



## Year 5 Home Learning



Dear Year 5 children and parents / carers,

Below are some Home Learning activities that we have prepared for you to use should your child need to stay at home in these uncertain times. We hope that these tasks will help them to complete some valuable learning at home.

We would encourage you to particularly focus on a few key areas with your children:

- ✓ **Reading 20-30 minutes a day.**
- ✓ **Using Spelling Shed and practising weekly spellings.**
- ✓ **Comprehension practise ( 2 tasks at the end of this document)**
- ✓ **MyMaths - we will set new tasks and monitor each child's progress**
- ✓ **Play Times Tables Rockstars regularly.**



### MATHS

A separate Maths Home Learning Pack is attached which has activities linked to the Maths topics we are teaching in Term 1. These are reading, writing and comparing numbers to 1,000,000; ordering numbers; rounding to the nearest 10, 100 or 1000; positive and negative numbers and Roman Numerals.

There are a series of missions, which allow the children to consolidate their learning in these areas.

### LITERACY:

The lessons for the 2 weeks are based around a workbook called '**The Game**' which is inspired by the book and film '**Jumanji**'. Inside, you will find lots of things to work through that will help you with your reading and writing skills and build on the work you have been doing at school.

Please open the separate '**The Game**' document to see the workbook of activities.

Below is a suggested daily timetable for completing the tasks from the workbook. **However, if you want to complete more one day and less another, that is absolutely fine.** But it is important that you **complete the tasks in order** as it is a sequence of learning activities that will help you to complete the final writing task really successfully.



Day	Suggested Activity
<b>Day 1</b> <b>Pages 1 -7</b>	Watch the movie trailer for 'Jumanji' using the link. Can you explain some of the consequences of playing the game? Read the story called 'The Game', making the predictions when you are prompted to do so.

	Look at the story structure table – can you identify each section in the text?
<b>Day 2</b> <b>Pages 7 - 10</b>	<p>1. Go back through the story and underline/list any words that you don't know the meaning of. Discuss these with an adult or check in a dictionary.</p> <p>Complete <b>The Sentence Challenge</b> activities.</p> <p>2. Complete: <b>Likes, Dislikes, Puzzles and Surprises.</b></p> <p>Remember to explain your reasoning clearly: <i>I liked it when .... because ....</i></p>
<b>Day 3</b> <b>Pages 11 -13</b>	<p>Complete the <b>comprehension</b> activities.</p> <p>Make sure you read each question carefully and explain your answer in full, referring to the text where necessary.</p> <p>Remember :</p> <p><b>P</b>oint <b>E</b>vidence <b>E</b>xplanation</p>
<b>Day 4</b> <b>Pages 14 - 15</b>	<p>Complete the <b>Grammar</b> activities:</p> <ul style="list-style-type: none"> <li>• Relative Clauses</li> <li>• Sentence Imitation</li> </ul>
<b>Day 5</b> <b>Pages 16 - 17</b>	<p><b>Write Away - The Adjective Game.</b></p> <p><b>Challenge:</b> Can you also try changing some of the verbs in blue to make it sound scarier?</p>
<b>Day 6</b> <b>Pages 17 - 20</b>	<p><b><u>The problem – planning ideas</u></b></p> <ul style="list-style-type: none"> <li>• <b>Consider:</b> <i>What other problems could the game cause? What else could come out of the game and what would it do?</i></li> <li>• Plan out some new ideas, keeping the classroom setting.</li> <li>• Using the ideas and sentences from the problem section of '<b>The Game</b>', on a separate piece of paper, try out your new ideas. Start with the first strange events as a sentence of three and then <i>show how the children react.</i></li> <li>• Plan a new idea of your own <b>in a different, new setting of your choice.</b></li> </ul> <p>Now write your new problem, set somewhere else: start with the first strange event, then introduce the new threat and finally describe what the threat does. Do this on a separate piece of paper.</p>
<b>Day 7</b> <b>Pages 21 -22</b>	Use the questions and boxed-up planner to plan a brand new finding story based on 'The Game', using your own ideas. Maybe discuss these with someone in your family.
<b>Day 8</b> <b>Page 23</b>	<p><b>Use your planning to write your own story.</b></p> <p><b>Remember to:</b></p> <p>Follow the story structure that you explored on Day 1.</p> <p>Try to use some challenging vocabulary</p> <p>Use some of the strategies that you have been practising:</p>

	<ul style="list-style-type: none"> <li>• Relative clauses</li> <li>• Sentence imitation</li> <li>• Well-chosen adjectives and verbs</li> </ul> <p>Start a new line for each speaker when you use dialogue (speech)</p> <p>Have fun with your story 😊</p>
<b>Day 9</b> <b>Page 23</b>	<p>Complete your story.</p> <p>Edit it carefully, checking that you have included the above features.</p> <p>Check spelling and punctuation.</p> <p>Ask someone at home to give you some helpful feedback and try to improve where you can.</p>
<b>Day 10</b> <b>Pages 23 - 24</b>	<p>Publish your story – as a book or in any way you choose. Maybe include some illustrations.</p> <p>Take some pictures and post them on Twitter or email to your teacher – we look forward to reading them 😊</p>

### **TOPIC ACTIVITIES FOR YEAR 5 WORKING FROM HOME**

Here are some tasks for you to work on during the time you are working from home linked to the foundation subjects. They do not have to be done in this order and if you would rather complete one in greater depth that is fine.

### **NEWS REPORT (CURRENT AFFAIRS/PSHE)**

During your time at home, please **try to watch Newsround each day** so that you keep informed of what is happening in the world. Talk to your family about what you find out.

[https://www.bbc.co.uk/newsround/news/watch\\_newsround](https://www.bbc.co.uk/newsround/news/watch_newsround)



Choose an article from Newsround that interests you and research it further. Create a **news report** about this subject. You could write it down or be filmed delivering your news report.

### **ROLE MODELS (HISTORY/PSHE)**

Our school houses are named after 4 role models: Sir David Attenborough, Rosa Parks, Julia Donaldson and Marie Curie. Research the person that your house is named after and create a **factfile** about them. You could find pictures to include in your factfile. Find out about their early life and key events that made them into the role models we know today.



## **FRANCE (GEOGRAPHY/MODERN FOREIGN LANGUAGE)**

Find a world map and familiarise yourself with the different continents and countries. Find where we live and places that you have visited on holiday.

Find **France** on the map and create an **information poster or a travel brochure** about that country. You can use words and pictures, create it on paper or on the computer and include key facts such as flag, foods eaten, population, languages spoken, capital city, largest river or mountain, currency, traditions, famous buildings or sights. If you wish, you could make your travel leaflet about Paris rather than the whole of France. Can you recall some key words and phrases in French? You could include those in your poster/leaflet.



## **ART:**

### **Artist focus – Mark Powell.**

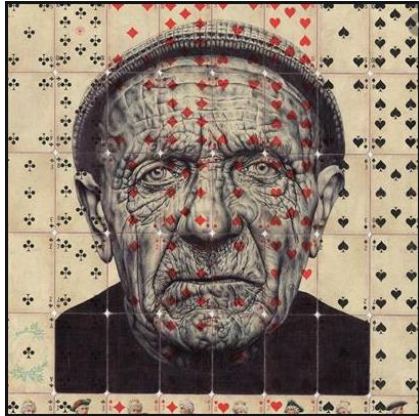
Mark Powell is an artist/photographer from Leeds in West Yorkshire. In order to create incredibly detailed portraits of people he uses nothing but a simple biro ballpoint pen. He likes to draw on top of paper which has had another purpose like old envelopes, receipts, map prints, book pages or other antique documents. Most of his drawings are of elderly people but he also draws birds or picks out a facial feature to focus on. He often draws from a photograph to capture every detail. He uses the simplest tools to create such incredible pieces of art.

Your task – You will need to create a portrait of your own using just a biro like Mark Powell. You can choose to draw someone in your household (it could be your sibling, parents, grandparent), a bird, or focus on one of their facial features, for example, their eyes. You can draw on something that has had a previous purpose, maybe you have an old receipt, or a newspaper page or an old envelope which you can draw on. Please make sure you check with your parents if it is okay for you to draw on something before you do.

- Think about the pressure you put on the pen, heavier pressure will make darker lines, softer pressure will create lighter lines, can you use circular motions with your pen? It might help some of you to turn your photo into black and white to help you think about where the light touches their face in order to create that element yourself.



**Examples of Mark Powell's work:**



**SCIENCE**

There are a series of lessons on the Oaks National Academy website on our Science topic for this term: States of Matter. They are designed for Year 5 so take a look 😊.

<https://classroom.thenational.academy/units/states-of-matter-3a2a>

**COMPREHENSIONS**

Below are 2 comprehensions you may like to read:

Malorie Blackman(Non-fiction)  
Treasure Island (Fiction)

# Malorie Blackman

## Who is Malorie Blackman?

Malorie Blackman is a popular author. She writes books for children of all ages and her books are known for tackling a range of issues. In her spare time, she enjoys playing video games and writing music.



## Early Life

Malorie Blackman was born on 8<sup>th</sup> February 1962. When she was younger, she liked visiting the library. She enjoyed reading lots of different books, including adventure stories, classic novels and sci-fi tales.

Malorie trained in computer science and worked as a computer programmer before deciding to try and become a published author.



## Becoming a Writer

When Malorie thought about the books that she read when she was younger, she noticed that none of them featured main characters who were Black people. When she was in her early 20s, Malorie read her first book with a Black main character. Malorie says that this book helped her to realise that she could be a published writer. As a result, Malorie started writing the stories that she wanted to read when she was a child.

After two years and 82 rejection letters, somebody told Malorie that they would like to publish her book. The book was called 'Not So Stupid!: Incredible Short Stories' and was written for young adults.

Malorie has now written many books for all ages. Lots of her books have won awards and some have even been turned into television series! In 2013, Malorie became the Children's Laureate. This is an award that is given every two years to an inspirational children's writer or illustrator.

## Did You Know...?

Although people didn't want to publish her books to begin with, Malorie wasn't close to giving up. She decided that she would only rethink becoming an author after getting 1,000 rejection letters!



## An Important Job

Malorie believes that books are important for helping us to see things from another person's point of view. She says that we can begin to tackle issues like racism by representing lots of different people within stories.

If you want to be a writer, Malorie's advice is to start by reading lots of different books. She says to try books that you that you might not usually read. This is because, even if you don't enjoy them, you can use that to help you write stories that you will enjoy. When you have read lots and lots, she says that the next step is to start writing lots and lots and to never give up!



## Did You Know...?

In an interview in 2016, Malorie said, "Books should be mirrors as well as windows."

## Questions

1. How many rejection letters did Malorie receive before her first book was published?

Tick one.

- ☐ 80  
☐ 81  
☐ 82  
☐ 83

2. What happened to Malorie in 2013? Tick one.

- ☐ she was born  
☐ her first book was published  
☐ she said, "Books should be mirrors as well as windows."  
☐ she became the Children's Laureate

3. Number the events from 1- 4 to show the order that they happened in.

- ☐ Malorie started writing the stories that she wanted to read when she was a child.  
☐ Malorie read her first book that featured a Black main character.  
☐ Malorie became the Children's Laureate.  
☐ 'Not So Stupid!': Incredible Short Stories' was published.

4. Draw four lines and complete each sentence.

Lots of Malorie's books have...	written for young adults.
Some of Malorie's books have been...	a computer programmer.
Malorie worked as...	won awards.
Malorie's first book was...	turned into television series.

5. Look at the paragraph beginning Malorie believes that books...

Find and copy one word that means the same as showing.

\_\_\_\_\_

6. Fill in the missing words.

In 2016, Malorie said, "\_\_\_\_\_ should be  
 doors as well as \_\_\_\_\_."

7. Summarise what you have learnt about Malorie Blackman using 25 words or fewer.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

8. Explain how you think that Malorie Blackman was feeling when her first book was published.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Treasure Island

This extract is based on Chapter 12 of Robert Louis Stevenson's book 'Treasure Island'.

After finding a map that leads to the treasure of the infamous pirate Captain Flint, Jim Hawkins sets sail for a distant island. While on the voyage, Jim overhears one of the crew members, Long John Silver, talking about how he plans to take Flint's treasure for himself. Jim is about to warn the captain when someone shouts, "Land ho!"



The entire crew had gathered on the deck. "Now, men," said the captain, pointing at the island in the distance. "Have any of you ever seen that land before?"

Long John Silver walked forward, "I have, sir," he said in a rough voice. "I was a cook on a ship that landed here a while back."

"Can you remember anything about it? The south side looks like the best place to try and take our ship," replied the captain. He turned away from Silver to peer back at the island which was growing closer with each passing minute.

"Yes, sir. Skeleton Island they call it. It was the main place for pirates once." Pointing at the largest hill on the island, Silver continued, "You see that hill there? They called that Spy-Glass because it's where they kept a lookout for any unwanted visitors." The crew followed Silver's gaze – surrounded by clouds, the hill was an ominous sight.

With this new information, Captain Smollett pulled a chart from his pocket and unfurled it on the deck. Silver's eyes glittered with excitement at the sight of the map. However, disappointment set in when he saw that it lacked the big, red cross that would show him where to find the treasure. 'No matter', he thought





to himself. 'Captain Flint's treasure map is sure to be onboard somewhere – I'll find it in good time.' Shaking himself back to reality, Silver leant forward for a closer look.

"This is a very meticulous map, sir," he drawled. "It's far too nice to have been created by pirates." Silver paused for a moment before pointing at an inlet on the neatly drawn map, "Aye, there it is. Captain Kidd's Anchorage – that's where you want to head for."

"Right you are," said Captain Smollett. "Feel free to go now. I'll call you if I have any further need." With that, Silver moved away – his wooden crutch tapping against the deck.



As Silver drew closer to Jim, the young boy shuddered. Surely, the pirate didn't know that he had overheard the plans. As if sensing Jim's uncertainty, Silver stopped and put a hand on his shoulder. "It's a sweet spot, this island – perfect for a lad to stay ashore on. You'll sunbathe, climb trees and even explore those hills. In fact, I'm sure the cook would happily make you a snack to take with you." He squeezed Jim's shoulder and a wicked grin washed across his face. As the pirate walked away, Jim wiped the beads of sweat from his forehead: maybe Silver knew something after all.

## Questions

1. Jim is about to warn the captain when someone shouts, "Land ho!"

Choose the definition that is closest in meaning to the expression **land ho!** Tick one.

- ☐ I want to go home!  
☐ We've landed!  
☐ Where is the land?  
☐ I can see land!

2. Number the events from 1-4 to show the order that they happened in.

- ☐ Jim overhears Silver's plans to take the treasure.  
☐ Jim and the crew set sail for a distant island.  
☐ The crew look over at Spy-Glass  
☐ Silver tells Captain Smollett where to head for.

3. ...surrounded by clouds, the hill was an ominous sight.

What does the word **ominous** mean?

\_\_\_\_\_

4. Fill in the missing words.

Silver paused for a moment before pointing at an \_\_\_\_\_ on

the neatly drawn \_\_\_\_\_

5. Why was Silver disappointed?

\_\_\_\_\_

6. Compare how Jim is feeling at the start of the text to how Jim is feeling at the end of the text.

\_\_\_\_\_

\_\_\_\_\_

7. Do you think that Silver knows about Jim overhearing his plans to take the treasure for himself? Tick one.

- ☐ yes   ☐ no

Explain your choice.

\_\_\_\_\_

\_\_\_\_\_

8. Look at the paragraph beginning *After finding a map that leads...*

Explain why you think that the author chose to include this paragraph.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Online safety at home

SIMPLE 15 MINUTE ACTIVITIES TO DO WITH YOUR CHILD

**Parents / Carers:** You may like to encourage your child to complete some of these activities about staying safe online at home. They have been produced especially for our current situation, with so many young children accessing online resources at home. Just click on the link then select the lessons for 8 – 10 year olds. There is also lots of useful advice and support for parents.

<https://www.thinkuknow.co.uk/parents/Support-tools/home-activity-worksheets/>