

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 - Suffrage

Earlier this year, we learned about **suffrage** or the right to vote in political elections. In the early 1900s, women did not have the right to vote. Some women campaigned to change this. Can you remember what these women were called? Watch [here](#) and [here](#)



What did they do?

What was the Cat and Mouse Act?

Design a poster to tell people about the fight for women's suffrage.

Want to do more? Explain the difference between the Suffragettes and the Suffragists. [Click here](#)

Science - Living things Classification

Last year, you learned how living things can be grouped in different ways. One way is through [classification](#) (video clip to watch).



Can you remember what a vertebrate is? Or, what an invertebrate is? Find out [here](#) and [here](#).

Can you draw at least one example for each of the main vertebrate groups (mammals, fish, birds, reptiles and amphibians)?

Are there are other vertebrate groups?

Find out about invertebrates too. What groups are there?

Want to do more? Look at the DK Find Out website [here](#) and learn about different animals.



Spellings - Year 5&6 Word List

These words are from the Year 5&6 word list.

embarrass environment
convenience correspond
criticise curiosity
definite desperate
determined develop
dictionary disastrous

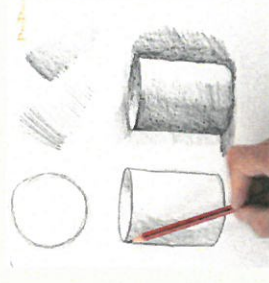
Set a timer for 2 minutes and see how many times you can write each word perfectly during that time.



Remember to keep practising on [Spelling Frame](#).

Creative Task - Sketching

When we learned about sketching we looked at different ways of using our pencils to add detail and shading. Watch this [video](#) to remind yourself of the different techniques.



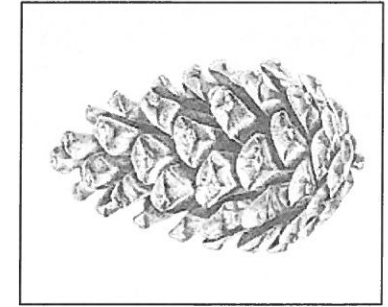
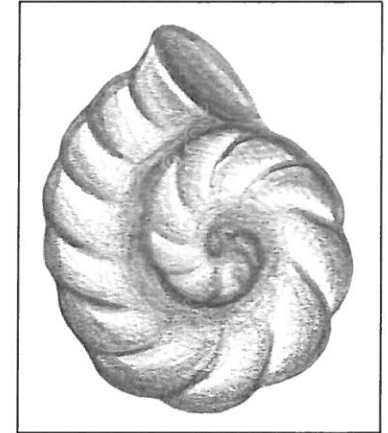
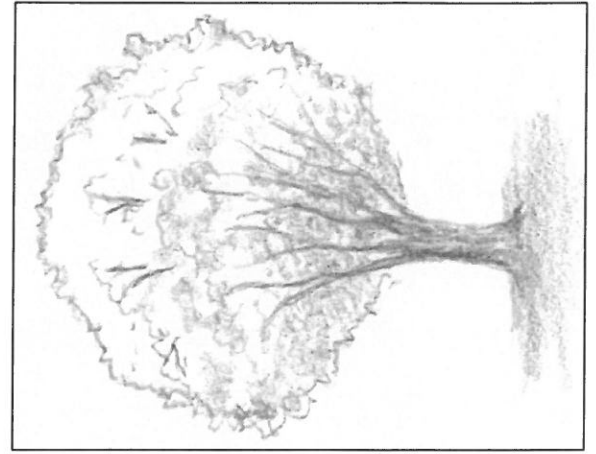
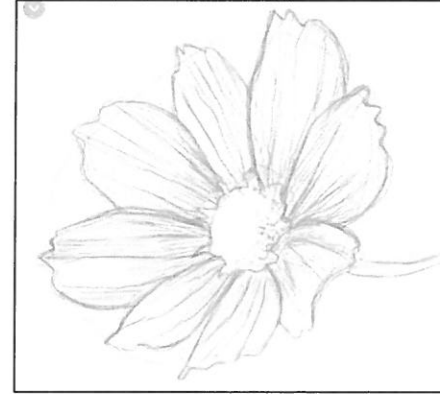
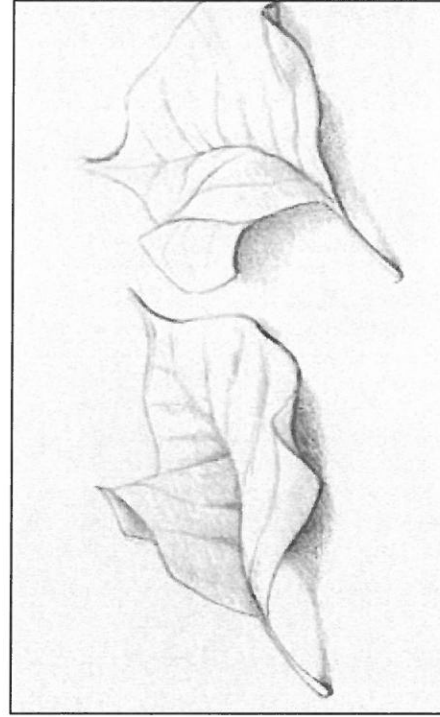
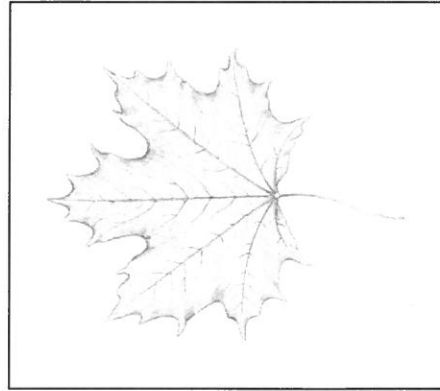
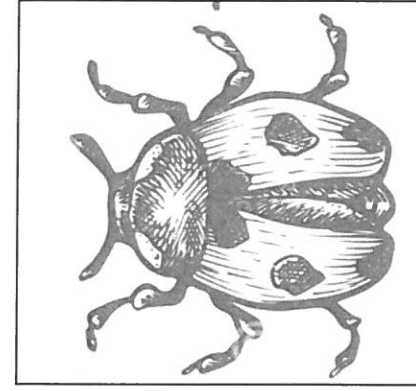
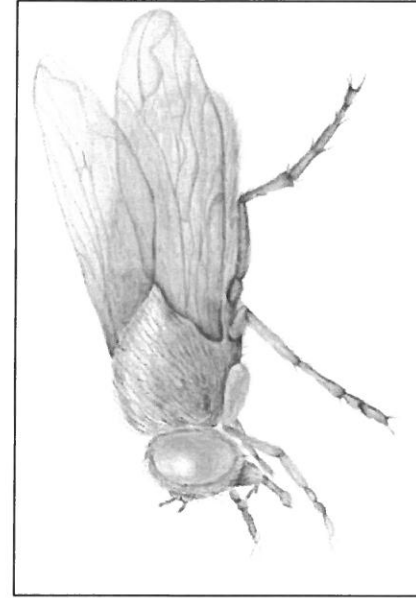
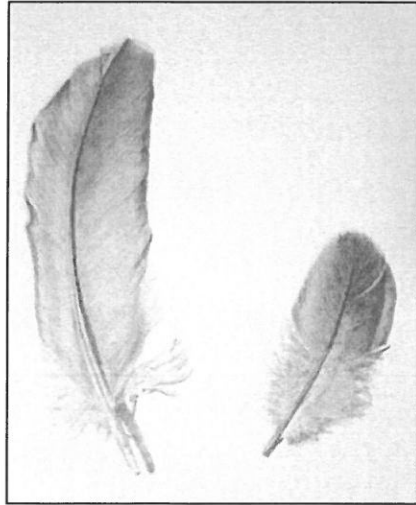
This week, we would like you to use your sketching skills to sketch something from wildlife. This could be part of a plant or perhaps an insect or animal. You could take sketching tools with you on a walk

to find something exciting to sketch or you may be able to sketch in an outdoor space at home.

Look [here](#) for some inspiration and ideas.



Wildlife Sketching Ideas



Year 5 – English

06.07.20 – 10.07.20

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 06.07.20

Today you will need the 'Illustration' sheet, 'Front Covers' and the 'Tweet' sheet and writing tools (pencil & paper will do).

If you have the paper pack of resources or you have already downloaded the sheets, try not to look at the 'Front Cover' sheet until it is needed. The first task today needs you to use your imagination without relying on the extra clues the book's cover gives you.

- 1) Look closely at the picture on the 'Illustration' sheet and think about the following questions. You can make notes around the image if you wish.
 - What can you see?
 - Where might the setting of this story be?
 - What do you like/dislike about the image?
 - Does it remind you of anything you have seen before?
 - Do you have any questions (curiosities) about the illustration?
- 2) Think about the word 'before' which is printed below the illustration.
 - What does this word tell you about the illustration?
 - What might it suggest about what will happen in the story?
 - How does it make you feel about what you have seen in the illustration?
- 3) Now look at the different book covers on the 'Front Covers' sheet.
 - What further information do you discover from these covers?
 - Are you given any further clues about the story?
- 4) Using the 'Tweet' sheet, write a prediction about this story. What do you think will happen and why? You only have 280 characters (individual letters, spaces between words and pieces of punctuation) so make sure your writing is clear and 'to the point'.

Tuesday 07.07.20

Today you will need the 'Extract' sheet and drawing tools (pencil & paper will do).

- 1) Read the extract on the 'Extract' sheet. As you read, think about the following questions:
 - How does the writing make you feel?
 - What does the writing make you think about?
- 2) Read the extract a second time. This time, underline or highlight any words or phrases which create an image in your mind.
 - Think about:
 - characters
 - objects
 - the setting
 - timelines (past, present, future)
- 3) Use the words and phrases you underlined or highlighted for task 2 to inspire your own illustration of this extract.
 - Draw what you 'see' in your mind when you read or listen to the writing.
 - If you choose to add colour, think about how you can use different shades to demonstrate the mood of the extract. Would it be warm and inviting or dull and unpleasant?

In the extract, we learn that the story is set in Norwich but during a time when it 'got smaller every year, as the sea kept on rising'.

- 4) How did you feel when you discovered that Norwich was the setting? Did the information make you look any differently at the illustration from yesterday's learning?
- Speak to someone at home or write a few sentences on your own to show what you thought about the extract.

We would love to see what you have drawn and what your reactions were to the extract. If you can, take a photograph and upload it to the blog or email it to your teacher.

Wednesday 08.07.20

Today you will need the 'Writing Tools' sheet, the 'Persuasion Planning' sheet and writing tools (pencil & paper will do).

- 1) Yesterday we read an extract from *Floodland* by Marcus Sedgwick. How much can you remember from the extract?
- Play 'Recap Row'. This can be played on your own or with someone else at home.
 - The aim of 'Recap Row' is to complete a chain of words relating to the extract. Each word is connected because its first letter must be the last letter of the word which comes before it.
 - example: 'Recap Row' for *The London Eye Mystery*

Salim → missing → Gloria → autism → mystery → yellow pages



- You can choose how many words you include in the 'Recap Row' – the more you choose, the more challenging it becomes!

Floodland is set in an imaginary future version of Norwich. The sea levels have risen and have flooded the surrounding parts of Norfolk, leaving Norwich as an island all on its own. The city has fallen to ruin and gangs run the streets. Zoe was left behind by accident after her parents left the city on a ship.

In the extract, we find out that Zoe has a boat which is described as 'an escape route'. It is mentioned that the boat is only large enough to take two passengers.

- 2) We are going to imagine that we are part of Zoe's world and that we too hope to escape from the flooded Norwich of *Floodland*.
- Take some time to think about or speak to someone at home about the following questions:
 - What would you tell Zoe to persuade her to let you be the second person in her boat?
 - How would you persuade her to agree?
 - What do you think might dissuade her from allowing you to journey with her?
- 3) Use the 'Persuasive Planning' sheet to help you plan a persuasive piece. We are going to write tomorrow. Today is all about the planning.
- You *might* plan a letter but your writing could just be a record of what you would say to her.
 - You should look at the persuasive techniques listed on the 'Writing Tools' sheet to remind yourself of the different ways you can make your writing persuasive.

Thursday 09.07.20

Today you will need the 'Writing Tools' sheet, the 'Persuasion Planning' sheet you completed yesterday and writing tools (pencil & paper will do).

If you didn't complete yesterday's planning task, please take a look at that first before beginning today's tasks.

- 1) Today we are going to write persuasively. Our aim is to convince Zoe (the character from *Floodland* we learned about in this week's extract) to allow us to accompany her on her boat to escape flooded Norwich.
 - Before writing, read through your planning sheet and consider the following things:
 - Have you thought of clear reasons that Zoe should let you come with her?
 - Is there any point in your argument that Zoe could reply with 'So what?' or 'Who cares?!' If so, you need to be more persuasive.
 - Have you planned for AFOREST techniques?
 - When you are ready, get started! ☺
- 2) Once you have finished writing, use the prompt list below to self-check your work. Tick the things you have included and use the others as reminders to edit and improve your writing.

punctuation (CL . , ! ? ')	neat, joined handwriting
clear sentences	variety of AFOREST techniques (at least 1 or 2 per paragraph)
paragraphing	first person (addressing Zoe as you, using I to refer to yourself)
spelling (check accuracy of common words, use dictionary to help you check)	links to the extract (Zoe, Norwich, flooding, escape, gang)

Friday 10.07.20

Today you will need writing tools (pencil & paper will do). We have not made any resources to use for today's choice tasks BUT if you feel that you need something to use, let us know on the blog or via email and we can help you.

Marcus Sedgwick was inspired to write *Floodland* in response to hearing about climate change and global warming.

- 1) Find out about global warming here:
http://news.bbc.co.uk/cbbcnews/hi/find_out/guides/world/global_warming/newsid_1575000/1575441.stm
Or watch this video: <https://www.youtube.com/watch?v=Vztjbm6HA58>
- 2) Today we are going to think about what we can do to prevent global warming by identifying small steps that we can take to help. For example, we could reduce our use of things like single-use plastics. Reading or watching the information at the above links will help you identify different things that can be done.
 - If you are unable to use the links above, you could talk to someone at home or complete some research of your own.
 - Choose one task. Your aim is to show your reader why it is important to protect the planet and give them advice on what they could do. You could:
 - Create a poster or leaflet.

- Write an explanatory paragraph.
- Write a poem or song.
- Create a PowerPoint presentation.
- Decide on a task of your own.

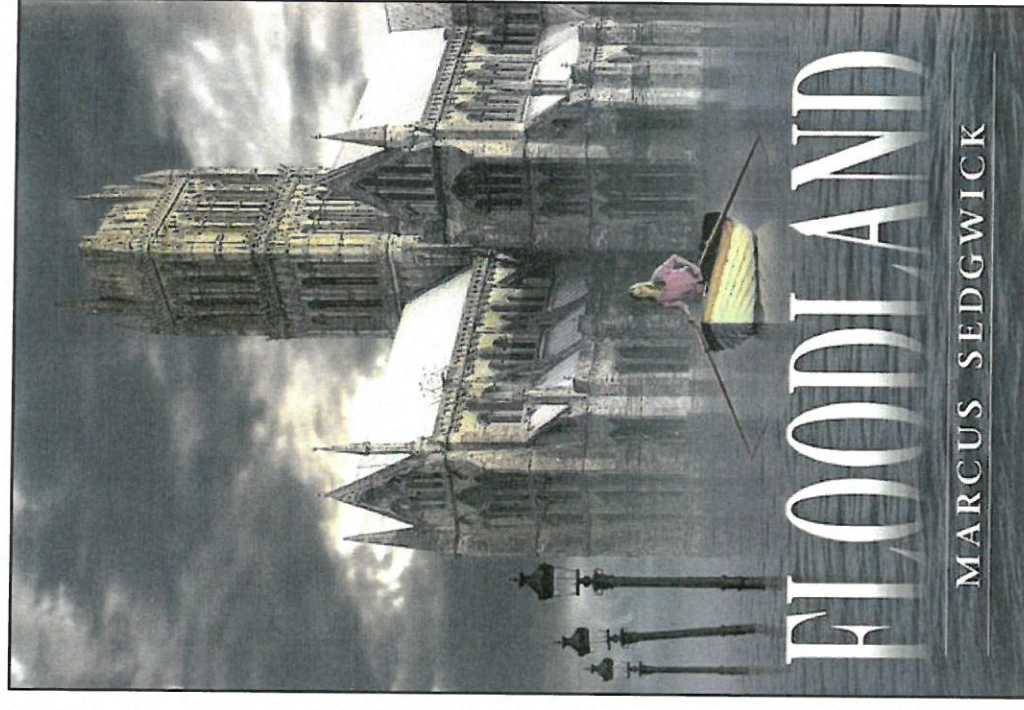
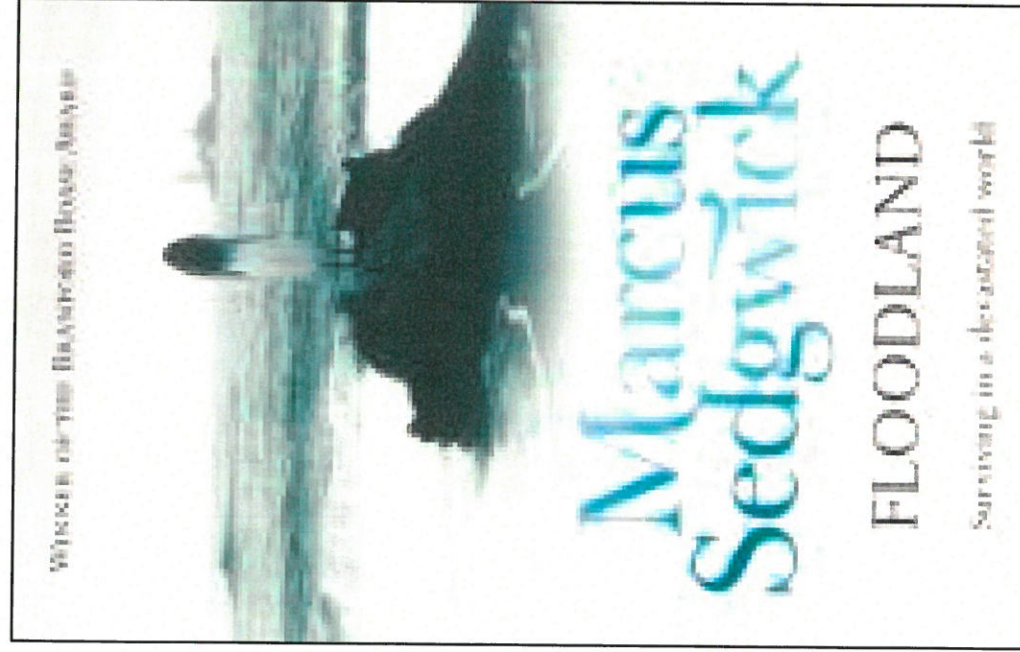
Whatever you choose to do, remember your best is good enough. We would love to see what you have created so why not post on the blog or email your teacher?

Are you intrigued? Do you want to read more?

- *Floodland* by Marcus Sedgwick is available from both Hive and Waterstones online. Why not ask a grown-up if you could buy a copy?
- Excitingly, Marcus Sedgwick has recorded himself reading each chapter of *Floodland* and posted them on his website FREE for everyone to listen to. You can find the recordings here: <https://marcussedgwick.com/floodland/>



before



06.07.20 – 'Tweet'

We have included more than one 'tweet' space on this sheet in case you need to restart or want to try again.



Prediction

Floodland by Marcus Sedgwick



Prediction

Floodland by Marcus Sedgwick

'Zoe ran. Harder than she had ever run in her life. Her feet pounded through the deserted streets of derelict buildings. Somewhere, not far behind, she could hear the gang coming after her. It felt as if her heart would burst, but she didn't slow down. She'd been planning to leave the island for a long time, but had been putting it off. It was a big decision to set out to sea in a tiny rowing boat. Now she had no choice.

Before, no one had bothered her. Zoe was a loner. Most of the people left on Norwich hung around together in groups. But she preferred to be on her own. It was safer that way, because you never knew whom you could trust. Somehow, someone had found out about the boat she'd been hiding. A boat was an escape route, a way to get away from Norwich, which got smaller every year, as the sea kept on rising. It didn't matter that there could only be room for two people at most in her boat. Others had joined in the chase, and now a mob of about fifteen people was hot on her heels. There was only one way out; to get to her boat before they got to her.'

08.07.20 – 'Writing Tools'

Alliteration – three or more words in a series which begin with the same letter sound for emphasis

Example: *Help me escape this horrendous, horrifying hell.*

Facts – truthful facts which support an idea to make it seem great

Example: *It isn't long before the whole of the city is flooded.*

Opinions – often other people's opinions which support the point being made

Example: *Everyone would agree that I would be the most beneficial passenger. I can row really fast because I am so strong. You'd be foolish not to take me with you.*

Rhetorical question – questions which make the reader think

Example: *Can you deny that I would be the best candidate?*

Emotive language – descriptive language which makes the reader feel a certain way

Example: *Leaving me behind will leave me helpless and alone. I need you.*

Statistics – numbers or percentages that make something seem amazing or terrible

Example: *Over 50 people in the gang are looking for me. I need to escape!*

Three (rule of) – three synonyms for the same adjective which emphasise the description

Example: *Cruel, heartless and merciless bullies will plague me if I stay here.*

Persuasive Writing Word Bank

I strongly believe...

My personal opinion is...

Firstly,

Secondly,

In addition...

Another reason is...

Finally...

An intelligent person like yourself...

In conclusion, I feel that...

08.07.20 – ‘Persuasive Planner’

<p><u>Paragraph 1 – Intro</u></p> <ul style="list-style-type: none">• Introduce the issue (you want to escape!)• Why do you more than any other person need to leave?• Why should Zoe accept?• Use at least one AFOREST technique.	
<p><u>Paragraph 2 – Detail</u></p> <ul style="list-style-type: none">• Give detail about why Zoe should choose you as her passenger.• How will it affect you if you are left behind?• Use at least two AFOREST techniques. <p>You could split this paragraph in two if you want to add more detail.</p>	
<p><u>Paragraph 3 – Detail</u></p> <ul style="list-style-type: none">• Give detail about why Zoe should choose you as her passenger.• How will it benefit her if she chooses you as her passenger?• What can you do for her?• Why are you the best choice?• Use at least two AFOREST techniques. <p>You could split this paragraph in two if you want to add more detail.</p>	
<p><u>Paragraph 4 – Conclusion</u></p> <ul style="list-style-type: none">• Reiterate (repeat but not in exactly the same words) why Zoe should take you with her.• Address her directly (use ‘you’ or her name)• Use at least one AFOREST technique.	

Daily Expectations – Maths Challenges Yr5

Monday 6th July

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

<p>Friday's Answers</p>	<p>Challenge – Daily</p> <p>1) What are the factor pairs of 12? 1,12, 2,6, 3,4</p> <p>2) Divide 40 by 10 4 Divide 270 by 10 27 Divide 25 by 10 2.5</p> <p>3) $625 + 286 =$ 911</p> <p>4) $516 - 345 =$ 171</p> <p>5) $81 \div 9 =$ 9</p> <p>6) What is the perimeter of a regular hexagon with sides of 6cm? 36cm</p>	<p>Challenge – Super</p> <p>1) Divide 276 by 10, by 100 and by 1000 27.6, 2.76, 0.276</p> <p>2) How many prime numbers are between 40 and 60? 5 (41,43,47,53 and 59)</p> <p>3) $5^3 \times 2^2 =$ 500</p> <p>4) $51,314 - 7,085 =$ 44,229</p> <p>5) $513 \times 17 =$ 8,721</p> <p>6) $7156 \div 9 =$ 795 r1</p>
<p>Maths</p>	<p>Challenge – Daily</p> <p>1) $144 \div 12 =$</p> <p>2) What is $\frac{1}{6}$ of 42?</p> <p>3) Double 156</p> <p>4) Halve 132</p> <p>5) $1852 + 1954 =$</p> <p>6) $4381 - 3192 =$</p>	<p>Challenge – Super</p> <p>1) $360 \div \square = 9$</p> <p>2) Round 3427 to the nearest 10, 100 and 1000</p> <p>3) $3^3 \times 5^2 =$</p> <p>4) $17,483 = 9532 + \square$</p> <p>5) Write thirteen thousand, six hundred and nine in digits</p> <p>6) $7946 \times 9 =$</p>

Daily Expectations – Maths Challenges Yr5

Tuesday 7th July

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

<p>Yesterday's Answers</p>	<p>Challenge – Daily</p> <p>1) $144 \div 12 = 12$</p> <p>2) What is $\frac{1}{6}$ of 42? 7</p> <p>3) Double 156 312</p> <p>4) Halve 132 66</p> <p>5) $1852 + 1954 = 3806$</p> <p>6) $4381 - 3192 = 1189$</p>	<p>Challenge – Super</p> <p>1) $360 \div 40 = 9$</p> <p>2) Round 3427 to the nearest 10, 100 and 1000 3430 3400 3000</p> <p>3) $3^3 \times 5^2 = 675$</p> <p>4) $17,483 = 9532 + 7951$</p> <p>5) Write thirteen thousand, six hundred and nine in digits 13,609</p> <p>6) $7946 \times 9 = 71,514$</p>
<p>Maths</p>	<p>Challenge – Daily</p> <p>1) Write nine thousand, six hundred and one in digits</p> <p>2) $48 \div \square = 6$</p> <p>3) What is $\frac{1}{5}$ of 75?</p> <p>4) $586 + \square = 697$</p> <p>5) What is the area of a square with sides 9cm?</p> <p>6) $5^2 + 6^2 =$</p>	<p>Challenge – Super</p> <p>1) Round 6809 to the nearest 10, 100 and 1000</p> <p>2) $6^3 + 7^2 =$</p> <p>3) $18,509 = 12,355 + \square$</p> <p>4) Write the next 2 prime numbers after 31</p> <p>5) What are the common factors of 25 and 30?</p> <p>6) $40 \times 8 = \square \times 2$</p>

Daily Expectations – Maths Challenges Yr5

Wednesday 8th July

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

Yesterday's Answers	<p>Challenge – Daily</p> <p>1) Write nine thousand, six hundred and one in digits 9601</p> <p>2) $48 \div 8 = 6$</p> <p>3) What is $\frac{1}{5}$ of 75? 15</p> <p>4) $586 + 111 = 697$</p> <p>5) What is the area of a square with sides 9cm? 81cm^2</p> <p>6) $5^2 + 6^2 = 61$</p>	<p>Challenge – Super</p> <p>1) Round 6809 to the nearest 10, 100 and 1000 6810 6800 7000</p> <p>2) $6^3 + 7^2 = 265$</p> <p>3) $18,509 = 12,355 + 6154$</p> <p>4) Write the next 2 prime numbers after 31 37, 41</p> <p>5) What are the common factors of 25 and 30? 1, 5</p> <p>6) $40 \times 8 = 160 \times 2$</p>
Maths	<p>Challenge – Daily</p> <p>1) $5 \times 10 = \blacksquare \times 2$</p> <p>2) Multiply 6 by 12</p> <p>3) Divide 84 by 12</p> <p>4) How many tens are there in 150?</p> <p>5) Double 148</p> <p>6) Halve 116</p>	<p>Challenge – Super</p> <p>1) What is $\frac{3}{9}$ of 360?</p> <p>2) Double 496</p> <p>3) $20,000 - 2946 =$</p> <p>4) Round 6153 to the nearest 10, 100 and 1000</p> <p>5) $60 \times 9 = \square \times 2$</p> <p>6) Write the next 2 prime numbers after 41</p>

Daily Expectations – Maths Challenges Yr5

Thursday 9th July

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

Yesterday's Answers	Challenge – Daily 1) $5 \times 10 = 25 \times 2$ 2) Multiply 6 by 12 72 3) Divide 84 by 12 7 4) How many tens are there in 150? 15 5) Double 148 296 6) Halve 116 58	Challenge – Super 1) What is $\frac{3}{9}$ of 360? 120 2) Double 496 992 3) $20,000 - 2946 = 17,054$ 4) Round 6153 to the nearest 10, 100 and 1000 6150 6200 6000 5) $60 \times 9 = 270 \times 2$ 6) Write the next 2 prime numbers after 41 43, 47
Maths	Challenge – Daily 1) Write the next 4 multiples of 8, __, __, __, __ 2) Divide 260 by 10 3) $456 + 278 =$ 4) $1258 - 829 =$ 5) Find all the factors of 18 6) $2^2 \times 3^2 =$	Challenge – Super 1) Write the next 4 multiples of 17, __, __, __, __ 2) Find all the factors of 36 and 37. What do you notice? 3) $6^3 \times 2^2 =$ 4) Divide 5609 by 7 = 5) $612 \times 17 =$ 6) $6514 + 13,789 =$

Daily Expectations - Maths Challenges Yr5

Friday 10th July

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

Yesterday's Answers	<p>Challenge - Daily</p> <p>1) Write the next 4 multiples of 8, 16, 24, 32, 40</p> <p>2) Divide 260 by 10 26</p> <p>3) $456 + 278 = 734$</p> <p>4) $1258 - 829 = 429$</p> <p>5) Find all the factors of 18 1, 18, 2, 9, 3, 6</p> <p>6) $2^2 \times 3^2 = 4 \times 9 = 36$</p>	<p>Challenge - Super</p> <p>1) Write the next 4 multiples of 17, 34, 51, 68, 85</p> <p>2) Find all the factors of 36 and 37. What do you notice? 1, 36, 2, 18, 3, 12, 4, 9, 6 1, 37 (37 is a prime number)</p> <p>3) $6^3 \times 2^2 = 216 \times 4 = 864$</p> <p>4) Divide 5609 by 7 = 801r2</p> <p>5) $612 \times 17 = 10,404$</p> <p>6) $6514 + 13,789 = 20,303$</p>
Maths	<p>Challenge - Daily</p> <p>1) Write the next 3 numbers in the sequence 13, 18, 23, —, —, —</p> <p>2) How many tens in 480?</p> <p>3) $546 + 1627 =$</p> <p>4) $1,354 - 609 =$</p> <p>5) 75 divided by 5</p> <p>6) $4^2 + 2^2 =$</p>	<p>Challenge - Super</p> <p>1) Write the next 3 numbers in the sequence 13, 8, 3, —, —, —</p> <p>2) Find the common factors of 40 and 64</p> <p>3) $5^3 \times 2^3$</p> <p>4) Divide 8674 by 7 =</p> <p>5) $523 \times 17 =$</p> <p>6) $11,456 - 8,074 =$</p>

Problem of the Day

Monday 6th July

If this is $\frac{1}{3}$ of a shape.



What fraction of the shape is this?



Explain your reasoning.

If this is $\frac{1}{3}$ of a shape.



What fraction of the shape is this?



Explain your reasoning.

$\frac{1}{2}$

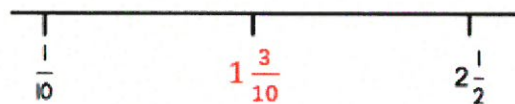
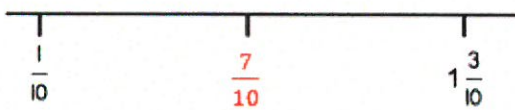
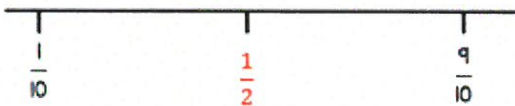
Problem of the Day

Tuesday 7th July

What number lies exactly half way between the numbers shown on each line?



What number lies exactly half way between the numbers shown on each line?



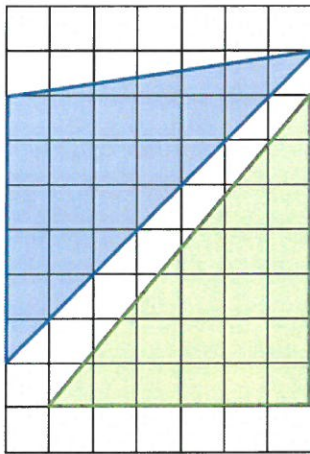
Wednesday 8th July

Problem of the Day

Two triangles are drawn on a centimetre square grid.

The triangles have the same area.

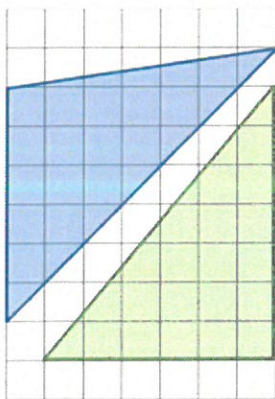
True or false? Prove it.



Two triangles are drawn on a centimetre square grid.

The triangles have the same area.

True or false? Prove it.



True –
both
have an
area of
 21 cm^2



Thursday 9th July

Problem of the Day

Jake has £6.30 in a moneybox.



He only has 50p and 10p coins.

For every 50p coin in the box, Jake has two 10p coins.

How many of each coin does Jake have in his moneybox?

Jake has £6.30 in a moneybox.



He only has 50p and 10p coins.

For every 50p coin in the box, Jake has two 10p coins.

How many of each coin does Jake have in his moneybox?

9 50p coins

18 10p coins

Friday 10th July

Problem of the Day

Bilal receives some birthday money.

He spends a quarter of it repairing his bike.

He has £24 left.

How much money did he receive for his birthday?



Bilal receives some birthday money.

He spends a quarter of it repairing his bike.

He has £24 left.

How much money did he receive for his birthday?

£32



Things you would find in the classroom!

How many of these classroom items can you unscramble (anagram)?

	Classroom item	Answer
1.	icahr	
2.	heercat	
3.	incepl	
4.	teaprc	
5.	ordba	
6.	ppare	
7.	batle	
8.	yncsrao	
9.	eksd	
10.	cssiorss	
11.	mcaare	
12.	obok	
13.	slurre	
14.	lcnrehid	
15.	tiayrnidco	

