

Week 1 - Year 5

Good morning Year 5,

I am sorry that you are not able to come into school at the moment but I have prepared some activities for you to have a go at home. Please do not be worried if some of it is tricky, have a go and see what you are able to do. First of all, it might be an idea to clear some space so that you have a quiet area to work in.

Remember, the presentation of your work should be the same as I would ask of you in lessons. This is a good opportunity to really focus on your joined writing, so practise as much as possible. Think dates, LO, paragraphs etc.

The first thing we would be doing is Guided Reading, so please ensure that you are reading for 20 minutes every day. It is up to you what you read, this can be books, magazines, comics, papers or even interactive books on the computer. Please share stories at home and quiz each other on your books so are understanding the text as well as reading it. Crosswords and word searches will also be good for your spellings.

English: Grammar

In class, we have been looking at short stories so I want you to continue this. Kevin Crossley Holland is a great short story writer and I have included some of his work for you to look at.

'I can use adverbials to make my sentences more interesting.'

Revision Card

Adverbials

Adverbials tell us more about a verb.

Adverbials can be

hungrily

a word,

a phrase,

or a clause.

between the cracks

after the song ended

Adverbials

Adverbials tell us more about a verb.

The creature **prowls**.

The creature **prowls** with hungry eyes.

The creature **prowls** beneath the bed.

The creature **prowls** during the night.

In each sentence, the **verb** is modified by the **adverbial**.

Adverbials

Adverbials often open with a **preposition**.

The creature **prowls** with hungry eyes.

The creature **prowls** through the long grass.

The creature **prowls** during the night.

The **preposition** is part of the **adverbial** and links information to the sentence.

Adverbials

You can change the position of adverbials.

The creature **prowled** with hungry eyes. With hungry eyes, the creature **prowled**.

The creature **prowled** through the grass. Through the grass, the creature **prowled**.

When an **adverbial** appears in front of the sentence it is modifying it is called a **fronted adverbial**.

In the moonlit garden, the creature **prowled**.

Fronted adverbials are separated from the main clause by a comma.

The activities are attached to the end of this letter.

Maths: Place Value

In addition to the place value activities for the week, continue to use Activelearn, I have uploaded new activities for this topic. If you were not in school the login is:

www.activelearnprimary.co.uk

username: (this is the first initial followed by the surname, no capitals or spaces eg, fsmith)

password: yr2016 **DO NOT CHANGE YOUR PASSWORD**

School code: bccj

There are lots of games to reinforce your learning so have a look, they are fun!

RE: Christianity

Church Architecture

What do cathedrals show about what Christians believe about God. How do they show that Christians believe God is worth worshipping (example stained glass show stories)? Can you research, draw and label cathedral.

Listen to Christian songs, 'Praise my soul the King of Heaven' or 'Holy. Holy. Holy' for example. Think about what impact the words have on individuals, communities. How might these hymns help people to understand God better? Could you write an advert for a musical company persuading people to listen to hymns, why are they great? Would they make people feel better? What about feeling a connection to God?

History: Vikings

Research an historic Viking site, you could try National Geographic. Can you build up an image of how Viking used to live? What information is left which offers clues to how life was like? How does the site change from how people live today? You could have a go at drawing a site and labelling it.

I hope you enjoy the activities. I look forward to seeing you again when you are able to come back in to school.

Take care,

Mrs Williams ☺

Adverbials 1

These sentences are adapted from the story.

Read them, then choose the best adverbial to add from the list below.

Use each once only.

Add the adverbials after the main clause.

1. She peeped
2. The butterflies appeared
3. The people stared
4. Some butterflies followed
5. Later, the girl fell asleep

after her.
between the curtains.
around the street.
in the air.
in her own bed.



Add the adverbials before the main clause.

6. she heard the grandfather clock whirr and strike.
7. they heard the local news.
8. the girl got ready to go to school.
9. she went outside.
10. there was nothing unusual to be seen.

Next morning,
Before her mother could stop her,
At midnight,
Sadly,
After listening,

Adverbials 2

*These sentences are an extension of the story!
Read them, then choose the best adverbial to add from the list below.
Use each once only.*

Choose whether to add the adverbials before or after the main clause. Check capital letters and punctuation when you have chosen.

1. she told Miss Blank, her teacher
2. she felt like a fool
3. she wished for the butterflies to return
4. a young man knocked on the door
5. there were several coloured butterflies

when she looked at the empty page
with some anxiety
as soon as she got back from school
around his head
with all her heart

Make up adverbials to add before or after the main clause. Check capital letters and punctuation when you write your sentence.

6. the man held a shining covered basket
7. some butterflies flew
8. she jumped
9. he lifted the cover
10. she could not believe what she saw



Writing

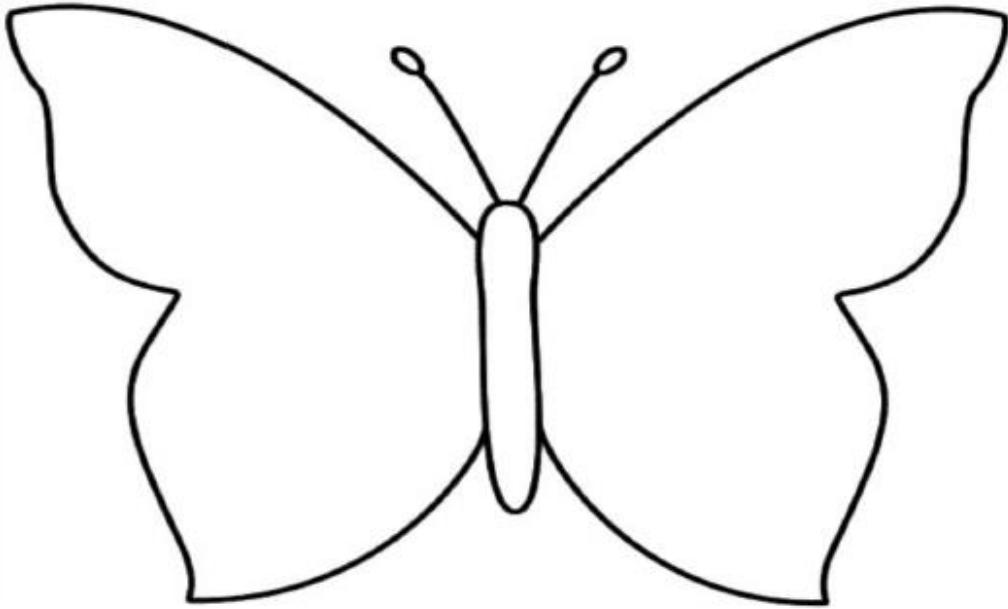
Write a paragraph about what happened next...

- What will the girl do next?
- What will she do with the butterflies?
- How will she arrive at school?
- What might her teacher say?

Try to include adverbials in your writing.

A writing template consisting of a large rectangular area with a decorative orange border featuring a repeating geometric pattern. Inside the border, there are 15 horizontal lines for writing, providing a structured space for the student's paragraph.

Butterfly Template



Practice Sheet Hot
Mental addition and subtraction

- | | |
|----------------------|----------------------|
| 1. $64,378 + 3001$ | 6. $74,874 + 2999$ |
| 2. $78,745 - 21,000$ | 7. $43,473 + 398$ |
| 3. $45,063 + 2300$ | 8. $87,532 - 29,999$ |
| 4. $78,462 - 8002$ | 9. $63,467 - 1998$ |
| 5. $45,364 + 19,999$ | 10. $54,879 - 495$ |

Challenge

Mia thinks of a number and subtracts 5555. She then adds 1010. Her answer is 5454. What number did she start with?

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Practice Sheet Mild
Mental addition and subtraction

- | | | |
|------------------|-------------------|-------------------|
| 1. $4580 + 205$ | 6. $4783 - 480$ | 11. $7845 - 1999$ |
| 2. $8040 + 508$ | 7. $8536 - 2004$ | 12. $3425 + 400$ |
| 3. $3452 + 2005$ | 8. $4563 + 2000$ | 13. $3425 + 399$ |
| 4. $4293 + 4300$ | 9. $4563 + 1999$ | 14. $7845 - 200$ |
| 5. $8572 - 502$ | 10. $7845 - 2000$ | 15. $7845 - 199$ |

Challenge

Zoe thinks of a number and adds 2988. She then subtracts 1100. Her answer is 8888. What number did she start with?

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Extra Practice Sheet for All

Mental addition and subtraction







1. $3002 + 450$
2. $9784 - 704$
3. $4723 + 402$
4. $2538 + 2001$
5. $9826 - 803$
6. $4782 - 502$
7. $3782 + 200$
8. $3782 + 198$
9. $4658 - 100$
10. $4658 - 97$
11. $3478 + 1000$
12. $3478 + 999$
13. $5298 - 1000$
14. $5298 - 999$
15. $4578 + 321$
16. $8734 - 6031$
17. $23,472 - 2222$
18. $45,310 + 3409$
19. $8345 + 397$
20. $7935 - 298$
21. $3458 + 1997$
22. $9768 - 2995$
23. $45,237 + 3900$
24. $57,345 - 2998$

Challenge

Start with 9999. Subtract 2424. Add 1313. What pattern do you get? How many times can you do this before you reach 0?

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Geography Topic Board

Topic:	Learning Opportunities			
Literacy & Communication (Speaking and listening, language and literacy)	Write a newspaper report about an erupting volcano. 	Why would anyone live near a volcano? Research and write a persuasive argument for living near a volcano.	Make an information book to explain what volcanoes are to younger children. You could use diagrams and pictures as well as writing.	Write a story called "Volcano Adventure". 
Maths & Problem Solving (Maths, thinking skills, Logic, Problem solving)	Design a game (a bit like battleships) based on the theme of volcanoes.	Make a timeline of volcanic eruptions. 	Imagine that your house was destroyed in a volcanic eruption; calculate the approximate cost of replacing all of your belongings. (Just your things - not the whole house)	Make a data table for 3 volcanoes. You could include: <ul style="list-style-type: none"> Dates Temperatures Heights Distances from major cities
Science and the Outside environment (Science, PE, Healthy lifestyles, Eco issues and investigation)	Investigate volcanoes on the planet Mars. Are they similar or different to Earth's volcanoes? Make a comparison chart. Think about the size, shape, type and age when comparing. 	Research a major volcano that happened in the last 10 years somewhere in the world. Where did it happen and what impact did it have on the people of that area? How has that area changed because of the volcano? Write a report about what you find out.	Imagine that you are living near a volcano and you work for the local government. How can you help reduce the danger when the volcano erupts? Make a leaflet to help people in your area to prepare for before/during and after the volcano.	Invent a warm up game for PE called Volcano! Your game must: <ul style="list-style-type: none"> Get the children running around and warmed up Include everyone Draw a diagram and write a set of instructions to help us play it.
Humanities and Citizenship (RE, History, Geography, Moral & Social and Economic Awareness)	Write a report about different types of volcanoes. Include information about how are they formed, the different ways they erupt and what are the consequences for people who live near them when they erupt? Draw diagrams to highlight your work.	Imagine you have been awarded a medal for extreme bravery during a major volcanic eruption. Write recount of the event and how you came to receive the award. 	Make a volcanoes glossary. List 10 key volcano words and write definitions.	Find out about The Ring Of Fire . Make a fact sheet about it including diagrams, facts and maps.
Creative Arts (Art, Design & technology, Music, Drama & Dance)	Make a model of a volcano.	Find a painting that includes a volcano and create your own version of it.	Make a collage board of volcano images. You could use pictures from the internet, magazines or ones you have drawn.	Write and perform a song based on volcanoes. 
Please make sure that the children's outcomes are appropriate to the task description. E.g. report, argument text, recount, collage board. As the children are in year 5, we are really encouraging them to think about the quality of their work.				