Year 5
Home Learning

Theme: The Marvellous Mayans

Summer Term 2 Week 5

English lesson 1

LT: **to use dashes to add extra information or to add a personal comment**

Dashes are a useful piece of punctuation for adding little pieces of extra information to sentences, e.g. We can all tell who sets the English work – Mr Thomas!

And, dashes are also useful for adding personal comments to sentences, e.g. He felt his trousers tear as he bent down to do his shoe laces – oh no!

Wherever possible, **AVOID adding a whole sentence after the dash!**
I bought a cupcake – it was a strawberry one! **(Wrong!)** I bought a cupcake – a strawberry one! **(Right!)**

Write at least 10 sentences of your own, half using a dash to add some extra information, and half using a dash to add a personal comment.

Here are some starters to help you if you are struggling...

Adding extra information...

**I won a great prize, last week –
Today has been an absolute nightmare –
I couldn't believe what Bob ate –
You know what I always say –
Mr Thomas brought in a cake –**

Adding personal comments...

**Bob trod, barefoot, right onto the Lego brick –
The elastic on my shorts snapped –
We're having *(your favourite food)* –
Gertrude walked straight into the door – Mr We
got a kitten/puppy last night –**

English lesson 2

LT: to practise spellings where the 'ous' suffix is preceded by 'i' or 'e'

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.

ferocious
anxious
serious
obvious
religious
hideous
gorgeous
courteous
spontaneous
courageous

These 'can' be awkward, but in general, 'ious' is the most common spelling. When we have words with 'eous', say it to yourself: you can often (but not always, unfortunately) 'just' hear a little 'e' sound before the 'ous', helping you to recognise it should be 'eous'. It is also worth remembering that if the root word ended with '**ge**', it will be an '**eous**' ending, e.g. coura**ge** becomes courag**eous**.

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 write a diary entry using dashes

Following on from Monday's lesson, write a diary entry. It can be real (set at any time you like) or it can be fictional, e.g. you could be writing a diary from the point of view of an explorer, a pirate, a scientist, an astronaut or someone in an ancient civilisation. **It should use at least three dashes.**

Remember the basics: it is written at the end of a day so it is past tense and tells us about that day; it should begin with 'Dear Diary,'. Good diary entries include your thoughts and feelings. They can be chatty and even sarcastic!

Diaries are the perfect place to use dashes to add personal comments and/or extra information to sentences.

e.g. I stubbed my toe on the door – the pain, ahhh! Why is it always me that stubs my toe? Stupid toe! Eventually, we set off to the town – Thorneville.

Ideally, the diary should have **a quick introduction, saying what kind of a day it has been**, and then **2-5 paragraphs, IN CHRONOLOGICAL ORDER**, followed by **a quick conclusion**, which usually links to the opening, repeating what kind of a day it has been. More able writers might add **a last sentence, speculating about the future/next day**, before they sign off with, **'Goodnight Diary' or Bye for now, Diary' etc.**

English lesson 4

LT: to use subordinate clauses in my own writing

You have practised using subordinate clauses during two of your home learning weeks, now, (Summer 1 Week 1 – Wednesday and Thursday/Summer 2 Week 4 – Wednesday) so today…

Write two paragraphs about anything you like (write about going on a walk if you cannot think of anything else) **and use at least five sentences, which have subordinate clauses**. If you are still struggling to remember these, go and look at the lessons listed above.

Some useful subordinating conjunctions: **although   while   unless   before   since   once   before   after   because   as   just as   as soon as   provided/provided that   whereas   where   even though   in order to   when   if**

Year 5 writers should be able to use subordinate clauses at the beginning and at the end of sentences, e.g. **Although it was raining,** I went for a walk. I put on my scarf **before I set off**.

Most Year 5 writers (and all able Year 5 writers) should be able to **embed** subordinate clauses INSIDE sentences. It usually helps to plan a simple sentence first - e.g. I set off down the path leading to the wood – and then embed the subordinate clause inside that sentence, e.g. I set off**, as the sun rose up high,** down the path leading to the wood. <u>Note that a pair of commas is needed to embed</u>.

English lesson 5

LT: to use the double consonant rule when adding suffixes

If the last 3 letters of a word are consonant, vowel, consonant (CVC), then you 'usually' double the last letter before adding ing, ed, er, or y. (NB: vowels = a, e, i, o, u/consonants are all the other letters.)

e.g. drop (last 3 letters = r o p, so it is a CVC word) becomes dropping or dropped.

e.g. flap – flapping or flapped

Now, write sentences, where you add either ing, ed, er or y to words from the following list (you have to decide whether or not to double the last letter).

hop slap kick tap sit shop harm spot skin sad hug spin start plan

The exception to this is words that end in w, x or y. With these words, you do NOT double the last letter, e.g. playing waxed sawing stayed boxer showing. There are, as is often the case in English, a few exceptions, such as exited (past tense of exit).

NB: there is a tougher rule to help with this, if you understand the idea. Basically, if the word ends with CVC but the first consonant sound is stressed instead of the last consonant, it is an exception to the rule and you do not double the final consonant before adding ing, ed, er etc. e.g. listened, opened, rocketed.

Maths lesson 1 - Revision

LT: to reason with 5 digit numbers.
Vocabulary: place value, digit, ones, tens, hundreds, thousands, ten thousands

Tina is playing a game against Robo where they have to place digit cards to make 5-digit numbers. Explpore all the possible ways Tina could win each round using the digits available for both players, which are in the middle. They take it in turns to pick a number.

Does it matter who goes first?

Find all the possible numbers that they could create in the game.

Can you make it so either person could win?

Tina

Robo

Largest even number wins

8 ☐ , 5 ☐ 2   4 2 1 9 6   8 ☐ , 8 9 ☐

Smallest odd number wins

☐ 7 , ☐ 3 ☐   7 5 9 3 1   1 9 , ☐ ☐ 9

Closest to 50,000

3 ☐ , 5 ☐ ☐   2 5 7 6 8   ☐ ☐ , 5 8 1

Furthest from 45,00

2 ☐ , 7 5 1   9 3 4 7 2   6 ☐ , ☐ ☐ 9

Maths lesson 2 - Revision

LT: to solve problems with large numbers.
Vocabulary: place value, digit, ones, tens, hundreds, thousands, ten thousands

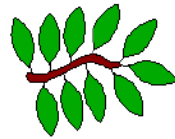In the forest there is a Deca Tree. A Deca Tree has 10 trunks.

On each trunk there are 10 branches.

On each branch there are 10 twigs.

On each twig there are 10 leaves.

One day a woodcutter came along and cut down one trunk from the tree.
Then he cut off one branch from another trunk of the tree.
Then he cut off one twig from another branch.
Finally he pulled one leaf from another twig.
How many leaves were left on the tree then?
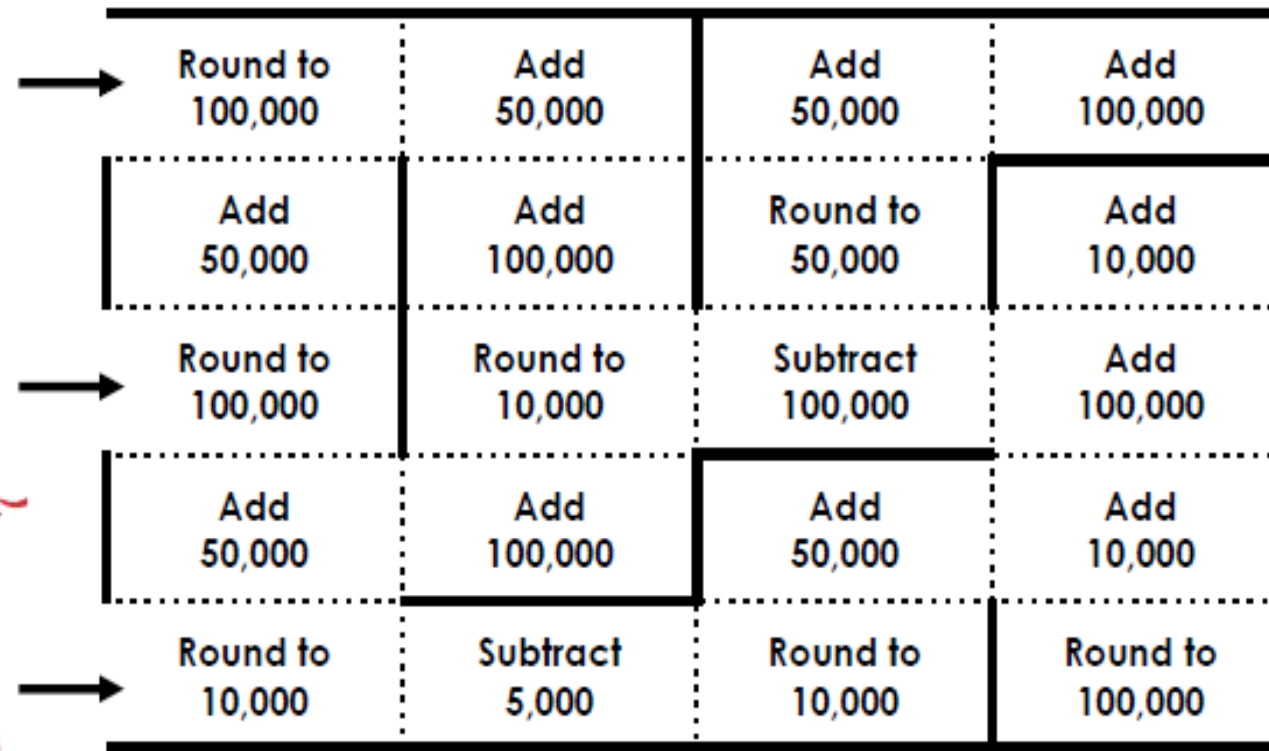
Maths lesson 3 - revision

LT: to round 6-digit numbers
Vocabulary – ones, tens, hundreds, thousands, ten thousands, hundred thousands, place value holder, multiple, round, nearest, approximate.

Hector the heroic enters a maze in order to hide from a deadly dragon!

He enters the maze with a starting number of 365,189. In order to avoid alerting the dragon, he must reach a number of 600,000 or above before leaving the maze.

Explore the different possible routes Hector could take in order to reach his target number and escape. He can enter the maze from any of the three arrows.

Round to 100,000	Add 50,000	Add 50,000	Add 100,000
Add 50,000	Add 100,000	Round to 50,000	Add 10,000
Round to 100,000	Round to 10,000	Subtract 100,000	Add 100,000
Add 50,000	Add 100,000	Add 50,000	Add 10,000
Round to 10,000	Subtract 5,000	Round to 10,000	Round to 100,000

Maths lesson 4 - Revision

LT: to read Roman numerals to 1000 (M)
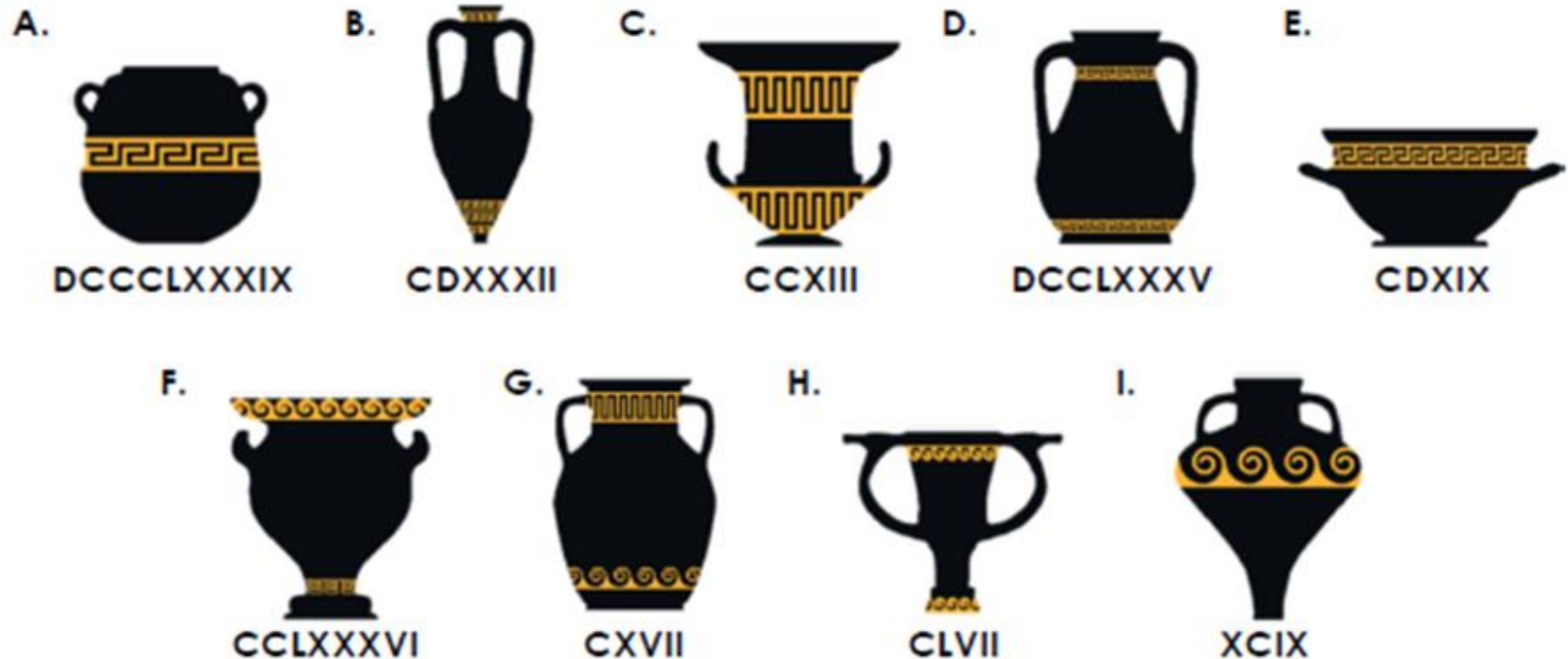Vocabulary – numeral, digit, value, ones, tens, hundreds, thousands.

A museum curator is trying to organise some vases for an upcoming display.

He wants to choose 5 vases out of the 10 below to place in chronological order for visitors to see. The total age of the vases (add them up) must not be greater than 1825.

The age of the vase is written in Roman numerals.

Explore which combination of vases the curator could include in the display and place them in chronological order.

I = 1, V = 5, X = 10, L = 50,   C = 100, D = 500,   M = 1000

A.
DCCCLXXXIX

B.
CDXXXII

C.
CCXIII

D.
DCCLXXXV

E.
CDXIX

F.
CCLXXXVI

G.
CXVII

H.
CLVII

I.
XCIX

How many possible answers can you find?

Maths lesson 5

LT: to use a variety of addition and subtraction strategies
Vocabulary: add, subtract, inverse, commutative, solve, row, column, diagonal.

Complete these magic squares so that the numbers in each row, column and diagonal total 70. Think logically about where to start.

		24	19
	23	17	
25	12		
	21	11	

	20		14
15	22	21	
			16
24			19

Topic lesson 1 – Geography

LT: to describe the human and physical geographical features of Yorkshire and the Black Forest

In Geography, remember: human features are those created by humans, so cities, towns, villages, roads, quarries, airports, reservoirs etc. whereas physical features are all the natural ones, such as mountain ranges, rivers, forests, lakes, valleys etc.

Research Yorkshire and the Black Forest in Germany. Find out some of their main human and physical features so that you can learn about how they are similar and how they are different. It might help to google: 'Yorkshire geography' and 'Black Forest geography'.

A good way to do this would be with a table like this…

	Human Features	Physical Features
Yorkshire		
Black Forest		

Topic lesson 2 - Science

LT: to understand and describe reversible and irreversible change

Read this BBC Bitesize guide to **reversible** and **irreversible** change, watching the videos too.

https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/z9brcwx

Make some notes or write a report about reversible and irreversible change. If someone were to discuss making a cake with flour, eggs and butter, or to talk about freezing orange juice to make lollies, you should be able to say whether those are **reversible** or **irreversible** changes, and be able to explain why…

ENGLISH SPELLING LINK: look at the spelling of 'irreversible'; you can hear it uses the 'ible' suffix rather than the 'able' one you would expect when you remove the suffix and the word still makes sense; all you need to do then is make sure you have on the 'ir' prefix, which makes words mean the opposite. It goes before words beginning with 'r', e.g 'irrelevant', meaning 'not relevant'.

Wellbeing activity – Walking Treasure Hunt - Nature

Try to get out for a walk this week or into your garden if you can. Whilst you are outside, try to find all these things...

Remember to leave them where they are, just look for them.

- A feather
- A dandelion clock
- A daisy
- A buttercup
- An oak leaf
- A snail
- A slug
- Clover
- A horse chestnut leaf (conker tree leaf)
- A wood louse
- An ear-wig
- A ladybird

How many did you manage to find? How long did your walk last?

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 – It does matter who goes first, either person can win the game but if the person who goes first chooses wisely then they will always win.
Make sure your explanation is something like this: In round 1 if Tina goes first, chooses the 9 and places it in the thousands column, Robo cannot win because he cannot make a larger number than Tina.

Lesson 2 – There are 10 leaves per twig
There are 10 twigs per branch
10 leaves x 10 twigs = 100 leaves per branch
There are 10 branches per trunk
100 leaves x 10 branches = 1000 leaves per trunk
There are 10 trunks per tree
1000 leaves x 10 trunks = 10 000 leaves on the tree
Cut off one trunk: 10 000 - 1000 = 9000 leaves left
Cut off one branch: 9000 - 100 = 8900 leaves left
Cut off one twig: 8900 - 10 = 8890 leaves left
Pull off one leaf: 8890 - 1 = 8889 leaves left
There are 8889 leaves left on the tree.

Lesson 3 – there are several answers to this, here are a couple.
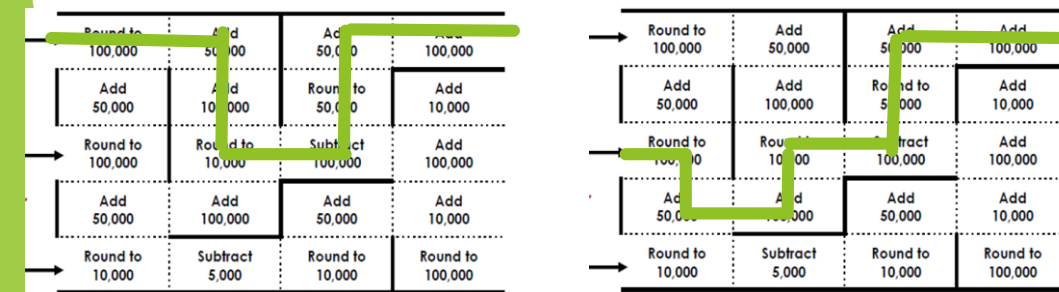
Lesson 4 -
A = 889, B = 432, C = 213, D = 785, E = 419
F = 286, G = 117, H = 157, I = 99

He could display lots of different combinations of vases, here are some examples:
I, G, H, B, A
G, C, F, E, D
G, C, F, E, B
H, C, F, E, B

Lesson 5

13	14	24	19
10	23	17	20
25	12	18	15
22	21	11	16

13	20	23	14
15	22	21	12
18	11	16	25
24	17	10	19

Answers/examples/help for adults - English

Mon	I won a great prize, last week **– £1,000!** Today has been an absolute nightmare **– FIVE tests!** I couldn't believe what Bob ate **- eleven doughnuts!** You know what I always say **– don't push your luck.** Mr Thomas brought in a cake **– chocolate and salted caramel.** Bob trod, barefoot, right onto the Lego brick **– poor Bob!** The elastic on my shorts snapped **– sooo embarrassing!** We're having ice cream **– yummy!** Gertrude walked straight into the door **– ouch! We got a kitten/puppy last night – so cute!**
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	The diary should begin 'Dear Diary,', have a brief introduction, followed by 2-5 paragraphs, in chronological (time) order, and then finish with a brief conclusion, perhaps with a sentence speculating about what the future/next day may bring. **It should have a minimum of three sentences using dashes.** (See Monday's lessons for dashes.)
Thurs	See examples on page and on previous lessons on subordinate clauses (Summer 1 Week 1 – Wednesday and Thursday/Summer 2 Week 4 – Wednesday).
Fri	ho**pp**ed sla**pp**ing kicked ta**pp**ed si**tt**ing sho**pp**er harmed spo**tt**y ski**nn**y sa**dd**er hu**gg**ing spi**nn**ing started pla**nn**ed