BROOKE & MARSHLAND FEDERATION

Year 5
Home Learning

Theme: The Marvellous Mayans

Summer Term 2 Week 6

English lesson 1

LT: to use personification to describe things in a more effective and interesting way

Personification (what is its root word) is a great technique for describing the way non-human things do things.

Basically, you have a non-human thing (e.g. a tree) doing something that humans do, e.g. whispering.

Watch the following video, which explains it all extremely well…

https://www.youtube.com/watch?v=YhleJRpyb-Y

Now, write some personification sentences of your own. For each one, have something that is not a human doing something (so it is all about choosing the right verb) that humans do.

You can write at least 8 sentences, each with personification, OR you can write a description of a place, e.g. a forest or a stormy sea, and use at least 5 sentences in that description, which use personification.

English lesson 2

LT: to practise spellings with ‘cious’ or ‘tious’
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.

vicious (vice)
precious (price)
conscious (conscience)
suspicious (suspicion)
ambitious (ambition)
cautious (caution)
fictitious (fiction)
superstitious (superstition)
nutritious (nutrition)

Each spelling ends with ‘cious’ or ‘tious’. To know which one to use, think what the root word would be (they are in brackets alongside). If the root word has a ‘**c**’ near the end, e.g. pri**c**e, then you will add ‘**c**ious’, e.g. pre**cious**. If the root word has a ‘**t**’ near the end, e.g. cau**t**ion, then you will add ‘**t**ious’, e.g. cau**tious**.

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 apostrophes for omission (make contractions)

Apostrophes for omission are those apostrophes that we put into contractions (where we join two words into one, e.g. that is – that's. The apostrophe goes where the letter or letters is/are removed.

Watch the following video and then have a go at the task at 1 minute, 30 seconds . The answers come up later in the video for you to check your work.

https://www.youtube.com/watch?v=d_QWEgt0Q-c

Now, write out as many contractions as you can, recording each one like this:

could + have = could've

There are many possible examples, but **you need to have at least twenty**!

Why do you think people get confused with the contraction of 'will + not'?

More able writers might research the rare examples of when we make a contraction out of three words. Can you think of any? Carry out a little online research… They are only used for speech/strong accents, like Hagrid's in the Harry Potter books/films, and must never be used for other styles of writing. Hagrid wouldn't've had it any other way…

English lesson 4

LT: to use contractions and slang in speech.

Building on Wednesday's lesson, write some speech where the character uses plenty of contractions. We don't usually use them in most writing but they are perfect for speech and chatty and informal styles, like a personal diary or a postcard to a good friend.

You can also use slang words, like 'gotta', 'chuffed', 'cuppa' or 'innit'.

You can either write it as speech sentences, with all the correct punctuation OR as a playscript (just and extract, not an entire play!). If you struggle with speech punctuation, a playscript will be easier!

"Jodie, you'd betta get your bedroom cleaned, young lady, or your pudding'll be going in the dog!" screeched Jodie's mum, angrily.

"Soz, mum – 2 mins and it'll be just perfect. Grab yoursen a cuppa .. and leave my pudding alone!" Jodie answered, cheekily.

Jodie's mum: Jodie, you'd betta get your bedroom cleaned, young lady, or your pudding'll be going in the dog!
(Angrily)
Jodie: Soz, mum – 2 mins and it'll be just perfect. Grab yoursen a cuppa .. and leave my pudding alone!
(Cheeky voice)

English lesson 5

LT: to improve my vocabulary by using more interesting/powerful verbs

Rewrite the following passage, replacing the boring, every-day verbs with more interesting and effective ones… Use an online thesaurus if you are stuck!

Louis walked along the beach. Suddenly he heard a yell. He climbed over the sand dunes and rocks, and then he saw it: his little sister was crouched on a rock surrounded by crabs. She was shouting loudly. He ran over and lifted her off.

Then…

Complete a second paragraph of your own, using exciting verbs. Use an online thesaurus if you are stuck.

Maths lesson 1

LT: to solve a problem involving addition

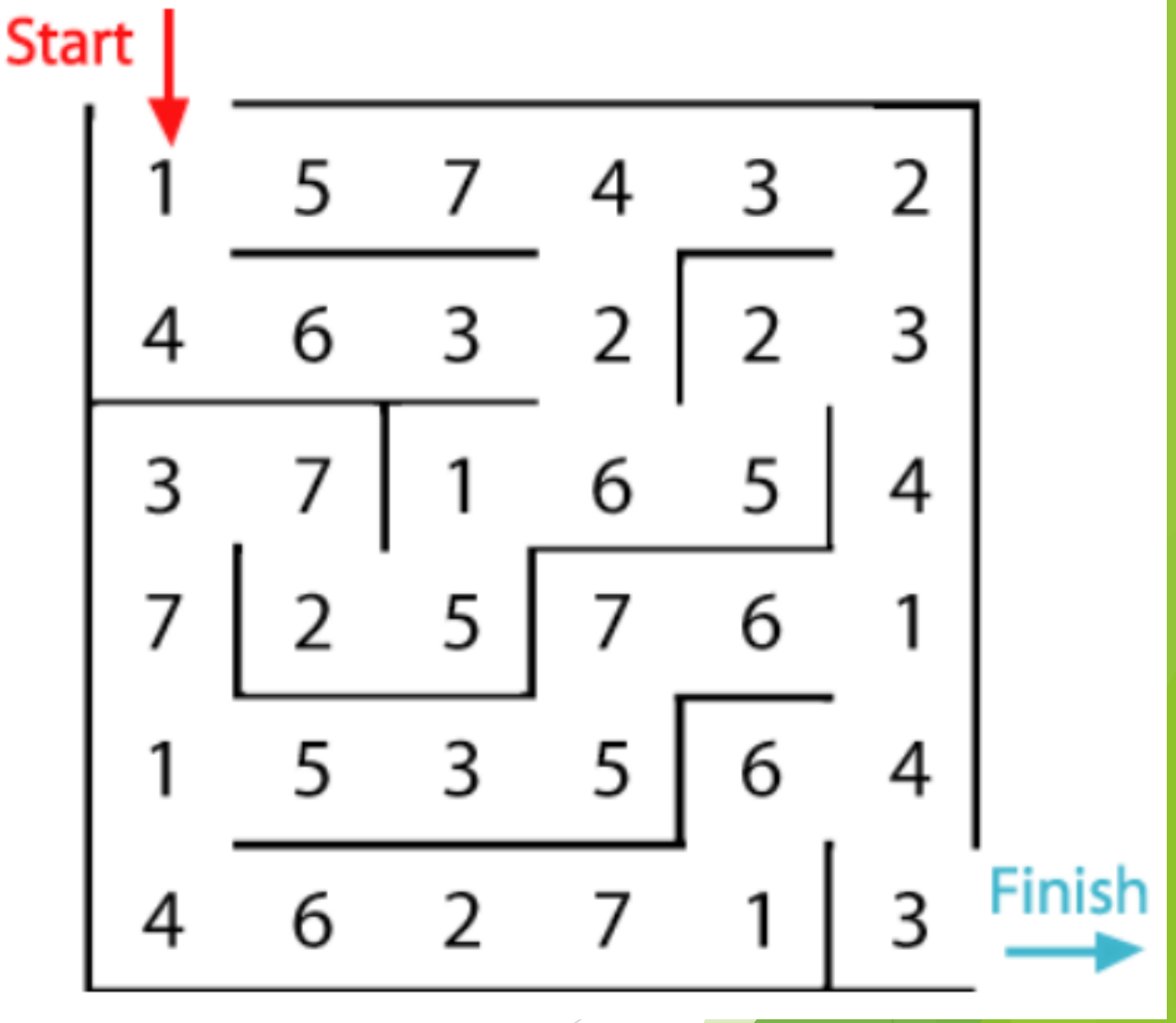
In this maze there are numbers in each of the cells. You go through adding all the numbers that you pass. You may not go through any cell more than once.

Can you find a way through in which the numbers add to exactly 100?

What is the lowest number you can make going through the maze?

What is the highest number you can make going through the maze?

Remember you may not go through any cell more than once.



Maths lesson 2

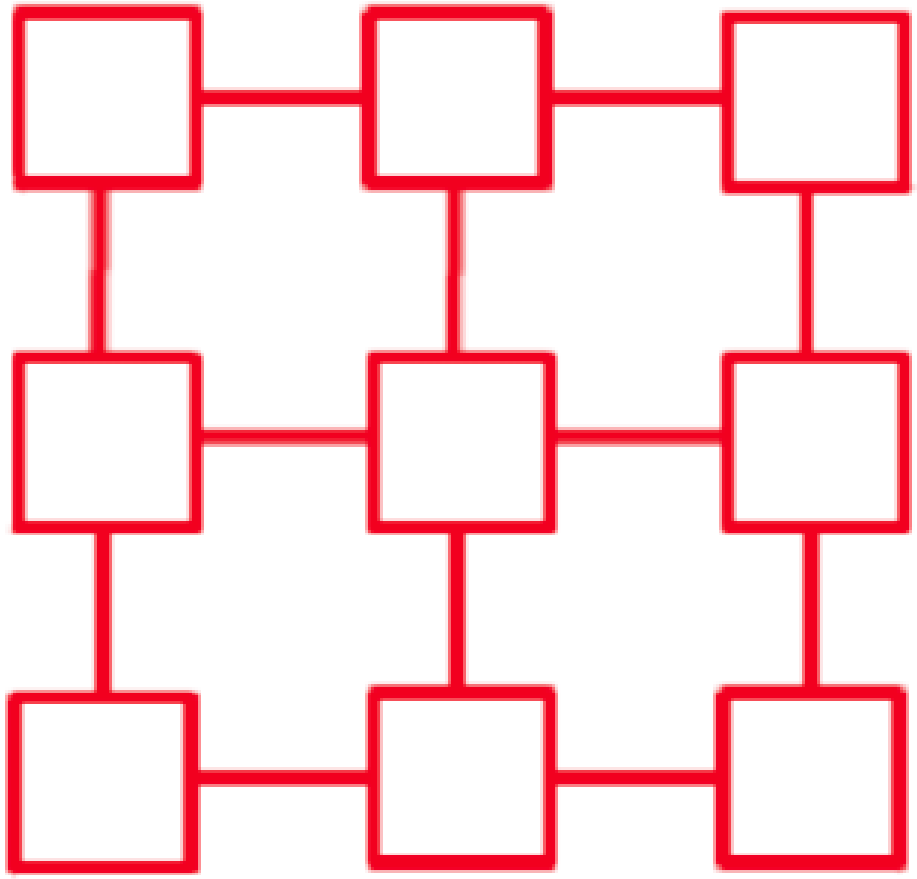
LT: to solve problems involving subtraction

Place the numbers from 1 to 9 in the squares below so that the difference between joined squares is odd. (You must use each of the numbers once.)

Can you find some other ways to do this? Explain how you do this.

Can you put the numbers in the squares so that the difference between joined squares is even?
Explain your answer.

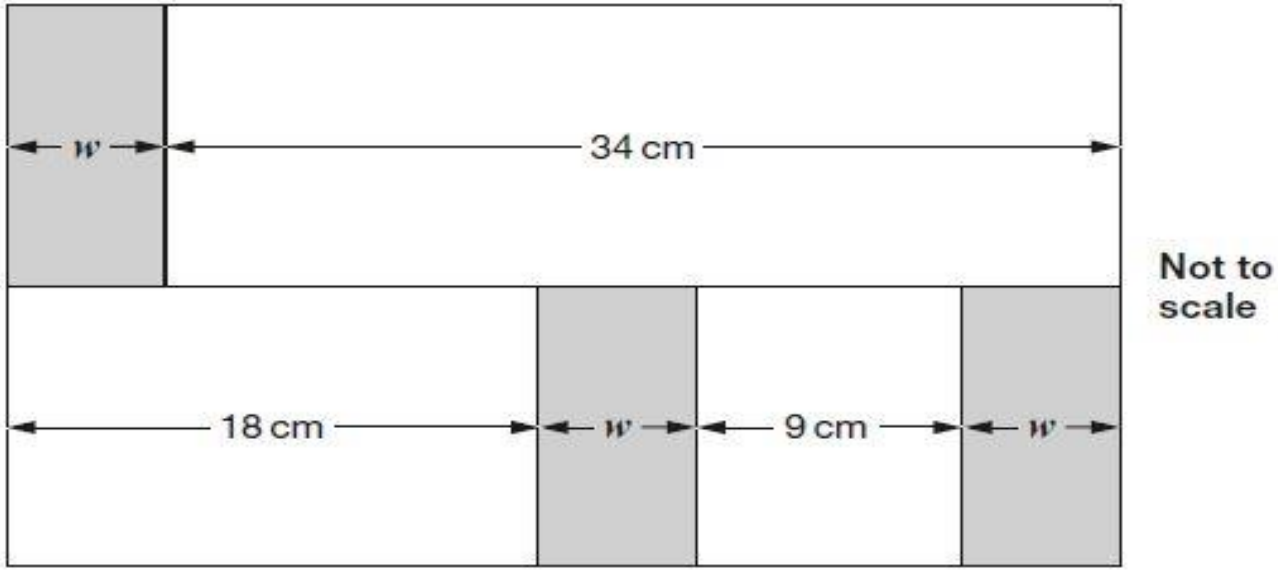
What general statements can you make about odd and even numbers?



Maths lesson 3

LT: to solve problems involving addition and subtraction – think logically about these

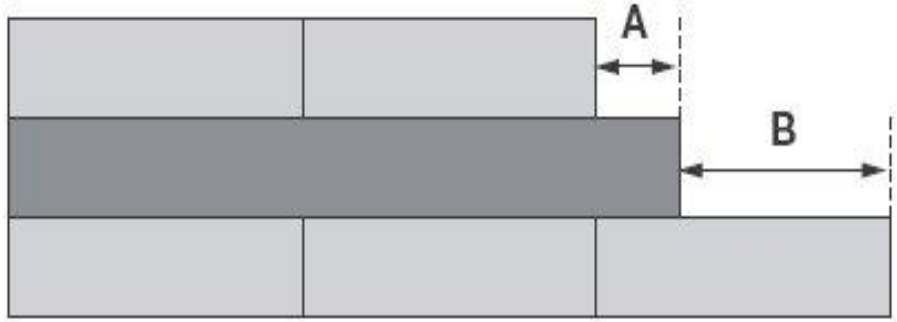
1) In this diagram, the shaded rectangles are all of equal width (w).



Calculate the width (w) of one shaded rectangle.

2) Fred has two different sizes of rectangle.

He makes this pattern with them.



Calculate the lengths of A and B.

Maths lesson 4

LT: to investigate numbers

Write a 3 digit number. Reverse the digits underneath then subtract them.

$$\begin{array}{r} 852 \\ -\ \underline{258} \\ ABC \end{array}$$

Write the answer. Reverse the digits of that underneath then add them.

$$\begin{array}{r} ABC \\ +\underline{CBA} \end{array}$$

Repeat this for several different 3 digit numbers.
What do you notice? Can you explain it?

Maths lesson 5

LT: to investigate factors

To find the **factors** of a number, you have to find **all** the pairs of numbers that multiply together to give that number. – Draw factor bugs if that helps you.

The factors of 48 are:
1 and 48
2 and 24
3 and 16
4 and 12
6 and 8

If we leave out the number we started with, 48, and add all the other factors, we get 76:
1+2+3+4+6+8+12+16+24=76

So .... 48 is called an **abundant** number because it is less than the sum of its factors (without itself). (48 is less than 76.)

See if you can find some more abundant numbers!

Topic lesson 1 - JIGSAW

LT: to identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities

You are all fast-approaching your teenage years. Have a think about this… Write/print out the table, below, and fill it in. Discuss the ideas with a parent/carer.

Possible benefits…	Extra responsibilities…	Possible issues…

Topic lesson 2 - Science

LT: to understand which materials are good conductors or good insulators

Watch this video and then write a paragraph about conductors; make sure you give some examples!

https://www.youtube.com/watch?v=a6ugPfzc70Q

1) Are all materials that are good conductors of heat also good conductors of electricity? Which ones definitely conduct both well?

2) Now, watch the following video…

https://www.youtube.com/watch?v=1L7EI0vKVuU

… and then write a paragraph about insulators. Woolly jumpers, your loft insulation and igloos are all great insulators –what do they have in common with each other? Why are they such good insulators?

Wellbeing activity - Get Physical

This week's activities are all about getting moving – you can do them inside or outside, if you are doing them inside please be careful to make sure you have enough space around you.

- Play the bean game – PE warm up game – with people you live with. Watch this if you can't remember it. https://www.youtube.com/watch?v=Hfu35LOof1o
- Set up an obstacle course using household objects – jump over a sweeping brush, balance a bag of crisps or a cushion on your head and walk around or hop to a certain place.
- Set up a challenge area - It could be to challenge everyone to see how many star jumps, squats, or burpees they can do in a minute. Try to improve on your score each day.
- Go for a jog or a bike ride.
- Play a ball game – catch, piggy in the middle, football, volleyball, tennis. If you need to play inside, try using a balloon instead of a ball – less chance of it breaking anything ☺.
- Dance to your favourite song.
- Join in with some of these activities. https://www.gonoodle.com/

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

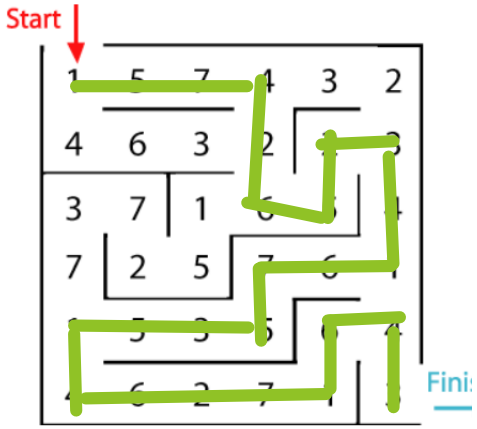
Practise your Y5/6 Spellings

https://spellingframe.co.uk/

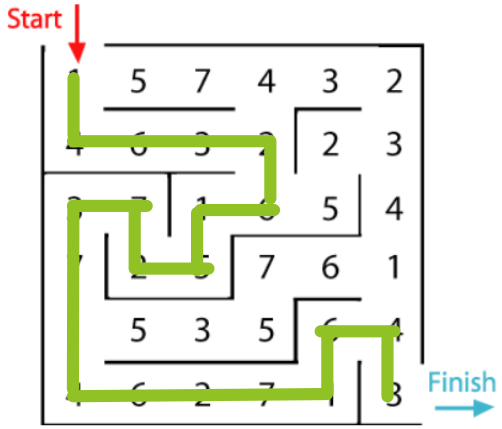
Join in with 'Joe Wicks PE lesson' on YouTube

Maths Answers

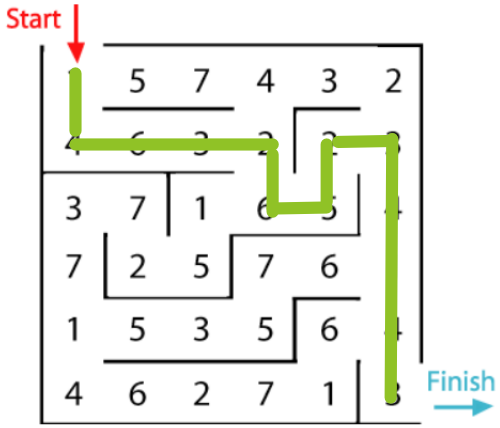
Lesson 1 – 100



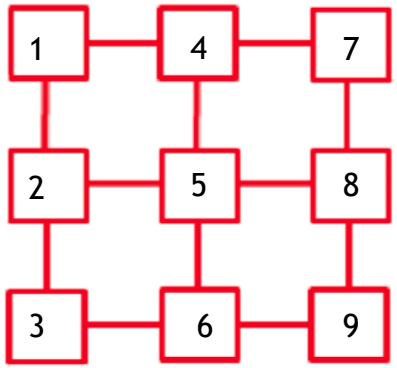
largest



smallest



Lesson 2 – There are many different solutions, here is one – how many did you find?



Lesson 3 – 1) W = 7cm
2) A = 5cm, B = 15cm

Lesson 4 – As long as you start with a larger number on the top of your subtraction, in the first calculation, the answer will always be 1089.

Lesson 5 – All these numbers are abundant numbers:

12, 18, 20, 24, 30, 36, 40, 42, 48, 54, 56, 60, 66, 70, 72, 78, 80, 84, 88, 90, 96, 100, 102, 104, 108, 112, 114, 120

Did you find any abundant numbers higher than 120?

Answers/examples/help for adults - English

Mon	See video on page for thorough explanation.
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	Children's examples can be checked online. Will + not = won't is awkward because it does not make willn't. In the sixteenth century, we said 'woll not', which became the contraction, wolln't. Over the next century or so, we changed 'woll' to 'will' but wolln't became won't instead of willn't. English is strange sometimes!
Thurs	See examples on page.
Fri	Underlines words should be replaced with more interesting/effective examples.