



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

**Week Beginning: 18th January '21**

	English	Maths	Science & the wider curriculum
<p><b>Yr 5</b>  <b>Mon</b>  <b>18th 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>Continue to learn to spell words with -able, -ible, -ably, -ibly suffixes.</b>  Remind yourself about the words you practised last week and the general rule of when to use -able and -ible.  *Write 4 sentences using different -able, -ible words.  **Write 8 sentences using different -able, -ible words.  ***Write 12 sentences using different -able, -ible words.</p> <p><b><u>Text Work</u></b>  Learning Objective: <b>I check my understanding of a text.</b>  Have a look at a map of Devon or go onto Google Earth. The hill directly to the north west of Mary Tavy is called Gibbet Hill.   Click onto this website to find out the significance of the name Gibbet Hill and Captain Jack. Read the text and answer the</p>	<p><b><u>Multiplication and Division</u></b>  <b>Today's and tomorrow's lessons are really the same lesson so you may decide to do them together.</b></p> <p>Learning Objective: I can divide numbers mentally drawing upon my times table knowledge and other number facts.</p> <p>Today we will be looking at what division is and how we can see it as <b>grouping</b> or <b>sharing</b>.</p> <p>Gather a collection of objects together. They could be lego pieces, pebbles, one pence coins, counters, cocktail sticks, anything as long as they are vaguely the same.</p> <p>*Use 24 objects.  **Use 36 objects.  ***Use 48 objects.</p> <p>Start putting your objects into groups. Start putting your groups of 1, then 2, then 3 etc.</p> <p>Each time record;</p> <ol style="list-style-type: none"> <li>1. A drawing of the groups you have created</li> <li>2. A sentence describing what you have done</li> <li>3. A calculation that represents what you have done.</li> <li>4. Anything else of interest.</li> </ol> <p>For example if I have 12 lego pieces, I would split them into groups with 1 lego piece in each group. There would now</p>	<p><b><u>Science</u></b>  Learning Objective: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.  Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact.  Look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</p> <p><b>Key Vocabulary:</b>  Star, sun, planet, moon, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, orbit, rotate, rocky planet, gas planet.</p> <p><b>Activities:</b>  Solar System in my Pocket</p> <p>First of all we shall look at the planets in the solar system and try and get some idea of the distances between them.  The activity (solar System in my Pocket) suggests using a till roll to get a nice long piece of paper but you could just cut up A4 paper into strips and stick them together.  Once you have completed this you could continue your research from last week.  You will discover that some planets are gas planets and others are rocky.</p>

questions listed below. (Please write the question. Remember to write in full sentences giving sufficiently detailed answers)

[https://www.legendarydartmoor.co.uk/captain\\_jack.htm](https://www.legendarydartmoor.co.uk/captain_jack.htm)

Choose one or more of the sets of questions to answer.

\*

1. What is the Down called that you pass after Lydford and before Mary Tavy?
2. What are you tempted to do before heading on with the journey?
3. What time of day are you travelling?
4. Why can you not see the robbers face?
5. What does the figure shout as he rides away?

\*\*

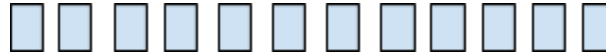
1. Which direction are you travelling when you meet the figure?
2. What are you tempted to do before heading on with the journey?
3. What causes the sparks?
4. Who is the 'knight of the road'?
5. How do you find out what happened to Captain Jack?

\*\*\*

1. Why does your 'heart beat faster' as you pass Wheal Betsy?
2. What is meant by 'Logic says not to fret about the dead but to worry about the living.'
3. Why is the hill called 'Gibbet Hill'?
4. What are the similarities and differences between this story and the story of the highwayman?
5. How do you feel about Captain Jack at the end of the story?

be twelve groups with 1 lego piece in each.

#### 1. Drawing



#### 2. Description

12 put into groups of 1 makes 12 groups.

#### 3. Calculation

$$12 \div 1 = 12$$

#### 4. Anything else of interest.

1 fits into 12, 12 times.

1 goes into 12, 12 times.

$$1 \times 12 = 12$$

Then repeat this again with 2.

#### 1. Drawing



#### 2. Description

12 put into groups of 2 makes 6 groups.

#### 3. Calculation

$$12 \div 2 = 6$$

#### 4. Anything else of interest

2 goes into 12, 6 times.

$$2 \times 6 = 12$$

Continue repeating with every number until you get to half of your original number. eg 12 split into groups of 6. Then try grouping your number by itself. Eg 12 split into groups of 12.

Here are a couple of clips but you will find lots of information online or in books. Your research must include learning about the movements of the Earth, and other planets, relative to the sun.

<https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/ztsdj6f>

<https://www.bbc.co.uk/bitesize/topics/zdrrd2p/articles/zgrvbk7>

What relationship can you see between the temperature of the planets vs. Distance from the Sun? Remember to be precise in your explanation quoting temperatures and distances.

	English	Maths	Science & the wider curriculum
<p><b>Yr 5</b> <b>Tues</b> <b>19th 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>Continue to learn to spell words with -able, -ible, -ably, -ibly suffixes.</b> Ask someone to do a quick spelling test of the words below. Remember to apply some of the rules learnt previously to help with any words you don't know. (No peeking!)</p> <p><b>*horrible, terrible, possible, enjoyable, breakable</b> <b>**edible, invincible, legible, disposable, forgivable</b> <b>***incredible, sensible, reliable, respectable, agreeable, enviable.</b></p> <p><b><u>Text Work</u></b> Learning Objective; <b>I can see that characters do the things they do because of their feelings and actions.</b></p> <p>Reread 'The Highwayman'.</p> <p>There are many books and films that have characters that are very similar to the Highwayman, characters who break the law and stand up to authority and by doing so are liked by the audience. This is called the "outlaw" character.</p> <ol style="list-style-type: none"> <li>1. Create a list of characters where the hero of the book/film is an outlaw. (A character that breaks the law yet the audience like him for it) Often they have a lot of style and swagger (panache)</li> </ol>	<p><b><u>Multiplication and Division</u></b></p> <p>Learning Objective: I can divide numbers mentally drawing upon my times table knowledge and other number facts.</p> <p>Look back at your learning from the previous day.</p> <p>Repeat the activity but this time sharing the objects. Eg 12 shared into 1 group. 12 shared into 2 groups. 12 shared into 3 groups.</p> <p>Hopefully you will have noticed something about how you are organising your objects.</p> <p><b>Consider the questions below and try to write an answer for them.</b> Record any similarities between the sharing activity today and the grouping activity yesterday. Which calculations have a close relationship? Which prior knowledge were you using to help group/share your objects? What mathematical words can you use to help describe what is happening? What happened with numbers that did not 'fit'? (12 cannot be put into even groups of 5) Why did you not need to go past half way? Why did these numbers have so many ways to groups/share? Which numbers would only have 2 ways to group/share?</p> <p><b>Read at the end of the lesson.</b> It is really important that you can see that dividing can be seen as both grouping and sharing.</p>	<p><b><u>Topic - History/Geography</u></b> <b><u>Rise British Empire</u></b> Learning Objective: Research famous Victorians.  Pick 3 of the famous Victorians below to research. (The websites listed are suggestions only)</p> <p><b>David Livingstone - Explorer</b> <a href="https://kids.kiddle.co/David_Livingstone#">https://kids.kiddle.co/David_Livingstone#</a> <b>Charles Dickens - Author</b> <a href="https://kids.kiddle.co/Charles_Dickens">https://kids.kiddle.co/Charles_Dickens</a> <b>Isambard Kingdom Brunel - Engineer</b> <a href="https://kids.kiddle.co/Isambard_Kingdom_Brunel">https://kids.kiddle.co/Isambard_Kingdom_Brunel</a> <b>Charles Darwin - Scientist</b> <a href="https://kids.kiddle.co/Charles_Darwin">https://kids.kiddle.co/Charles_Darwin</a> <b>Florence Nightingale - Nurse</b> <a href="https://kids.kiddle.co/Florence_Nightingale">https://kids.kiddle.co/Florence_Nightingale</a> <b>Charles Babbage - Inventor</b> <a href="https://kids.kiddle.co/Charles_Babbage">https://kids.kiddle.co/Charles_Babbage</a> <b>Alexander Bell - Inventor</b> <a href="https://kids.kiddle.co/Alexander_Graham_Bell">https://kids.kiddle.co/Alexander_Graham_Bell</a></p> <p>Create a profile fact sheet about each of your historical figures.</p> <p>You will need to include;</p> <ul style="list-style-type: none"> <li>- Basic facts such as when and where they were born and died.</li> <li>- A summary of what they did in their lives explaining why we remember them.</li> <li>- Try to explain how they have had an ongoing impact on the world today.</li> </ul>

e.g. Robin Hood, Han Solo



There are equally as many books and films that have female characters, like Bess, who are beautiful but their role in the story is to be rescued by the hero. A number of fairy tales particularly have this as their main focus. e.g. Rapunzel, Cinderella, Snow White, Sleeping Beauty. This character is often called the 'Damsel in Distress'.



Fortunately this character of the 'Damsel in Distress' is becoming less popular with female characters being more able to stand up on for themselves. e.g. Hermione in 'Harry Potter', Meridith in 'Brave', Rey in 'Star Wars'.

Many people have different views about which of these types of characters Bess is. Is she a Damsel in distress because she is tied up and needs rescuing or is she a braver character because of what she does in the story?

$12 \div 3 = 4$  can be seen as;

12 being put into groups of 3 makes 4 groups.



OR

12 being shared between 3 groups makes groups of 4..



The calculation is the same but the picture and what you have done to your starting number is different. It is important that you know you can approach division from either direction. Knowing your tables makes division CONSIDERABLY easier.

2. Choose to complete one or more of the tasks below.

\* Draw a table comparing Bess's character showing how she is a Damsel in Distress victim or a brave Heroine. (Hero)

Bess the landlords black eyed daughter.	
Damsel in Distress (Victim)	Brave Heroine

\*\*Write a paragraph explaining which type of character you think Bess is, a victim or a heroine.

\*\*\*Write a paragraph explaining how we could see Bess the Heroine of the story. Then explain, that if we do consider Bess in this way, what does that make the Highwayman who runs away when he hears the shot?

**English**

**Maths**

**Science & the wider curriculum**

Yr 5 Wed  
20th 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)**

**To learn a range of homophones.**

Look at the list of words below.  
Work out the meaning of each word.

**Copy the sentences below, filling in the gaps with a suitable homophone.**

You are not .....in there! (allowed/aloud)  
He walked ..... the window. (past/passed)  
Go down the ..... in the supermarket. (isle/aisle)  
I.....the horses chantering. (Herd/heard)

**Create a sentence for each of the unused homophones.**

**Text Work**

Learning Objective; **I can add description to develop settings and characters.**

Pick out key phrases from the story eg The moon was a ghostly galleon, his pistol butts a-tinkle.

**Choose \* or \*\* or \*\*\* activity below.**

- \*Draw a small picture of 3 key phrases. After each drawing rewrite a description of the drawing in your own words.
- \*\*\*Draw a small picture of 4 key phrases. After each drawing rewrite a description of the drawing in your own words.
- \*Draw a small of 5 key phrases. After each drawing rewrite a

**Multiplication and Division**

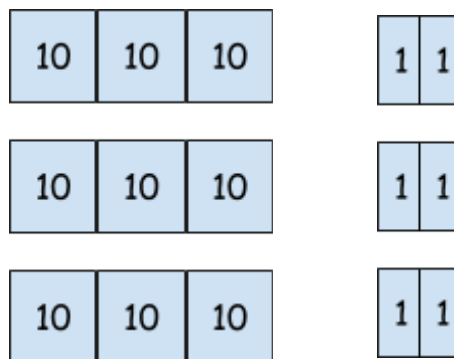
Learning Objective: I can divide numbers mentally drawing upon my times table knowledge and other number facts.

Watch the video below for ways to divide numbers.  
<https://vimeo.com/488870720>

Try  $57 \div 3 =$

If you are unsure of your tables you might want put 96 into groups of 3. (Count up in 3s until you get to 96)  
This will get you there but it is very inefficient and will take a long time.

If you know your tables you could try sharing 96 into 3 groups. Partition the number into 90 and 6, then start sharing the 10s column first.  
The 90 shares evenly into 3 groups of 30.  
Then the 6 shares evenly into 3 groups of 2.



**Complete the 'Wednesday -Yr 5 Maths (All) Sheet.**

- \*Maybe do this before the questions as you can use them to help you.
- Make Base 10 counters using paper. Once you have cut

**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.

**French**

Learning names for different foods.

Complete 'La Nourriture' work sheet. See the class web page.

	<p>description of the drawing in your own words.</p> <p>For example.          'The pale moon rose from behind the torrential clouds like the spirit of a ship riding on a rough sea illuminating the purple moor below with it's shimmering hue. The road, reflecting back the moon's light, wove its way eerily down the moor towards the town.'</p>	<p>them out put them somewhere safe for the next few days.          Draw 5 10cmx10cm squares and cut them out.          Take 3 10cmx10cm squares and cut them into 10cmx1cm strips.(You should have 30 strips)          Take 3 of these trips and cut them into 1cmx1cm squares.</p> <p>The large squares are now your 100s, then strips are your 10s and the small squares are your 1s.</p> <p>** and ***          Complete 'Wednesday - Yr 5 Maths ** and ***' sheet.</p>	
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	English	Maths	Science & the wider curriculum
<p><b>Yr 5 Thurs 21st 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>To learn a range of homophones.</b></p> <p>Examine the list of homophones below.</p> <p>allowed/aloud            past/passed            aisle/isle            herd/heard            past/passed            lead/led            steel/steal            alter/altar</p>	<p><b><u>Multiplication and Division</u></b></p> <p>Learning Objective: I can divide numbers mentally drawing upon my times table knowledge and other number facts.</p> <p>Watch the video below for ways to divide numbers.  <a href="https://vimeo.com/492054019">https://vimeo.com/492054019</a></p> <p>Complete 'Thursday - Yr 5 Maths - All' sheet.</p> <p>**and*** complete 'Thursday - Yr 5 Maths -**and***' sheet.</p>	<p><b><u>Art</u></b>            1 point perspective- a room</p> <p><a href="https://www.youtube.com/watch?v=wluPV9HbVQ">https://www.youtube.com/watch?v=wluPV9HbVQ</a>  <a href="#">o</a></p> <p>Follow this basic lesson on 1 point perspective- it goes very fast so use the pause button to keep up. You can now try and use the techniques that you have learnt to draw a room in your house.</p>

	<p>Check you know what each word means. Create a mnemonic for any words above you are not confident in spelling.</p> <p><b><u>Text Work</u></b> Learning Objective; <b>I draft and write by selecting grammar and vocabulary to enhance my work.</b></p> <p><b>This task is to take 2 days.</b> Begin to rewrite the Highwayman as prose (normal writing, not poetry) in your own words. Try to use similar vocabulary and style as the original text, remembering all the basic punctuation such as capital letters and full stops.</p> <p>You can use the same descriptions that you wrote yesterday and you can use <i>some</i> phrases from the text but be very careful to ensure they fit with your writing. Remember to use onomatopoeia, alliteration, repetition, metaphors and similes.</p> <p>You DO NOT need to finish the story. Concentrate on high quality language rather than getting through the story. I suggest you spend 20-25 mins writing and 5-10 mins checking for punctuation and spelling.</p> <p>Please write on every other line(leave a space after every line of writing) to allow space to edit your work. You could also type your story.</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 Fri 21st 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>Practise personal spellings</b> Select words from your lists in your learning diaries and practise spelling. Use either 'look, cover, write' or pyramid writing (see below for 'ascent'), drawing around the word to show the shape.</p> <p>a as asc asce ascen ascent</p> <p><b><u>Text Work</u></b> Learning Objective; <b>I draft and write by selecting grammar and vocabulary to enhance my work.</b></p> <p>Continue your story from the previous day.</p> <p>Remember to concentrate on the quality of the language of the story.</p> <p>After 15 mins stop writing and go back through the whole piece editing it. Try to find more effective ways to write your sentences. You might want to change the vocabulary or the word order. eg The pale moon rose from behind the torrential clouds like the</p>	<p><b><u>Multiplication and Division</u></b></p> <p>Learning Objective: I can divide numbers mentally drawing upon my times table knowledge and other number facts.</p> <p>Watch the video below for ways to divide numbers. <a href="https://vimeo.com/492054040">https://vimeo.com/492054040</a></p> <p>All - Complete 'Friday - Yr 5 Maths - All' sheet.</p> <p>** - Complete 'Friday - Yr 5 Maths - **' sheet.</p> <p>*** - Complete 'Friday - Yr 5 Maths - ***' sheet.</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> <p><b><u>PSHE</u></b> This term in PSHE we are thinking about keeping ourselves safe. We will continue to follow the SCARF planning but you will find that the lessons and activities will be a bit shorter than if we were in school. As you know a lot of our lessons involve group discussions which is obviously difficult at the moment. The activities I ask you to complete each week can be done alone but you will find they are more interesting and worthwhile if you discuss and share them with the adults around you.</p> <p>This week I would like you to complete Activity 1 in the SCARF at home planning. You will find it here: <a href="http://www.coramlifeeducation.org.uk/scarf/home-learning-unit-3-Keeping-Myself-Safe-activities-during-self-isolation">http://www.coramlifeeducation.org.uk/scarf/home-learning-unit-3-Keeping-Myself-Safe-activities-during-self-isolation</a></p> <p>Click on 'activities for 9-11 year olds' and you will find it.</p> <p>When you have had a go at the quiz (which you will find more useful if you are truthful with your answers) and discussed it with an adult see if you can think of some more situations when you have found it difficult to be assertive. Think about and write down the advice you would give to a friend if they were in the same situation and suggest ways of dealing with it assertively. Remember to refer to</p>
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	<p>spirit of a ship riding on a rough sea.</p> <p>or</p> <p><i>From behind the torrential clouds</i>, the pale moon rose like the spirit of a ship <i>surfing</i> on a rough sea.</p> <p>Here moving 'From behind the torrential clouds' might be a good change but the word 'surfing' instead of riding would not.</p>		<p>the situation generally rather than giving lots of personal details.</p> <p>Once you have finished your home learning make sure you do something 'just for fun' too!</p>
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