

Thursday 26th March

Good morning Year 5 - welcome to Thursday. 😊 Some little jokes to get you started



How are you getting on with those volcano activities?

## English

L.O. I can use commas, brackets and dashes to add parenthesis.

First of all, a little reminder on parenthesis.

### Revision Card

**Parenthesis**

- Parenthesis is **extra information** added into a complete sentence.
- The original sentence makes sense without it.
- The extra information can be separated using **commas, brackets or dashes**.

Skimbleshanks is indispensable to the railway. complete sentence

Skimbleshanks, **an ever reliable character**, is indispensable to the railway. extra added information

**Commas**

**Commas** are used often – they do not draw much attention to the extra information and hardly break up the sentence at all.

Everyone looked for Skimbleshanks around the station. complete sentence

Everyone looked for Skimbleshanks, **the cat of the railway train**, around the station. extra added information

**Brackets**

**Brackets** are used to draw more attention to the additional information. The reader knows that they are being told something extra.

The eyes of Skimbleshanks are always watching. complete sentence

The eyes of Skimbleshanks **(whose attention is complete)** are always watching. extra added information

The writer might want to draw attention to important or funny extra information.  
Skimbleshanks **(who likes a drop of whisky in his tea)** never stops watching.

**Dashes**

**Dashes** are commonly used in informal writing. They break up the sentence more than commas or brackets, and therefore draw attention to the extra information.

We started to behave when we saw old Skimbleshanks coming towards us! complete sentence

We started to behave when we saw old Skimbleshanks – **that terror of the train** – coming towards us! extra added information

**Skimbleshanks – Part 1**

There's a whisper down the line at 11.39  
When the Night Mail's ready to depart,  
Saying "Skimble where is Skimble has he gone to hunt the thimble?  
We must find him or the train can't start."  
All the guards and all the porters and the stationmaster's daughters  
They are searching high and low,  
Saying "Skimble where is Skimble for unless he's very nimble  
Then the Night Mail just can't go."  
At 11.42 then the signal's nearly due  
And the passengers are frantic to a man -  
Then Skimble will appear and he'll saunter to the rear:  
He's been busy in the luggage van!  
He gives one flash of his glass-green eyes  
And the signal goes "All Clear!"  
And we're off at last for the northern part  
Of the Northern Hemisphere!

You may say that by and large it is Skimble who's in charge  
Of the Sleeping Car Express.  
From the driver and the guards to the bagmen playing cards  
He will supervise them all, more or less.  
Down the corridor he paces and examines all the faces  
Of the travellers in the First and the Third;  
He establishes control by a regular patrol  
And he'd know at once if anything occurred.  
He will watch you without winking and he sees what you are thinking  
And it's certain that he doesn't approve  
Of hilarity and riot, so the folk are very quiet  
When Skimble is about and on the move.  
You can play no pranks with Skimbleshanks!  
He's a Cat that cannot be ignored;  
So nothing goes wrong on the Northern Mail  
When Skimbleshanks is aboard.

By TS Eliot

## Activities

### **1. Read the first part of the poem 'Skimbleshanks'**

- How easy is it to read? Underline any tricky vocabulary. Can you practise reading so that you can find the rhythm of the poem?

### **2. Listen to two performances of the poem.**

- Play the first part of each of these performances. Follow the words as you do. What are some of the differences between the two performances? Which do you prefer? Why?

[https://www.youtube.com/watch?v=pLEEHj6e\\_Y](https://www.youtube.com/watch?v=pLEEHj6e_Y)

<https://www.youtube.com/watch?v=EKY5ag8qhlQ>

### **3. Practise parentheses**

Use the *Revision Card* to remind yourself about commas, brackets and dashes for parentheses. Complete *Skimbleshanks Sentences 1, 2 and 3*. They get harder, so challenge yourself to keep going!

### **Try these Fun-Time Extras**

- Try learning some of the first part of the poem off by heart.
- Make a picture of Skimbleshanks at his railway station.
- Find out and read some more of TS Eliot's Cat Poems. You might like to search for Macavity or Old Deuteronomy.

There are other worksheets so you can apply your learning on the next pages.

## Maths

Are you doing the activities I set on Activelearn?

[www.activelearnprimary.co.uk](http://www.activelearnprimary.co.uk)

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

password: yr2014 DO NOT CHANGE YOUR PASSWORD

School code: bccj

I have added games for you to practise your adding and subtracting learning.

L.O. I can add decimals using column addition methods.

### Learning Reminders

Use written addition to add decimals.

Calculate  $4.56 + 2.37$

Let's find the exact total using column addition; 'expanded' method first...

...now the 'compact' method.

Add the 0.01s, then the 0.1s, then the 1s.

Add the 0.01s, then the 0.1s, then the 1s.

Remember to leave a blank row above the answer line.

Use written addition to add decimals.

Find  $35.6 + 78.5$

Add the 0.1s, then the 1s, then the 10s.

or

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### Learning Reminders

Use written addition to add decimals.

$45.7 + 3.45$

Are you happy with this layout?

No! The columns need to be aligned correctly. We need to align tenths with tenths, etc. The easy way to do this is to align the decimal point in each number.

Now have a go at maths calculations on the sheets below. Don't forget the calculations are differentiated so if you find this topic easy try the 'hot' questions as they are more challenging.

I've added another problem-solving activity at the bottom of this letter for those of you who would like to test your mathematical knowledge a little bit more.

Take Care,

Mrs Williams

## English

### Skimbleshanks Sentences 1

- Add information to these sentences, using parenthesis.
- Put the extra information in the place marked with an arrow.
- Choose punctuation to make your addition clear.
- There are suggestions (underneath) of phrases to add.
- Be careful, because these suggestions are in the wrong order.

1. The train ↑ was ready at 11.39.
2. Nobody knew where Skimbleshanks ↑ had gone.
3. Everybody ↑ searched hard for him.
4. The passengers ↑ grew frantic.
5. Skimble appeared and walked ↑ to the back of the train.

### Suggested phrases

*sauntering calmly*

*who were waiting inside the train*

*the cat of the railway train*

*which was full of passengers*

*even the stationmaster's daughters*



Unit 4 Day 1



## Skimbleshanks Sentences 2

- *Add information to these sentences using parenthesis.*
- *You will have to decide where to put the extra information.*
- *Choose punctuation to make your addition clear.*
- *There are suggestions (underneath) of phrases to add. They are in the right order.*

1. Skimbleshanks gave a flash of his eyes to set the train going.
2. The driver watched for the signal then started the journey
3. The train was travelling to the north through the night
4. Everybody respects Skimbleshanks.
5. Skimbleshanks patrols the corridors

### Suggested phrases

*glass-green and bright*

*in order to be safe*

*to Scotland*

*drivers, guards and bagmen*

*establishing control as he goes*



Unit 4 Day 1

## Maths Activities

### Practice Sheet Mild Adding decimals

Add each pair of numbers to find an exact total.

1.  $34.5 + 27.3$
2.  $62.7 + 23.5$
3.  $24.8 + 43.9$
4.  $46.7 + 25.5$
5.  $47.8 + 34.4$
6.  $5.42 + 6.37$
7.  $4.48 + 3.27$
8.  $5.63 + 2.84$
9.  $6.57 + 2.48$
10.  $7.85 + 4.56$

### Practice Sheet Mild Shot put results

Who do you think won the shot put event?  
Find the total of the two throws for each athlete.  
Then rank the athletes.

Athlete	1st throw	2nd throw
Ceri	21.67m	24.79m
James	22.12m	24.65m
Gurpit	22.45m	21.89m
Natasha	23.57m	22.68m
Alice	22.56m	23.13m

### Practice Sheet Hot Adding decimals

Add each pair of numbers to find an exact total.

1.  $67.8 + 35.9$
2.  $45.8 + 26.7$
3.  $5.42 + 6.37$
4.  $4.48 + 3.27$
5.  $5.63 + 2.84$
6.  $6.57 + 2.48$
7.  $7.85 + 4.56$
8.  $37.2 + 4.28$
9.  $24.6 + 3.84$
10.  $47.4 + 8.7$
11.  $3.78 + 21.8$
12.  $45.5 + 2.52$

How accurate were your estimates?

#### Challenge

Janie says that adding 36.2 to 9.77 gives an answer of 133.9.  
What advice would you give her?

### Practice Sheet Hot Long jump results

Who do you think won the long jump event?  
Find the total of the three jumps for each athlete.  
Then rank the athletes.

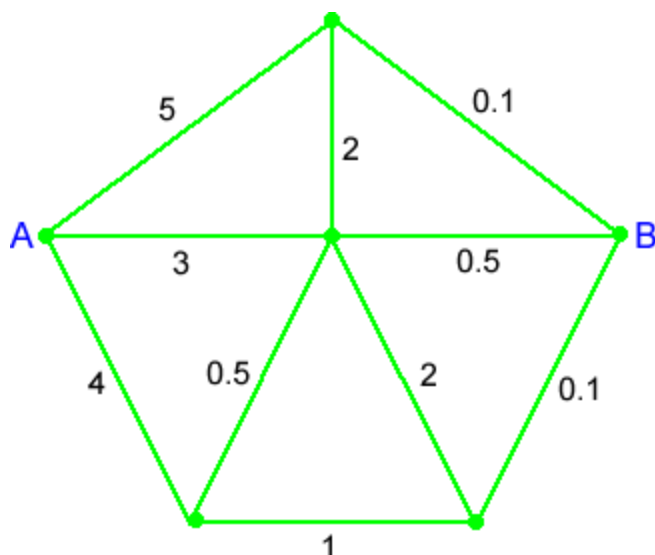
Athlete	1st jump	2nd jump	3rd jump
Sunita	3.45m	3.28m	3.64m
Dylan	2.87m	3.14m	2.96m
Faith	2.92m	3.04m	2.97m
Lee	3.07m	3.26m	3.18m
Toby	3.46m	3.19m	3.24m
Abbie	3.27m	3.54m	3.27m

#### Challenge

Zane has just beaten the winner by a total of 16cm!  
He never jumped less than 3.00m - what could be the distances for his three jumps?

### CHALLENGE QUESTION

There are lots of different routes from  $A$  to  $B$  in this diagram:



The idea is to work out the product of the numbers on these different routes from  $A$  to  $B$ . Let's say that in a route you are not allowed to visit a point more than once.




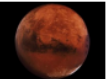


For example, we could have  $3 \times 0.5$  but we couldn't have  $3 \times 2 \times 5 \times 4 \times 1 \times 0.1$  because that route passes through  $A$  twice.

Which route or routes give the largest product?

Which route or routes give the smallest product?

Do you have any quick ways of working out the products each time?

## Geography Topic Board

Topic:	Learning Opportunities			
<b>Literacy &amp; Communication</b> (Speaking and listening, language and literacy)	<b>Write a newspaper report</b> about an erupting volcano. 	<b>Why would anyone live near a volcano?</b> <b>Research and write a persuasive argument</b> for living near a volcano.	<b>Make an information book</b> to explain what volcanoes are to younger children. You could use diagrams and pictures as well as writing.	<b>Write a story</b> called "Volcano Adventure". 
<b>Maths &amp; Problem Solving</b> (Maths, thinking skills, Logic, Problem solving)	<b>Design a game</b> (a bit like battleships) based on the theme of volcanoes.	<b>Make a timeline</b> of volcanic eruptions. 	Imagine that your house was destroyed in a volcanic eruption: <b>calculate the approximate cost of replacing all of your belongings.</b> (Just your things - not the whole house)	<b>Make a data table</b> for 3 volcanoes. You could include: <ul style="list-style-type: none"> <li>Dates</li> <li>Temperatures</li> <li>Heights</li> <li>Distances from major cities</li> </ul>
<b>Science and the Outside environment</b> (Science, PE, Healthy lifestyles, Eco issues and investigation)	Investigate volcanoes on the planet Mars. Are they similar or different to Earth's volcanoes? <b>Make a comparison chart.</b> 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? <b>Write a report about what you find out.</b>	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? <b>Make a leaflet to help people in your area to prepare for before/during and after the volcano.</b>	Invent a warm up game for PE called <i>Volcano!</i> Your game must: <ul style="list-style-type: none"> <li>Get the children running around and warmed up</li> <li>Include everyone</li> </ul> Draw a diagram and write a set of instructions to help us play it.
<b>Humanities and Citizenship</b> (RE, History, Geography, Moral & Social and Economic Awareness)	<b>Write a report about different types of volcanoes.</b> 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. <b>Write recount of the event and how you came to receive the award.</b> 	<b>Make a volcanoes glossary. List 10 key volcano words and write definitions.</b>	Find out about <i>The Ring Of Fire</i> . <b>Make a fact sheet about it including diagrams, facts and maps.</b>
<b>Creative Arts</b> (Art, Design & technology, Music, Drama & Dance)	<b>Make a model of a volcano.</b>	Find a painting that includes a volcano and <b>create your own version of it.</b>	<b>Make a collage board</b> of volcano images. You could use pictures from the internet, magazines or ones you have drawn.	<b>Write and perform a song based on volcanoes.</b> 
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.				