St. William's Primary School

Year 5 Home Learning Record

Weekly Checklist

Try to tick off as many of these activities as you can each week as part of your home learning.

Reading

Aim for 20-30 minutes per day

◯ Mon ◯ Tues ◯ Wed ◯ Thurs ◯ Fri

Maths

Daily 6 and Problem of the Day

◯ Mon ◯ Tues ◯ Wed ◯ Thurs ◯ Fri

Daily Sumdog and TT Rockstars practice

◯ Mon ◯ Tues ◯ Wed ◯ Thurs ◯ Fri

St. William's Family Challenge

◯ Have a go at the challenge on our website.

Writing

Daily English task (on the blog)

◯ Mon ◯ Tues ◯ Wed ◯ Thurs ◯ Fri

Online Pobble Task

Visit www.pobble365.com and complete a writing task for the image that's shown. Try to do at least three tasks over the week:

◯ Answer the "Question time" questions.

◯ Draw the "Perfect picture" task.

◯ Use the "Story Starter" to write a story.
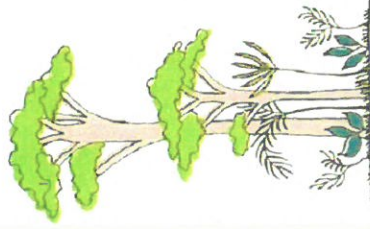
◯ Have a go at the "Sentence challenge".

◯ Correct the "Sick sentences".

Project Review – Rainforests

Last week we found out more about Brazil with the link here. Some of the world's tropical rainforests are located in Brazil.

Can you remember the names of the four layers? Which animals and plants live there? Investigate here and choose some animals to draw and write about.

Want to do more? Find out which other countries have rainforests in them or find out about other biomes by watching this video link.

Science – Forces and Gravity

Last week, you may have watched the clip about Sir Isaac Newton. He discovered how gravity works. Gravity is the invisible 'pulling' force that keeps us on the ground rather than floating into Space as it pulls us towards the centre of the Earth.
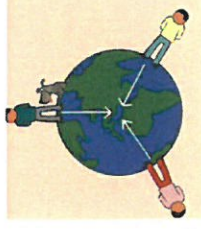
Watch this and this clip to find out more.

Want to do more? Try dropping different (unbreakable) objects from the same height to see how they are pulled to the ground (or to the centre of the Earth) by gravity. You could try different balls.

Watch some clips to see the effects of gravity.

Spellings – Homophones

Remember that homophones are 2 or more words that sound the same but can have different meanings or spelling.

practice   practise
stationary   stationery
steel   steal
weary   wary
who's   whose

Remember to keep practising on Spelling Frame.

Write a story, poem or song that contain your spellings. Remember to use the correct meaning. Here is an example using 3 of the homophones from the list.

The steel door slammed shut behind him as the weary man shuffled over the dusty ground towards a stationary shiny, black car.

Creative Task – Drama/Animation

MOVIE

We were very impressed with Soraya's poem performance on our blog last week and some of the Shakespeare performances from weeks ago (Lily and Connor). William also created two short animations in April.

Could you perform something or create something and take a picture or video of it? It could be a poem, a gymnastic routine, a piece of music, a speech from a play or an iMovie or animation. You may want to recreate a famous movie scene or a song from your Year 4 play.

Prepare it and rehearse first before you record. It may take several attempts! We can't wait to see your performances on our blog. Good luck!

Daily Expectations – Maths Challenges Yr5

Monday 15th June

Don't forget your daily activities which are on your Home Learning Record.

Friday's Answers	Challenge – Daily	Challenge – Super
	Challenge – Daily 1) What is the difference between -21 and 13? 34 1) 5 x 1418 = 7090 2) 96 ÷ 8 = 12 3) 6458 – 4629 = 1,829 4) What is the perimeter of a regular hexagon with a side of 8cm? 48cm 6) 6328 + 3823 = 10,151	**Challenge – Super** 1) What is the difference between - 87 and 128? 215 2) 27 x 528 = 14,256 3) 1080 ÷ 90 = 12 4) 12,257 – 6,818 = 5,439 5) What is the area of a rectangle with sides of 13cm and 8cm? 104cm^2 6) 9726 ÷ 8 = 1215r6
Maths	**Challenge – Daily** 1) What is the difference between -12 and 13? 2) 5633 x 5 = 3) What is $\frac{1}{3}$ of 36? 4) Double 99 5) Halve 138 6) What is the perimeter of a regular pentagon with sides 7cm?	**Challenge – Super** 1) What is the difference between -85 and -122? 2) 453 x 24 = 3) 6382 ÷ 9 = 4) $4\frac{2}{3}$ x 5 = 5) 22,483 + 29,231 = 6) What is the area of a square that has a perimeter of 36cm?

Daily Expectations – Maths Challenges Yr5

Don't forget your daily activities which are on your Home Learning Record.

Yesterday's Answers	Challenge – Daily	Challenge – Super
	1) What is the difference between -12 and 13? **25** 2) 5633 x 5 = **28,165** 3) What is $\frac{1}{3}$ of 36? **12** 4) Double 99 **198** 5) Halve 138 **69** 6) What is the perimeter of a regular pentagon with sides 7cm? **35cm**	1) What is the difference between -85 and -122? **37** 2) 453 x 24 = **10,872** 3) 6382 ÷ 9 = **709 r1** 4) $4\frac{2}{3}$ x 5 = **$23\frac{1}{3}$** 5) 22,483 + 29,231 = **51,714** 6) What is the area of a square that has a perimeter of 36cm? **$81cm^2$**
Maths	Challenge – Daily	Challenge – Super
	1) 6742 + 1973 = 2) 7592 – 3653 = 3) Write 11,674 in words 4) 4 x 20 = ☐ + 45 5) What is $\frac{1}{4}$ of 24? 6) Double 157	1) What is the difference between - 48 and -129? 2) 29 x 218 = 3) 108 ÷ ☐ = 9 4) 12,103 – 5996 = 5) 2700 ÷ 3 = ☐ X 2 6) Subtract $\frac{1}{4}$ from $\frac{7}{8}$

Daily Expectations – Maths Challenges Yr5

Don't forget your daily activities which are on your Home Learning Record.

Yesterday's Answers	Challenge – Daily	Challenge – Super
	1) 6742 + 1973 = 8715 2) 7592 – 3653 = 3939 3) Write 11,674 in words Eleven thousand, six hundred and seventy four 4) 4 x 20 = 35 + 45 5) What is $\frac{1}{4}$ of 24? 6 6) Double 157 314	1) What is the difference between - 48 and -129? 81 2) 29 x 218 = 6322 3) 108 ÷ 12 = 9 4) 12,103 – 5996 = 6107 5) 2700 ÷ 3 = 450 x 2 6) Subtract $\frac{1}{4}$ from $\frac{7}{8}$ $\frac{5}{8}$
Maths	Challenge – Daily 1) Write the multiples of 4 between 10 and 20 2) 7642 – 5495 = 3) 54 ÷ 6 = 4) Add 4932 to 5316 5) 34 – 9 = 5 x ☐ 6) What is $\frac{1}{6}$ of 72	Challenge – Super 1) Write the multiples of 9 between 26 and 55 2) Write down all the factors of 36. 3) 180 ÷ 9 = 4) Subtract 3,078 from 10,231 5) 5400 ÷ 9 = ☐ x 2 6) $4^3 - 2^3 =$

Daily Expectations – Maths Challenges Yr5

Thursday 18ᵗʰ June

Thursday 18th June

Don't forget your daily activities which are on your Home Learning Record.

Yesterday's Answers	Challenge – Daily	Challenge – Super
	1) Write the multiples of 4 between 10 and 20 **12,16,20** 2) 7642 – 5495 = **2147** 3) 54 ÷ 6 = **9** 4) Add 4932 to 5316 **10,248** 5) 34 – 9 = 5 x **5** 6) What is $\frac{1}{6}$ of 72 **12**	1) Write the multiples of 9 between 26 and 55 **27,36,45,54** 2) Write down all the factors of 36 **1,2,3,4,6,9,12,18,36** 3) 180 ÷ 9 = **20** 4) Subtract 3,078 from 10,231 **7153** 5) 5400 ÷ 9 = **300** x 2 6) $4^3 - 2^3$ = **64-8 = 56**
Maths	Challenge – Daily	Challenge – Super
	1) Write the multiples of 8 between 13 and 35 2) Subtract 3167 from 6342 3) 72 ÷ 8 = 4) Add 5814 to 6177 5) 28 + 14 = 6 x ☐ 6) What is $\frac{1}{8}$ of 64?	1) Write the multiples of 11 between 85 and 135 2) Write down all the factors of 54 3) 4578 ÷ 7 = 4) Subtract 13,209 from 20,174 5) 630 ÷ 9 = ☐ x 2 6) $5^3 - 3^3$ =

Daily Expectations – Maths Challenges Yr5

Friday 19th June

Don't forget your daily activities which are on your Home Learning Record.

Yesterday's Answers	Challenge – Daily	Challenge – Super
	1)Write the multiples of 8 between 13 and 35 16, 24, 32 2) Subtract 3167 from 6342 = 3,175 3) 72 ÷ 8 = 9 4) Add 5814 to 6177 11,991 5) 28 + 14 = 6 x 7 6) What is $\frac{1}{8}$ of 64? 8	1) Write the multiples of 11 between 85 and 135 88, 99, 110, 121, 132 2) Write down all the factors of 54 1, 2,3, 6, 9, 18, 27,54 3) 4578 ÷ 7 = 654 4) Subtract 13,209 from 20,174 6,965 5) 630 ÷ 9 = 35 x 2 6) $5^3 - 3^3 = 125 - 27 = 98$
Maths	Challenge – Daily 1)Write the multiples of 12 between 35 and 65 2) Subtract 4617 from 8452 = 3) 132 ÷ 12 = 4) Add 5367 to 6489 5) 96 - 36 = 12 x ☐ 6) What is $\frac{1}{12}$ of 144?	Challenge – Super 1) Write the factors of 144 2) Write down the common factors of 24 and 36 3) 5108 ÷ 7 = 4) Subtract 12,089 from 21,275 5) 7200 ÷ 8 = ☐ x 3 6) $4^3 - 8^2 =$

Jane reads a book.

- On Monday she reads 26 pages.
- On Tuesday she reads $\frac{2}{5}$ of the remaining pages.
- On Wednesday she reads the final 36 pages.

How many pages are in the book?
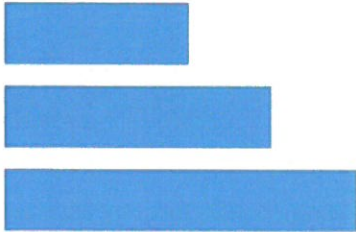
There are 86 pages in the book.

David has 3 number cards.

- **The sum of A and B is 120**
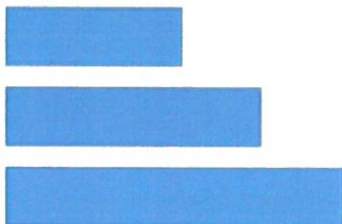- **The sum of B and C is 150**
- **If you subtract B from C you get 12**

What is the value of A?

David has 3 number cards.

- The sum of A and B is 120
- The sum of B and C is 150
- If you subtract B from C you get 12

What is the value of A?

The value of A is 51

White
Rose
Maths

Problem of the Day

A fish tank holds 30 litres of water.

The fish tank is $\frac{3}{5}$ full.

How much more water is needed to fill the tank?

A fish tank holds 30 litres of water.

The fish tank is $\frac{3}{5}$ full.
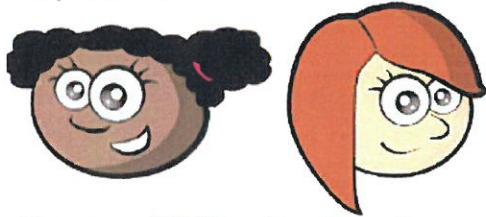
How much more water is needed to fill the tank?   12L
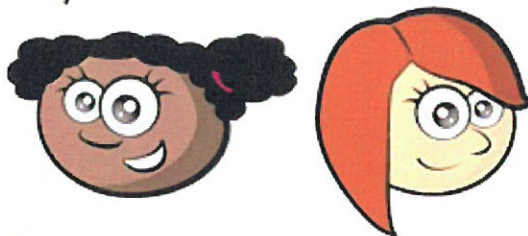
Problem of the Day

Tilly has £20

She gives £5.40 to her friend.

Tillly now has twice as much money as her friend.

How much money did her friend have at the start?

Tilly has £20

She gives £5.40 to her friend.

Tillly now has twice as much money as her friend.

How much money did her friend have at the start?   £1.90

Problem of the Day
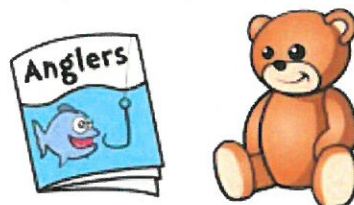
Leon buys a magazine and a teddy.

The teddy costs 80p more than the magazine.

Leon pays with a £10 note and gets £3.08 change.

How much does the teddy cost?

Leon buys a magazine and a teddy.

The teddy costs 80p more than the magazine.

Leon pays with a £10 note and gets £3.08 change.

How much does the teddy cost?

£3.86

You **do not** need a copy of the book to do these tasks; everything you need will be shared on the blog or in the paper pack available from school.

Monday 15.06.20

Today you will need the 'Story Extract' sheet and the 'AJ Notes' sheet.

1) Read the 'Story Extract' sheet. As you read, think about the following questions:
    - What is happening?
    - Where is the story taking place?
    - Who are the characters that we meet?
2) In no more than 50 words, can you summarise the extract? Remember to include the most important information. Someone else should be able to read your summary and understand exactly what happened.
3) Read the extract again and use the 'AJ Notes' sheet to help you gather information as you read.
    - The grid on this sheet is split into 4 sections:
        - AJ
        - AJ's Family
        - AJ's Home
        - AJ's Thoughts/Feelings
    - You should add notes to each box to show your understanding of the extract. Think about what you learn about AJ and his feelings but also what you can assume about him and his family and home. This means some of your notes will come directly from the extract while some of them might be your own ideas/opinions.
4) What do you think about AJ? Either write a few sentences to explain your thoughts or talk to someone at home about your ideas.

Tuesday 16.06.20

Today you will need the 'Story Extract' sheet from yesterday and drawing/writing tools (pencil & paper will do).

1) Yesterday we read an extract from the story. How much do you remember about the extract?
    - Play 'Alphabetical' (this can be played with someone else or on your own).
        - Write the letters of the alphabet down the side of a piece of paper.
        - Next to each letter, you should write something related to the extract (for example – A is for AJ, B is for Bedroom…)
        - You may need to be a bit creative to find something for every letter. How many can you complete?

In the extract, we learn that AJ is daydreaming and is then 'pulled' back to the real world. The author has contrasted the two settings. This means they have made the two settings appear very different to one another – one is AJ's 'happy place' and the other is his 'reality' which may not be as nice.

2) Fold a piece of paper in half or draw a line across the middle. At the top of one side, write the title 'Daydream' and at the top of the other, write the title 'Reality'.
    - Using the extract to help you and give you ideas, you should illustrate AJ's world.
        - Think about how you can use shapes, shading and colours to show the contrast between the two settings.

- How will you show AJ's feelings toward his daydream and his reality?
- How will you show a difference in his mood in each world?
  - Write down any keywords or phrases from the extract around your illustrations which inspired your drawings.
3) Why do you think the author has created two worlds for AJ?
  - Write down your ideas – I think the author has created two worlds because….
    OR
  - Talk to someone at home about your ideas.

Wednesday 17.06.20

Today you will need the 'Advice Column' sheet and writing tools (pencil & paper will do).

This extract is taken from a story called 'Running on Empty' by S.E. Durrant. In this book, the main character, AJ, battles with his emotions after his grandfather passes away. He learns to cope with his feelings by running. He loved to watch athletics with his grandfather and often went running with him too. He finds that when he runs, he feels closer to his grandfather and more in touch with his emotions.

AJ really struggles to ask for help and as a result he 'bottles up' all his worries. Sometimes when something upsetting or worrying happens in our lives it can be useful to take advice from someone else.

1) Imagine that you know AJ.
  - What would you say to him to help him feel better?
  - How would you reassure him?
  - What would you do to comfort him?

An advice column is often included in a newspaper or magazine. Readers of the newspaper or magazine can write short letters to the writer of the column to ask for advice or help in a personal situation. The writer of the newspaper or magazine usually responds with some suggestions of what to do to solve the worry/problem.

2) Read the letters on the 'Advice Column' sheet. As you read, think:
- What are the writers worried about?
- How are they feeling?
3) You are going to respond to the letters, offering advice to the writers. You should think about how to reassure the writers and think carefully about what you could suggest they do to solve their worries/problems.
  - Need some help? Mrs Mason has responded to one of the letters to show you how to be sympathetic (show understanding, recognise emotion) and how to offer guidance to the reader. You can still reply to this letter too in your own way if you want to.

Thursday 18.06.20

Today you will need drawing/writing tools (pencil & paper will do).

The extract we read at the beginning of the week began with AJ daydreaming that he was running in front of a huge crowd who were all cheering him on. He says at that moment he was the 'happiest, fastest, most brilliant eleven-year old boy in the world'. He feels elated and ecstatic in his daydream world.

1) Today we are going to get creative and illustrate our own daydream worlds!
  - Before drawing, you should think about the following questions:
    - What is your ultimate daydream?

- Does it involve being incredible at something?
- Does it involve visiting a special place?
- Is it something you could experience now or in the future?
   - o Take time to illustrate your daydream, adding detail and colour. You might even choose to do this as a collage, painting or use something on Purple Mash to create your illustration.
2) When your daydream illustration is complete, you will need to collect descriptions, feelings and thoughts to accompany your drawing. You could write these around, underneath or next to your drawing.
   - o We will be using these notes tomorrow so it's best to plan today! Use these questions to help you:
     - What is happening in your daydream?
     - What can you see? How would you describe it?
     - Are there any sounds or smells? What language can you use to show these to your reader?
     - How are you feeling in the daydream?
     - How will you make your reader 'feel' like they are with you?
     - What might bring you 'back to reality'?
3) Think: Why do we daydream?
   - o You might choose to discuss this question with someone at home, make some notes or simply think about it.

Friday 19.06.20

Today you will need your daydream work from yesterday, the 'Writers' Tools' sheet and writing tools (pencil & paper will do).

The extract we read at the beginning of the week was written in the first person. AJ, the main character, has taken on the role of the narrator and we see the story 'through his eyes'.

1) Reread the opening of the extract:

   I'm running so fast my feet don't touch the ground. I don't notice at first. I think I must be wearing the best trainers in the world and then I realise I'm sort of flying. And someone shouts. "Look at that boy!" and the crowd roars and I can't even see where I'm running as I'm going so fast everything's a blur. All I know is that at the moment I'm the happiest, fastest, most brilliant eleven-year old boy in the world. And somewhere Grandad's watching.

   - o What do you notice about the writers' tools S.E. Durrant has used in this paragraph?
     - first person
     - present tense
     - speech
     - mixture of short and long sentences
     - sense of wonder/mystery
     - listing for emphasis
   - o Why do you think the author has used each of these tools? What impact do they have on the reader?
   - o Look at the 'Writers' Tools' sheet for more detail and explanation.
2) Today we are going to write in this style, using the writer's tools above to mimic S.E. Durrant's writing. You will be writing about your daydream that you illustrated yesterday.
   - o Think about the effect you want your writing to have on your reader. It needs to be believable and encourage them to feel your emotions.
   - o How will you structure your paragraph for effect?
   - o Will you add mystery and suspense to your writing?

Need some help? Mrs Mason has written her own paragraph based on a daydream image. You can find this on the bottom of the 'Writers' Tools' sheet.

It would be great to see your writing and illustrations together. If you would like to share, you can post a photograph on the blog or email your work to your teacher.

Are you intrigued? Do you want to read more?

- *Running on Empty by S.E. Durrant is available from both Amazon and Waterstones online. Why not ask a grown-up if you could buy a copy?*
- *Alternatively, an e-book is available to borrow from Norfolk Library Service online.*

The Best Trainers in the World

I'm running so fast my feet don't touch the ground. I don't notice at first. I think I must be wearing the best trainers in the world and then I realise I'm sort of flying. And someone shouts. "Look at that boy!" and the crowd roars and I can't even see where I'm running because I'm going so fast everything's a blur. All I know is at this moment I'm the happiest, fastest, most brilliant eleven-year-old boy in the world. And somewhere Grandad's watching.

And then I'm back in the real world because I wasn't really running so fast I was flying. I was sitting on my bed gazing into space. And now Mum's put the kettle on and the switch is broken so if you don't turn it off at the plug the steam comes all the way up the stairs. That's how small our house is. And I can't stand it. I'm not kidding. I can't stand the kettle bubbling away on its own like it's going to explode.

I run down to the kitchen and flick the switch. The back door's open. Mum's standing in the garden with Dad looking at the sunflowers. She sees me and smiles.

"AJ," she says. "Thank you."

She looks at Dad.

"That's kind, isn't it, Eddie?"

Dad nods.

"Yup," he says.

"Very kind," says Mum.

We've got the tallest sunflowers ever this year. They're drooping now and a squirrel keeps stealing the seeds but they still look amazing.

It's sort of disappointing to wake up from a daydream. Because I'm not on a track with a crowd of people cheering me on, I'm in a little house with creaky stairs and a leaking roof and I'm pouring water into Mum's chipped teapot. I couldn't even spin round in my room if I wanted to. I'd knock myself out. Maybe that's why I've got such a big imagination.

15.06.20 – 'AJ Notes'

Use the grid below to take notes about AJ, his family, his home and his thoughts/feelings. Some of your notes will come directly from the extract. Others might be your own ideas/opinions.

AJ	AJ's Family

AJ's Home	AJ's Thoughts/Feelings

Dear Advice Column, I'm really worried. Yesterday, my friend let me borrow one of their favourite pencils and I've lost it. I put it on my desk before break but when I came back in, it was gone. I looked everywhere in the classroom but I can't find it anywhere. It was a brand new one that she got for her birthday and I promised I would look after it. When she asked for it back today, I told her I had accidentally taken it home and would bring it back tomorrow. What should I do? from Charlotte	*Dear Charlotte,* *Thank you for writing. It can be really worrying when you lose something which isn't yours.* *The best thing to do is to be honest and apologise. You need to tell your friend that you're not sure where her pencil has gone but that you will help her to find it. She may be a bit cross or upset but she will appreciate you telling the truth more than you lying to her.* *Have you told your teacher? Perhaps they can ask the class if anyone knows where it is.* *Good luck looking for the pencil!* *from Mrs Mason*
Dear Advice Column, I'm so fed up. Every time I go outside at break time, there is a game of basketball taking place. I ask to play and no one will let me. They say I'm too small and that I'm rubbish at sports. I try really hard but I always do something stupid like drop the ball or pass to the wrong team. I'm scared that everyone will shout at me if I try and play again so I now just hang around in the library or pretend to go to the toilet. I tried to tell my friend how I was feeling but I wasn't brave enough. What should I do? from Ben	
Dear Advice Column, There's a girl in my class who is absolutely obsessed with this TV show called 'Craze-animals'. The girl brought her 'Craze-animals' sticker album in for Show and Tell and I put up my hand with a pretend question but actually I said I thought 'Craze-animals' was stupid and babyish. Everyone in the class laughed. Now I feel really bad. Since I made the comment, the girl has been really sad and hasn't really spoken much to anyone about 'Craze-animals'. On the playground at the end of the day, I even heard her tell her mum that she didn't want any more stickers because they were for babies. I feel really guilty because she loves that show! What should I do? from Laura	

Note: If the boxes are too small to write in, you can write your reply on paper.

Here is the opening paragraph of the extract from S.E. Durrant's *Running on Empty* with writers' tools annotations.

I'm running so fast my feet don't touch the ground. I don't notice at first. I think I must be wearing the best trainers in the world and then I realise I'm sort of flying. And someone shouts. *"Look at that boy!"* and the crowd roars and I can't even see where I'm running as I'm going so fast everything's a blur. All I know is that at the moment I'm the happiest, fastest, most brilliant eleven-year old boy in the world. And somewhere Grandad's watching.

first person (the main character is the narrator, uses I, me, my, we, you, they, his/her etc.)

present tense (it is happening 'now', the verbs are the clue)

speech (puts the reader 'in the moment', makes the writing seem real)

mixture of short and long sentences (adds suspense, excitement and builds atmosphere)

sense of wonder/mystery (shows the reader this is not reality, adds excitement)

listing for emphasis (reveals feelings and emotions to the reader, makes the narrator human)

Here is Mrs Mason's daydream paragraph. She put herself 'in the shoes' of this hiker who she imagined had been trying to climb this mountain for years! The image was found on Google.

I'm on the precipice of the mountain, sitting so high that if I reach up I can touch the clouds. I don't notice at first but I am crying with happiness. Then I realise what I have achieved. "Hello!" I call into the distance. And the echoing call reverberates off the rocks around me and I don't even know when it will end. All I know is that at the moment I am the calmest, happiest and most brilliant mountaineer in the world. And then my rival catches up with me.

St. William's Primary School
Family Challenge
Monday 15th June to Friday 19th June

Places you would find in school!

How many places can you find in school, can you unscramble the anagrams?

	Place in School	Answer
1.	elidf	
2.	sslmoorca	
3.	eficof	
4.	lhla	
5.	briyral	
6.	tslteio	
7.	hntceki	
8.	yonadlurpg	
9.	ricrood	
10.	puaorcbd	
11.	mtfoasfor	
12.	rtpaei hisp	
13.	otsrps lhal	
14.	irtfs dia	
15.	tropmuce tusei	