

## Home Learning Pack

### Year 5

### Pack 3

**Hello Year 5**

**I have been missing you lots! School is not the same without you!**

**I hope you are all OK and keeping yourselves safe!**

**I hope you are all doing well in these difficult times. Please try the activities and ideas below to keep you occupied until we are all back to normal!**

#### **Religious Education**

We have studied St Francis of Assisi in previous lessons. Can you read the text and answer the questions about him?

You may want to explore the life of Saint Francis of Assisi in more depth, perhaps you could create your own information poster about him or a piece of art work.

Can you create your own questions to ask a family member about this text? Remember you have to know the answer too!

### **Saint Francis of Assisi**

#### **Early Days**

Francis was born in Assisi, Italy in 1181. He had rich parents, which meant that he had everything that he needed. Although he was baptised with the name Giovanni, his father, who sold silk, gave his son the nickname Francis. Francis had many friends.

#### **Growing Up**

He became a soldier but didn't do this for long as he was taken prisoner. After his release, he went back to his old ways.

#### **Changing Times**

Francis became ill. Worried about his health, he began to question the way he was living his life. Once he was well, he went on a religious journey to Rome to find some answers. Whilst in the city, he saw many poor people, who were finding it hard to live. Francis came home a new man, taking on the life of a beggar by dressing in simple clothes.



One day, he went to work for his father. Francis gave the silk away to the poor, making his father very cross. Francis told him that he would follow God from now on.

#### **Following God**

Following orders from God, Francis knew that he must mend damaged church buildings. For the next few months, he also lived as a beggar in Assisi. Other men and women joined Francis by living a simple life and going out and telling others about Jesus.

#### **Nature Lover**

Francis is also known for his love of nature. He believed that every living thing had been created by God. Legend has it that he saved a village from wolf attacks, by speaking kindly with the animal.

### Remembering Francis

Saint Francis was a follower of the Catholic Church. He died in 1226 and became a saint.

The Pope is the head of the Roman Catholic Church. Once he is voted in, he chooses a new name. Pope Francis is the first to choose the name of Francis, out of respect for Saint Francis.

On the Feast of St Francis, church services remember the life of Saint Francis and pets can be blessed. He is remembered as the patron saint of animals, traders and the environment.



1. What is Saint Francis the patron saint of?

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2. Where was Saint Francis born?

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3. What name was he given when he was baptised?

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4. Why was he called Francis?

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5. What made Francis begin to question the way he had been living his life?

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6. What did Francis become soon after his death?

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### **Challenge 2**

Create a comic strip to show how Christians celebrate Shrove Tuesday, Ash Wednesday and Lent.

### **Challenge 3**

In this very tricky time can you create a way to pray for our NHS workers and our key workers?



## **Challenge 1**

### **Compare and contrast the localities below.**

Both pictures show where people live. How would you describe them?

What

similarities are there, what differences can you see? Who might live there? What makes you think this?

Can you create a story for a character that lives in one photo and visits the other? What is their story? Why have they had to travel there?

HLTA	F	TA	I
LO: To describe two contrasting localities			
I can	Use <b>comparatives</b> and <b>superlatives</b> to compare two places in Africa		
I know	How to include interesting <b>adjectives</b> by using synonyms for words I already know		
I understand	Why I have made my word choices and what effect it creates		

## **Challenge 2**

### **Comparative and superlatives**

You start with the adjective e.g. tall

The comparative is used to compare 2 things using that adjective. Often we do this by adding “er” as the suffix.

e.g. Katy is **taller** than Libby.

When we describe using a superlative it means it is the most. E.g. Craig is the **tallest** in the class. Often we add “est” as the suffix. We are comparing them against everything in that context.

Here are some examples

Adjective	Comparative	Superlative
Fast	Faster	fastest
Calm	Calmer	Caldest
Tight	Tighter	Tightest

Can you create your own table when adding “er” and “est”  
turn the adjective into a comparative and superlative?

When the adjective ends in a y we use the same rule but  
swap the y for an i

e.g.

happy becomes **happier** and then **happiest**

Adjective	Comparative	Superlative
Lazy	Lazier	Laziest
Tidy	Tidier	Tidiest
Silly	Sillier	Sillest

Can you create sentences to include comparatives and  
superlatives?

e.g. Class 4 was tidier than Class 3, however Class 5 was the  
tidiest.

## 'er' or 'est' Ending?

When a two-syllable adjective ends in 'y', drop the 'y' and add an 'i' before adding the suffix.  
Complete these sentences:

1. Jenny is the \_\_\_\_\_ girl in the world. **pretty**
2. My dad makes the \_\_\_\_\_ jokes. **witty**
3. My pet rat is \_\_\_\_\_ than my cat. **tiny**
4. I'm \_\_\_\_\_ when I'm at home. **happy**
5. That man's voice is \_\_\_\_\_ than mine. **raspy**
6. The box was \_\_\_\_\_ than all the others. **heavy**
7. That was the \_\_\_\_\_ cake. **yummy**
8. The orange was \_\_\_\_\_ than the pear. **sticky**
9. That was the \_\_\_\_\_ ghost train. **creepy**
10. This branch is the \_\_\_\_\_! **prickly**

Base Word	Suffix 'er'	Suffix 'est'
feisty		
cuddly		
dirty		
dry		
fluffy		
scary		

### Challenge 3

Write a book review or a character description about someone from your favourite book.

Summarise the plot in 50 words challenge yourself to do it in exactly 50.

Spellings to learn : Hesitancy, truancy, accountancy, discrepancy, infancy, vacancy, buoyancy, tenancy, compliancy, occupancy

### **Challenge 4: Write a Biography**

We would have been exploring the life of Nelson Mandela at this point in school

Can you research him and what he achieved? What did he do? What was his impact on the world?

What needs to be involved/ included in a biography?

Introduction

Key achievements

Details about their life

Summary

### **Challenge 5: Explanation text**

Explain how the water cycle works

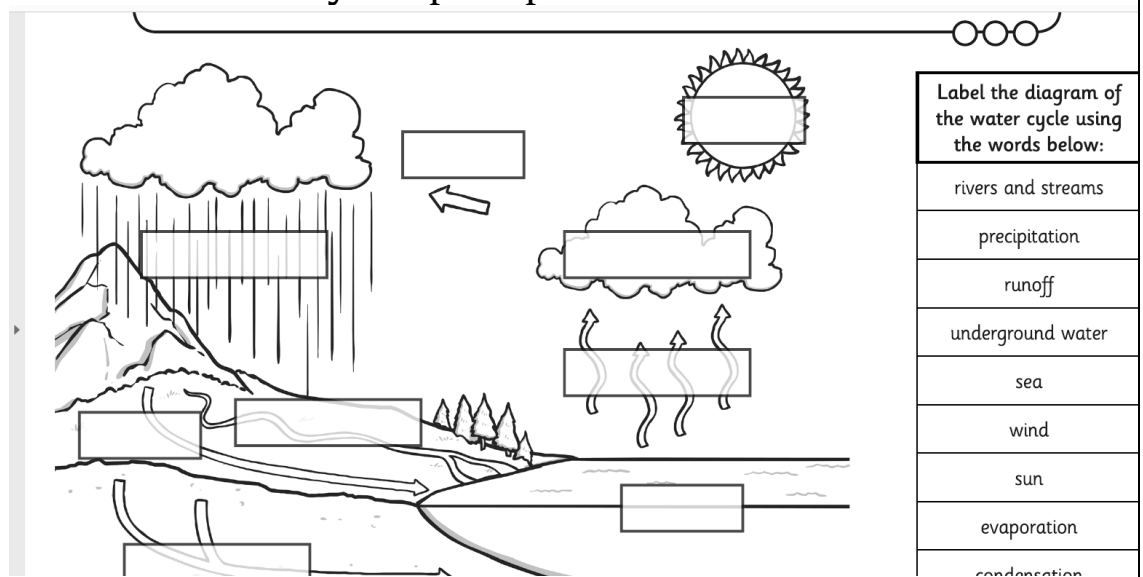
Create suitable subheadings for the paragraphs of information.

Use topic words such as: evaporation, precipitation, cycle etc

Use rhetorical questions in the title and in the introduction.

You could look up the water cycle in books or use youtube clips/ the internet, you could also call on what you learnt in Year 4.

What different ways of precipitation are there?



## **Challenge 6**

### **Relative pronouns**

We have studied relative pronouns in Year 5, they are a set of special pronouns: **who, which, whose, where**

They are used to add extra information into a sentence.

e.g.

Miss Carver, **who** is missing her class lots, is drinking coffee.

If you are asked to underline the relative pronoun you are looking for a single word.

Can you create your own sentences to include relative pronouns. Try and do at least one for each.

## **Challenge 7**

1. For each sentence underline the relative pronoun.

James, who is a good finder, is good at hide-and-seek.

My cat, who loves fish, purrs when I feed her.

The summer holidays, which last six weeks, are great.

My school is in Sheffield, which is a city in South Yorkshire.

4 marks

2. Match up each **main clause** with its appropriate **relative clause**.

It was my dog Rufus,

whose hair curls the same way.

Robert is an extremely lazy boy,

which I'm allergic to.

I can't eat my sandwich because it's peanut butter,

who ate my homework.

I go to running club every Thursday at 6am,

which means I am tired by the afternoon.

My sister looks just like my mum,

who never tidies his bedroom.

5 marks

## **Challenge 8 and 9**

### **Relative Clauses**

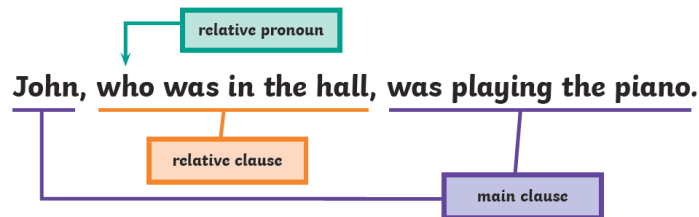
If you are asked to find or identify a relative clause it is the part of the sentence that starts with a relative pronoun.

e.g. Miss Carver, who is missing her class, is drinking coffee.

In this sentence who is the relative pronoun but the relative clause is the part of the sentence that can be taken out and the sentence still makes sense.



# Relative Clauses



- Relative clauses are a form of subordinate clause.
- Relative clauses add information to a sentence using relative pronouns.
- A relative pronoun (that, who, whom, whose, which) is used at the start of a relative clause. 'Where' is a relative adverb, but it is used in exactly the same way as a relative pronoun.
- A relative clause functions as an adjective, modifying nouns and pronouns.



Sentences which have two or more clauses are called multi-clause sentences. A main clause makes sense by itself but a subordinate clause does not make sense by itself. The subordinate clauses in these sentences are relative clauses. They start with relative pronouns.

Highlight the clauses in each sentence. Choose two colours and use one to highlight main clauses and the other colour to highlight the relative clauses.

Look at these examples:

- My dog's fur, **which is hard to brush**, is very curly.
- Go and get a sticker from Mr Brown, **who is standing at the finish line**.
- Oranges, **which contain lots of vitamins**, are really good for you.

Now, have a go at the sentences.

- Alana, who has very shiny hair, always looks smart for school.
- My cousins live in Canada, which is a long way to go to visit!
- These three girls, who have worked very hard on their maths project, can have a prize each.
- The Peak District, which is an excellent place for walking, climbing and biking, is a national park in Derbyshire.
- The dog, who always jumps up at people, is called Spot.
- The film, which had me on the edge of my seat, was tremendously exciting!
- Look for the spelling in the dictionary, which is over there on the shelf.
- My brother, who has won many medals for his gymnastics, is competing in an event tomorrow.

Can you create sentences including relative clauses?



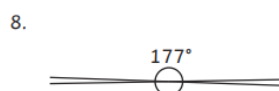
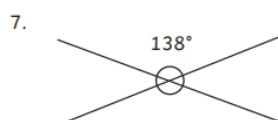
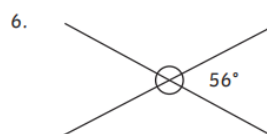
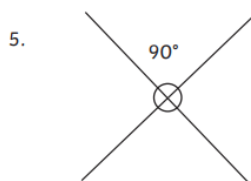
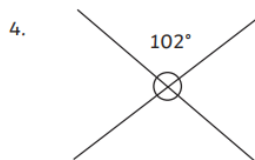
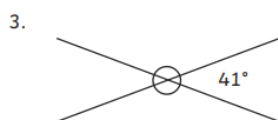
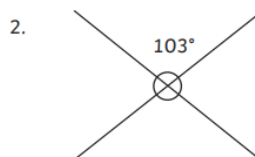
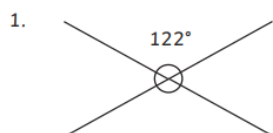
Practice your times tables you should know up to your 12x tables by the end of year 4.

## Challenge 1

### Calculating Angles

Calculating angles is like using the clues you have been given to solve a puzzle. Think about what you know about opposite angles. Additionally if you know that angles on a straight line = 180 degrees use this to help you solve the missing angles.

Calculate and label the size of all the angles where each pair of lines intersect.

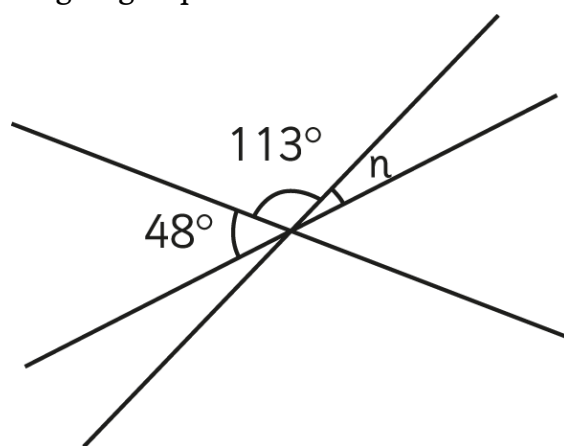
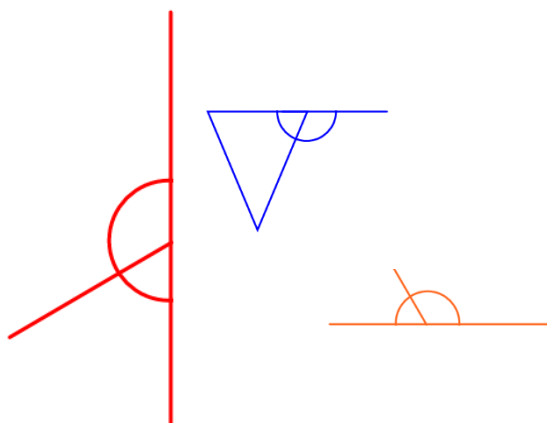


## Challenge 2 Angles

We have continued to explore angles this week. We have looked at finding missing angles on a straight line. Angles on a straight line add up to 180 degrees.

Use what you know. Can you create missing angle questions and solve them too?

Here are some examples ...

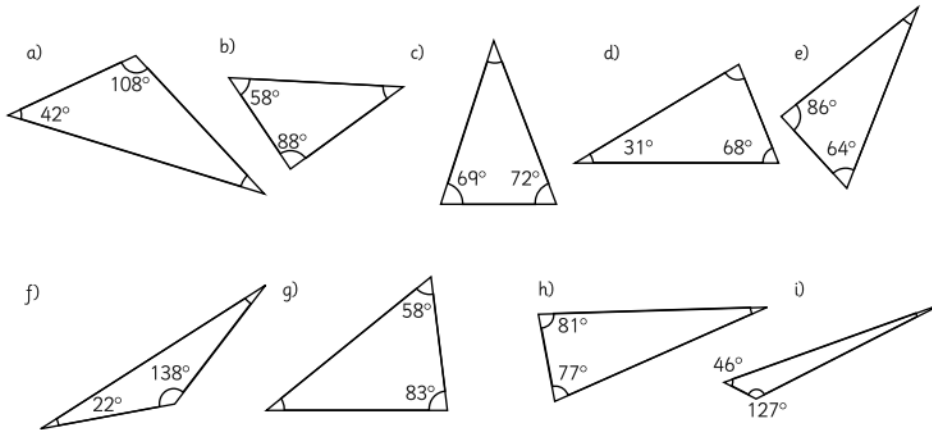


## Challenge 3

Angles in a triangle add up to 180 degrees. use this piece of information to calculate the missing angles,

## Missing Angles in Scalene Triangles

Calculate the missing angle in these scalene triangles.



### **Challenge 4**

#### Telling the time

Telling the time is so very important. We use it in everyday life. Ask your parents or whoever is with you to help you secure your learning with telling the time.

Can you record any fact about time e.g. how many minutes are there in a week? How many days in 4 years?

Continued

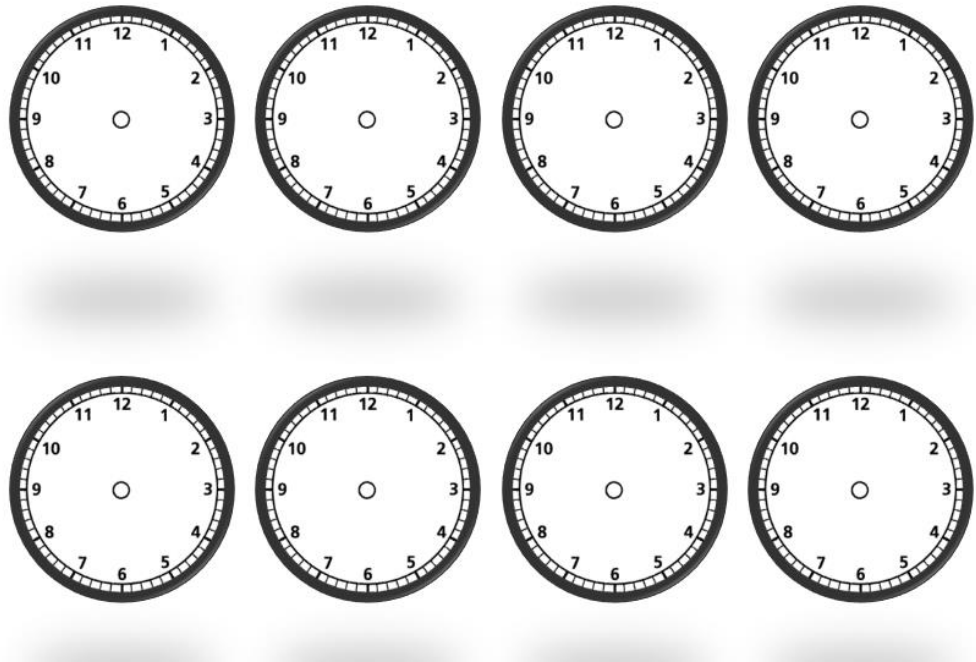
Show me everything you know about time.

You could create your own questions as long as you can answer them! E.g the pizza takes 15 minutes to cook, if I put it in at 7:30 what time will it be ready?

Or you could make your own clock to help you.

You could convert between analogue and digital times e.g.

15:00 = 3pm



## Challenge 5

### Multiplying by 10, 100 and 100

2. Arrange the loop cards so that each calculation is matched to the correct answer. Fill in the missing card to complete the loop.

four hundred and forty-three thousand, two hundred and ten	one thousand, four hundred and eleven multiplied by 100.	722,340	The product of 44,321 and 10.	58,500	$372 \times 100 + 159$
seven million, two hundred and twenty-three thousand, four hundred	$5,378 \times 1,000$	37,359	$585 \times 100 \times 10$	four million, four hundred and thirty-two thousand, one hundred	$72,234 \times 10$
585,000	forty-four thousand, three hundred and twenty-one multiplied by 100	5,378,000	$585 \times 100$	one hundred and forty-one thousand	seventy-two thousand, two hundred and thirty-four times 10 and 10 again

## Challenge 6

### Addition and subtraction

Year 5s need to be able to add and subtract 5 digit numbers. This also should involve exchanging ( when subtracting and carrying when adding )

If you have a pack of cards or a computer you could generate random 5 digit numbers to add or subtract together. Check your answers with a calculator.

## Challenge 7

### Subtraction

Move on to 4 and 5 digit questions please

Can you create questions based on our topic?

e.g.  $2347 - 1789 =$

Challenge yourself to include exchanging where the value of a digit on top is larger than the one below

$$\begin{array}{r} 2347 \\ - 1789 \\ \hline \end{array}$$

$$\begin{array}{r} 4865 \\ - 3956 \\ \hline 9 \end{array}$$

$$\begin{array}{r} \text{H T O} \\ 182 \\ - 37 \\ \hline 145 \end{array}$$

a)

	5	1	3	4
-	1	5	3	2

b)

	9	0	5	4
-	5	6	7	1

c)

	3	4	0	2	3
-		8	7	1	8

d)  $52\,064 - 25\,934$


e)  $86\,807 - 32\,653$


2) Here are the flight times, in seconds, for each flying team.



Sea Beast	Number One	High Fliers	The Conjurors	Fantastic French
82 507	80 198	75 259	72 043	78 360

a) Which teams have a time difference of 3101?

\_\_\_\_\_

b) Which two teams have the greatest time difference? How about the smallest time difference? Prove it!

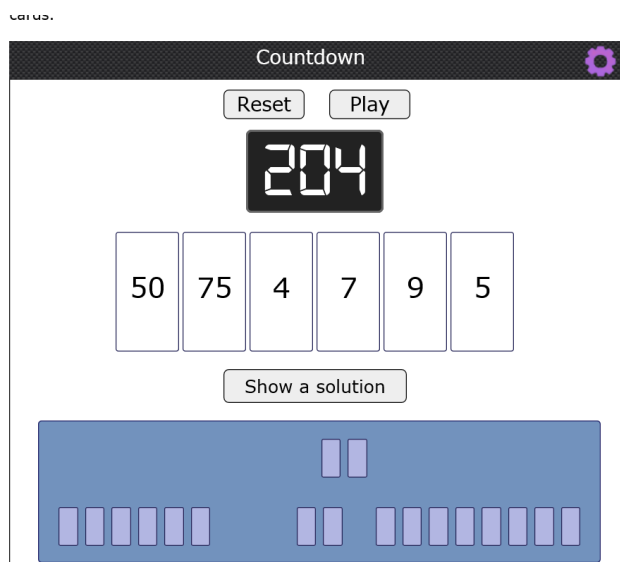
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Challenge 8

## COUNTDOWN



The aim is to make the number in the black box using the 6 cards. Try and get as close as you can to the target number. You can only use each number once but you can use the 4 operations (+ - x ÷) as many times as you want.

Show all your workings out neatly below and highlight your evidence.

This game can be found on the NRICH website. Or you could play it with smaller numbers using a pack of cards.

### Challenge 9

Adding money

Without taking your parents money, can you explore the change in their pockets?

Make different amounts with the coins. How much does it make?

Using your knowledge of rounding to help you solve the following

$$£23.97 + £2.96 =$$

$$£15.99 + £4.89 =$$

How would you solve this without using column addition?

### Challenge 10

Collecting Data

Continue to look at different ways of collecting data. It does not have to be the example below..

I would like you to gather data and record it in a table (we will be using it in Maths lessons) for example you could ask people what their favourite colour is...

Colour	Tally	Number
Blue		

Green		
Purple		
Pink		
Red		
Silver		
Other		

Or you could ask about pets, food, subjects or anything you want!

Challenge yourself to present it in a different way such as line graph, bar chart or pictogram.

### **Challenge 11: What's my number?!**



My bike is locked. My combination includes these numbers 52861. It is the smallest even number.

What is my combination ?    \_    \_    \_    \_    \_



My suitcase is locked and I need to get my clothes packed for holiday. The numbers are 81925. It is the biggest odd number. What is my combination ?    \_    \_    \_    \_    \_



My gate is locked . I know the number begins with a 3, but I can't remember the order of the numbers. The other numbers are 5119. It is the 3rd biggest number. What is my combination? 3    \_    \_    \_    \_



My padlock has a combination. It is 4 digits and it is the forth smallest possible number using 83657. What is my combination ?    \_    \_    \_    \_

## **Science**



### **Animals including humans**

#### **Gestation**

Animals are pregnant for different lengths of time. We call this the **gestation period**. Elephants for example are pregnant for almost 2 years whereas for humans it is 9 months










Can you complete the learning objective?



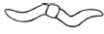






Record the gestation period for different animals in a table

How to plot times on a graph from my research

What gestation means and I understand that animals are pregnant for different lengths of time.

Record the gestation period for different animals in a table if you do not have access to the internet I have provided gestation periods for different animals below but you do not have to use these if you want to research your own.

Animal	Gestation Period
human 	9 months
lizard 	3 – 4 months
salmon 	40 days
snake 	2 – 3 months
parrot 	3 – 4 weeks
frog 	1 week
whale 	12 – 16 months
goldfish 	2 – 7 days
protozoa 	1 – 2 weeks

Animal	Gestation Period
flatworm 	10 days
jellyfish 	2 – 3 days
worm 	2 – 4 weeks
ladybird 	4 – 7 weeks
spider 	common spiders – 7 days recluse brown spiders – 30 days
starfish 	28 – 30 days
centipede 	1 – 3 months
snail 	2 – 4 weeks
lobster 	9 – 12 months

## ART

Create a self-portrait or draw a family member. Take time and care not to rush this. Think about the eyes. How will you make them look realistic? You can follow YouTube tutorials or create your own style. If you wanted to do a portrait in the style of Picasso like we have done in Art lessons before.

## Geography and History



Continued ... Our next topic is Africa.

Can you locate Africa on a map or atlas? Africa is a continent, can you identify any of the countries that are in Africa? Perhaps you could explore the different languages spoken in these countries. You may want to investigate the rivers or mountains in Africa. Can you



	<p>find out facts about them? You may want to produce a graph to compare their features.</p> <p>We made a time line of significant events from the Viking era. We placed them on a time line and then researched for more dates and events to add to our time line.</p> <p>We discussed what BC means (Before Christ) and what AD means (Anno Domini)</p> <p>Can you create your own timeline of events? It does not have to be about the Vikings although that is a good idea as it is our topic! You might want to do a timeline of your family!</p>			
Other	<p>Challenge 1</p> <p>Listen to a piece of music and create a mood board to show what emotions you feel when you listen to the piece.</p> <p>I would like you to create an emotion mood board about a song of your choice.</p> <p>Think- how does the music make you feel? What colour represents that mood?</p> <p>It can be your favourite song (or piece of music) or you can choose one you know well or even one that you don't like!</p> <p>You can use scrap materials like we did in class. Magazines and food packets are good for this. Or you can use different art materials such as felt tip pens, crayons or paints.</p> <p>Remember you are showing how the music makes you feel and expressing that emotion through art.</p> <p>Good luck and get messy!</p> <p>Challenge 2</p> <p>Go birdwatching – how many different birds can you spot?</p> <p>Look out for:</p> <p>Robins</p> <p>Pigeons</p> <p>Bluetits</p> <p>Blackbirds</p> <p>Compliments</p> <p>Give at least 5 compliments each day.</p>			
How do I think I have done?	How much effort have I put in? (Tick one)	I have tried my hardest	I have put some effort into my work	This is not my best work

Teacher comment		Teacher signature:
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