

Monday 23rd March

Good morning Year 5 - welcome to Monday.

It will seem very odd working with you this way but hopefully between us we can make this work and I think it may actually seem a fun way of learning! First of all, it might be an idea to clear some space so that you have a quiet area to work in. After all, I will be sending you a letter every day asking you to complete different activities as you would do if you were in school.

Each of you has been given a blue 'Learning at Home' book so do all your work in there. If you haven't got one of these please use your homework book instead. 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.

Make sure you take time to play in the garden and get plenty of fresh air.

### English

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

a word,

hungrily

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

An Activelearn login has been set up for each you. If you were not in school the login is:

[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**

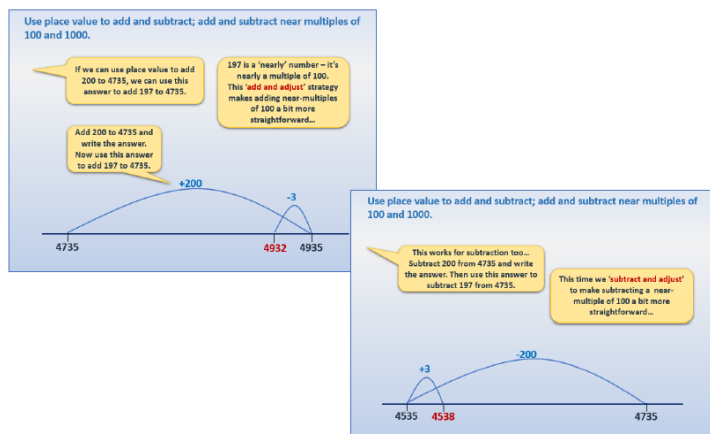
School code: bccj

I have included two videos for you to watch to show you strategies to use. There are lots of games to reinforce your learning so have a look, they are fun!

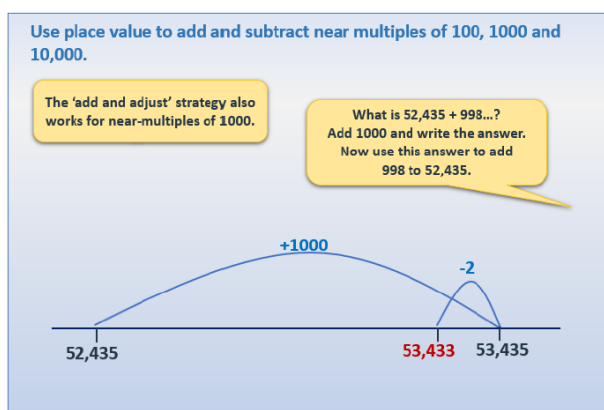
### L.O. I can add and subtract using mental methods.

There are two sheets, the 'hot' one is more challenging than the 'mild' one so choose which one is best for your ability. Think about which one you would be doing if you were at school! Below is a reminder of how we add and subtract mentally. The worksheets are at the end of this letter.

#### Learning Reminders



#### Learning Reminders



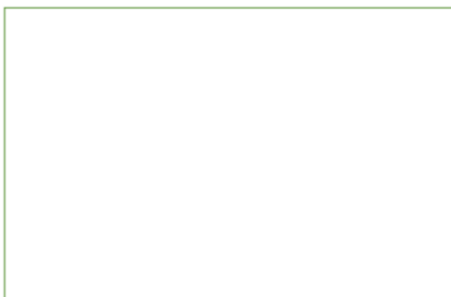
RE

This week we will be looking at Easter. Year 5 are looking at The Garden of Gethsemane. There are two activities, you can make plan and make you own garden, take a photo & stick it in your book. The other is reflective, write a few sentences to the questions below.

### Garden of Gethsemane Art

You are going to make your own Garden of Gethsemane in a shoebox. First, you need to design it. Think about what you want to include and draw your design in the box below.

animals	plants	flowers	trees	rocks
a pond	Jesus	disciples	people	Roman soldiers



Make a list of what you will need to make your garden.

A shoebox

Imagine you are Jesus. You know what is going to happen to you. Your disciples have fallen asleep when you have asked them to stay awake for you. Think about how you would feel in the garden.



You are one of the chief priests. You hate what you have heard about Jesus. He says he is the Son of God. You don't believe him. Think how you might feel when you see him.



### Topic - Volcanoes

There is an activity grid at the end of this letter, choose one activity a week. It is up to you which order you do them. If you are making something, please remember to take a photo so I can see your amazing work!

I hope you enjoy the activities. I will send you another letter tomorrow.

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

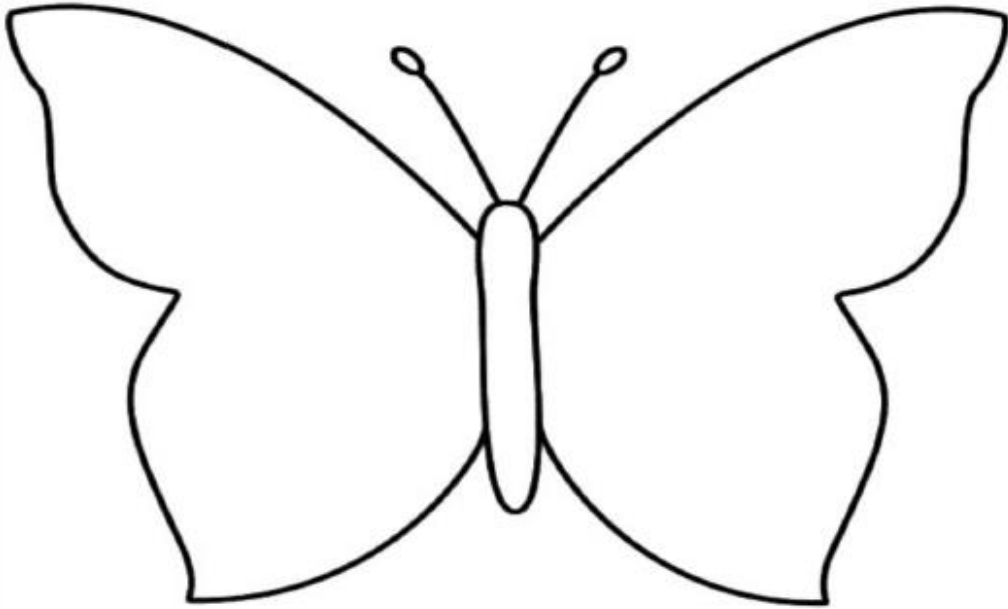
Write a paragraph about what happened next...

- 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. The border features a repeating pattern of small black dots and orange zig-zags. Inside the border, there are 15 horizontal white 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			
<b>Literacy &amp; Communication</b> (Speaking and listening, language and literacy)	<b>Write a newspaper report</b> about an erupting volcano. 	Why would anyone live near a volcano? <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</b> 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? <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 <b>Volcano!</b> Your game must: <ul style="list-style-type: none"> <li>Get the children running around and warmed up</li> <li>Include everyone</li> </ul> <b>Draw a diagram and write a set of instructions to help us play it.</b>
<b>Humanities and Citizenship</b> (RE, History, Geography, Moral & Social and Economic Awareness)	<b>Write a report</b> 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. <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</b> about it including diagrams, facts and maps.
<b>Creative Arts</b> (Art, Design & technology, Music, Drama & Dance)	<b>Make a model</b> of a volcano.	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</b> 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.				