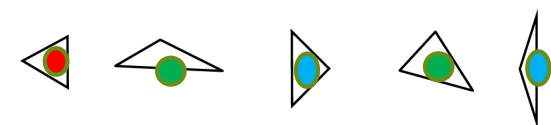
Lesson 2 - Red = Regular Blue = Irregular



Lesson 3 - Red = Equilateral Blue = Isosceles Green = scalene



Yellow = Right-angled



If you have got slightly different answers for which are scalene or isosceles then it could be that the image has been altered when converting this to a pdf or if you have printed it so don't worry.

Lesson 4 - see next slide

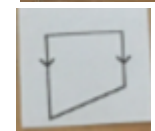
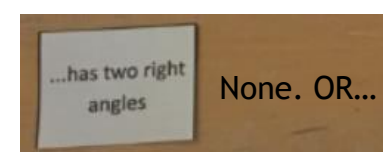
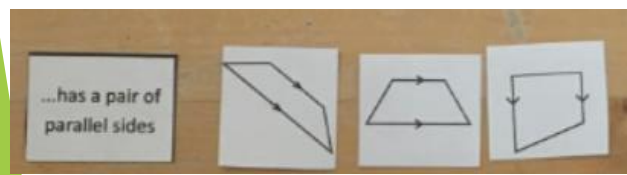
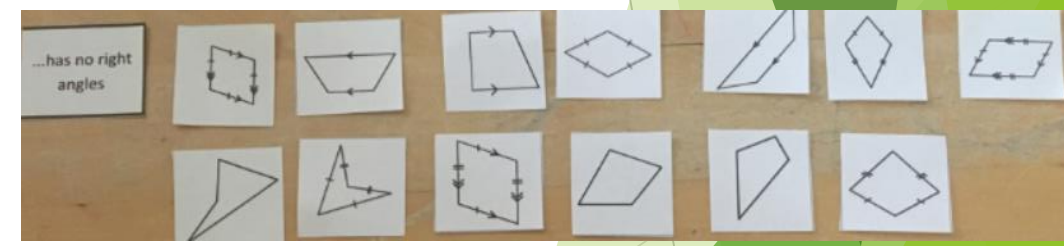
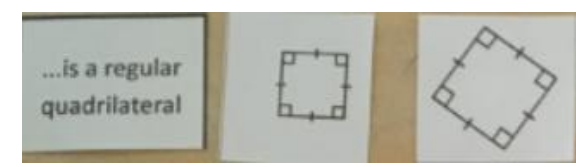
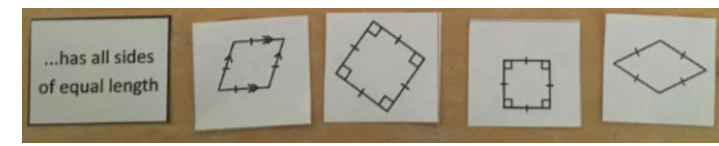
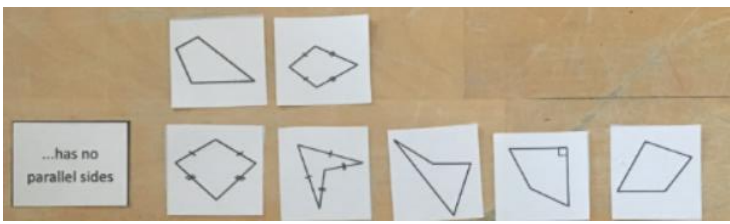
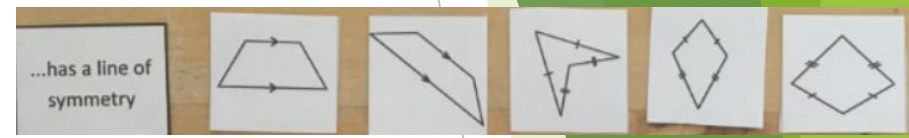
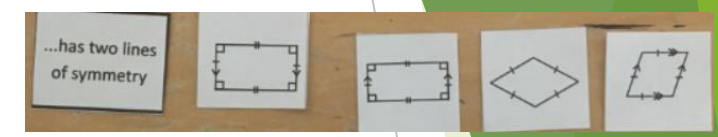
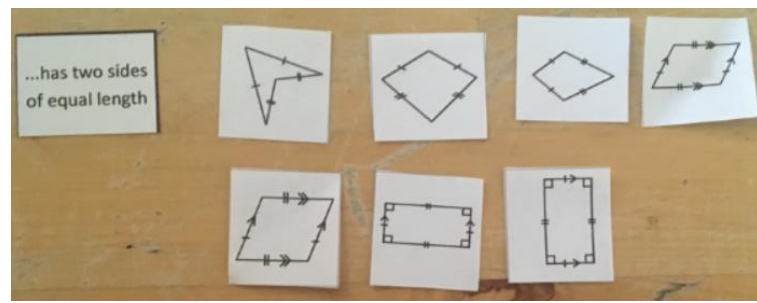
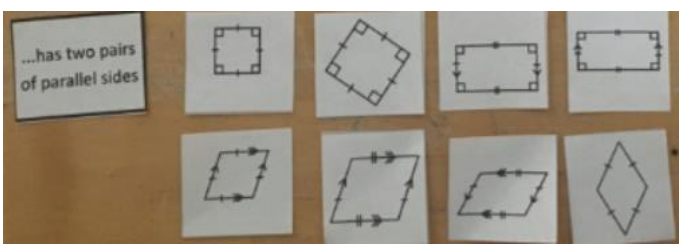
Lesson 5 - 1a) 15cm, 1b) 20cm, 1c) 25cm, 1d) 20cm, 1e) 15cm

2a) 24cm, 2b) 32cm, 2c) 40cm, 2d) 32cm, 2e) 24cm

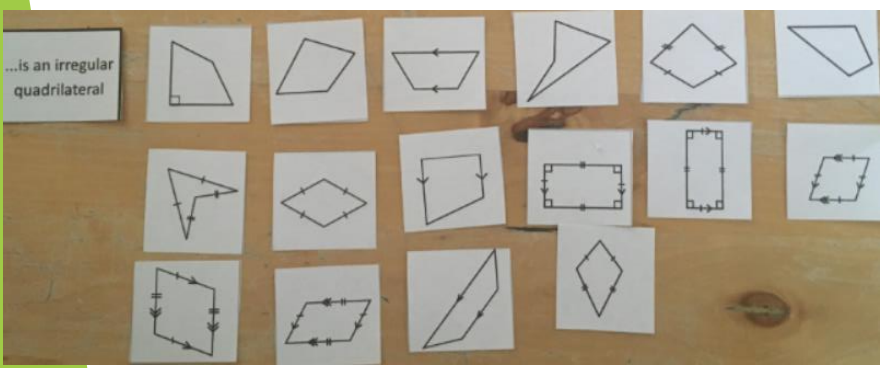
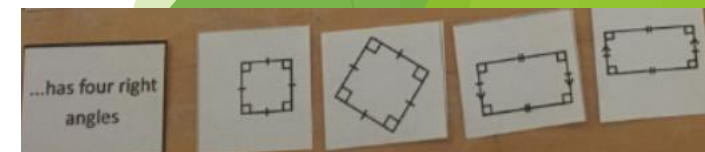
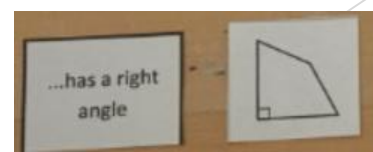
3) $12 \times 19 = 228\text{cm}$

Maths Answers

Lesson 4 - there are several answers to this - I have taken photos of my answers. Some are open to discussion as not all the right angles, parallel or perpendicular lines are marked on the shapes but you could check by measuring them.



This shape might have two right angles but they are not labelled as that so we can't be sure.



Answers/examples/help for adults - English

Mon

They went for dinner, **for** it was already 12.30 p.m. I went outside **and** I played with my dog. He likes neither porridge, **nor** does he like cornflakes! She was tired **but** she tidied her room. I could read my book **or** I could write more of my story. She felt wide awake, **yet** it was midnight! He was tired **so** he had a nap.

Tues

For strategies to help learn spellings, slides 11-22 from the following webpage give many hints, tips and ideas...

<http://www.fox.rbkc.sch.uk/wp-content/uploads/2014/10/KS2-Parents-Spelling-Workshop-1718.pdf>

Wed

Any sentences where there is '**was**' or '**were**', followed immediately by a verb (doing word) that ends with 'ing'. Ideally, this should be followed by a part saying 'when' it happened, e.g. etc. **yesterday, last night** etc.

e.g. We **were practising, yesterday. I was singing, last night.**

The commas helps avoid ambiguity/makes the meaning clear, e.g. no-one was singing a song called 'last night'!

Thurs

Any sentences where there is '**is**' or '**are**', followed immediately by a verb (doing word) that ends with 'ing'. e.g. She **is playing** football. We **are cycling** to school.

Fri

See final slide...

It **was** a dark and stormy night! I heard an odd noise outside - sort of like breaking wood. I **ran** downstairs to look out of the port window on the first landing on our stairs - it **looks** out on the old docks you see, and that's where I **reckoned** the sound **came** from.

Anyhow - I was **looking** out the window and I **saw** this shifty-looking group of fellows **pulling** a big sack along the ground. Suddenly the sack **moved**! It looked like they'd **gone** and got someone tied up inside it.

I ran to tell me Dad but no-one were in his bedroom so I **threw** on some jeans and an old jumper, and **crept/creeped** outside.

'Where are they?', I **thought** to myself. They **turned** out to be just where I hoped they wouldn't be: they **were** by the edge of the dock and just as I **caught** sight of them they threw the sack over the edge into the sea!

"Come on Craig - we've gotta get outa `ere before anyone **sees** us!" called one of the men, and they all **ran** off towards the old warehouses. Quick as a flash, I **bolted** over to the edge of the dock and **ran** down the steps. The sack was just **going** below the water so I jumped in, grabbed it and somehow (I don't know how I managed), I **dragged** it out of the sloshing waves.

I **was** exhausted but I still managed to get it open and there **was** this girl inside! She **was** coughing up water and **was** shaking with fear, but she was alive - who **was** she and who would want to **kill** her!?!