

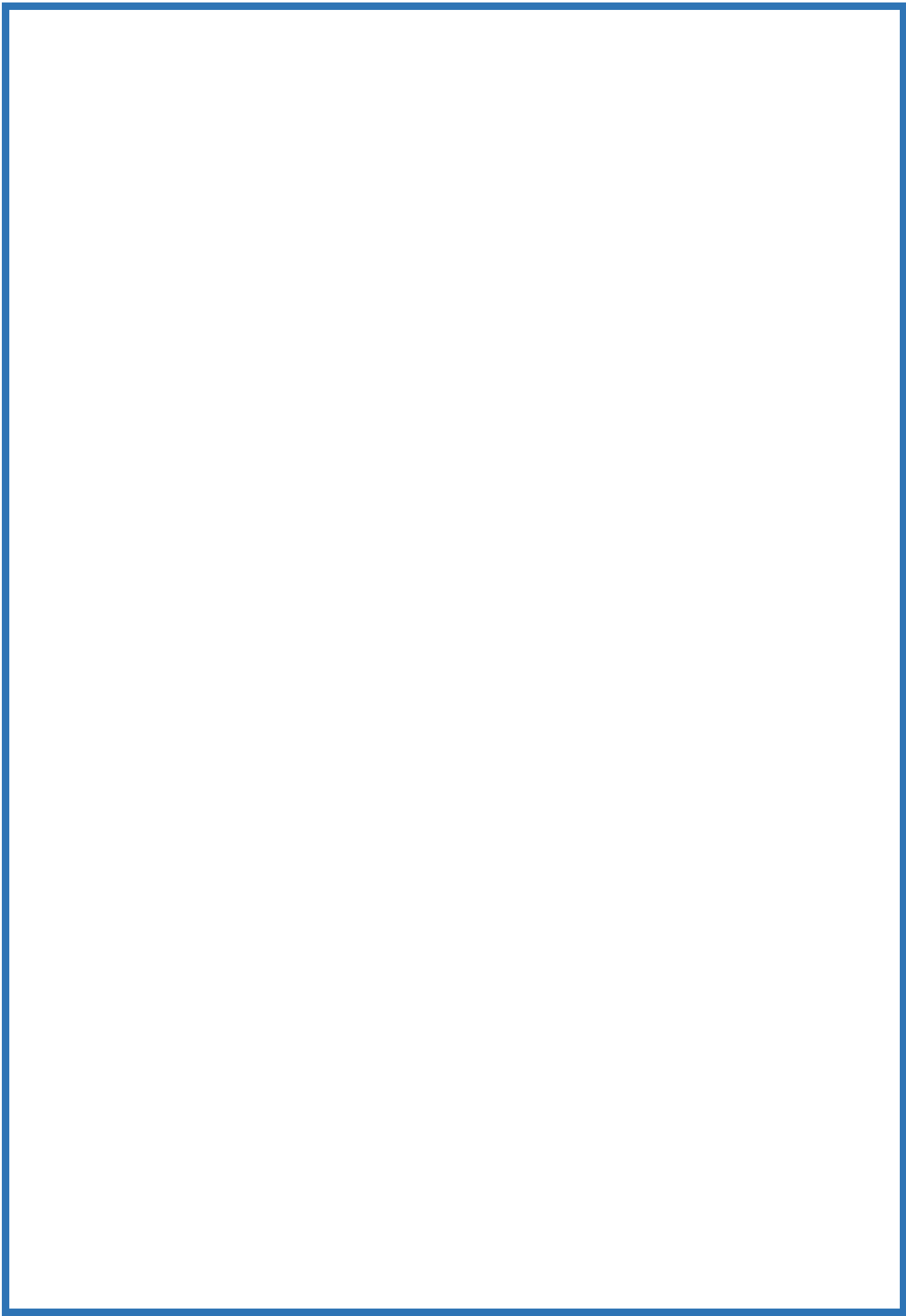
Home Learning Year 5- WB: 16.11.20

For children not in school this week

| <u>English</u> | | <u>How long to spend</u> |
|---|--|--------------------------|
| <u>Spelling:</u> | <p>Spelling: work through the list of words on the provided sheet. This weeks focus is on the suffixes 'able' and 'ible'. Remember that a suffix goes after a root word. The suffixes 'able' and 'ible' can be tricky because they often sound the same.</p> <p>Use a dictionary to check that you know what each of the words mean.</p> <p>Practise spelling these words each day using some of the given strategies.</p> | <i>15 minutes a day</i> |
| <u>Reading:</u> Michael Rosen Comprehension | <p><i>Text of the week: An Interview with Michael Rosen</i></p> <p>Tuesday</p> <ul style="list-style-type: none">• Read extract and answer think of I wonder questions• Read the entire text• Circle the answer to the multiple choice gist questions <p>Wednesday</p> <ul style="list-style-type: none">• Re-read the Interview with Michael Rosen• Complete the vocabulary grid, thinking about what you know about each word and then using a dictionary to find the true definition• Answer the vocabulary questions <p>Thursday</p> <ul style="list-style-type: none">• Re-read the Interview with Michael Rosen• Answer the questions about the text as a whole | <i>45 minutes a day</i> |
| <u>Writing:</u> | <p>Tuesday – To sequence a story</p> <ul style="list-style-type: none">• Read the story 'The Sea Serpent's Daughter.• Think aboutWhat happens in the opening? What is the build-up of the story? What is the dilemma of the story? How is the dilemma resolved? How does the story end?• Create a story path to show what happens in the story. <p>Wednesday – To investigate adventurous vocabulary</p> <ul style="list-style-type: none">• Read the given paragraphs• Uplevel the underlined words using a thesaurus <p>Thursday – To describe a setting</p> <ul style="list-style-type: none">• Write a description of the underwater scene. Think carefully about what descriptions you could include. <p>Friday – To write a story opener</p> <ul style="list-style-type: none">• Write the opening section of the story up the sea serpent daughter coming to shore. Emphasis on describing the setting and describing Bonita. | <i>1 hour a day</i> |
| <u>Handwriting:</u> | <p>Please continue to practise your handwriting every day. Use tips on our website to help you.</p> <p>Practice the spellings with the '-able' and 'ible' from your spellings.</p> | <i>10 minutes a day</i> |

| Maths: | | |
|--|---|-----------------------|
| Mental maths: | <p>Daily Fluent in Five for given numbers. + 10, -10, x 10, x 100, ÷ 10, ÷ 100, Double it, Half it. Complete one fluent in 5 grid each day.</p> <p>Practise your 6 times tables. Take on the speed table challenge. How quickly can you complete the grid.</p> | 5 minutes a day |
| Maths Area and Perimeter: | <p>Tuesday – to find the perimeter of shapes.</p> <ul style="list-style-type: none"> Find the perimeter of the given shapes. <p>Wednesday – to find the area of rectangles</p> <ul style="list-style-type: none"> Find the area of the given rectangles by multiplying the length and width of each shape. <p>Thursday – To find the perimeter of rectilinear shapes</p> <ul style="list-style-type: none"> Find and add together the length of each shape to find their perimeter <p>Friday – To find the area of rectilinear shapes</p> <ul style="list-style-type: none"> Find the area of the given shapes by identifying the rectangles. Find the area of each rectangle and add the answers together. | 1 hour minutes a day |
| Curriculum | | |
| PSHE: | <p>This week is Anti-bullying and Internet Safety Weeks</p> <p>Task 1 – Think about what you know about Anti-bullying can you create a poster to tell people what to do if they are being bullied or they know someone who is.</p> <p>Task 2 – Research how to stay safe on the internet. Watch the SMART with a heart videos https://www.childnet.com/resources/video-lessons Create a comic strip to show how to stay safe online.</p> | <u>Two afternoons</u> |
| Geography: | <p>Research a piece of physical geography (naturally occurring) in North or South America - examples are Niagara Falls, The Amazon Rainforest or The Grand Canyon. Also research a piece of human geography (something man made) examples are : The Empire State Building, Christ the Redeemer or The Statue of Liberty.</p> <p>Make sure you include : Where they are located Interesting facts How many tourists visit each year A drawing</p> | <u>Two Afternoons</u> |
| Science Earth and Space | Research an area of the Solar System and produce a creative piece of learning e.g. a poster, booklet, model. | <u>On going</u> |

Don't forget- we love seeing your home learning. You can always take a photo and email to school or tweet us! We are looking forward to seeing what you have been up to.







Spelling – Daily - Suffixes

| | | |
|-------------------|---------------------|--|
| horrible | adorable | <i>Additional words for lesson 11:</i> |
| terrible | forgivable | incredible |
| possible | disposable | sensible |
| edible | enjoyable | reliable |
| reversible | valuable | respectable |
| invincible | breakable | agreeable |
| legible | identifiable | enviable |

Spelling Strategies

Use some of these strategies to help you practise your spellings.

| | | | |
|---|---|--|---|
| <p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p> | <p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p> | <p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p> | <p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p> |
| <p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p>  | <p>6. Pyramid Words</p> <p>s s p s p e s p e l s p e l l s p e l l i s p e l l i n s p e l l i n g (or make them boat shaped, star, smiley face, etc.)</p> | <p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p>  | <p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p>  |



An Interview with Michael Rosen



I sometimes think of poems as capturing something - a moment, a person, a feeling, a sound. The business of writing is getting it right. It's not really a 'capture'. It's a strange business of translating something from the real world (a scene or a conversation) and turning it into the few words on the page that we call a poem. This change (sometimes I think of it like a 'metamorphosis' as with caterpillars turning into butterflies) is what gets me going and it always has.



Interview with Michael Rosen



1) Who has been the biggest influence in your life so far?

I think it must be my father and mother. They were teachers and my mother read to me when I was very young. She read to me every night and I can remember many of the stories and I've even got quite a few of the books she read to me. She had a sing-song voice and I once told her but she thought I was being rude and she got a bit grumpy with me. My dad read to us when we were older but he helped me a lot with writing and studying. We spent long hours talking about the world, politics, books and football. He was also very funny, very good at jokes and could speak several languages. All this influenced me. He was a rock to me and a real revelation. He taught me that if you want to do something, you go and do it.

2) Were you badly behaved at school?

Yes. I'm afraid so.

3) Did you do anything that you regret when you were younger? What?

Yes, I sometimes did something very horrible. I would get other children to laugh at someone. I made fun of that person and got others to join in. I'm very, very ashamed of this.

4) Why did you want to be a poet and an author?

I sometimes think of poems as capturing something - a moment, a person, a feeling, a sound. The business of writing is getting it right. It's not really a 'capture'. It's a strange business of translating something from the real world (a scene or a conversation) and turning it into the few words on the page that we call a poem. This change (sometimes I think of it like a 'metamorphosis' as with caterpillars turning into butterflies) is what gets me going and it always has.

5) Is your Jewish background important to you? Why or how?

I know that it's important because its how and why my parents behaved in the way they did. If I try to break that down into exactly what, all I come up with is things like the particular way in which they told stories about their family and their childhoods, the ways in which they used language (they often mixed English with Yiddish). We weren't religious so I can't say that it was that. They also had stories about how they were treated badly when they were children so they brought me up to think about discrimination, prejudice and racism.

The gist

What is the text about?

1. What kind of text is this?

A newspaper

An interview

A story

Instructions

2. Who is the text about?

Ronald Dahl

Michael Morpurgo

J K Rowling

Michael Rosen

3. Who were his biggest influencers?

Son and daughter

Mother and Father

Aunt and Uncle

Brother and Sister

4. What is Michael Rosen's job?

Newspaper
reporter

Actor

Doctor

Author and poet

5. What is Michael Rosen's religion?

Christian

Jewish

Buddhist

Muslim

6. How did Michael Rosen behave at school?

Golden child

Easily distracted

Naughty

Very quiet




7. What does this text tell you about Michael Rosen?

His life and work

His home

His cars

His pets

| Word or Phrase | What do you think the word means? | Dictionary Definition |
|--|-----------------------------------|-----------------------|
| <p><i>influence</i></p>  | | |
| <p><i>revelation</i></p>  | | |
| <p><i>capturing</i></p>  | | |

Michael Rosen - Vocabulary Questions

- 1) I think of it like a 'metamorphosis'.

What does this tell us about writing poetry?

Writing poetry is a very difficult process.

Poetry is moving something in reality to words.

Poetry is as beautiful as a caterpillar becoming a butterfly.

Poetry changes like a caterpillar becoming a butterfly.

☐
☐
☐
☐

- 2) In the paragraph beginning: 'I think it must be my father and mother....'

Find and copy one word that means 'a number of.'

- 3)

I sometimes think of poems as capturing something - a moment, a person, a feeling, a sound. The business of writing is getting it right. It's not really a 'capture'. It's a strange business of translating something from the real world (a scene or a conversation) and turning it into the few words on the page that we call a poem. This change (sometimes I think of it like a 'metamorphosis' as with caterpillars turning into butterflies) is what gets me going and it always has.

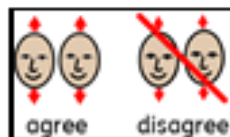
Underline the phrase that means writing poetry is an unusual job.

Find and copy one word that means 'interpreting'.

Michael Rosen - Comprehension Questions



- 1) Do you agree or disagree with the statements below?



| Statements | Agree or Disagree |
|--|-------------------|
| Writing poems is quick and easy. | |
| It is really important that your parents support you | |
| If you misbehave in school you will never achieve. | |
| Writing poetry is like grabbing a moment and putting in a few words. | |

- 2) Why do you think the interviewer asked the following questions?

Match each question to its purpose.



| |
|--|
| Who has been the biggest influence of |
| Why did you want to be a poet and an author? |
| Were you badly behaved in school? |

| |
|--|
| To build up excitement in the interview? |
| To provide general background information? |
| To find out what made Michael want to be a writer. |

3. Put ticks to show if the statements are true or false.



| Statements | True | False |
|--|------|-------|
| Michael Rosen's background and faith played an important part of his life. | | |
| Michael Rosen's father read to him every night when he was a young child. | | |
| Michael Rosen was well behaved at school. | | |

Michael Rosen - Comprehension Questions



- 4) **'He taught me that if you want to do something, you go and do it.'**

What does this statement tell us about Michael Rosen's character?

- 5) **List two things Michael Rosen has been embarrassed about.**



1. _____

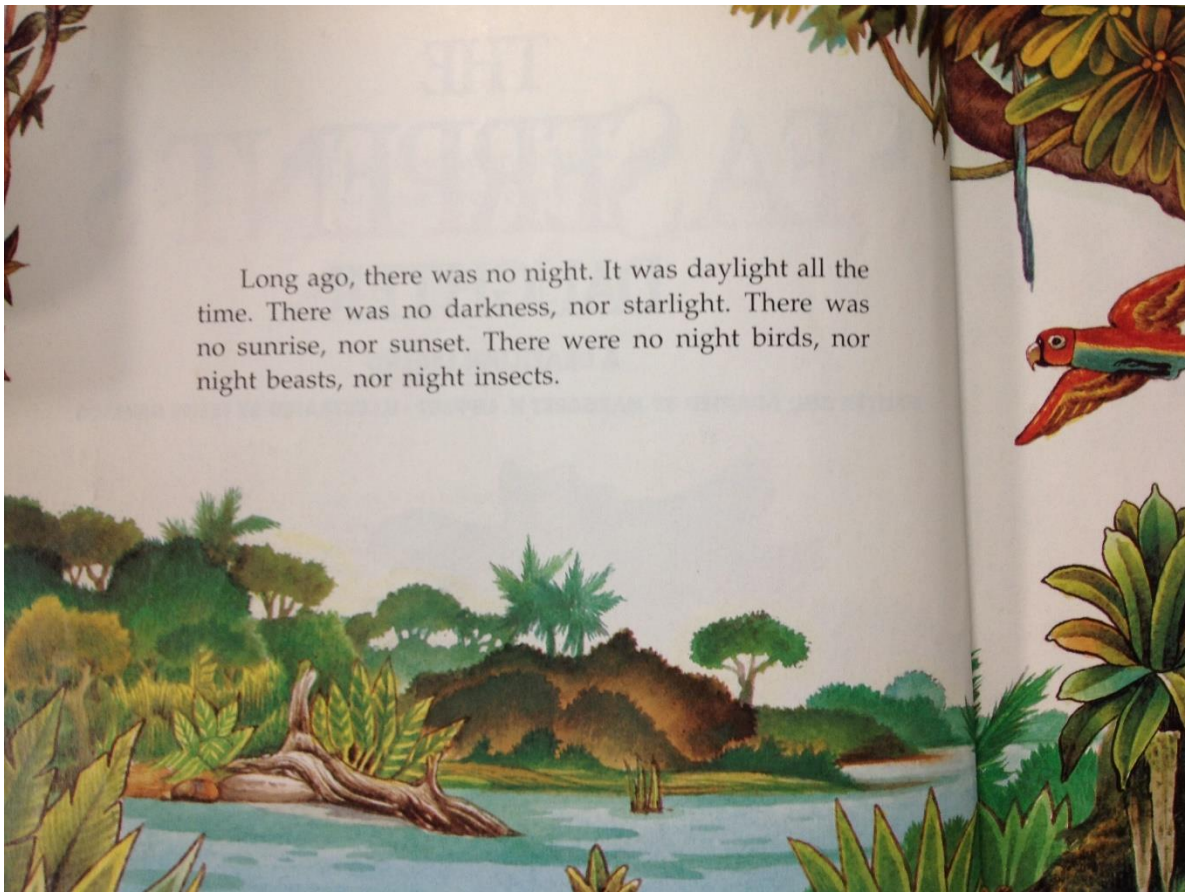
2. _____

- 6) **How can you tell that Michael Rosen thinks admires his Mother and Father?**

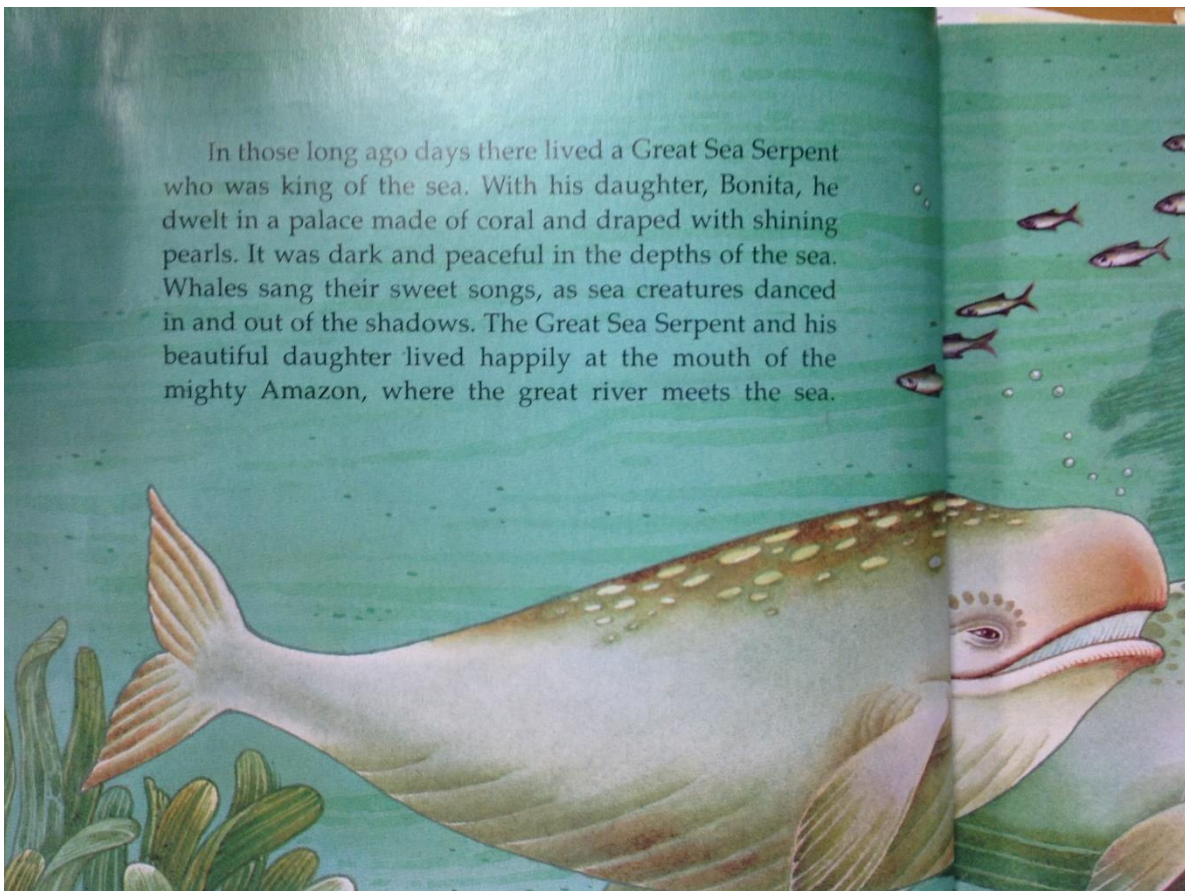


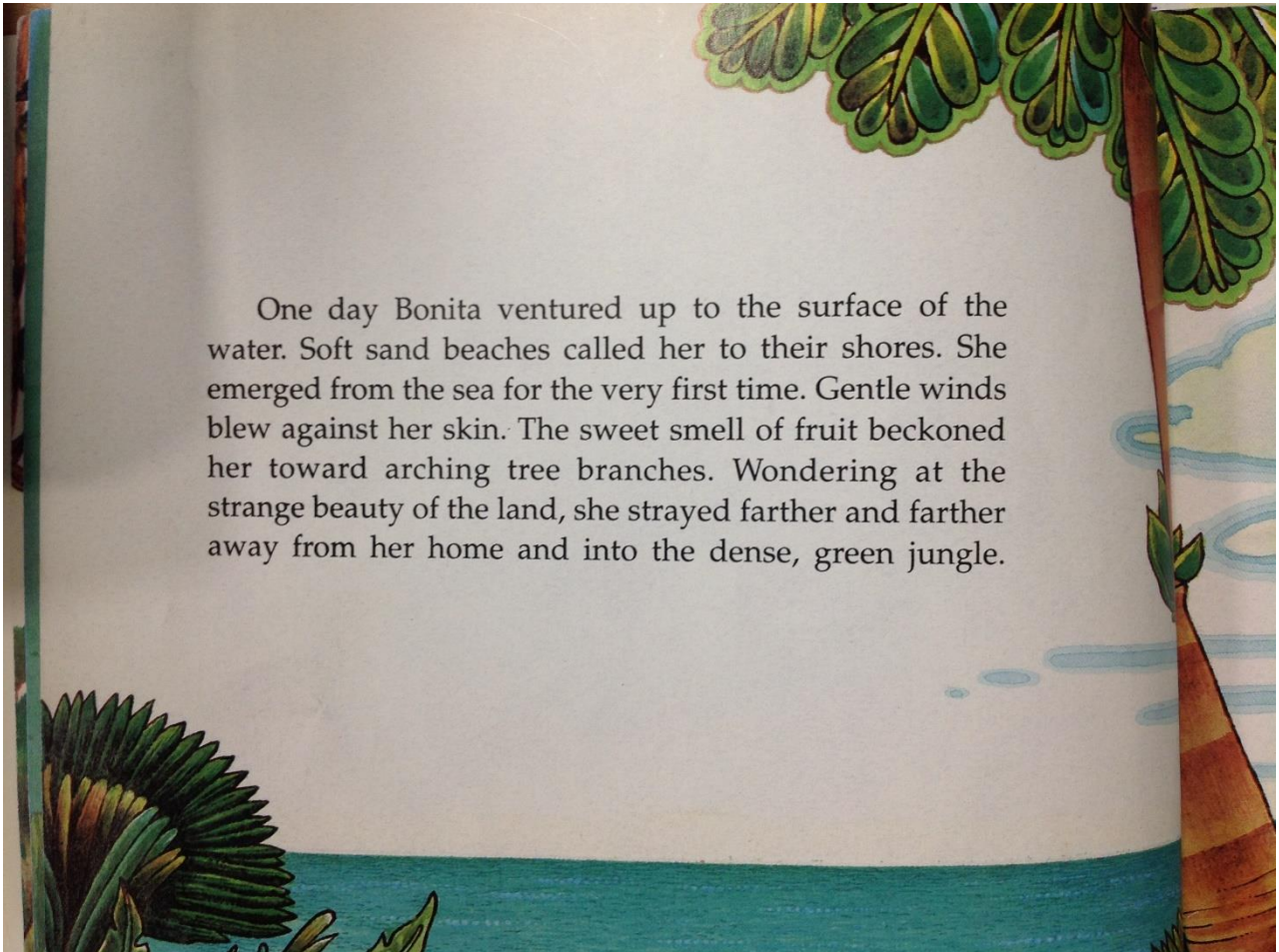
English – The Sea Serpents Daughter

Long ago, there was no night. It was daylight all the time. There was no darkness, nor starlight. There was no sunrise, nor sunset. There were no night birds, nor night beasts, nor night insects.

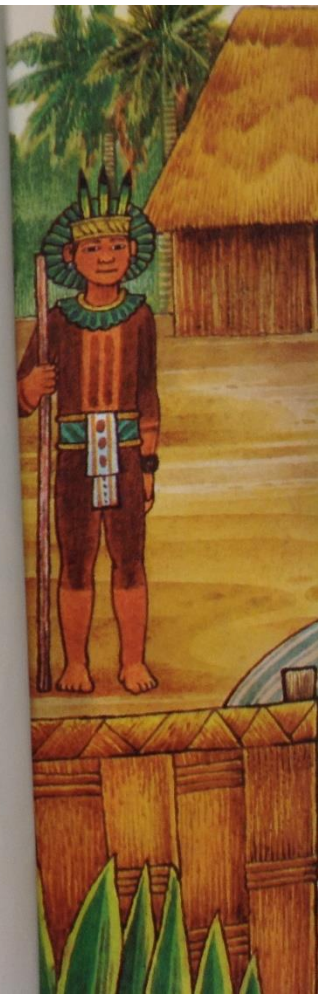


In those long ago days there lived a Great Sea Serpent who was king of the sea. With his daughter, Bonita, he dwelt in a palace made of coral and draped with shining pearls. It was dark and peaceful in the depths of the sea. Whales sang their sweet songs, as sea creatures danced in and out of the shadows. The Great Sea Serpent and his beautiful daughter lived happily at the mouth of the mighty Amazon, where the great river meets the sea.





One day Bonita ventured up to the surface of the water. Soft sand beaches called her to their shores. She emerged from the sea for the very first time. Gentle winds blew against her skin. The sweet smell of fruit beckoned her toward arching tree branches. Wondering at the strange beauty of the land, she strayed farther and farther away from her home and into the dense, green jungle.



At last she came upon a village. People gathered around her. Never before had they seen such a wondrous stranger. Her green eyes sparkled like the sun on the sea. Shining waves of hair flowed down her back.

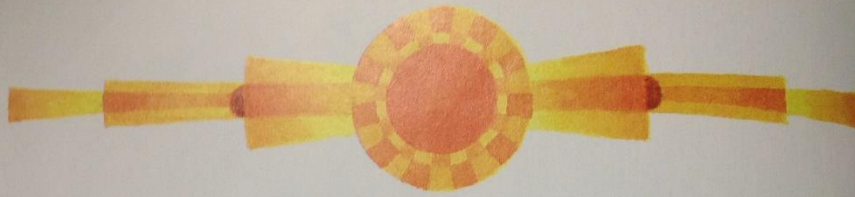
The chief came forward, taken with her beauty. "Where do you come from?" he asked.

"I come from beneath the sea," she replied. "My father is the Great Sea Serpent, king of the sea."

Bonita's gentle modesty shone through her soft green eyes. The chief fell in love with her at once.

"You are welcome to stay here with us," he said. "Anything you wish need only be asked for, and it shall be granted."

Bonita accepted the chief's kind invitation. Soon, they became good friends. They spoke often of the wonders of their worlds — she, of her life under the sea, and he, of his life on land. In time, they were married and lived happily among their villagers.



After some time had passed, the chief noticed that Bonita looked sad. Day after day she grew more and more weary. At last, the chief asked what he might do to help his wife.

"Oh, my husband," she sighed. "How I miss the darkness of my father's kingdom! Here, it is always light. Though I love the light of your world, I grow tired and wish to rest my eyes."


The chief, in turn, wished for nothing more than the happiness of his wife. Swiftly, he dispatched his three most trusted servants to the kingdom of the Great Sea Serpent. "You must ask him to send some darkness from the depths of the sea," the chief told his men. "Without it, I fear my beloved wife may die in the unending light of our land."



The servants set out on their long, hard journey. At last, they came to the place where the river meets the sea. They walked down the sandy beach and called out their request to the Great Sea Serpent.

Then, they watched the surface of the sea, and waited.






Far away, at the bottom of the ocean, the Great Sea Serpent heard their cry. He made a strong bag out of seaweed. Then, he took some darkness from the depths of the sea and placed it in the bag. He took just enough so that there would be darkness and light every day. And he left just enough so that there would always be darkness at the bottom of the sea.

When he had placed just the right amount of darkness into the bag, he tied it with strong strands of seaweed. Then, he shot up to the surface of the sea, his long tail wound tightly around the bag. The servants watched in terror as he lifted himself above the waves and flung the bag onto the shore.

"There is the darkness for my daughter," he thundered. "Take it to her. Do not open the bag, unless you are in her presence, or great harm will come to you." Then, he leapt into a giant whirlpool.

The servants shook with fear. They dragged the bag to the edge of the jungle. There, they began the long trip back to their village.



At first, all went well. Each man took his turn carrying the load of darkness upon his head. But soon, strange sounds came from within the bag.



Squealing, screeching, humming sounds. Never before had the men heard such sounds. They grew more and more afraid.



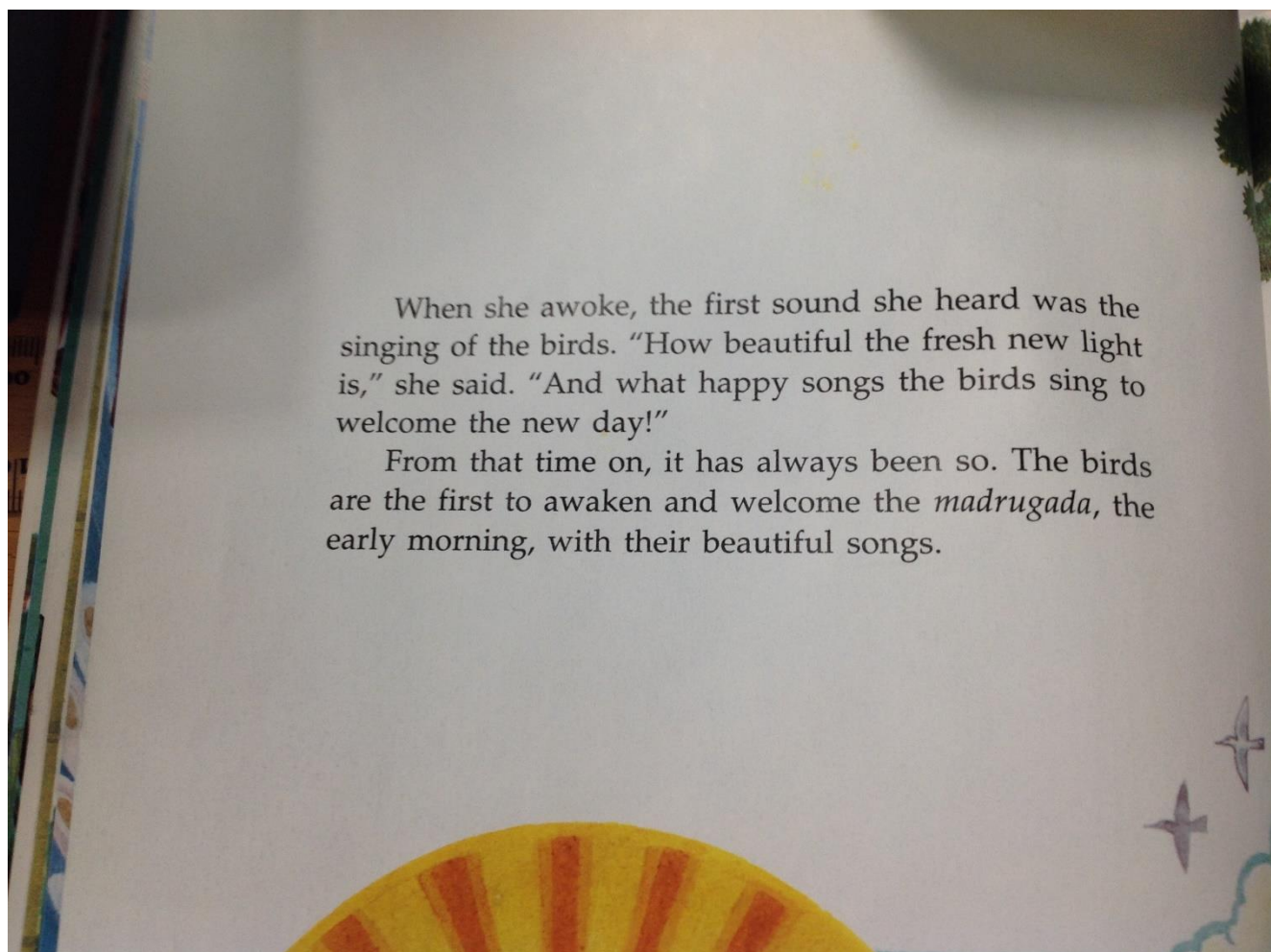
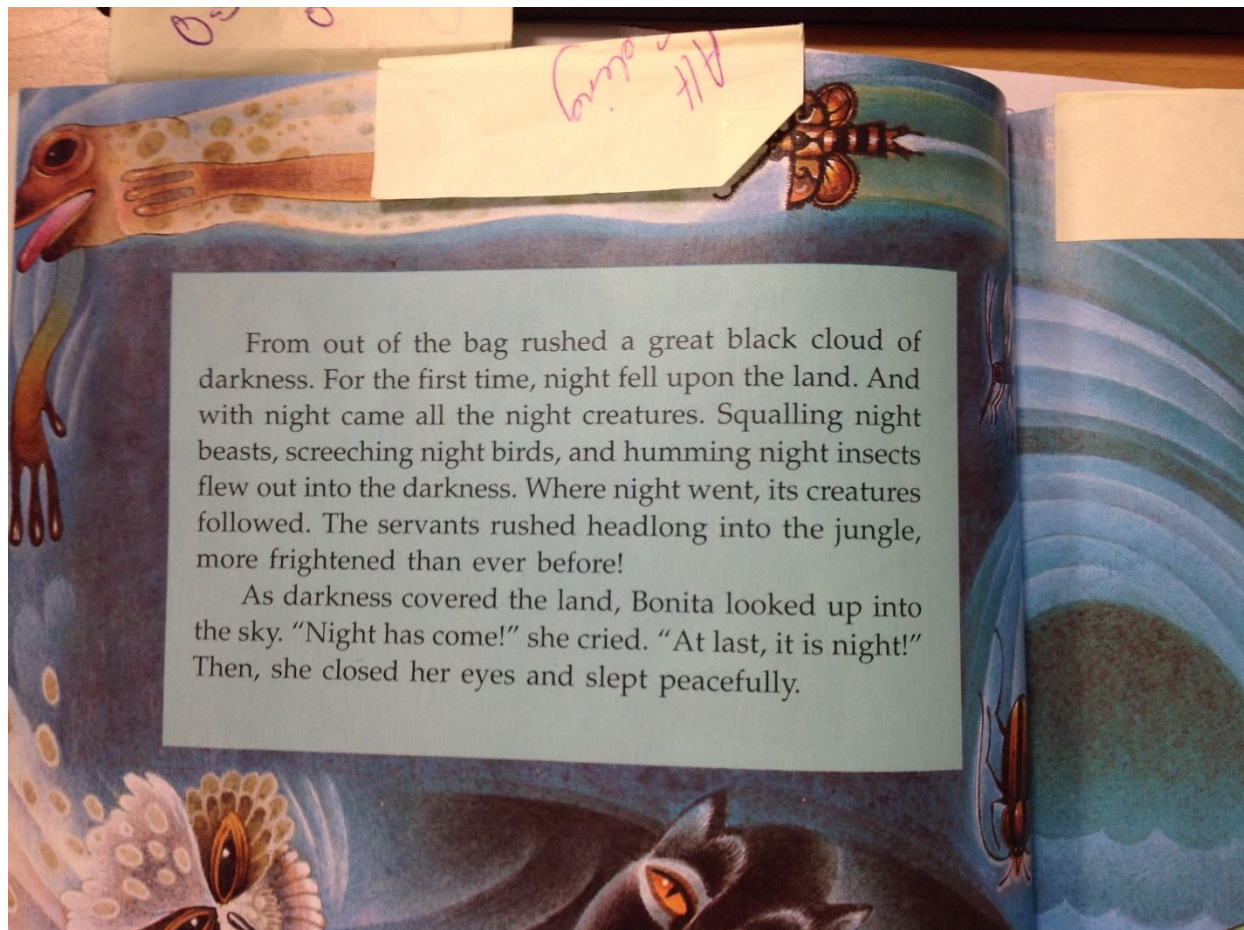
"Darkness is a powerful force," said the first man. "Let us leave the bag here and run away!"

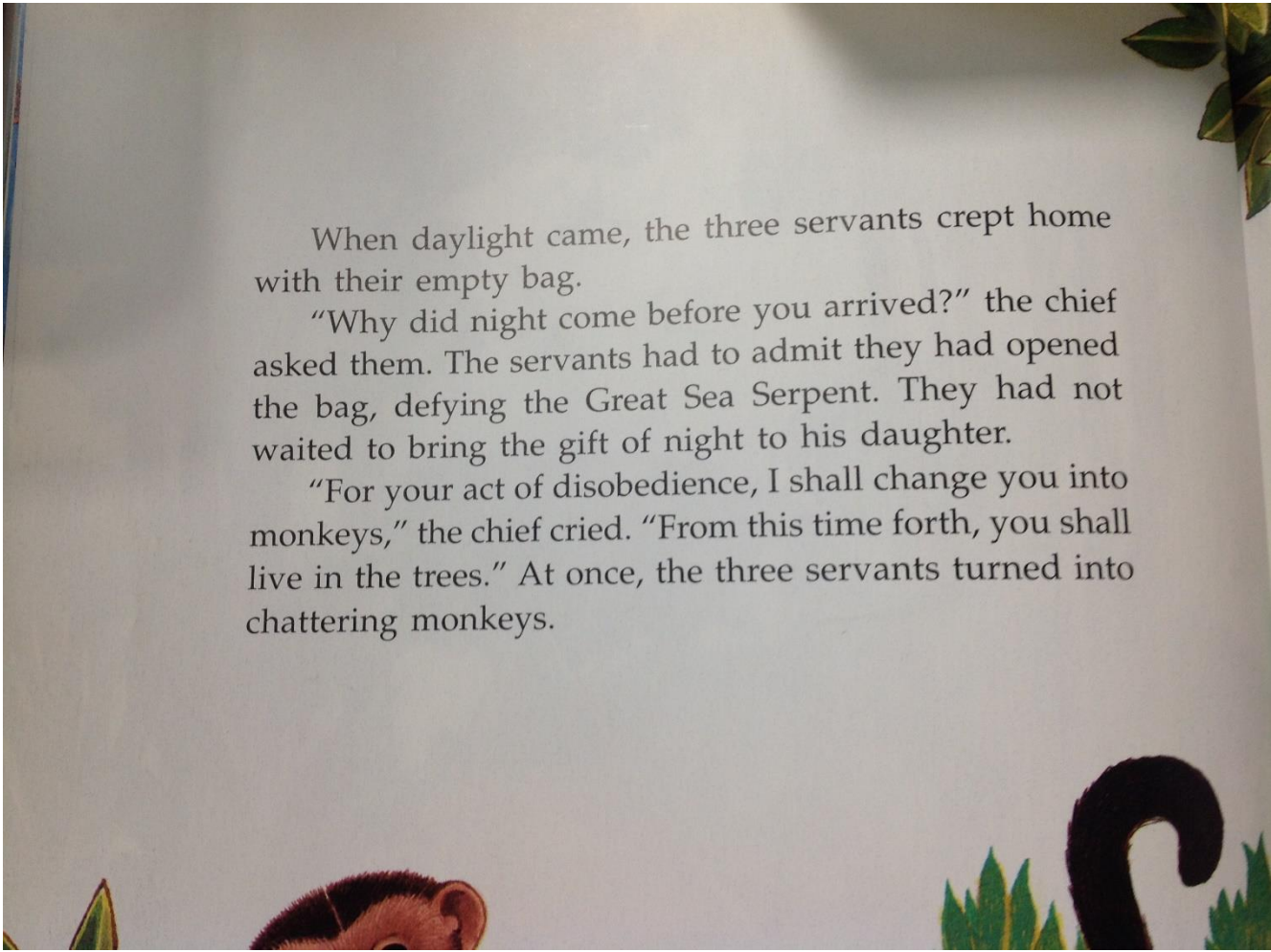
"No!" cried the second. "We must give it to the chief. Let us sit on the bag and squash darkness. Maybe then it will be quiet, and we can take it back to our village without more trouble."

The third servant was curious. "I wonder what darkness looks like," he said to the others. "I shall open the bag and see for myself."

"No! No! We will die!" cried the others. But it was too late. The servant had loosened the seaweed ties.



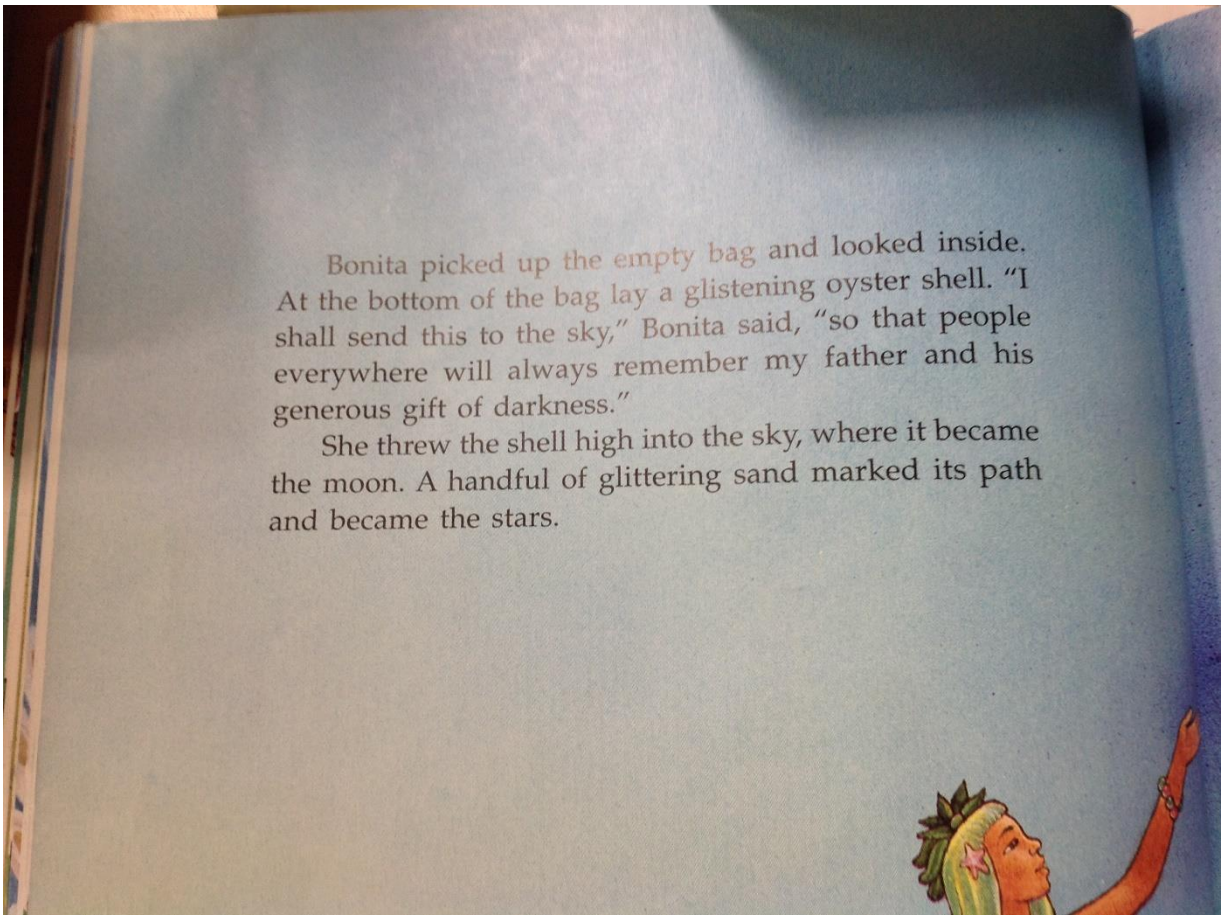




When daylight came, the three servants crept home with their empty bag.

"Why did night come before you arrived?" the chief asked them. The servants had to admit they had opened the bag, defying the Great Sea Serpent. They had not waited to bring the gift of night to his daughter.

"For your act of disobedience, I shall change you into monkeys," the chief cried. "From this time forth, you shall live in the trees." At once, the three servants turned into chattering monkeys.



Bonita picked up the empty bag and looked inside. At the bottom of the bag lay a glistening oyster shell. "I shall send this to the sky," Bonita said, "so that people everywhere will always remember my father and his generous gift of darkness."

She threw the shell high into the sky, where it became the moon. A handful of glittering sand marked its path and became the stars.



Now we have darkness and light every day. Between the darkness and light we have dawn, heralded by a chorus of singing birds. As the darkness descends we have dusk, when night birds, night beasts, and night insects awaken.

And always we remember the gentle Bonita and her loving father, the king of the sea, who made it so.



People from many cultures have different stories to explain the origin of night. *The Sea Serpent's Daughter* is a Brazilian legend about how night came to the people of the rain forest. Such stories, or myths, of how something came to be are known in Spanish as *ejemplos*, or *leyendas*.

The Amazon River Basin, where the story takes place, makes up the world's largest tropical rain forest. The region has a great variety of animals. More than 1,500 kinds of birds, including toucans, macaws, parakeets, and parrots, live in the rain forest. Chattering monkeys, like the ones in the story, can be seen jumping from tree to tree. Anacondas, boa constrictors, anteaters, and all sorts of insects can also be found in this region.

Few people live in the rain forest, however, because of the harsh land and climate. The rainfall averages between 50 and 120 inches (127 and 305 centimeters) a year. Trees as tall as 200 feet (61 meters) grow so close together that little sunlight ever reaches the ground.

The region is a source of lumber and rubber for people the world over. Preservation of the land has also become a source of great interest as people become aware of the important role rain forests play in keeping our earth a healthy and balanced place to live.



Wednesday – To investigate adventurous vocabulary

- Read the given paragraphs
- Uplevel the underlined words using a thesaurus



Long ago there was no night. It was daylight all the time. There was no darkness or starlight. No sunrise or sunset. There were no night birds to sing night time lullabies or night creatures to roam amongst the shadows or night insects whose wings would glitter in the moonlight.

In those long ago days there lived a sea serpent who was the king of the sea. With his daughter, ravishing Bonita he dwelt in a glorious castle made of coral draped with shining pearls that towered over the sea bed. Golden rays of sunlight penetrated the dark, murky depths of the ocean floor illuminating the sea serpent's kingdom. The Great Sea Serpent and his beautiful daughter lived happily at the mouth of the mighty Amazon, where the great river meets the sea.

Thursday – To describe a setting

- **Write a description of the underwater scene. Think carefully about what descriptions you could include.**

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no vertical margin lines or other markings present. The paper appears to be a standard piece of stationery used for writing or drawing.

Friday – To write a story opener

Write the opening section of the story up the sea serpent daughter coming to shore. Emphasis on describing the setting and describing Bonita.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Maths – Mental Maths - Daily Fluent in 5

Complete one of these grids each day for the given number.

| 274 | |
|-----------|--|
| + 10 | |
| -10 | |
| x 10 | |
| x 100 | |
| ÷ 10 | |
| ÷ 10 | |
| Double it | |
| Half it | |

| 154 | |
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| + 10 | |
| -10 | |
| x 10 | |
| x 100 | |
| ÷ 10 | |
| ÷ 10 | |
| Double it | |
| Half it | |

| 408 | |
|-----------|--|
| + 10 | |
| -10 | |
| x 10 | |
| x 100 | |
| ÷ 10 | |
| ÷ 10 | |
| Double it | |
| Half it | |

| 139 | |
|-----------|--|
| + 10 | |
| -10 | |
| x 10 | |
| x 100 | |
| ÷ 10 | |
| ÷ 10 | |
| Double it | |
| Half it | |

| 375 | |
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| + 10 | |
| -10 | |
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| x 100 | |
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| ÷ 10 | |
| Double it | |
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Speed Tables

| x | 9 | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|---|
| 9 | | | | | | | |
| 1 | | | | | | | |
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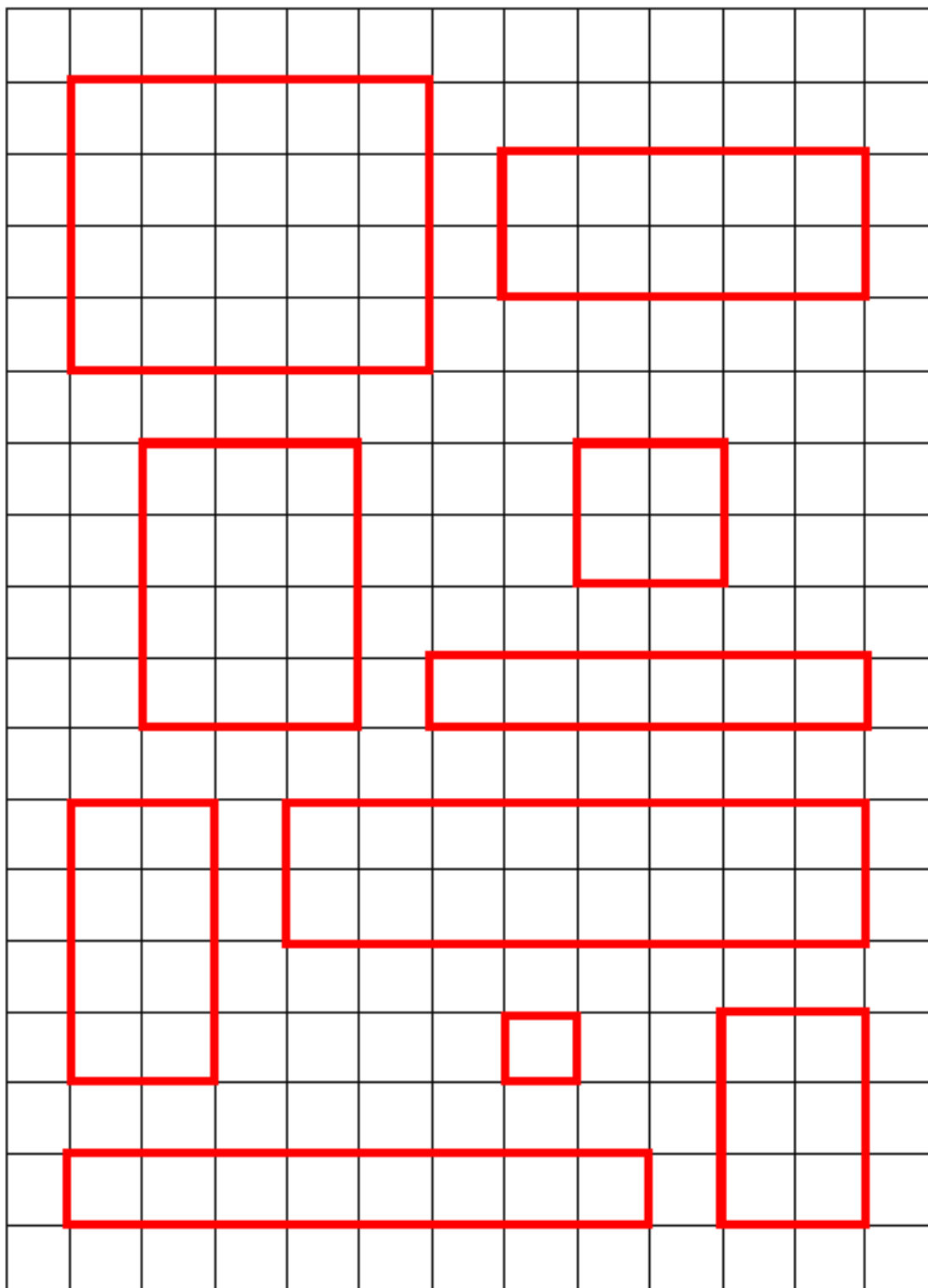
Maths – To find the perimeter of shapes

Remember that the perimeter means the distance around the edge of the shape.

Find the perimeter of these rectangles.

16.11.20

L.O. to find the perimeter



Maths – To find the area of rectangles

Area is the size of the surface. To find the surface of these rectangles you multiply the length and width

e.g. Question 1 – $2 \times 5 = 10\text{m}^2$

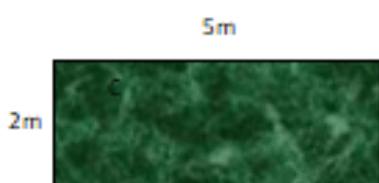
Find the area of these rectangles.

17.11.20

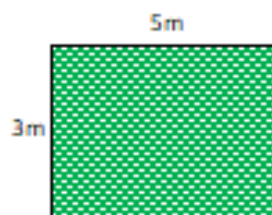
L.O. to find the area of rectangles.

Write the areas of each rectangular field in square metres.

1.



2.



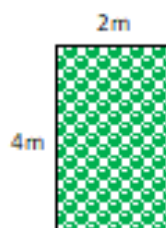
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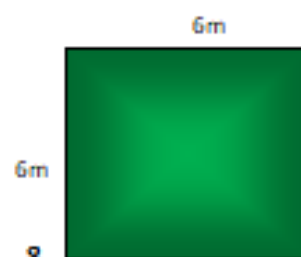
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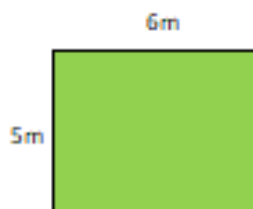
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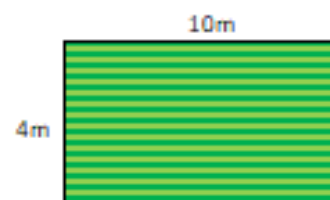
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9.



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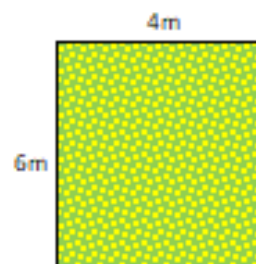
10.



11.



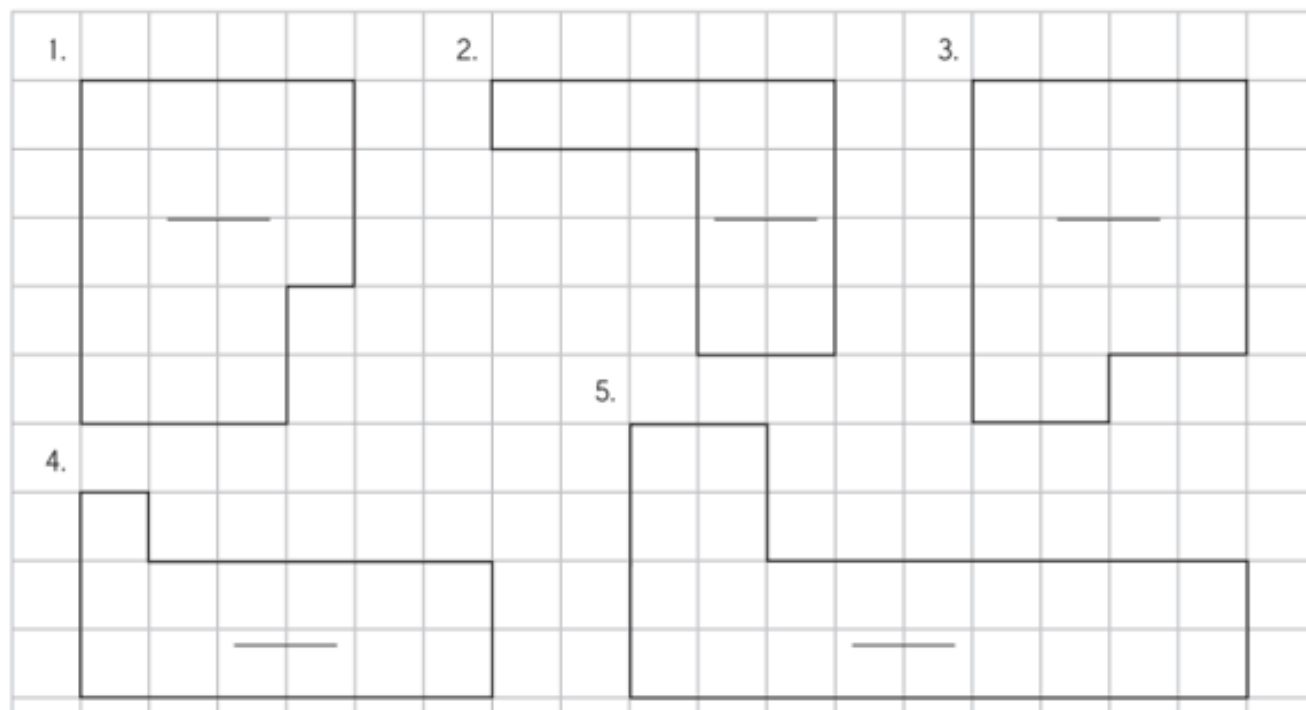
12.



Maths – To find the perimeter of rectilinear shapes

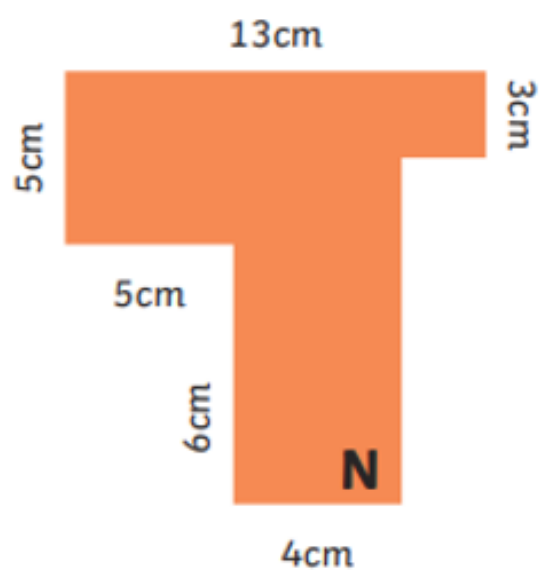
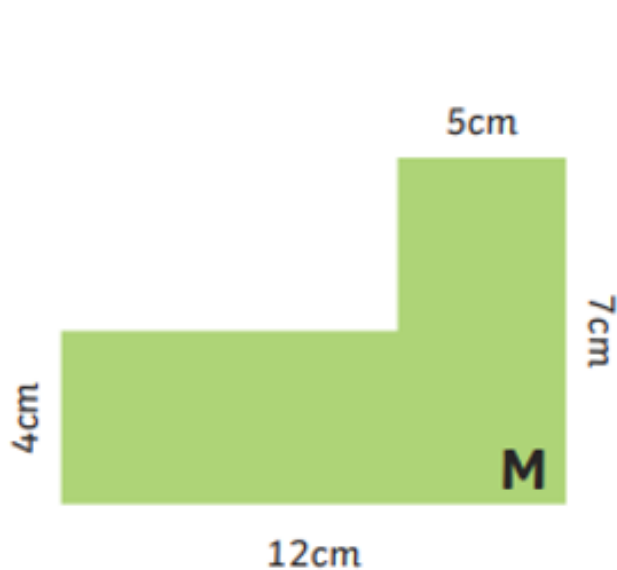
Find and add together the length of each side of the shape to find the perimeter.

Use the centimetre grid to measure the length of each side of the shapes, writing the length next to each side. Then add the lengths together to find the perimeter.



Find the perimeter of these shapes in centimetres.

*not to scale



Maths – To find the area of composite rectilinear shapes

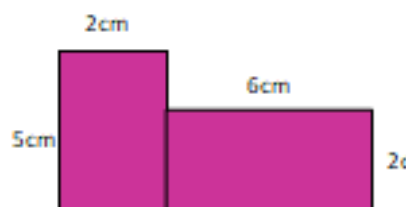
Find the area of each rectangle in each question and add your answer together.

18.11.20

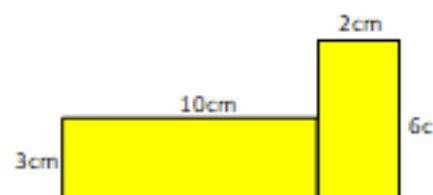
L.O. to find the area of composite rectilinear shapes



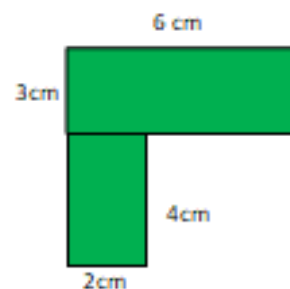
1.



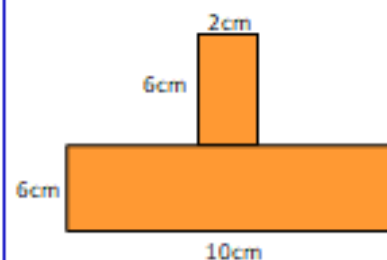
2.



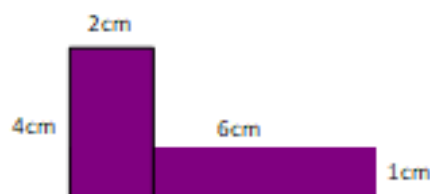
3.



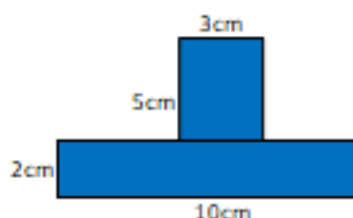
4.



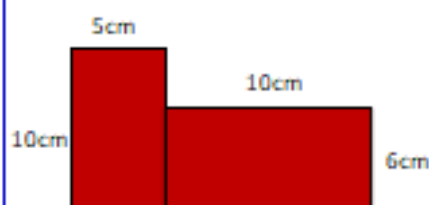
5.



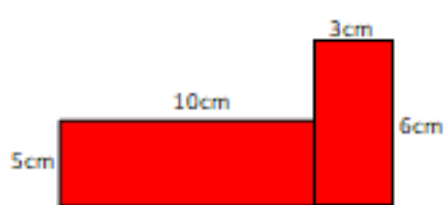
6.



7.



8.



9.

