

Home Learning Year 5- WB: 23.11.20

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 week's focus is homophones.</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>	15 minutes a day
<u>Reading:</u> Space Comprehension	<p><i>Text of the week: Space</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 text• 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 text• Answer the questions about the text as a whole	45 minutes a day
<u>Writing:</u>	<p>Monday</p> <p>To use fronted adverbials (Remember fronted adverbials can be of place, time, and manner and fronted adverbials come at the start of a sentence and require a comma after the adverbial.)</p> <p>Choose the correct fronted adverbial for the sentence and then re-write the sentence including the comma after fronted adverbials.</p> <p>Tuesday : To use figurative language (similes Metaphors Personification Onomatopoeia) Using the sheet try to create some examples of figurative language to describe the darkness.</p> <p>Wednesday : Read the WAGOLL example of describing the darkness creating suspense. Can you write your own sentence using the scaffold to describe the darkness.</p> <p>Thursday: To write an alternative ending. Write your own alternative ending for your new version of The Sea Serpent's Daughter.</p> <p>Friday : To edit Edit a paragraph of Thursday's writing, checking your capital letters and full stops. Try to add fronted adverbials and adjectives.</p>	1 hour a day
<u>Handwriting:</u>	<p>Please continue to practise your handwriting every day. Use tips on our website to help you.</p> <p>Practice your handwriting of the homophones we are focusing on this week.</p>	10 minutes a day

<u>Maths:</u>		
<u>Mental maths:</u>	<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
<u>Maths</u> Fractions See recordings	<p>Mon –To add and subtract Use column addition or subtraction to solve the problems</p> <p>Tues- To multiply use grid method to solve the problems</p> <p>Wed- To multiply use grid method to solve the problems</p> <p>Thurs- To divide use the bus stop to complete the problems</p> <p>Fri -To divide use the bus stop to complete the problems</p>	1 hour minutes a day
<u>Curriculum</u>		
<u>French:</u>	Practise pronouncing the weather, complete the sheet by drawing the correct weather symbol under the French sentence.	<u>40 mins</u>
<u>Geography:</u>	Using the climate chart – pick two different countries in North and South America and list/ draw what you would need to take in your suitcase for the climate in those areas.	<u>Two Afternoons</u>
<u>Science</u> Earth and Space	Can you fill in the blanks in the paragraph about our solar system.	<u>Two afternoons</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.

isle	aisle
aloud	allowed
affect	effect
herd	heard
past	passed
led	lead
steel	steal
altar	alter
assent	ascent

105	
+ 10	
-10	
x 10	
x 100	
÷ 10	
÷ 10	
Double it	
Half it	

123	
+ 10	
-10	
x 10	
x 100	
÷ 10	
÷ 10	
Double it	
Half it	

<i>Speed Tables</i>										
<i>x</i>	<i>9</i>	<i>1</i>	<i>2</i>	<i>8</i>	<i>3</i>	<i>10</i>	<i>4</i>	<i>7</i>	<i>5</i>	<i>6</i>
<i>6</i>										
<i>1</i>										
<i>5</i>										
<i>3</i>										
<i>10</i>										
<i>8</i>										
<i>7</i>										
<i>4</i>										
<i>2</i>										
<i>4</i>										

Maths –

Monday :

1. $3935 + 5711 =$

2. $9983 - 5544 =$

3. $8376 - 6246 =$

4. $5383 + 4359 =$

5. $2116 + 1222 =$

6. $7166 - 1934 =$

7. $8207 - 7761 =$

8. $9913 + 1072 =$

9. $3575 + 7049 =$

10. $9584 - 8758 =$

1. $13 \times 9 =$

×	10	3
9	90	27

2. $71 \times 5 =$

×	70	1
5		

3. $56 \times 5 =$

×	50	6
5		

4. $23 \times 3 =$

×	20	3
3		

5. $89 \times 9 =$

×	80	9
9		

Tuesday : _____

1. $515 \times 9 =$

×	500	10	5
9			

2. $784 \times 9 =$

×	700	80	4
9			

3. $958 \times 8 =$

×	900	50	8
8			

4. $140 \times 9 =$

×	100	40	0
9			

5. $441 \times 7 =$

×	400	40	1
7			

Wednesday: _____

Complete the calculations below.

[illegible]

7. $138 \div 6 =$

8. $217 \div 7 =$

[illegible]

Thursday

Friday

1. Can you use the written method for division to calculate the answers to these questions?

a. $56 \div 4 =$ _____

b. $48 \div 3 =$ _____

c. $96 \div 6 =$ _____

d. $110 \div 5 =$ _____

e. $136 \div 8 =$ _____

2. Now try these. They have **remainders**.

a. $27 \div 5 =$ _____

b. $49 \div 4 =$ _____

c. $74 \div 6 =$ _____

d. $34 \div 3 =$ _____

e. $67 \div 9 =$ _____

Bonita thought of the darkness of the ocean illuminated by glow of the star fish on the sea bed.



The light of the sun faded away.

The darkness, as black as coal, descended.

Bonita's hands began to shake.

She hammered on the door of the Chief's hut and begged him to find something to light up the darkness. .

The Chief called upon his three best and most loyal slaves.

The slaves set out on their long journey.

They came to the place where the river meets the sea.

The Great Sea Serpent heard their cry.

He scooped up some of the glowing sea creatures.

He shot up to the surface of the sea, his long tail wound tightly around the bag.

The slaves returned with the bag.

Time	Place	Manner
After many days	At the bottom of the ocean	Fondly
Abruptly	Out of nowhere	Uncontrollably
At last		Gently
Early the next morning		Slowly
		Desperately
		Quickly

English :

As dark as a	dungeon	
As black as	onyx	
Dark like a	storm cloud	
Black like	coal	
	grass	
	sunny day	
	water	
	Lightbulb	

	Create metaphors for the darkness
Cloak	A heavy cloak of darkness draped over her.
Blanket	
Shadow	
Veil	
Curtain	
Wave	

	Personify the dark using these verbs
crept	Swiftly, the darkness crept along the sandy shore.
whispered	
breathed	
embraced	
marched	
gripped	

Excited, Bonita couldn't wait for the darkness to arrive. Fondly, she thought of the darkness of the ocean punctuated by the soft guiding glow of the outstretched star fish on the sea bed. Slowly the light of the sun faded as it was chased away by the creeping, marching, swooping, darkness. It grew closer. A veil of darkness, as black as coal, descended until everything was plunged into a black abyss. Her heart began pounding, like a bass drum in her chest. Her hands began to shake uncontrollably. She could feel the icy fingers of the dark enveloping her. Smothered by its intensity, she could not remember the darkness being like this. The unbearable, heavy cloak of darkness weighed down upon her shoulders. Where was the light? Guiding and comforting. All she was left with was this enveloping, all consuming.... Darkness. Confused. How could this be? This was not the darkness that she remembered from the ocean. It felt twisted and evil.

Name _____



Can we live in space?



Space scientists are continually carrying out experiments to find out the effects of space on the Human body. This knowledge will be vital for the health of astronauts on the long journey to Mars planned for later this century.

Astronauts of many different nationalities may stay on space stations for several months. Like Helen Sharman, they find that it is not quite the same as life on Earth.



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Which way is up?

The floors and ceilings on Mir are painted on different colours to help astronauts orientate themselves. Cabins in spaceships have vertical sleeping bags—it doesn't matter which way you lie when there is no gravity pulling you down.



Spin-Offs from space travel

Almost every home has benefited from the technology used to send people into space. Did you know that all of the following things were invented as part of the space program?

Computerised barcodes for labelling items	Cordless power tools for use without mains electricity.
Dried food for easy storage	Smoke detectors as a safety precaution.
Teflon for strong clothing and non-stick pans	

Working Out

Weightlessness is bad for the bones and muscles so space farers must strengthen them by long periods of exercising—either on a moving walkway or an exercise bike.



Space sickness

Some astronauts spend more than a year on Mir but living in space is not all plain sailing. Nearly half of all space farers suffer from Space Sickness which is similar to car sickness—when they first experience weightlessness. Most though soon adapt to the new experience.

Space Food

The food has to last for several months so it is mostly canned or dried. Hot water is added to dried soup or vegetable puree. By rolling up one end of the packet, liquids are drunk from the other end through a spout.

The gist

What is the text about?

1. What kind of text is this?

A newspaper

A report

A recipe

A sci-fi story

2. What is the text about?

Space Travel

Astronauts

Can we live in space?

The moon landing

3. What is bad for bones and muscles?

Weightlessness

Exercise

Calcium

Junk Food

4. What does space-sickness feel like?

They don't feel ill

Car Sickness

A roller coaster

Eating too much

5. Which of these was NOT inspired by space travel?

A Teflon Pan

A Flask

Cordless Power Tool

Smoke Detectors

6. How do astronauts sleep?

In Upright Sleeping bags

They just float in the spaceship

In a padded cell

In the Millennium Falcon

7. Who is Helen Sharman?

A soap star


A Competition Winner


A Chemist


An Astronaut


Vocabulary

Word or Phrase	What do you think the word means?	Dictionary Definition
Scientist		
cabin		
puree		
computerised		


cabin


puree


computerised


scientist

Can we live in Space? – Vocabulary Questions

- 1) In the section entitled 'Space Food' what word means that the food has been ground into a thick paste?

Canned

☐

Puree

☐

Dried

☐

Packet

☐

- 2) In the 'Working Out' section of the text

Find and copy one word that means **'floating'**

- 3)

The floors and ceilings on Mir are painted with different colours to help astronauts orientate themselves.

Cabins in spaceships have vertical sleeping bags—it doesn't matter which way you lie when there is no gravity pulling you down.

Choose a word in the passage that could be replaced with the word 'position'

Find and copy one word that means **'bedrooms'**.

Can we live in space? - Comprehension Questions



- 1) Using the text, are these statements true or false?

Statements	True or False
Exercise is difficult in space.	
Astronauts make homemade vegetable soup	
Helen Sharman was the first astronaut to go to Mars	
Various inventions were discovered after missions to space	

- 2) Match the reasons why astronauts carry out certain activities

Astronauts sleep in a up right sleeping
Space sickness doesn't last too long
Food is mainly dried or canned

because it lasts longer in space.
because there is no gravity in space
because they quickly get used to the conditions.

- 3.

In your opinion, what would be the most challenging thing part of living in space? Give reasons for your answer.

Can we live in space? - Comprehension Questions


4) What do you think is the best invention that has been discovered from space travel?
Give reasons for your answer.

5) List two things that you can do in space that you can't do on earth



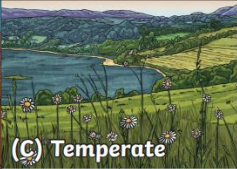


1. _____

2. _____

6) Having read the text, do you think we can live in space?

	<p>Il fait beau aujourd'hui</p>
<p>Il y a du vent aujourd'hui</p>	<p>Il y a des nuages aujourd'hui</p>
<p>Il pleut aujourd'hui</p>	<p>Il neige aujourd'hui</p>

The Koppen system is the most commonly used system for classifying climate.

Climate Group	 (A) Tropical	 (B) Dry		 (C) Temperate		 (D) Continental		 (E) Polar
Climate Type	(f) wet (or rainforest)	(W) arid (or desert)	(h) hot	(s) dry summer	(a) hot summer	(s) dry summer	(a) hot summer	(T) tundra
	(m) monsoon	(S) semiarid (or steppe)	(k) cold	(w) dry winter	(b) warm summer	(w) dry winter	(b) warm summer	
	(w) wet & dry (or savanna)		(n) mild	(f) without dry season	(c) cold summer	(f) without dry season	(c) cold summer (d) very cold winter	(F) ice cap (or eternal winter)
Climate Codes	Af – tropical rainforest climate Am – tropical monsoon climate Aw – Tropical savanna climate	BWh – hot desert climate BWk – cold desert climate BWh – mild desert climate BSH – hot semiarid climate BSk – cold semiarid climate BSn – mild semiarid climate		Csa – hot-summer (Mediterranean) climate Csb – warm-summer (Mediterranean) climate Csc – cool-summer (Mediterranean) climate Cwa – humid subtropical climate with dry winter Cwb – subtropical highland or temperate oceanic climate with dry winter Cwc – Cold subtropical climate or subpolar oceanic climate with dry winter Cfa – humid subtropical climate Cfb – temperate oceanic climate Cfc– Subpolar oceanic climate		Dfa – hot summer humid continental climate Dfb – warm summer humid continental climate Dfc – subarctic climate Dfd – very cold subarctic climate Dwa – hot summer humid continental climate Dwb – warm summer humid continental climate Dwc – subarctic climate Dwd – very cold subarctic climate Dsa – hot, dry summer continental climate Dsb – warm, dry summer continental climate Dsc – dry summer subarctic climate		ET – Mild tundra climate ETf – cold tundra climate EF – ice cap (eternal winter) climate

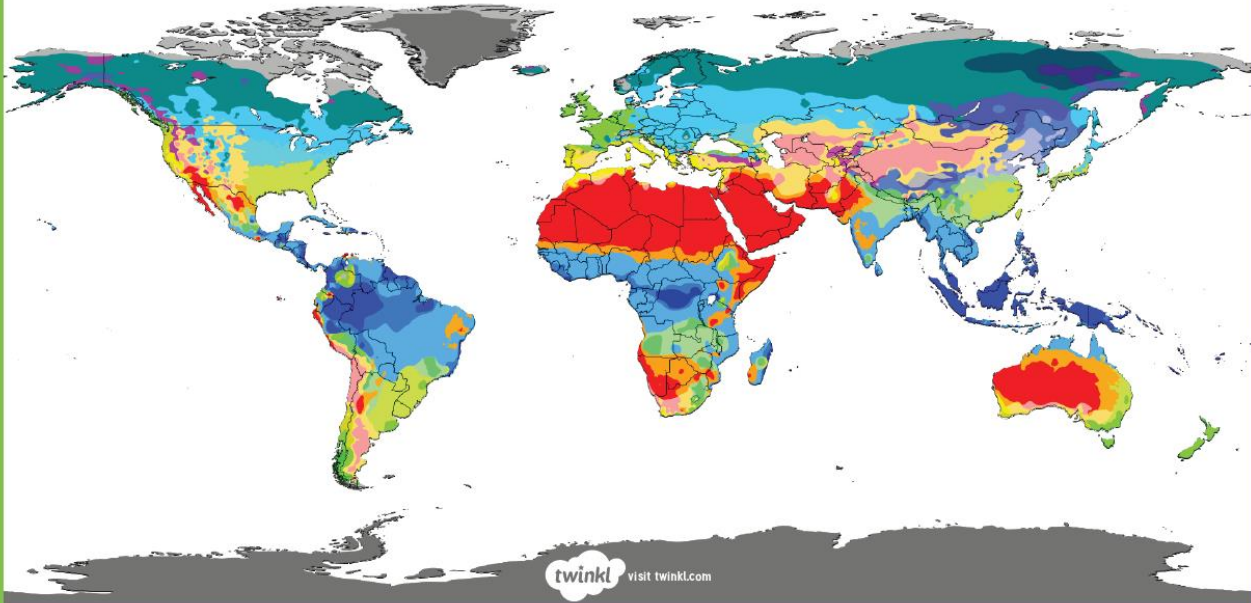
World Map of Koppen-Geiger Climate Classification

Here is a map of the world classified by Koppen climate type.

Can you match up any of the climate codes and types on the map with those in the table? Which climate types do you notice in the Americas?

Af	BWh	Csa	Cwa	Cfa	Dsa	Dwa	Dfa	ET
Am	BWk	Csb	Cwb	Cfb	Dsb	Dwb	Dfb	EF
Aw	BSk		Cwc	Cfc	Dsc	Dwc	Dfc	
					Dsd	Dwd	Dfd	

Peet, M. c. and Pielou, E. C. and McMahon, T. A. (2007) University of Melbourne. Vectorization by: Ali Zifan. Photo courtesy of (en.wikipedia.org) - granted under creative commons licence.



At the centre of our _____ there is a star - the _____. The sun is an average sized star and it burns brightly and is a _____ shape. Planets _____ a star.

Our system has _____ planets which orbit the sun: Mercury, _____, Earth, _____, Jupiter, _____, Uranus and _____. All of them are spherical and have atmospheres.

Not all planets are alike. The four planets closest to the sun (Mercury, Venus, Earth and Mars) are _____ and made up of _____. The four planets furthest from the sun (Jupiter, Saturn, Uranus and Neptune) are _____ and are made up of _____.

All planets have _____ orbiting them. Moons are small and usually spherical.

Spherical	Saturn	eight	Venus	moons
Neptune	Sun	orbit	Solar System	Mars
	small	large	gas	rock