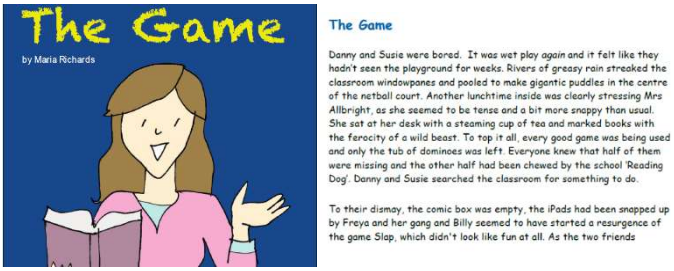
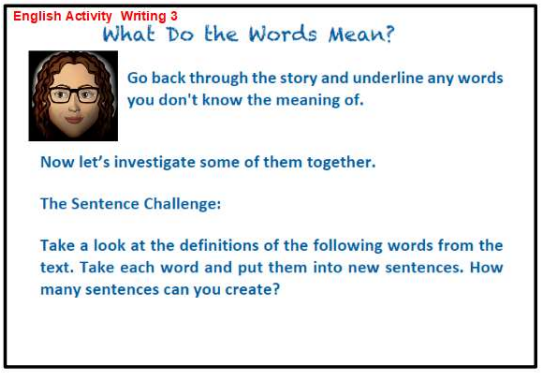
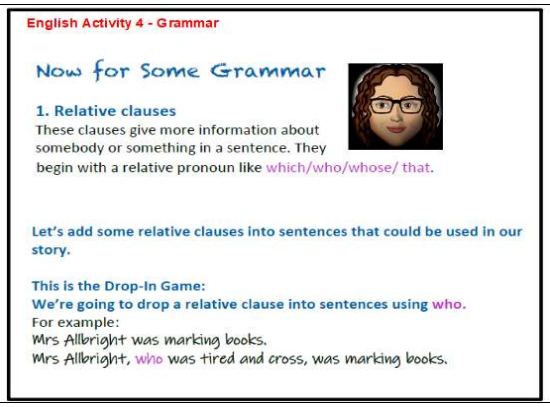
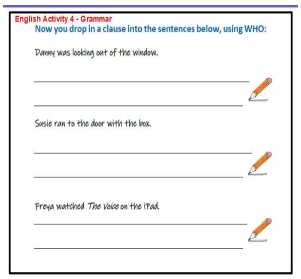
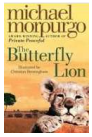
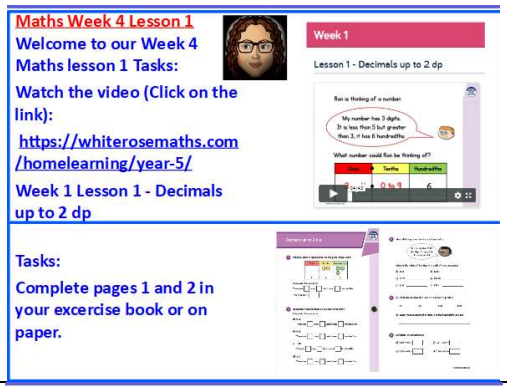
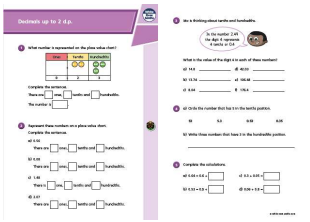
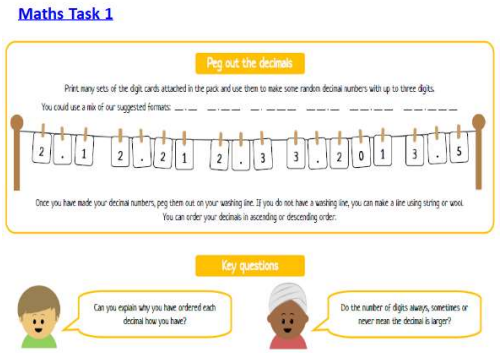
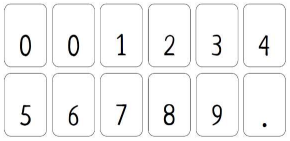
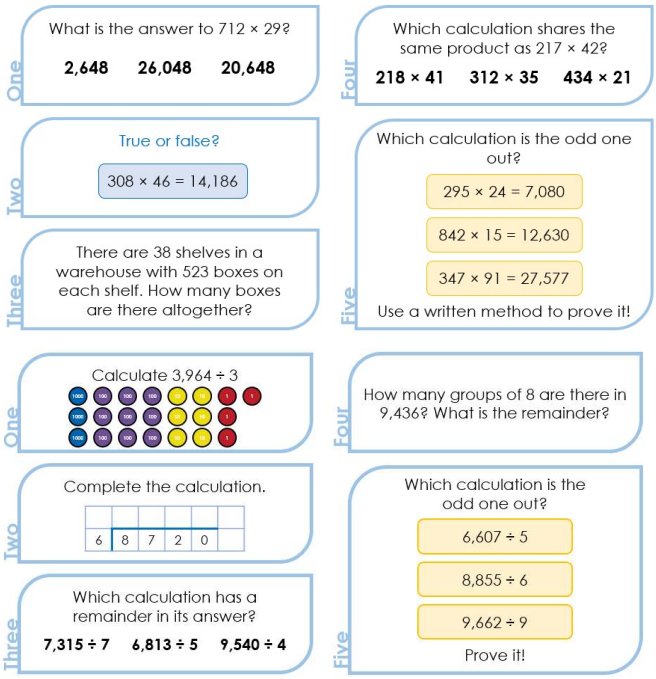
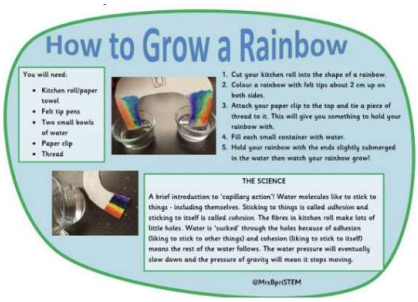
Rowlands Gill Primary School Home Learning Pack (due to school closure) Class: Year 5/6 **Week: 4**

Subject:	Description of Task:	Resources:
English Spelling Activity 1	 How many words can you find that follow the spelling rule or pattern? Email your total to rgps@gateshead.gov.uk Who can find the most?	**Spelling list** 1) possible 2) example 3) electrical 4) metal 5) council 6) general 7) tunnel 8) travel 9) signal 10) mammal
English Comprehension Activity 2		
English Writing Activity 3		 
English Punctuation & Grammar Activity 4		
English Reading	Read your class novel – Y6 - The Butterfly Lion –Y5- Stig of the Dump	 or 

Maths Key Fact	Daily 10 - Mental Maths Challenge - Topmarks www.topmarks.co.uk › maths-games › daily10	iPad or laptop www.topmarks.co.uk › maths-games › daily10
Maths Revision 1 Lesson 1 Lesson 2 Lesson 3		iPad or laptop https://whiterosemaths.com/homelearning/year-5/ 
Maths Revision 2 Task Challenge		Print x3 or make your own digit cards like we do in class! 
Maths Written Method Lesson 4		Complete the questions in your pack using the written method that works best for you.
Other Subjects	See activity grid for choices	

Activity Grid for Foundation Subjects / Wider Curriculum Class: Y5/6 **Week: 4**

Select which activities you prefer to do or those that you have the available resources to do. You should complete at least 6.

<table>
<tr><th>Science</th><th>History</th><th>Geography</th></tr>
<tr>
<td> 
</td>
<td> 
History
https://www.bbc.co.uk/bitesize/topics/z87tn39
Learn about the Ancient Greeks!</td>
<td> 
</td>
</tr>
<tr><th>Art / Design & Technology</th><th>PSHE</th><th>PE</th></tr>
<tr>
<td> 
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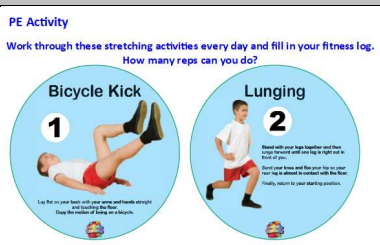
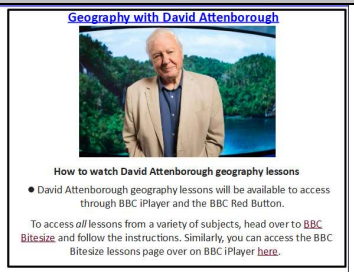
<td>https://www.thinkuknow.co.uk/
Explore the 8-10 years Thinkuknow website for advice about staying safe when you're on a phone, tablet or computer.</td>
<td> 
</td>
</tr>
<tr><th>Quiz Master</th><th>What if?</th><th>In the World…</th></tr>
<tr>
<td> 

Design a quiz from what you have learned.</td>
<td>What if you were a chef?
What meal would you cook?</td>
<td>https://www.bbc.co.uk/newsround/news/watch_newsround
Watch Newsround and complete
3 of the quizzes.</td>
</tr>
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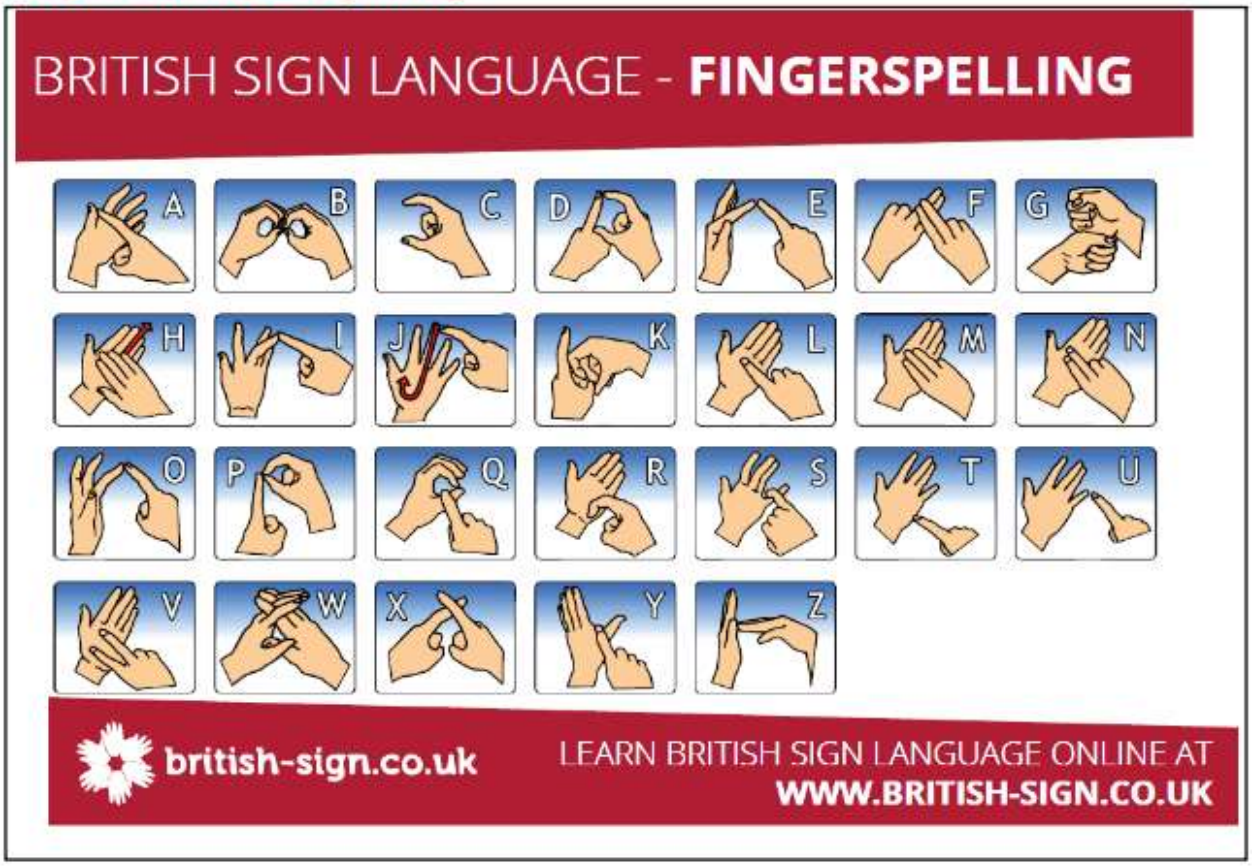
Year 5/6

Week 4 - Learning Pack Resources

English Activity 1 - Spelling



English Activity 1 - Spelling

What is fingerspelling?

Fingerspelling is a way of spelling words using hand movements and is a part of learning sign language. Each letter of the alphabet has a different sign. British Sign Language (BSL) uses a two-handed version, whereas others, such as American Sign Language (ASL) use only one.

Why should we learn it?

It would be wonderful if all children were taught to fingerspell. Firstly, it can be picked up very quickly and is great fun! Everyone loves the idea of secret codes and this is like learning a code. The vowels, for example, are indicated by pointing to each finger in turn, starting with the thumb – a, e, i, o, u.

Secondly, it is a new and different way to learn the alphabet and practise spelling. Children will have better understanding of the fact that words are made up of vowels and consonants.

Last, but not least, children will be able to communicate in a small way with a deaf or hearing impaired person and would better appreciate the communication difficulties they face.

Fingerspelling is only a part of learning sign language, but getting children to try it might encourage them to want to know more.

Spellings to learn:

1) possible
2) example
3) electrical
4) metal
5) council
6) general
7) tunnel
8) travel
9) signal
10) mammal

Questions:

1. What is fingerspelling?
2. What does the acronym BSL stand for?
3. Sign the 5 vowels in the English language.
4. Look carefully at the fingerspelling alphabet.

First, practise signing your name then try your SPELLING words.

English Activity 2 Comprehension - Listen to or read the story.

Stimulus

The World of Jumanji

In 1981, Chris Van Allsberg wrote a book called Jumanji. In the story, a brother and sister discover a game that turns fiction into real life.

Whatever square you land on in the game, brings a new challenge to overcome.

Worst still, the challenge becomes a reality for everyone around.

If you have access to the Internet, type this into Google:

https://cutt.ly/JtxrUyf

This is a link to the original movie trailer for Jumanji in 1995 and you can see the consequences of playing the game.

First check with an adult that it's ok to do this.

Now let's take a look at a story that follows the same plot idea as *Jumanji*. *The Game* is a finding tale and has this simple underlying plot pattern:

Basic story structure	Structure of a finding tale
Opening	Introduce the main character/s (MC)
Build up	MC goes somewhere and finds an unusual/amazing/important object
Problem	Something goes wrong – it is the fault of the object
Resolution	MC puts back/hides/throws away the object – the problem is solved
Ending	All is well again and lessons have been learnt

You can listen to a recording of The Game story below here:
https://soundcloud.com/talkforwriting/game

English Activity 2 Comprehension - Listen to or read the story.

The Game

Danny and Susie were bored. It was wet play *again* and it felt like they hadn't seen the playground for weeks. Rivers of greasy rain streaked the classroom windowpanes and pooled to make gigantic puddles in the centre of the netball court. Another lunchtime inside was clearly stressing Mrs Allbright, as she seemed to be tense and a bit more snappy than usual. She sat at her desk with a steaming cup of tea and marked books with the ferocity of a wild beast. To top it all, every good game was being used and only the tub of dominoes was left. Everyone knew that half of them were missing and the other half had been chewed by the school 'Reading Dog'. Danny and Susie searched the classroom for something to do.

To their dismay, the comic box was empty, the iPads had been snapped up by Freya and her gang and Billy seemed to have started a resurgence of the game Slap, which didn't look like fun at all. As the two friends

English Activity 2 Comprehension - Listen to or read the story.

squeezed past the art table to get to the wet-play books, a tatty, cardboard box fell from the top shelf of the bookcase. Susie picked it up.

"I've never seen this game before," she said, wiping the dust from the unusual lid. It was embossed with intricate patterns and around the edges were pictures of animals, insects and other strange creatures.

"An animal game? Boring!" said Danny, already losing interest.

"Oh come on, let's play. There's nothing else to do," suggested Susie, smiling widely and shaking the box.

They sat down in a quiet corner, lifted the lid and took out the board.

What next? We've stopped at an interesting part of the story. Summarise below what you think could happen next.

I predict...

English Activity 2 Comprehension - Listen to or read the story.

Now let's find out how close your predictions were. Read on!

"Looks simple enough," said Danny, ever impatient, as he set the counters onto the start line. They were jungle animals: a rhino and a jaguar. He also shuffled the game cards and laid them in a neat pile. "Let's just start and learn as we go."

Susie went first. She grasped the dice and threw them down onto the centre of the board. An eight! She moved her rhino eight paces, to land on an orange-coloured square. It showed a picture of a giant Tarantula. She lifted a game card and read it out. "If you do not catch this beast, then you're on the menu for its next feast." She stared at Danny and shrugged. "I don't get it!" she said.

At that moment, the table began to shake, the windows rattled and the floor vibrated. Everyone stopped what they were doing and the room fell silent.

page 3

English Activity 2 Comprehension - Listen to or read the story.

"EARTHQUAKE!" shouted Billy, bursting into laughter. He soon stopped, as in a blink of an eye, an enormous spider, bigger than a horse, shot out of the game and landed in the centre of the crowded classroom. Everyone froze. Its enormous, hairy legs were tensed, ready to pounce and its whole body seemed to pulse. Eight, bulging eyes scanned the room and then ...

It sprung into action. It crushed the tables, smashed the windows and flung children all around the classroom with a flick of its legs. It powered towards Mrs Allbright as she stood rooted to the floor in terror. The room was filled with shrieks of panic and despair.

"What shall we do?" shouted Danny desperately, pressing himself tightly against the wall.

"Read the instructions," ordered Susie. "We have to stop it!"

Quickly, they scrabbled around to find the box underneath all the mess. They rescued it from under a pile of maths books and scanned the upturned lid to read the instructions. All the while, the spider got closer and closer to their teacher. It stretched out its forelegs, ready to grab her. Her eyes widened in horror as she realised what was coming next.

page 4

English Activity 2 Comprehension - Listen to or read the story.

"It says we've got to throw two sixes to end the game," screeched Danny, looking pale. Susie grasped the dice again. She threw and she threw and she threw. No luck. She glanced up and saw the spider had her teacher in its grasp. Its striped legs were holding her in a vice-like grip. She threw again and then again, faster and faster each time and then, just as she was losing all hope, TWO SIXES!

Suddenly, out of nowhere, there was a loud hissing sound. It pierced the air and everyone covered their ears. A flash of light streaked through the classroom and the game rattled into life. It started to suck everything into a vortex in the centre of the room: the mess, the children, the spider, Mrs Allbright. There was an almighty boom and then … nothing.

Danny and Susie opened their eyes. Everything was back to normal; even Mrs Allbright was back in her chair, marking with the ferocity of a wild beast. Then the bell went.

English Activity 2 Comprehension - Listen to or read the story.

"Pack up, Class 5!" ordered Mrs Allbright. "Science starts in two minutes and we're looking at animals in their habitats."

Susie looked at Danny and raised her eyebrows. They carefully packed the contents of the game back into the box. Everything went in except the dice and the animal counters, which Susie wrapped in a paper towel and placed into the bin instead. They put the lid on the box and lifted it high up onto the bookshelf. They never wanted anyone to play that game, ever again!

Everyone settled down to afternoon lessons. Everyone, that was, except Billy. He had spotted something on top of the bookshelf that he'd never noticed before and he intended to investigate it, the very next time they were in for wet play …

English Activity Writing 3

What Do the Words Mean?

Go back through the story and underline any words you don't know the meaning of.

Now let's investigate some of them together.

The Sentence Challenge:

Take a look at the definitions of the following words from the text. Take each word and put them into new sentences. How many sentences can you create?

English Writing

... rain streaked the classroom windowpanes

To streak along – to move rapidly

e.g. John streaked along the pavement towards the crowd.

Now write your new sentences:

_____

_____

English Writing

... a resurgence of the game slap

A resurgence – something that returns or starts again after disappearing for a while

e.g. The teachers have seen a resurgence of skipping games in the playground.

Now write your new sentences:

_____

_____

_____

English Writing

... the ferocity of a wild beast

Ferocity – extremely fierce (fierce = strong, powerful, violent or frightening)

e.g. We were surprised by the ferocity of the storm.

Now write your new sentences:

_____

_____

Likes, Dislikes, Puzzles & Surprises!

English Writing

Now you have read the whole story, what did you like & dislike? What puzzled you (what questions do you have – why, what, how ...) and what surprised you?

I liked ...

I disliked ...

English Activity 2 Comprehension - Listen to or read the story.

Let's Think About the Text a Little More

We're going to reread the text carefully and answer some comprehension questions about *The Game*.

1. Does *The Game* remind you of any other stories that you know? List them below.

_____

_____

2. Danny and Susie had a good choice of things to do at wet play time. Is that TRUE or FALSE? Circle the answer

3. Find and copy a word that is closest in meaning to disappointment.

_____

4. Write down two things that children are doing in the classroom.

_____

_____

5. Is Mrs Allbright the teacher in the class?
YES or NO? (Circle one)

What are the clues to suggest this?

_____

_____

_____

6. Why might another lunchtime inside be stressing Mrs Allbright?

_____

_____

7. Look at this comment from Danny:

"An animal game? Boring!" said Danny, already losing interest.
Why might Danny think the game would be boring?

_____

_____

_____

8. What were the three signs that something bad was going to happen once the game started?

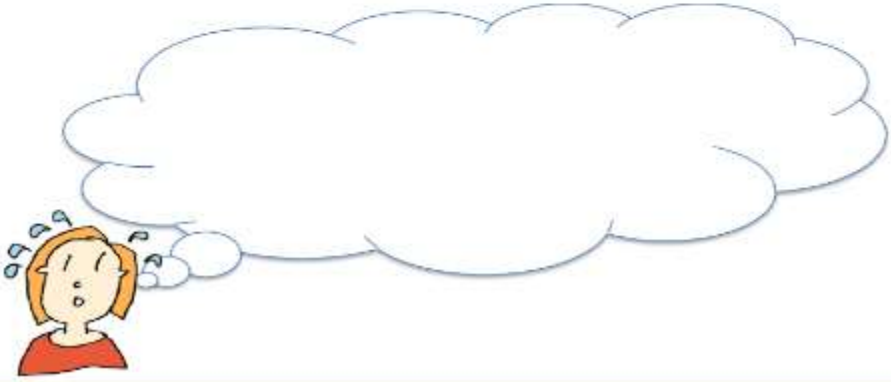
_____

_____

_____

9. List the things the spider did once it was out of the game:

10. The text says: "Her eyes widened in horror as she realised what was coming next." What might Mrs Allbright be thinking at this point?



11. Why did Susie put the dice and counters into the bin?

12. Billy spotted the game on the shelf at the end of the story. What do you predict might happen the next time it's wet play?

English Activity 4 - Grammar

Now for Some Grammar

1. Relative clauses

These clauses give more information about somebody or something in a sentence. They begin with a relative pronoun like which/who/whose/ that.

Let's add some relative clauses into sentences that could be used in our story.

This is the Drop-In Game:
We're going to drop a relative clause into sentences using who.
For example:
Mrs Allbright was marking books.
Mrs Allbright, who was tired and cross, was marking books.

English Activity 4 - Grammar

Now you drop in a clause into the sentences below, using WHO:

Danny was looking out of the window.

_____

_____

Susie ran to the door with the box.

_____

_____

Freya watched *The Voice* on the iPad.

_____

_____

English Activity 4 - Grammar

Now have a go at dropping a relative clause into the sentences below using which. For example:

The desks were covered in board games.
The desks, which were bright blue, were covered in board games.

The board game intrigued Susie.

_____

_____

The netball court looked slippery.

_____

_____

The dominoes were in the basket.

_____

_____

To be continued...
Week 5's pack will have more activities linked to this story.

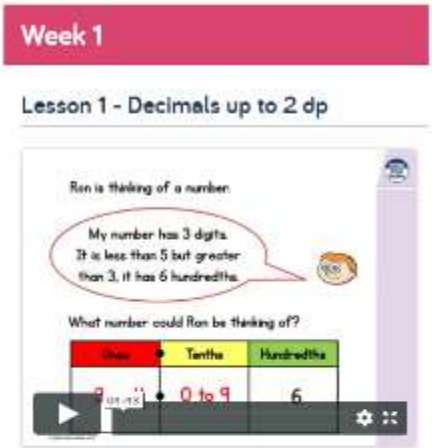
Maths Week 4 Lesson 1

Welcome to our Week 4 Maths lesson 1 Tasks:

Watch the video (Click on the link):

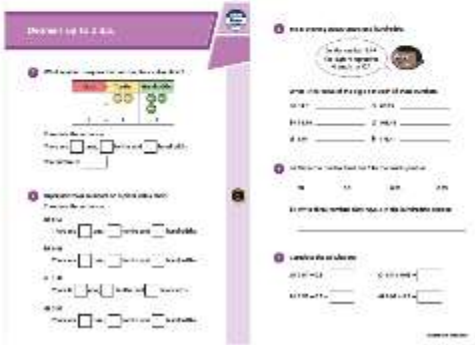
https://whiterosemaths.com/homelearning/year-5/

Week 1 Lesson 1 - Decimals up to 2 dp



Tasks:

Complete pages 1 and 2 in your exercise book or on paper.



Decimals up to 2 d.p.

1 What number is represented on the place value chart?

Ones	Tenths	Hundredths
	0.1 0.1	0.01 0.01 0.01
0	2	3

Complete the sentences.

There are ☐ ones, ☐ tenths and ☐ hundredths.

The number is ☐.

2 Represent these numbers on a place value chart.

Complete the sentences.

a) 0.56

There are ☐ ones, ☐ tenths and ☐ hundredths.

b) 0.08

There are ☐ ones, ☐ tenths and ☐ hundredths.

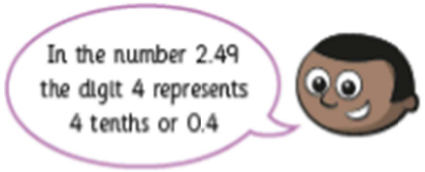
c) 1.48

There is ☐ one, ☐ tenths and ☐ hundredths.

d) 2.07

There are ☐ ones, ☐ tenths and ☐ hundredths.

3 Mo is thinking about tenths and hundredths.



What is the value of the digit 4 in each of these numbers?

a) 14.8 _____ d) 42.03 _____

b) 13.74 _____ e) 106.48 _____

c) 8.04 _____ f) 176.4 _____

4 a) Circle the number that has 5 in the tenths position.

53 5.3 0.53 0.35

b) Write three numbers that have 3 in the hundredths position.

_____

5 Complete the calculations.

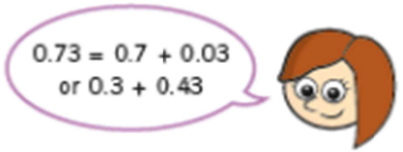
a) 0.64 = 0.6 + ☐

b) 0.53 = 0.5 + ☐

c) 0.3 + 0.05 = ☐

d) 0.06 + 0.8 = ☐

6 Rosie is finding different ways to partition 0.73

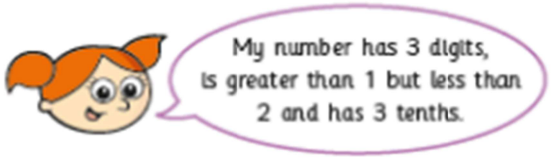


Ones	Tenths	Hundredths
0	7	3

In what other ways can 0.73 be partitioned?

List as many ways as you can below.

7 Alex is thinking of a number.



a) What number could Alex be thinking of?
Talk about it with a partner.

b) Write all the possible numbers Alex could be thinking of.

c) Write another clue that would mean Alex's number is 1.34

8 Match the words to the numerals.

5 ones, 6 tenths and 5 hundredths	0.56
5 tenths and 6 hundredths	60.05
5 ones, 5 tenths and 6 hundredths	5.56
6 tens and 5 hundredths	5.65

9 Annie has three digit cards.

0	2	5

Are the statements true or false? Explain your answers.

a) The largest number Annie can make is 5.02

b) The smallest number Annie can make is 0.25

c) Annie can make six different numbers.

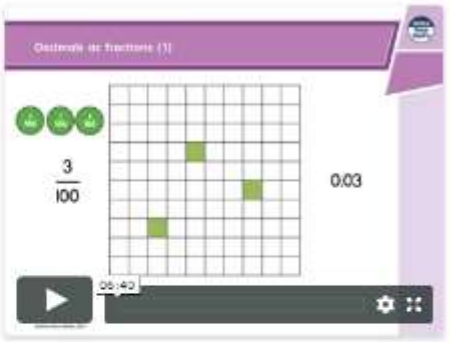
Maths Week 4 Lesson 2

Welcome to our Week 4 Maths lesson 2 Tasks:

Watch the video (Click on the link):

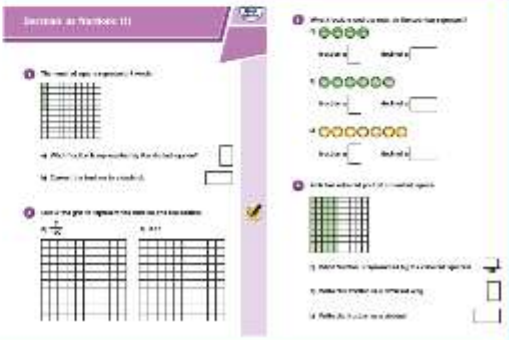
https://whiterosemaths.com/homelearning/year-5/

Week 1 Lesson 2 - Decimals as fractions 1



Tasks:

Complete pages 1 and 2 in your exercise book or on paper.



Decimals as fractions (1)

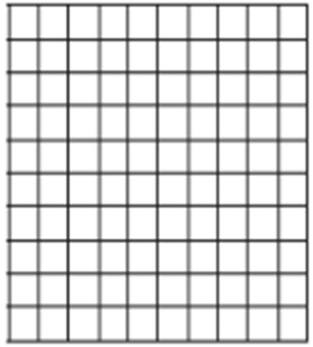
1 The hundred square represents 1 whole.

a) What fraction is represented by the shaded squares? ☐

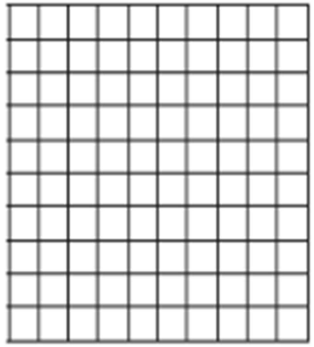
b) Convert the fraction to a decimal. ☐

2 Colour the grid to represent the fraction and the decimal.

a) $\frac{7}{100}$



b) 0.17



3 What fractions and decimals do the counters represent?

a) 

fraction = ☐ decimal = ☐

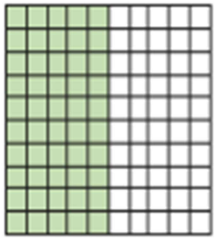
b) 

fraction = ☐ decimal = ☐

c) 

fraction = ☐ decimal = ☐

4 Amir has coloured part of a hundred square.

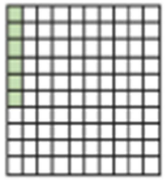


a) What fraction is represented by the coloured squares? $\frac{\square}{100}$

b) Write this fraction in a different way. ☐

c) Write the fraction as a decimal. ☐

5 Huan says he has coloured 0.6 of the hundred square.



Explain the mistake that Huan has made.

_____

_____

6 Write <, > or = to complete the statements.

a) 0.4 ◯ $\frac{40}{100}$

b) 0.02 ◯ $\frac{20}{100}$

c) 0.6 ◯ $\frac{6}{10}$

d) 0.5 ◯ $\frac{5}{100}$

e) 0.88 ◯ $\frac{88}{100}$

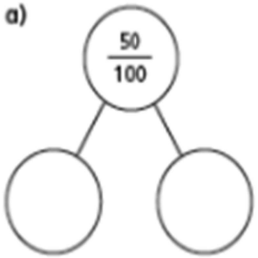
f) 0.88 ◯ $\frac{89}{100}$

7 Complete the table.

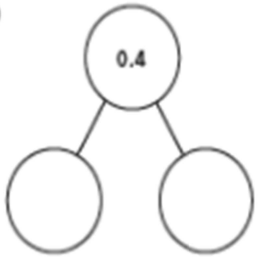
Fifths	Tenths	Decimals
$\frac{1}{5}$	$\frac{\square}{10}$	0.2
$\frac{\square}{5}$	$\frac{4}{10}$	
		0.6
$\frac{4}{5}$	$\frac{8}{\square}$	

8 Complete the part-whole models using fractions or decimals.

a)

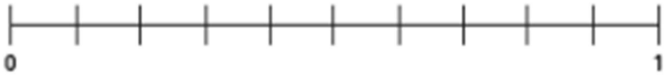


b)



Compare answers with a partner.

9 Here is a number line.



0.3	0.75	0.15	1.0

Draw arrows from the numbers to show their place on the line.

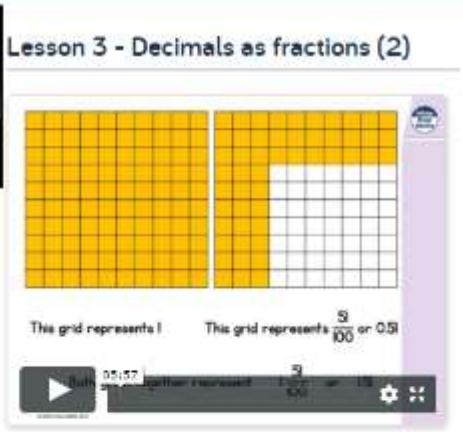
Maths Week 4 Lesson 3

Welcome to our Week 4 Maths lesson 3 Tasks:

Watch the video (Click on the link):

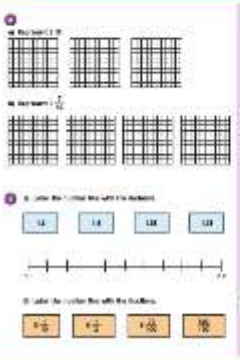
https://whiterosemaths.com/homelearning/year-5/

Week 1 Lesson 3 - Decimals as fractions 2



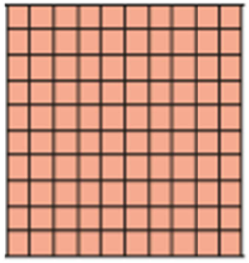
Tasks:

Complete pages 1 and 2 in your exercise book or on paper.



Decimals as fractions (2)

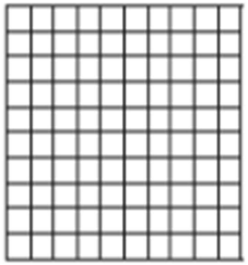
1 This grid represents 1



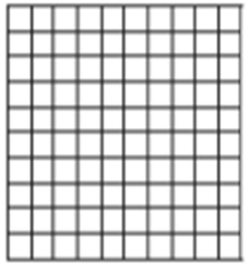
This grid represents 0.1 or $\frac{10}{100}$ or $\frac{1}{10}$

Colour the hundred squares to represent the fractions.

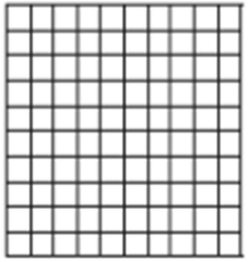
a) $\frac{2}{100}$



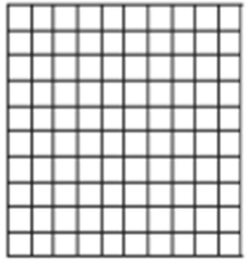
c) $\frac{20}{100}$



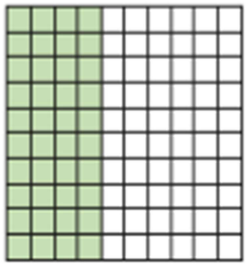
b) $\frac{2}{10}$



d) $\frac{90}{100}$



2 Complete the numbers to show how much of the square is shaded.



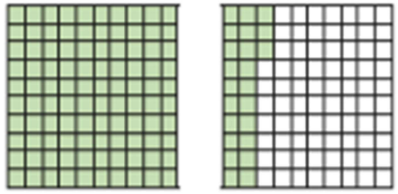
$\frac{\square}{100}$

$\frac{\square}{10}$

0.__

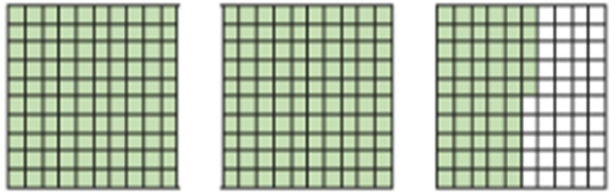
3 What fractions and decimals are represented?

a)



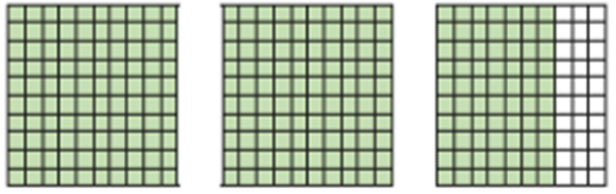
$1\frac{23}{100} = \square$

b)



$\square\ \frac{\square}{100} = \square$

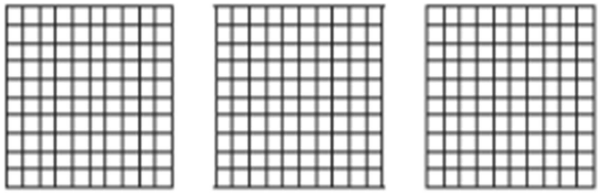
c)



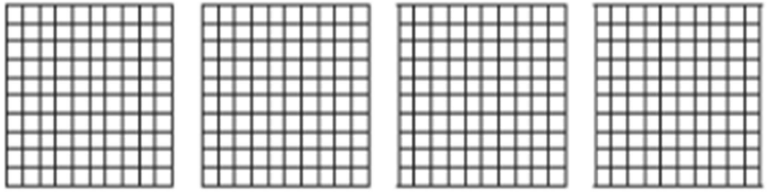
$\square\ \frac{\square}{10} = \square$

4

a) Represent 2.15

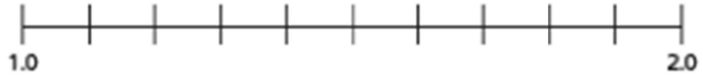


b) Represent $3\frac{7}{10}$



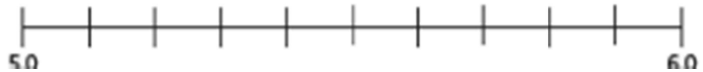
5 a) Label the number line with the decimals.

1.3	1.6	1.85	1.98



b) Label the number line with the fractions.

$5\frac{1}{10}$	$5\frac{1}{2}$	$5\frac{73}{100}$	$\frac{590}{100}$



6 Complete the table.

Decimal	Decimal (expanded form)	Fraction	Fraction (expanded form)	In words
2.13	2 + 0.1 + 0.03	$2\frac{13}{100}$	$2+\frac{1}{10}+\frac{3}{100}$	2 ones, 1 tenth and 3 hundredths
4.37		$4\frac{\square}{100}$		
	5 + 0.6 + 0.02			
				8 ones and 2 hundredths

7 Write the decimals as fractions.
Give your answer as a mixed number.

a) $32.6 = \square\frac{\square}{10}$

b) $2.03 = \square\frac{\square}{100}$

c) $13.08 = \square\frac{\square}{100}$

d) $3.98 = \square\frac{\square}{100}$

8 Use the digits 3, 4 and 5 to complete the decimal number.

		. 0	

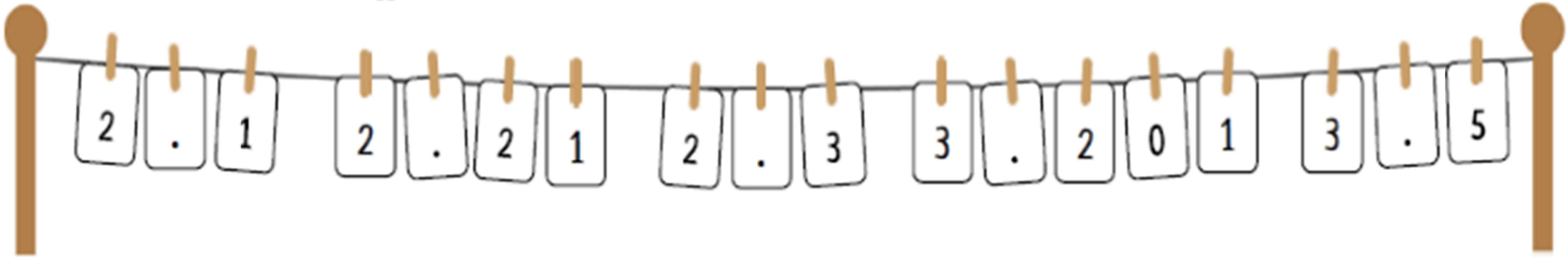
How many different numbers can you make?

Maths Task 1

Peg out the decimals

Print many sets of the digit cards attached in the pack and use them to make some random decimal numbers with up to three digits.

You could use a mix of our suggested formats: _._ _._ _ _ _._ _ _._ _ _ _ _ _._ _ _ _ _ _._ _ _ _ _



Once you have made your decimal numbers, peg them out on your washing line. If you do not have a washing line, you can make a line using string or wool.

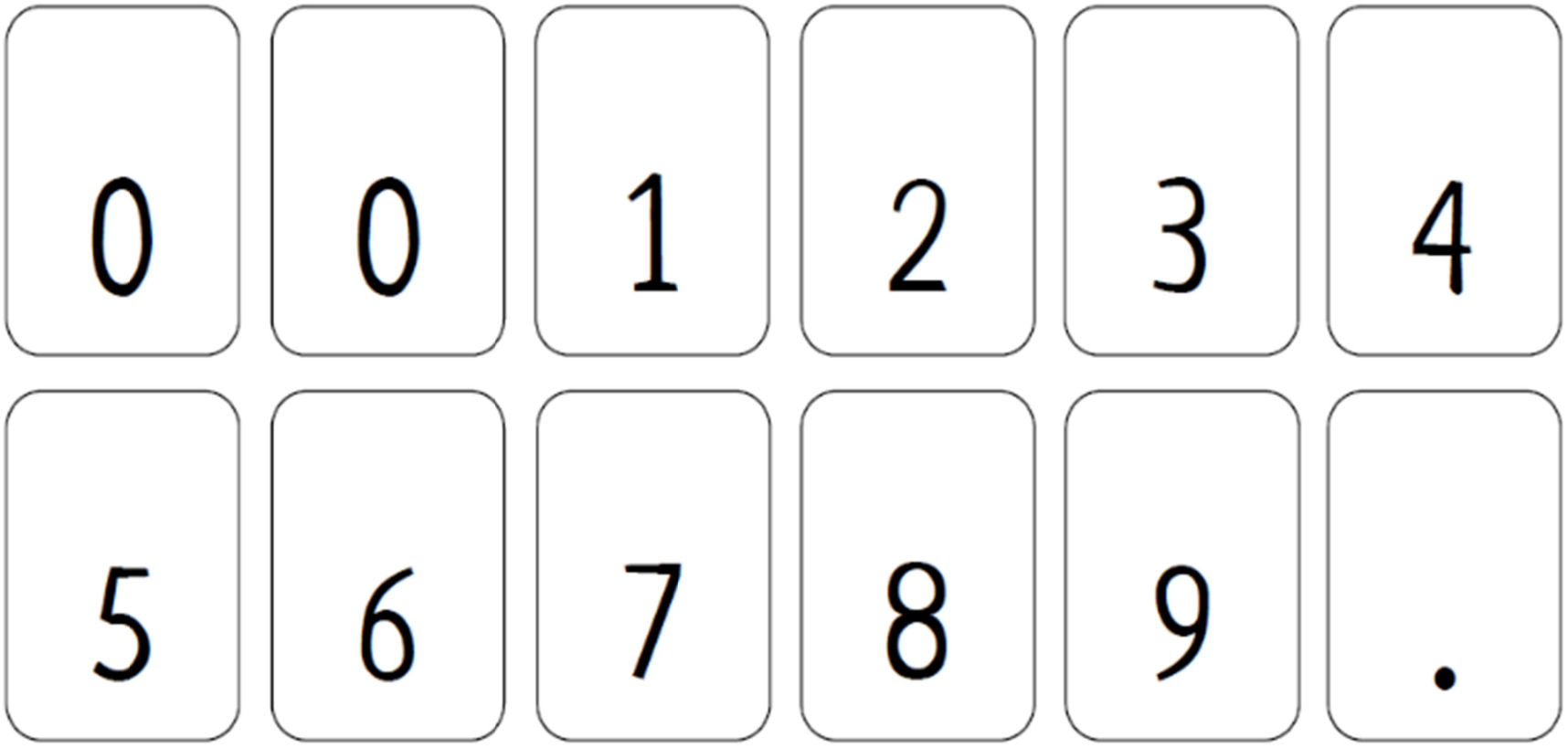
You can order your decimals in ascending or descending order.

Key questions

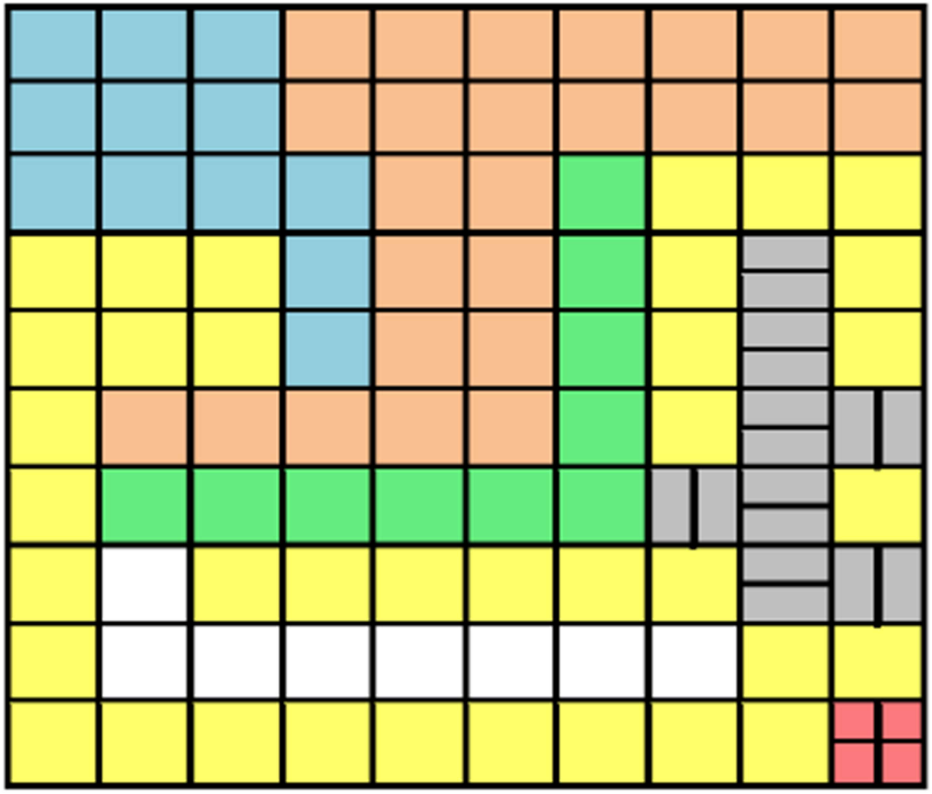
Can you explain why you have ordered each decimal how you have?

Do the number of digits always, sometimes or never mean the decimal is larger?

Print x 3 or make your own digit cards like we do in class!



Maths Challenge 1



Going Deeper

Look at the grey and red shading. Can these colours be written in different ways as a fraction, decimal or percentage?

Explain your thoughts.

Choose a colour. Can you write what fraction, decimal and percentage of the square the colour represents? For a harder challenge choose more than one colour e.g. green and blue, or yellow, white and red.

Maths Written Method - Lesson 4

One

What is the answer to 712 × 29?

2,648 **26,048** **20,648**

Two

True or false?

308 × 46 = 14,186

Three

There are 38 shelves in a warehouse with 523 boxes on each shelf. How many boxes are there altogether?

Four

Which calculation shares the same product as 217 × 42?

218 × 41 **312 × 35** **434 × 21**

Five

Which calculation is the odd one out?

295 × 24 = 7,080

842 × 15 = 12,630

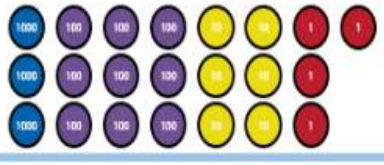
347 × 91 = 27,577

Use a written method to prove it!

Maths Written Method - Lesson 4

One

Calculate 3,964 ÷ 3



Two

Complete the calculation.

6	8	7	2	0	

Three

Which calculation has a remainder in its answer?

7,315 ÷ 7 **6,813 ÷ 5** **9,540 ÷ 4**

Four

How many groups of 8 are there in 9,436? What is the remainder?

Five

Which calculation is the odd one out?

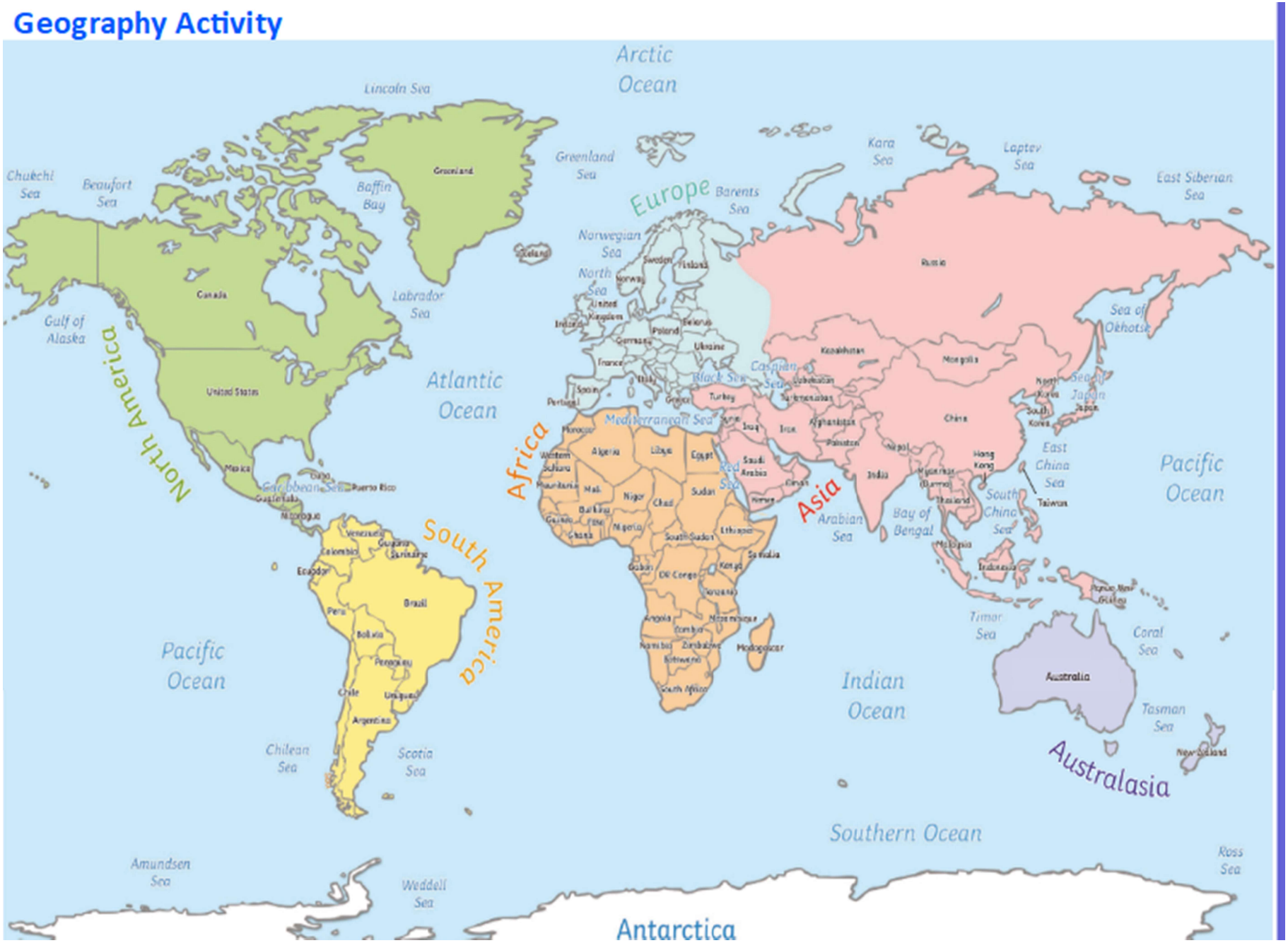
6,607 ÷ 5

8,855 ÷ 6

9,662 ÷ 9

Prove it!

Geography Activity



Geography Activity

Imports and Exports!

Look in your kitchen cupboards and fridge.

Choose some foods.

Can you find out where in the world each item comes from?

Geography with David Attenborough

How to watch David Attenborough geography lessons

- David Attenborough geography lessons will be available to access through BBC iPlayer and the BBC Red Button.

To access *all* lessons from a variety of subjects, head over to BBC Bitesize and follow the instructions. Similarly, you can access the BBC Bitesize lessons page over on BBC iPlayer here.

PE Activity

Work through these stretching activities every day and fill in your fitness log.
How many reps can you do?

PE Activity

Work through these stretching activities every day and fill in your fitness log.
How many reps can you do?

PE Activity

Work through these stretching activities every day and fill in your fitness log.
How many reps can you do?

Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
							
							
							
							
							
							

Science Activity

How to Grow a Rainbow

You will need:

- Kitchen roll/paper towel
- Felt tip pens
- Two small bowls of water
- Paper clip
- Thread

1. Cut your kitchen roll into the shape of a rainbow.
2. Colour a rainbow with felt tips about 2 cm up on both sides.
3. Attach your paper clip to the top and tie a piece of thread to it. This will give you something to hold your rainbow with.
4. Fill each small container with water.
5. Hold your rainbow with the ends slightly submerged in the water then watch your rainbow grow!

THE SCIENCE

A brief introduction to 'capillary action'! Water molecules like to stick to things - including themselves. Sticking to things is called *adhesion* and sticking to itself is called *cohesion*. The fibres in kitchen roll make lots of little holes. Water is 'sucked' through the holes because of adhesion (liking to stick to other things) and cohesion (liking to stick to itself) means the rest of the water follows. The water pressure will eventually slow down and the pressure of gravity will mean it stops moving.

@MrsBpriSTEM

Art activity