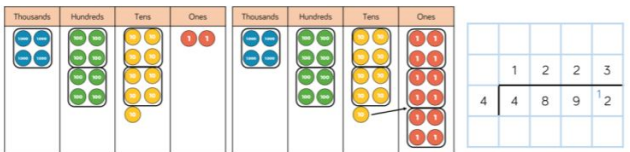




**Hatherleigh Community Primary School**  
**Home Learning**  
**Beeches (Year 5)**

**Week Beginning: 25th January '21**

	English	Maths	Science & the wider curriculum
<p><b>Yr 5</b>  <b>Mon</b>  <b>25th Jan</b></p>	<p><b><u>Reading (20 mins)</u></b>            Please remember to read and/or listen to a book for 20 to 30 mins each day.            When possible please talk to an adult about what you have read. Try to explain what the text is about (what has happened in the story), try to explain how you, the reader, feel about what you have read and try to explain how the author has put their writing together.  <b>Each week write a summary of what you have read in your book.</b> Include anything that stands out. This could be a particularly good phrase or a surprising twist in the plot or something that reminds you of another story.</p> <p><b><u>Spelling (10 mins)</u></b>  <b>Proofreading.</b>  <b>Check through your writing from last week. You have had the weekend away from your writing so hopefully you can come back to it fresh and better able to spot any mistakes.</b>            Read through the work you wrote last week and check for any spelling mistakes. Pick out any words incorrectly spelt and use known strategies (eg sounding the word out) to find the correct spelling. Use a dictionary to check your spelling and write the correct version at the bottom of your work.</p> <p><b><u>Text Work</u></b>            Learning Objective: To understand writing for different audiences.             This week we will be looking at creating stories for different</p>	<p><b><u>Multiplication and Division</u></b>            Learning Objective: I can divide numbers using formal methods.</p> <p>Your parents will be pleased to see that we are now looking at how they were taught to divide, using short division. This is sometimes called 'the bus stop method'. This is a step up from the partitioning method you were using last week.</p> <p>Watch my video and <a href="https://vimeo.com/492054136">https://vimeo.com/492054136</a> Which explain how short division works.</p> <p>Here is a method to calculate 4,892 divided by 4 using place value counters and short division.</p>  <p><i>HOWEVER</i>  <i>Remember to look at the numbers involved in a calculation and pause for a moment to think if there might be a quicker way (A short cut)</i></p> <p><b>Tasks</b>  <b>ALL</b>            Draw the table below</p>	<p><b><u>Topic - History/Geography</u></b>  <b><u>Rise British Empire</u></b>            Learning Objective: Impact of the British Empire.</p> <p>During the Victorian era the British Empire covered a third of the world.  <b>'The Sun Never Sets on the British Empire'</b> was a very famous quote about the Victorian Era.</p> <p>Task 1. Consider the quote above and create a mind map about it.            You will need to;</p> <ol style="list-style-type: none"> <li>1. explain what this quote could mean. (It can mean more than one thing)</li> <li>2. explain what someone must be feeling to lead them to this conclusion.</li> <li>3. explain how true this quote is.</li> <li>4. explain how someone from a different European country might think about this quote.</li> <li>5. explain how someone from a different country within the Empire might feel. (eg South Africa or India)</li> </ol> <p>As you found out last week there were also a great number of discoveries and achievements made by British people. Britain seemed to lead the world in exploration, science, engineering, medicine, inventions, business.</p>

audiences. The Highwayman is certainly not a story to tell small children as it involves people dying, violence but also the imagery is very dark and mysterious which younger children may find unsettling. However this story has become the basis of a more child friendly story 'The Highway Rat'.

Watch this video

<https://www.bbc.co.uk/iplayer/episode/b09kkt1k/the-highway-rat>

And/or read the book.

**Task 1**

Copy and complete the table below comparing the two stories

Similarities/ Differences	Highwayman	Highway Rat
Plot		
Characters		
Poetic features		
Character Appearance		
Audience attitude to main characters		

*I suggest you either type this table or do one row at a time rather than draw the whole table then complete it to ensure*

	Calculation	Before	After
a	$327 \div 3 =$		
b	$570 \div 5 =$		
c	$186 \div 6 =$		
d	$2560 \div 5 =$		
e	$48690 \div 10 =$		
f	$4782 \div 3 =$		

Like we have done in class, before doing any work decide which ONE of the these calculations is the easiest and which ONE is the hardest. Write an E an H in the before column alongside the calculations you have chosen.

Complete the calculations.

Once completed write an E and an H alongside the calculations that were the easiest and hardest to complete. If you changed your mind explain why you changed your mind.

If you did not change your mind explain what made you choose those calculations as being the easiest/hardest.

\*\*

1.  
Mr Porter has saved £8,934  
He shares it equally between his three grandchildren.  
How much do they each receive?

2.

All these achievements led a business man named Cecil Rhodes to say '**To be born English is to win first prize in the lottery of life.**'

Task 2. Consider the quote above and create a mind map about it.

You will need to;

6. explain what this quote means.
7. explain what someone must be feeling to lead them to this conclusion.
8. explain how true this quote is.
9. explain how someone from a different European country might think about this quote.
10. explain how someone from a different country within the Empire might feel. (eg South Africa or India)

**Task 3.**

Think about both of these quotes from today's point of view. How do you feel about these quotes and the men who made them?

If possible try to do this work with one or two other people on a group chat. This is not essential but it might help considerably to share your thoughts and views. I will leave that to you to organise between yourselves and your parents.

**PE**

Complete today's Joe Wicks Workout.

<https://www.youtube.com/watch?v=i9sciRMnE1c>

Or

Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.

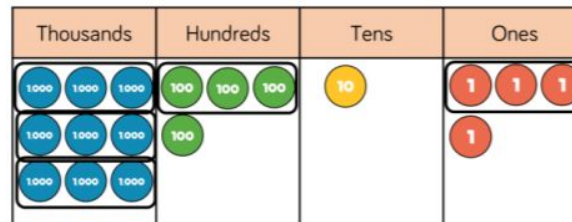
you have enough room to write your responses.

Use  $<$ ,  $>$  or  $=$  to make the statements correct.

$3,495 \div 5$        $3,495 \div 3$   
 $8,064 \div 7$        $9,198 \div 7$   
 $7,428 \div 4$        $5,685 \div 5$

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Explain and correct the working.



	3	1	0	1
3	9	4	1	4

English

Maths

Science & the wider curriculum

Yr 5  
Tues  
26th Jan

**Reading (20 mins)**

Please remember to read and/or listen to a book for 20 to 30 mins each day.

**Multiplication and Division**

**4 digit by 1 digit.**

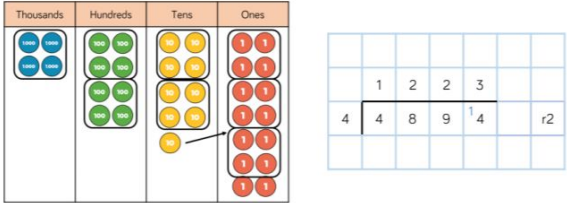
**French**

See the French Workshop link on the class page

<p>When possible please talk to an adult about what you have read. Try to explain what the text is about (what has happened in the story), try to explain how you, the reader, feel about what you have read and try to explain how the author has put their writing together.</p> <p><b><u>Spelling (10 mins)</u></b>  <b>Use a variety of learning strategies to practise your own spellings. (See your learning diary lists)</b>  <b>This activity will be the same for the next 3 days.</b></p> <p>This could be;</p> <ul style="list-style-type: none"> <li>- pyramid writing</li> <li>- repeated writing of the words in different colours,</li> <li>- drawing around the word to show the shape (boxes)</li> <li>- drawing an image around the word</li> <li>- trace, copy and replicate</li> </ul> <p>It would be great if you could all start to test yourselves on all the words in your learning diary. Maybe try 20 a day. Any words that you correctly spell could then be highlighted to show that you got it correct.  It would be great if we could finish lockdown with most of your words learnt!</p> <p><b><u>Text Work</u></b></p> <p>Learning Objective: To answer comprehension questions on a text.</p> <p>There is another famous outlaw character that has been considered suitable for younger children. Hopefully you will all have heard of Robinhood.</p> <p>Task  Read the text attached with today's lesson.</p> <p>Answer the questions below</p>	<p>Learning Objective: I can divide numbers mentally drawing upon my times table knowledge and other number facts.</p> <p>Review the videos from yesterday.  <a href="https://vimeo.com/492054136">https://vimeo.com/492054136</a></p>	<p><b><u>Science</u></b>  LO Create a model of the planets.</p> <p><b>Key Vocabulary:</b>  Star, sun, planet, moon, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, weight, mass, Newton, Kg, gravity, force</p> <p>This week we will also be continuing our research on the planets. This is where you need your crisp tubes!</p> <p>See linked activity (Planetary Picnic)</p>
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	<p>*</p> <ol style="list-style-type: none"><li>1. What clothes is Robinhood usually portrayed as wearing?</li><li>2. Where does the Sloane manuscript state that Robin was born.</li><li>3. From where did Robin and Little John shoot their arrows in their contest?</li><li>4. Why was Robin such a popular folk hero?</li><li>5. Which character may have been added to the stories at a later date?</li></ol> <p>**</p> <ol style="list-style-type: none"><li>1. What was the name of Robinhood's gang?</li><li>2. Who did Robinhood hate, that led him to becoming popular?</li><li>3. What locations mentioned in the passage have been named after Robinhood and his companions?</li><li>4. Under whose reign do some chroniclers claim Robinhood served.</li><li>5. What do all versions of Robinhood agree on?</li></ol> <p>***</p> <ol style="list-style-type: none"><li>1. Which source states that Robin was from Lockersley?</li><li>2. In what ways do some of the sources about Robinhood contradict each other?</li><li>3. Why do you think Maid Marion was added later to the stories?</li><li>4. Why did Little John carry Robinhood to a window?</li><li>5. Robinhood's death was not the most 'heroic'. Explain your view of why this particular story has not been amended to give him a more suitable death (eg Dying facing unassailable odds, a bit like the Highwayman)</li></ol>		
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	English	Maths	Science & the wider curriculum																
Yr 5 Wed 27th Jan	<p><b>Reading (20 mins)</b> Please remember to read and/or listen to a book for 20 to 30 mins each day. When possible please talk to an adult about what you have read. Try to explain what the text is about (what has happened in the story), try to explain how you, the reader, feel about what you have read and try to explain how the author has put their writing together.</p> <p><b>Spelling (10 mins)</b> Use a variety of learning strategies to practise your own spellings. (See your learning diary lists) See above</p> <p><b>Text Work</b> Learning Objective; I can add description to develop settings and characters.  There are a great number of stories about Robinhood.</p> <p><b>Task 1</b> List all the stories you already know about Robinhood.</p> <p><b>Task 2</b> If you are able look at some of the attached website to find more information about Robinhood.  <a href="https://learnenglishkids.britishcouncil.org/short-stories/robin-hood">https://learnenglishkids.britishcouncil.org/short-stories/robin-hood</a> <a href="https://www.nationalgeographic.com/history/magazine/2019/">https://www.nationalgeographic.com/history/magazine/2019/</a></p>	<p><b>Multiplication and Division</b> <b>Remainders</b></p> <p>Learning Objective: I can divide numbers mentally drawing upon my times table knowledge and other number facts.</p> <p>Watch Videos - <a href="https://vimeo.com/492054148">https://vimeo.com/492054148</a></p> <p>Here is a method to solve 4,894 divided by 4 using place value counters and short division.</p>  <p><b>Tasks</b> ALL Investigate remainders.</p> <p>Divide numbers in order by the same divisor. Repeat with a divisor of 3, 4, 5</p> <p>eg</p> <table> <tr> <td><math>20 \div 2 =</math></td> <td><math>20 \div 3 =</math></td> <td><math>20 \div 4 =</math></td> <td><math>20 \div 5 =</math></td> </tr> <tr> <td><math>21 \div 2 =</math></td> <td><math>21 \div 3 =</math></td> <td><math>21 \div 4 =</math></td> <td><math>21 \div 5 =</math></td> </tr> <tr> <td><math>22 \div 2 =</math></td> <td><math>22 \div 3 =</math></td> <td><math>22 \div 4 =</math></td> <td><math>22 \div 5 =</math></td> </tr> <tr> <td><math>23 \div 2 =</math></td> <td><math>23 \div 3 =</math></td> <td><math>23 \div 4 =</math></td> <td><math>23 \div 5 =</math></td> </tr> </table>	$20 \div 2 =$	$20 \div 3 =$	$20 \div 4 =$	$20 \div 5 =$	$21 \div 2 =$	$21 \div 3 =$	$21 \div 4 =$	$21 \div 5 =$	$22 \div 2 =$	$22 \div 3 =$	$22 \div 4 =$	$22 \div 5 =$	$23 \div 2 =$	$23 \div 3 =$	$23 \div 4 =$	$23 \div 5 =$	<p><b>PE</b> Complete today's Joe Wicks Workout. <a href="https://www.youtube.com/watch?v=I9sciRMnE1c">https://www.youtube.com/watch?v=I9sciRMnE1c</a> Or Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.</p>
$20 \div 2 =$	$20 \div 3 =$	$20 \div 4 =$	$20 \div 5 =$																
$21 \div 2 =$	$21 \div 3 =$	$21 \div 4 =$	$21 \div 5 =$																
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$23 \div 2 =$	$23 \div 3 =$	$23 \div 4 =$	$23 \div 5 =$																

	<p><a href="https://www.historic-uk.com/HistoryUK/HistoryofEngland/Robin-Hood/">01-02/origins-of-england-folk-lore-robin-hood/ https://www.historic-uk.com/HistoryUK/HistoryofEngland/Robin-Hood/ https://www.bbc.co.uk/bitesize/topics/zx339i6/articles/zcxmb82</a></p> <p><b>Task 3</b> <b>Either</b> 'Role on the Wall' - Draw a picture of Robinhood and label around the outside in three different colours. Colour 1 - label what he looks like and clothes he wears Colour 2 - detail the sorts of things that he does. Colour 3 - explain what you think about Robinhood given how he looks and what he does. Try to show evidence.</p> <p><b>Or</b> Prepare a short monologue (speech) to perform acting as Robinhood. Costume is optional. In your monologue and actions you need to show what kind of person Robinhood is.</p>	<p>24÷2=    24÷3=    24÷4=    24÷5= 25÷2=    25÷3=    25÷4=    25÷5=</p> <p>Make notes of anything that you notice happening.</p> <p>Complete **/** worksheets.</p>	
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<b>English</b>	<b>Maths</b>	<b>Science &amp; the wider curriculum</b>
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<p><b>Yr 5</b> <b>Thurs</b> <b>28th Jan</b></p>	<p><b><u>Reading (20 mins)</u></b> Please remember to read and/or listen to a book for 20 to 30 mins each day. When possible please talk to an adult about what you have read. Try to explain what the text is about (what has happened in the story), try to explain how you, the reader, feel about what you have read and try to explain how the author has put their writing together.</p> <p><b><u>Spelling (10 mins)</u></b> <b>Use a variety of learning strategies to practise your own spellings. (See your learning diary lists)</b> See above</p> <p><b><u>Text Work</u></b> Learning Objective: To understand writing for different audiences.  Reread/listen to some of the Robinhood stories you have found. (One is attached to the powerpoint for this week's English.)</p> <p><b>Task</b> Pick one story that you know well or enjoy.  Rewrite this story as a young child's story. Think about the sort of language to use, make sure it is not violent. Tomorrow we will be writing for a different audience.</p>	<p><b><u>Multiplication and Division</u></b></p> <p>Learning Objective: I can solve calculations and problems involving multiplication and division.</p> <p>Complete the Assessment Worksheet. If possible try to complete this independently and try to answer all the questions as best you can.</p> <p>Remember</p> <p>F - First A - Attempt I - In L - Learning</p> <p>We learn more from our mistakes than we do from correct answers.</p> <p>Tomorrow you can go through the assessment with the answers.</p>	<p><b><u>Art</u></b> 1 point perspective- an avenue of trees <a href="https://www.youtube.com/watch?v=KRif5fHH2bg">https://www.youtube.com/watch?v=KRif5fHH2bg</a> Have a go at drawing this scene. If you have paints it would be great if you used some of the techniques from last term to paint it. If you don't have any you can colour it with pencils or just leave it as a line drawing.</p> <p><b><u>PE</u></b> Complete today's Joe Wicks Workout. <a href="https://www.youtube.com/watch?v=I9sciRMnE1c">https://www.youtube.com/watch?v=I9sciRMnE1c</a> Or Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.</p>
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<b>English</b>	<b>Maths</b>	<b>Science &amp; the wider curriculum</b>
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Yr 5 Fri  
29th Jan

**Reading (20 mins)**

Please remember to read and/or listen to a book for 20 to 30 mins each day.

When possible please talk to an adult about what you have read. Try to explain what the text is about (what has happened in the story), try to explain how you, the reader, feel about what you have read and try to explain how the author has put their writing together.

**Spelling (10 mins)**

**Building words from root words.**

Use the table below to create words.

Use **fin** and **tach** as the main part of your words. Then pick from the other columns to create the full words. You do not need to pick from every column.

See how many words you can find..

e.g. un-at-**tach**-ed or in-**fin**-ite

un de in	<b>fin</b>	ish al ite	ing ed es ly ist ise ive
un re	at de	<b>tach</b>	ing ed es able ment

**Multiplication and Division**

Learning Objective: I can solve calculations and problems involving multiplication and division.

Go through your Assessment Worksheet with the answers.

**Important**

If you do make a mistake make sure you check where and how you made the mistake. It will probably be a fairly minor error that is easily fixed.

We can talk about any mistakes on a live session as well.

**PE**

Complete today's Joe Wicks Workout.

<https://www.youtube.com/watch?v=I9sciRMnE1c>

Or

Complete 30 mins of exercise that gets you out of breath e.g. go for a bike ride, go for a run on the moor.

	<p><b><u>Text Work</u></b> Learning Objective: To understand writing for different audiences.</p> <p><b><u>Text Work</u></b> Reread/listen to the Robinhood story you have choose. (One is attached to the powerpoint for this week's English.)</p> <p><b>Task</b> Rewrite this story again but aimed at a teenage/adult audience. Try to use some of the language you used last week in doing your Highwayman writing. (Don't make it too gory or violent)</p>		
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