Home Learning Pack
Year 5
Pack 4

Hello Year 5
In these incredibly hard times it is important to look after yourself and others around you. Stay positive, remember everything will pass and we will all be together again in the near future. I am missing you lots and look forward to seeing you all very soon! Enjoy the time you have at home and get creative with your learning!

Religious Education	Prayer There are many different ways of praying- the way that is likely to work best for one is the one you like most Prayer is about growing closwer to Jesus. It is about talking to him, telling him our troubles and joys and listening to him. Jesus is our best companion and friend; he hears everything we say when we speak to him. It is important to find a quiet place to be alone with Jesus. In this way, we talk to him about everything that is happening and ask him to help us. Another way is to take a story from the gospel , read it over very slowly and allow Jesus to speak to us in it. This prayer is called **meditation.** We can also pray to Jesus in silence, looking at a picture or statue of him to help us. We can listen to him speaking in our heart. This prayer is called **contemplation.** **Vocal prayer** is when we pray aloud, usually with other people. Challenge 1: Make your own Prayer Book. Begin with an introduction on the best ways to pray. Include the prayers you will want to say, for example well known prayers old and new ones (you could use the prayers we say in school) You might want to put in some quotations from scripture which you find helpful. If you have access to a computer this could be done using your ICT skills. Challenge 2: Draw a circle. (draw round a bowl if your circle drawings skills are a bit dodgey) and divide it into sections to show the amount of time you spend asleep, eating, praying, playing, doing exercise, looking at the internet and watching TV plus anything else you regulary do e.g. time spent on your phone. Reflect on what you notice. What is most of your time spent doing?
English  	www.luketemple.co.uk/toolbox

Year 5 Statutory word list.

The new challenge

I have a new challenge for you. I hope you remember the author Luke Temple who visited school last year, and his Felix Dashwood series . The next set of work is based around the second book in the series Mutation Mansion, it is a great read that I think you will really enjoy, lots of suspense and twists and turns.

All the work below is based on this story. Over the next few weeks try them all. The competitions end

Felix Dashwood and the Mutating Mansion

You don't need to read the book to complete this activity pack. can

Competition Time!

Win a SIGNED BOOK and a VISIT TO YOUR SCHOOL from Luke Temple (3 prizes to be won!)

*Plus **everyone** who enters will be sent a brand new Luke Temple short story. No one has read the story yet. If you enter the competition, you will be one of the first people to ever read it!*

To enter the competition, complete one of the following:

- Activity 9 on page 8 (a piece of writing)
- Activity 10 on page 9 (a drawing)
- Activity 11 on page 10 (a piece of writing)

Email your completed activity to

competition@luketemple.co.uk

and make sure you tell us which school you are from

Closing date: 31st May 2020

ADJECTIVES:

An adjective is a word that describes a noun (the name of a thing or a place).

Can you find the adjectives in this sentence from chapter 1 of *Mutating Mansion?*

> As Felix's eyes began to adjust to the dim light, she saw a vast, tall hallway with a white marble staircase in the middle.

Activity 2: Can you change the adjectives in the sentence above to make the hallway seem creepier?

Year 5
Spellings

METAPHORS:

A metaphor is a word or a phrase used to describe something as if it were something else.

Here is a sentence from chapter 1 of *Mutating Mansion:*

> Felix sniffed and a mixture of rot and old cabbage ran up her nose.

Can you tell which word makes it a metaphor?

The smell of rot and cabbage can't actually 'run' up a nose, so describing it like this is a metaphor.

Activity 3: Complete the following sentence to create a new metaphor…

Felix breathed in and the taste of _____ flew into her mouth.

Can you write your own metaphors?

ALLITERATION:

Alliteration is when two or more words close together start with the same letter or sound.

Can you find the alliteration in this sentence from chapter 1 of *Mutating Mansion*?

> She didn't quite know what she'd expected – maybe something spookier like a gruesome ghost chamber filled with skeletons.

Activity 4: Look at the sentences you wrote in activities 1 to 3 above. Can you add any alliteration into them?

Using SENSES

When you are writing a story, it is important to think about your character's five senses.

What can they SEE, HEAR, SMELL, TASTE or TOUCH?

If you include sentences that describe these senses, it will help the reader to feel like they are involved in the story with your character.

Activity 5: Below are some sentences from chapter 1 of *Mutating Mansion*. Can you identify which senses are described in each sentence?

> Felix sniffed and a mixture of rot and old cabbage ran up her nose.

> Felix placed her hand on the rusty gate and carefully pushed.

> As Felix's eyes began to adjust to the dim light, she saw a vast, tall hallway…

> She took hold of the knocker and hit it three times against the door. The loud noise echoed through the mansion.

Activity 6: There is one sense Luke didn't use in the sentence above. Which sense is it? Can you write a sentence using this sense?

SHOW don't TELL

Another way to get readers interested in your story is to *show* how the characters are feeling rather than *tell* what they are feeling.

This means that instead of just writing 'Felix felt scared', you describe what happens to her when she is scared. Luke does this in chapter 1 of *Mutating Mansion*.

Activity 7: How do you think Felix is feeling in each of the sentences below? What makes you think this?

Felix smiled at her friends and walked up to the large oak front door…
Felix slowly stepped back, her heart thudding in her chest.

Activity 8: The three sentences below *tell* the reader what Felix and her friends are feeling. Can you change them to *show* how they are feeling?

EDITING

One of the most important parts of writing a story is editing it. Authors never just write one version of their story. After they have written it all down for the first time, they go back through the story and think about how they can improve it.

When Luke is editing a story, he asks himself the following questions:

- Does everything make sense? Are there any mistakes?
- Are there any boring bits?
- How can I make the story more exciting / dramatic / scary?

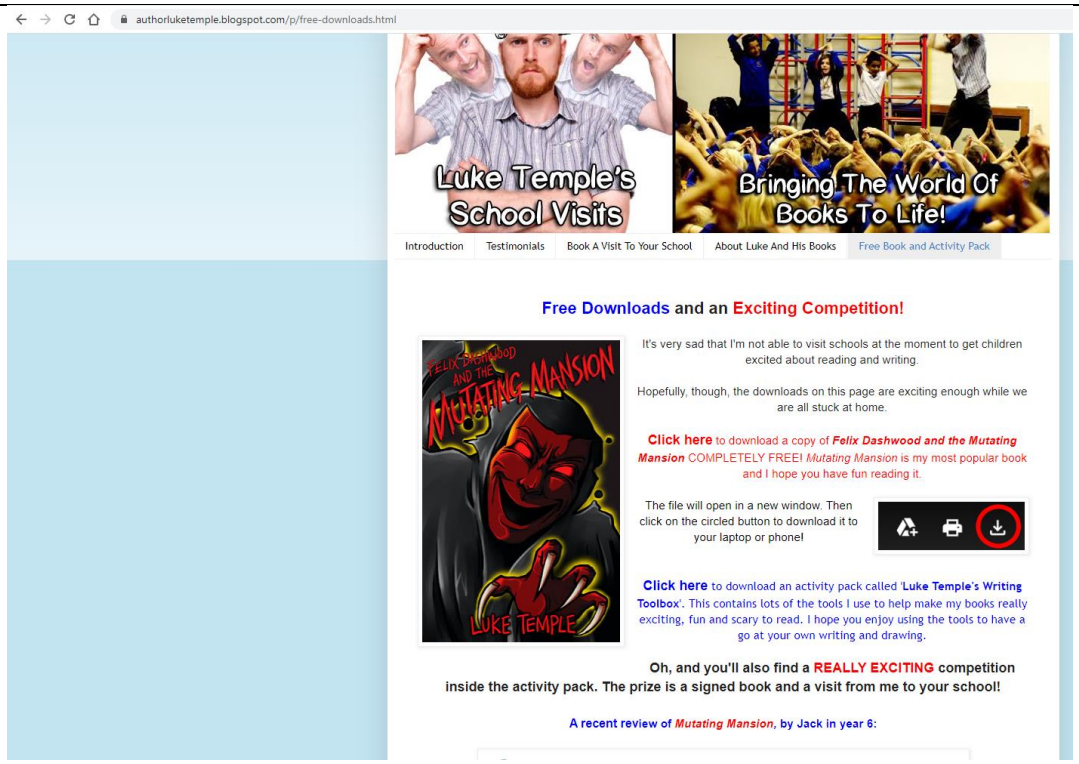
He also asks himself whether he has used all the tools in his writing toolbox:

- Have I used enough adjectives, similes, metaphors and alliteration to make my descriptions interesting?
- *Senses*: have I helped the reader to be involved by describing more than one of the character's senses?
- *Show don't tell*: have I shown the reader how the character is feeling, instead of telling them?

Activity 9:

COMPETITION ALERT – *see page 2 to enter!*

The paragraph below isn't that interesting. It needs editing! Can you rewrite the paragraph, using Luke's writing toolbox to make it as fun and interesting as possible?



Comparative and superlatives

You are the most beautifullest person in the world! Errrrr that doesn't make sense!!!!

Following on from the superlative and comparative task last week, we will explore those words that do not follow the rule:
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.

Sometimes we need to add the word more in front of a word to make it a superlative and the word most in front of the word to make it a superlative here are some examples

Here are some examples

Adjective	Comparative	Superlative
Beautiful	More beautiful	Most beautiful

Interesting	More interesting	Most interesting
Intelligent	More intelligent	Most intelligent
Awful	More awful	Most awful

Can you create your own table to explore more words that follow this rule?

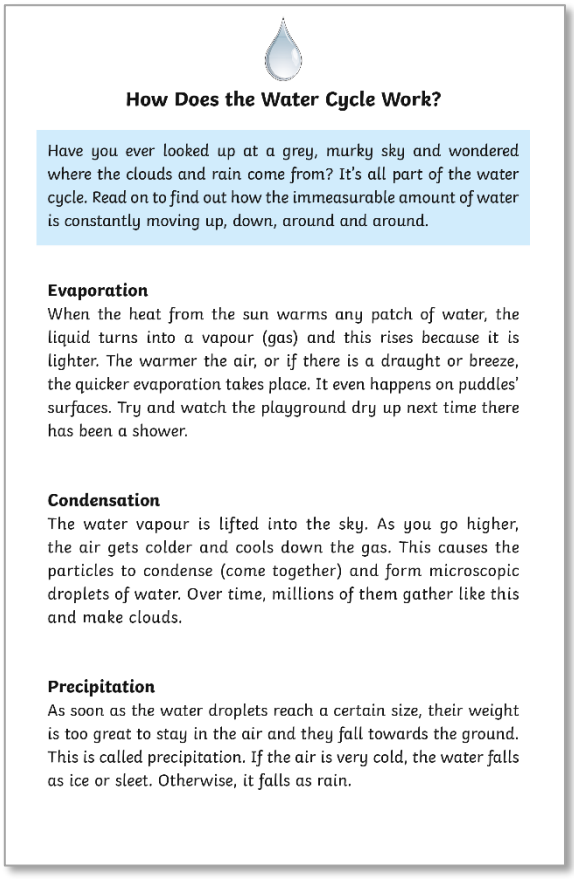
Saying the words out loud with the rule you will be able to hear that they don't sound right. Saying something is beautifuller just sounds silly!

Create sentence using the comparative and superlative versions of the adjective.

This is my favourite expection to the rule:
Good…. Better… best
Remember, good better best, never let it rest, until your good is better and your better is your best.

Explanation text

Here is an example of an explanation text about the water cycle. Take a look at the work you produced from the challenge in the last pack. Have you included all the information? Perhaps you have included more 😊



How Does the Water Cycle Work?

Have you ever looked up at a grey, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around.

Evaporation
When the heat from the sun warms any patch of water, the liquid turns into a vapour (gas) and this rises because it is lighter. The warmer the air, or if there is a draught or breeze, the quicker evaporation takes place. It even happens on puddles' surfaces. Try and watch the playground dry up next time there has been a shower.

Condensation
The water vapour is lifted into the sky. As you go higher, the air gets colder and cools down the gas. This causes the particles to condense (come together) and form microscopic droplets of water. Over time, millions of them gather like this and make clouds.

Precipitation
As soon as the water droplets reach a certain size, their weight is too great to stay in the air and they fall towards the ground. This is called precipitation. If the air is very cold, the water falls as ice or sleet. Otherwise, it falls as rain.

Create an explanation text on something of your own choice.

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.

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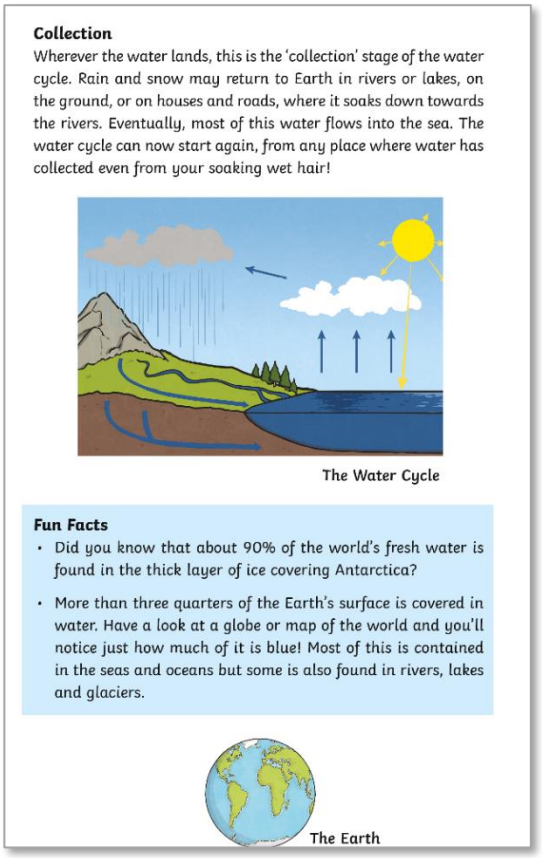

Collection

Wherever the water lands, this is the 'collection' stage of the water cycle. Rain and snow may return to Earth in rivers or lakes, on the ground, or on houses and roads, where it soaks down towards the rivers. Eventually, most of this water flows into the sea. The water cycle can now start again, from any place where water has collected even from your soaking wet hair!

The Water Cycle

Fun Facts

- Did you know that about 90% of the world's fresh water is found in the thick layer of ice covering Antarctica?
- More than three quarters of the Earth's surface is covered in water. Have a look at a globe or map of the world and you'll notice just how much of it is blue! Most of this is contained in the seas and oceans but some is also found in rivers, lakes and glaciers.

The Earth

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When the heat from the sun warms any patch of water, the liquid turns into a vapour (gas) and this rises because it is lighter. The warmer the air, or if there is a draught or breeze, the quicker evaporation takes place. It even happens on puddles' surfaces. Try and watch the playground dry up next time there has been a shower

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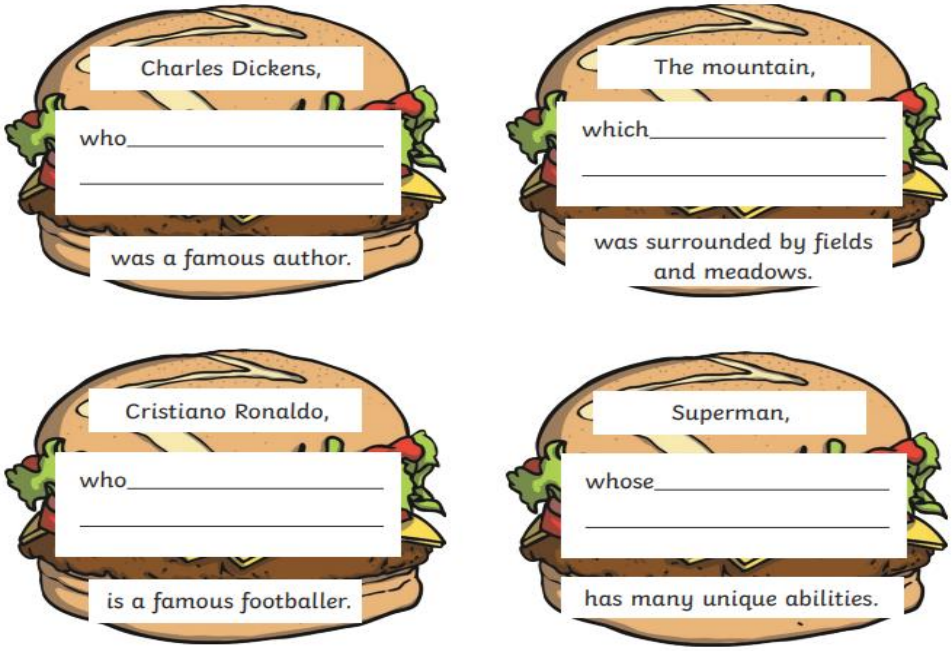
Relative Clauses

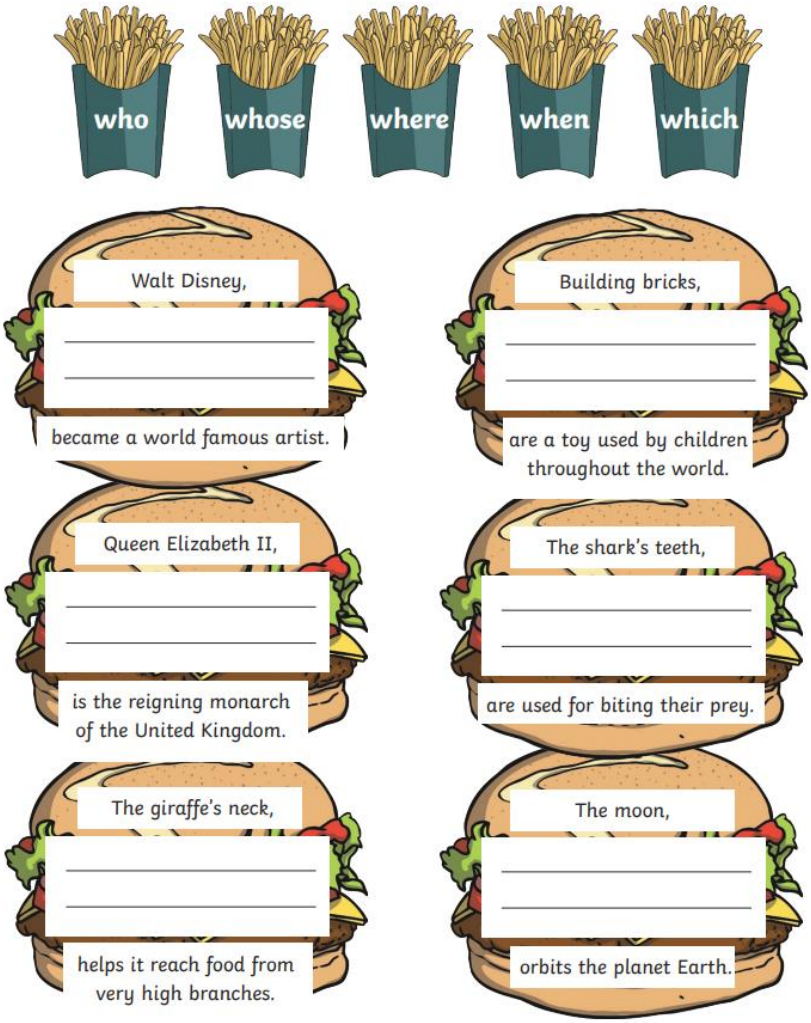
Remember the relative pronoun and relative clause tasks form last week? Use this to help you create more embedded relative clauses.

Luke likes playing football.
Luke, who is very sporty, likes to play football.

In the example above, the relative clause has been placed in the middle of the sentence after the noun 'Luke' that it gives more information about. Think of it as a cheeseburger. The relative clause is the meat that fills the middle of the bun and the bun is the main clause. Complete the cheeseburgers below by adding an embedded clause to the burger.



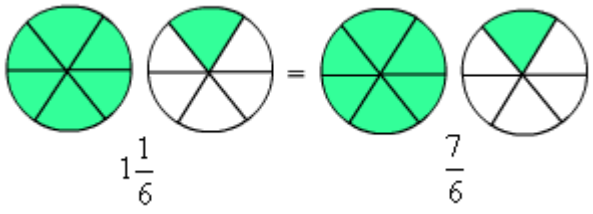
Continue to add relative clauses to the middle of these cheeseburgers but this time choose your own relative pronoun to complete the sentence.



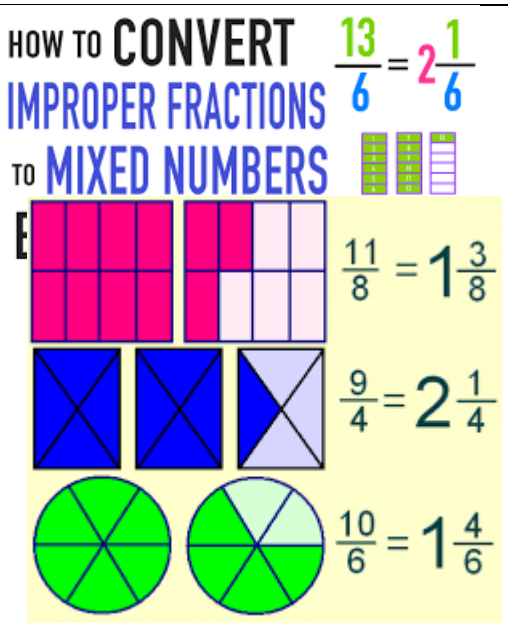
Create your own embedded relative clauses.

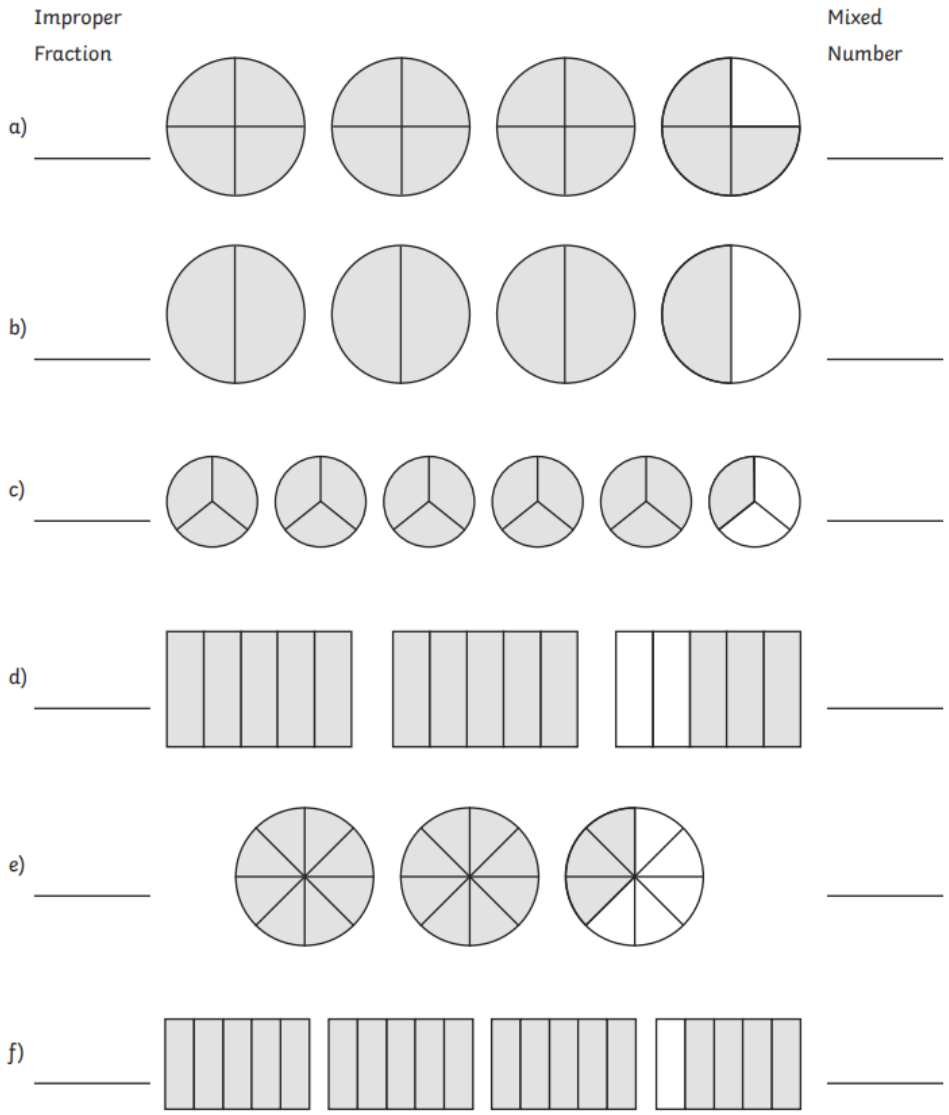
Maths

Improper and mixed number fractions



When dealing with improper fractions the numerator is bigger than the denominator





The denominator is always how many parts would make a whole so for the first question (a) the wholes are split into 4 so we know our denomintor = 4

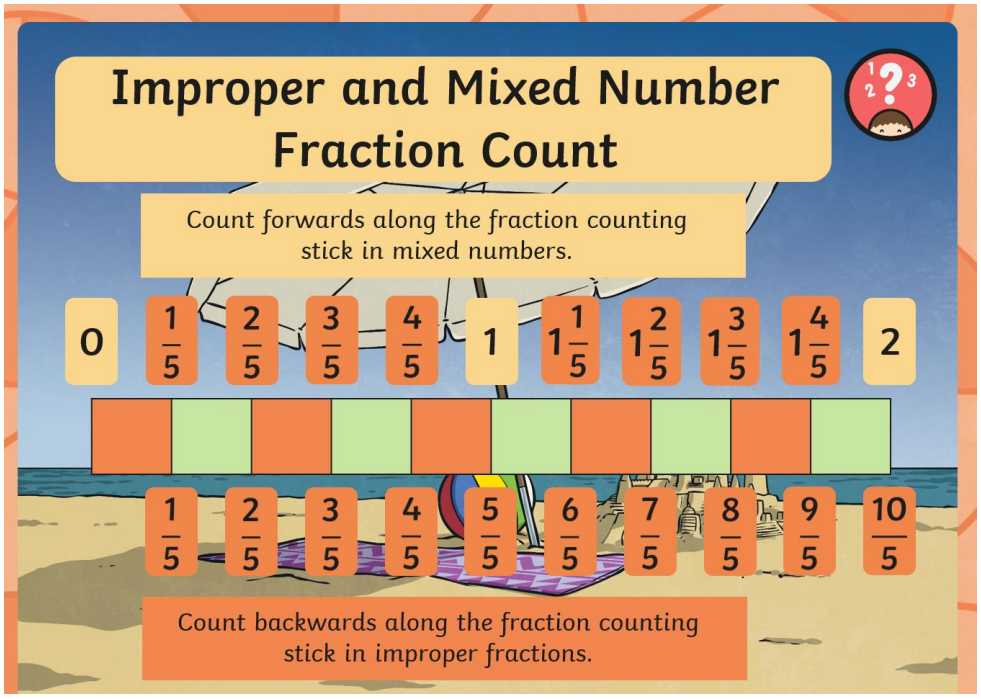
3 wholes have been shaded in and an extra ¾ so the first line shows 3 ¾ as a mixed number.

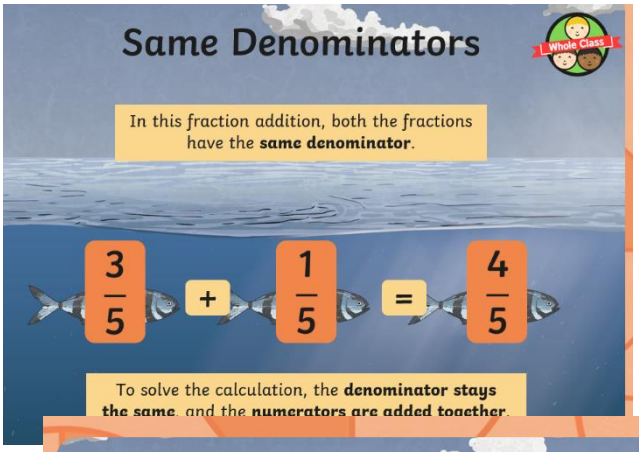
And as an improper number 15 parts have been shaded so it is 15/4

Do not put 16 as your denominator! Although 15 out of the 16 pieces have been shaded we are dealing with what makes the whole. 4 pieces make the whole (you can see they have been cut up into 4)

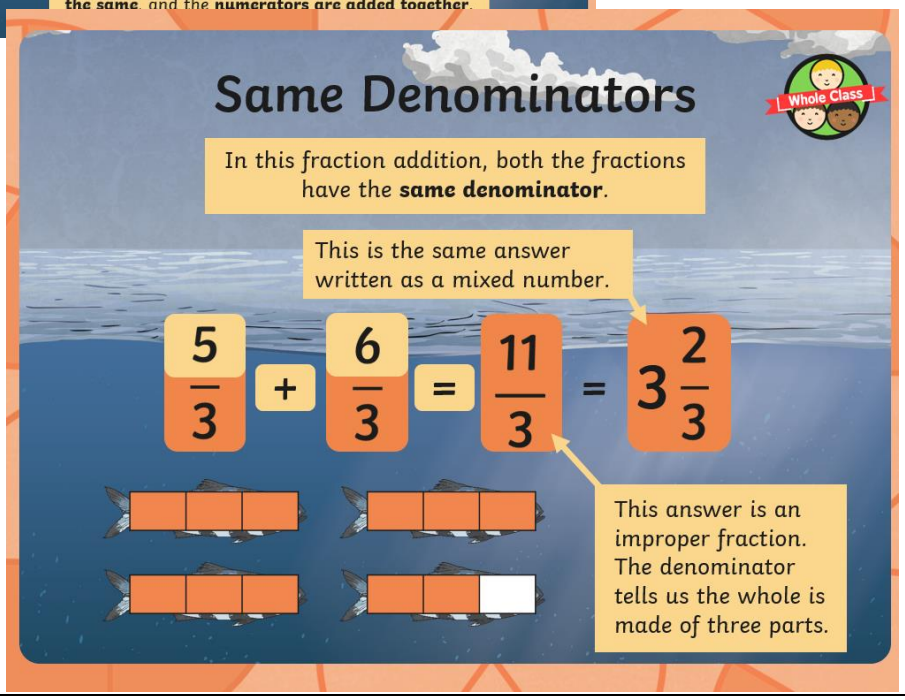
Mathematics	Adding and subtracting fractions with the same denominators.

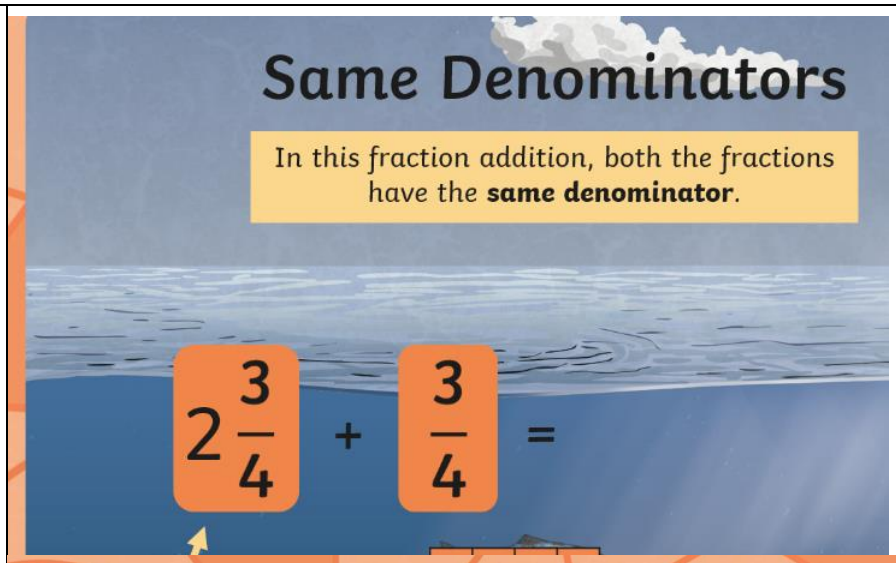
An improper fraction is where the numerator is bigger than the denominator. You might have seen these fractions be called top heavy fractions too. A mixed number fraction contains a whole humber and a fraction.



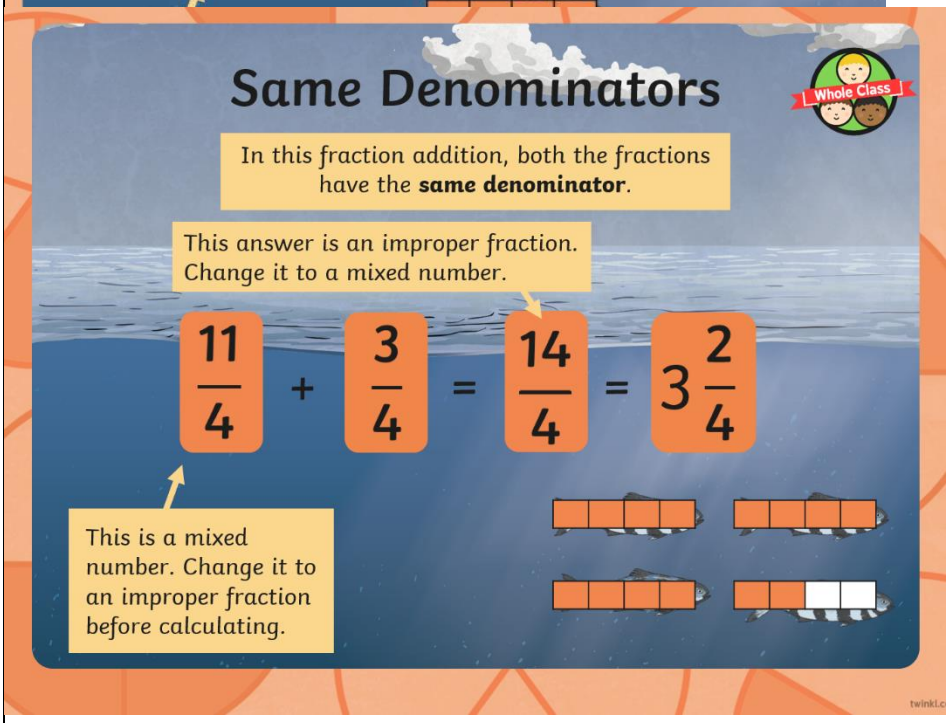


When we add fractions with the same denominator we simply add the numerators and leave the denominators alone.





It is easier to add improper fractions rather than mixed fractions as you simply add the numerators. You must convert the mixed fraction first



2 ¾ becomes 11/4

Questions

Answer and create questions based on adding improper and mixed fractions

e.g.

2/6 +5/6 =

2/9 +5/9 +6/9 =

4/17+ 23/17 =

Work out the totals as improper fractions and then convert them to mixed numbers

	1 ½ + 5/2 = 3 5/8 + 17/8 = 6 ¾ + 2/4 =

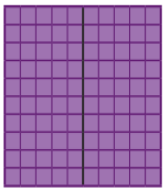
Fractions — Knowledge Organiser

Key Vocabulary

- numerator
- denominator
- unit fraction
- non-unit fraction
- whole
- equivalent
- mixed number
- improper fraction
- simplest form
- multiple
- common denominator
- common numerator

Equivalent Fractions

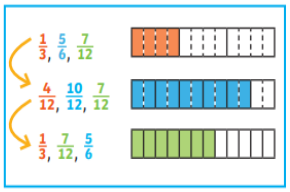
To find equivalent fractions, we multiply or divide the numerator and denominator by the same number.

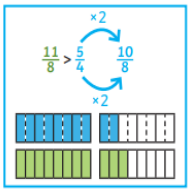


$\frac{1}{2} = \frac{5}{10} = \frac{50}{100}$ (×5, ×10 / ×5, ×10)

Compare and Order Fractions

We can compare and order fractions by using common denominators.





Mixed Numbers

Mixed numbers contain a whole number and a fraction.

whole → $2\frac{1}{4}$ ← fraction

Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator. $\frac{5}{3}$

Convert an Improper Fraction to a Mixed Number

$\frac{9}{4}$

$9 \div 4 = 2r1$ → $2\frac{1}{4}$

Divide the numerator by the denominator.

This shows you the whole number and the fraction.

Convert a Mixed Number to an Improper Fraction

Multiply the whole by the denominator to make an improper fraction.

$2\frac{5}{6} = \frac{12}{6} + \frac{5}{6} = \frac{17}{6}$

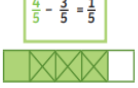
Add the fractions together.

Adding and Subtracting Fractions

To add or subtract fractions with denominators that are multiples of the same number, we must change one fraction to have the same denominator.

$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

$\frac{4}{5} - \frac{3}{5} = \frac{1}{5}$



$\frac{1}{4} + \frac{3}{8} = \frac{2}{8} + \frac{3}{8} = \frac{5}{8}$

$\frac{5}{6} - \frac{2}{3} = \frac{5}{6} - \frac{4}{6} = \frac{1}{6}$

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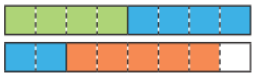
Fractions — Knowledge Organiser

Add Fractions Where the Total is Greater Than 1

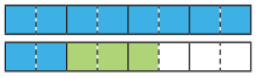
$\frac{1}{2} + \frac{3}{4} + \frac{5}{8} = \frac{4}{8} + \frac{6}{8} + \frac{5}{8} = \frac{15}{8} = 1\frac{7}{8}$



Add Mixed Numbers

$1\frac{1}{4} + \frac{3}{8} = 1\frac{2}{8} + \frac{3}{8} = 1 + \frac{5}{8} = 1\frac{5}{8}$

$1\frac{1}{4} + \frac{3}{8} = \frac{5}{4} + \frac{3}{8} = \frac{10}{8} + \frac{3}{8} = \frac{13}{8} = 1\frac{5}{8}$



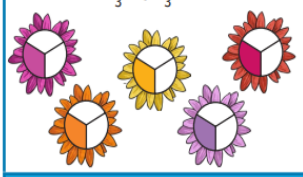
Subtract from a Mixed Number

$1\frac{2}{3} - \frac{2}{9} = 1\frac{6}{9} - \frac{2}{9} = 1\frac{4}{9}$

starting number	find the equivalent fraction	subtract

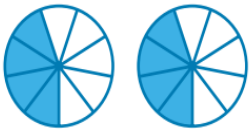
Multiply Unit Fractions by an Integer

$\frac{1}{3} \times 5 = \frac{5}{3}$



Multiply Non-Unit Fractions by an Integer

$2 \times \frac{4}{9} = \frac{8}{9}$



Subtract Two Mixed Numbers

$2\frac{3}{4} - 1\frac{5}{8} = 1\frac{1}{8}$

$2 - 1 = 1$

$\frac{3}{4} - \frac{5}{8} = \frac{1}{8}$

Multiply Mixed Numbers by Integers

Convert to an improper fraction and multiply the numerator by the integer.

$2\frac{1}{4} \times 2 = \frac{9}{4} \times 2 = \frac{18}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Use repeated addition.

$2\frac{1}{4} \times 2 = 2\frac{1}{4} + 2\frac{1}{4} = 4\frac{2}{4} = 4\frac{1}{2}$

Subtract from a Mixed Number - Breaking the Whole

$2\frac{1}{4} - \frac{3}{8} = 2\frac{2}{8} - \frac{3}{8} = 1\frac{10}{8} - \frac{3}{8} = 1\frac{7}{8}$

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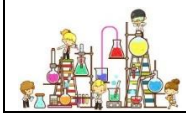
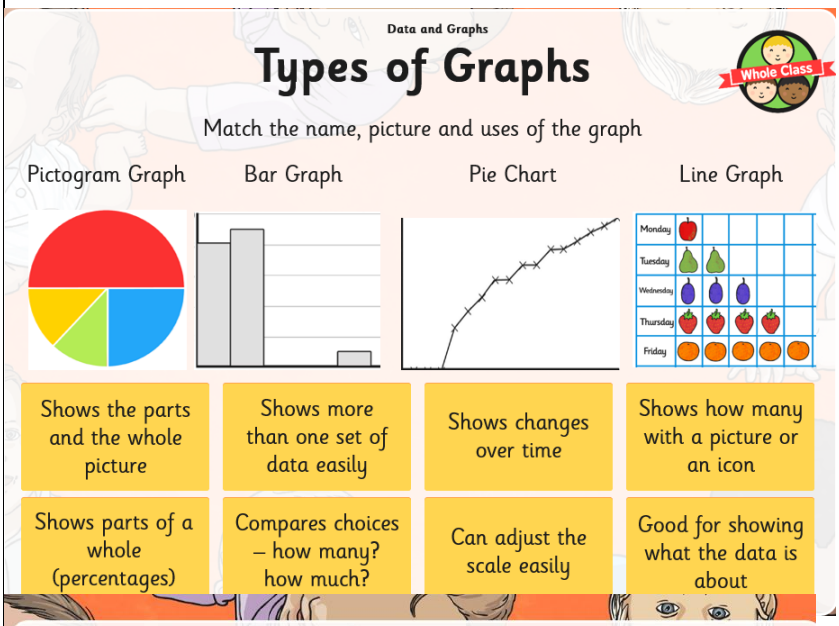
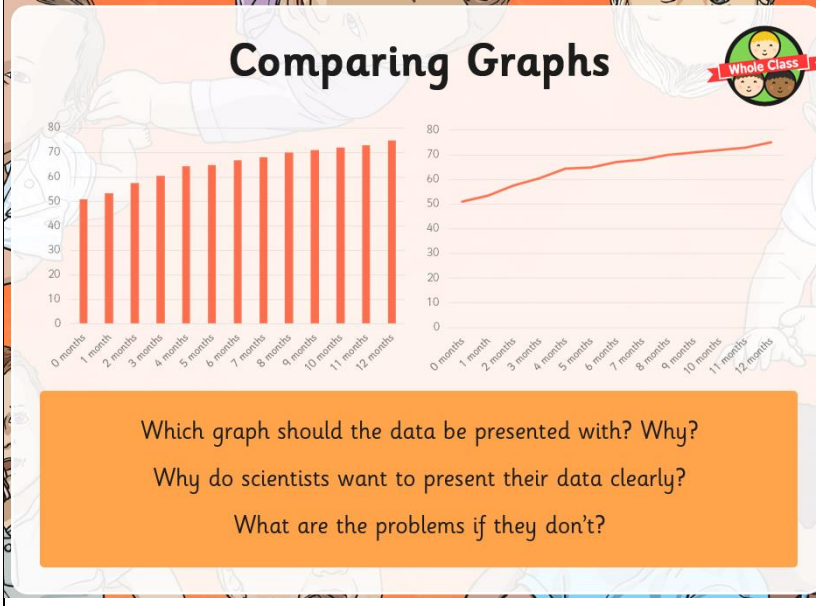
	Telling the time Telling the time is so very important. We use it in everyday life. Ask your parents or whoever is with you to help you secure your learning with telling the time. Can you record any fact about time e.g. how many minutes are then in a week? How many days in 4 years? Continued Show me 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  Before and After I can read and record time in both 12-hour and 24-hour formats. (ACMMG110) Read the clock and work out the time before or after. Write your answer in 24-hour format. Twenty minutes after One hour and fifty minutes before 3 hours and 27 minutes after 02:23 16:49 13:06 Ninety minutes before One hour and forty-two minutes after 93 minutes before
Science 	A thought to get you going.. what is the difference between informationand data?



Scientists present their findings and observations in different ways.

Some ways fit certain data collection better than others, why do you think this is?



Create at least two types of graphs to compare
Make sure axis are labelled
Create a title for your graph(s)
Explain which of the graphs presents your data more clearly and why

Growth in Height of Boys and Girls

Age	Height of Boys	Height of Girls
0 months	52cm	50cm
1 month	54cm	53cm
2 months	58cm	57cm
3 months	61cm	60cm
4 months	64cm	63cm
5 months	66cm	64cm
6 months	68cm	66cm
7 months	69cm	67cm
8 months	71cm	69cm
9 months	72cm	70cm
10 months	73cm	71cm
11 months	74cm	72cm
12 months	76cm	74cm

Use this table to help you record the data onto a graph.

Please note these measurements are not necessarily accurate!!!

Learning objectives
I can demonstrate understanding of how babies grow in height.
I can demonstrate understanding of how babies grow in height
I can compare graph types and select which is most appropriate for my data.
I can compare graph types to present complex data and explain which is most appropriate

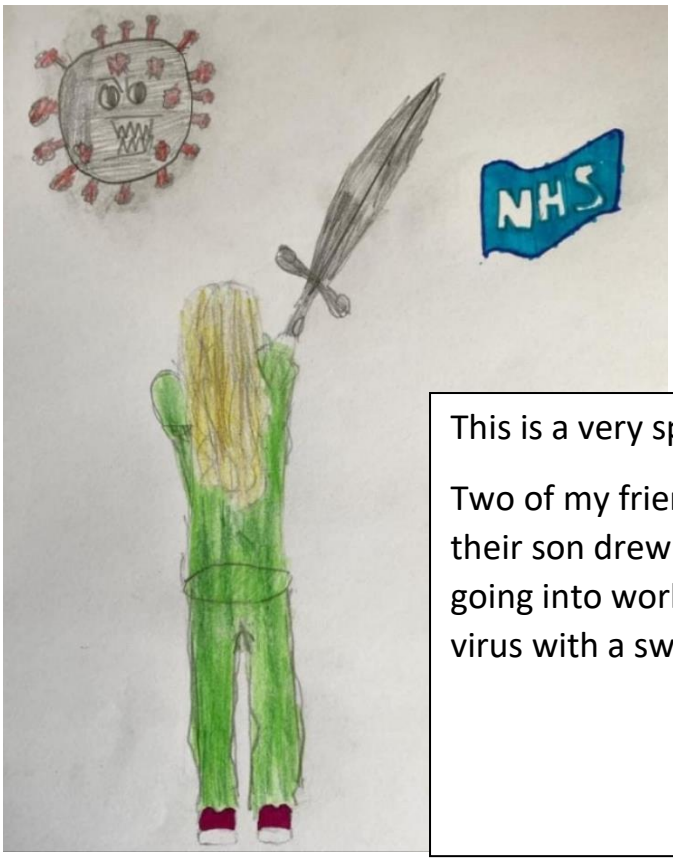
ART	Poster for the NHS and key workers. First of all, consider who those key workers are. There are lots of people who have been bravely working over the last couple of months to keep us going. How many can you name?

Food for thought: What does 'NHS workers' mean? Because remember it isn't just the wonderful doctors and fabulous nurses, it is the physiotherapists, the radiologists, the midwives, the health care assistants, the paramedics, the porters, the cleaners, the admin staff, the people maintaining the hospital and many, many more

You may have already done a poster to show your support for the NHS, I know lots of people have been putting them in their windows and they are brightening up the streets for sure.

But I would like you to consider the bravery of key workers and what they are sacrificing to keep us going.

I would like you to create a picture that shows the strength, care, kindness, courage and compassion of our frontline workers.

	 This is a very special picture for me. Two of my friends are doctors and their son drew this picture of his Mum going into work to slay the corona virus with a sword.
Other	Continued Listen to a piece of music and create a mood board to show what emotions you feel when you listen to the piece. I would like you to create an emotion mood board about a song of your choice. Think- how does the music make you feel? What colour represents that mood? 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! 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. Remember you are showing how the music makes you feel and expressing that emotion through art.