



Hatherleigh Community Primary School
Home Learning
Beeches (Year 5)

Week Beginning: 11th January '21

	English	Maths	Science & the wider curriculum
11th Jan	<p><u>Reading (20 mins)</u> 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. Each week write a summary of what you have read in your book. 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><u>Spelling (10 mins)</u> Please spend 10 mins practising the spellings in your Learning Diaries. Use 'Look, cover, write' to do these as well as asking an adult to test you on them. Make sure you can identify how the letters have been put together to represent a specific sound.</p>	<p><u>Multiplication and Division</u> Learning Objective: I can multiply a 2 digit number by 2 digit number</p> <ol style="list-style-type: none"> 1. Watch the videos below on how to multiply 2 digit numbers by 2 digit numbers. The videos will show you pictures of what happens when you multiply the numbers together. This is an important step before moving onto more efficient methods. https://vimeo.com/488075946 https://vimeo.com/488076765 2. Complete either the 1 star (and possibly 2 star activities.) <p>1 Star - Everyone Complete Maths Resource 1 - Multiply 2-digits (area model) Check against the answers (Maths Resource 1 Ans) Multiply 2-digits (area model)</p> <p>2 Star Complete Maths Resource 2</p>	<p><u>PE</u> 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> <p><u>Science</u> Learning Objectives: Use research to investigate the planets in our solar system. Create a model of the planets. This week we will be looking at the planets in our solar system and making a model to show how they compare in size. Have a look at the pdf Playdough planets and have a go at making your own model of our solar</p>

	<p>Text Work Learning Objective; <i>I can identify and use adverbs and adverbials.</i></p> <p>1. Listen to (and watch) a sung version of The Highwayman at http://www.keystage2literacy.co.uk/the-highwayman.html. <i>Compare this to last weeks version.</i> https://www.youtube.com/watch?v=ryu1JZiSbHo</p> <p>2. Write a brief comparison of the 2 versions. <i>Which version did you prefer? Do you prefer it spoken or sung? Why? Did pictures add to enjoyment or do you prefer to imagine the scene in your heads?</i> The illustrations were inspired by the descriptions in the poem and have been drawn many years after the poem was written.</p> <p>3. Complete * or ** activities</p> <p>* Identify and punctuate adverbials Using the adverbial sheet (Resource 1) identify adverbs and adverbials and sort these as indicating time, place or manner.</p> <p>** Identify and punctuate adverbials Using the adverbial sheet (Resource 1) identify adverbs and adverbials. <i>Do not underline.</i> Rewrite sentences changing the adverbs or adverbials. Check you have correctly punctuated your sentences. Remember that fronted adverbials (those at the beginning of a sentence) are often followed by a comma, e.g. <i>After a while, Bess was able to reach the trigger.</i> <i>Challenge;</i> Use similar vocabulary to Noyes. e.g. <i>near the casement window, out of the tawny sunset, on the stroke of midnight.</i></p>	<p>3. See if you can create your own area model to show multiplication in practise using objects e.g. lego, pebbles, coins, cubes.</p>	<p>system - we will be doing more planet models later.</p> <p>There are also lots of videos out there for you to have a look at to carry out research (which you all know is an important type of investigation). One good one is:</p> <p>https://www.youtube.com/watch?v=It8X1hZ3ZM8</p> <p>Can you make up a mnemonic for remembering the order of the planets?</p> <p>One example is: M Y v e a g e r m o t h e r j u s t s e r v e d u s n i n e p i z a s -- the planets, in order, are Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune and Pluto</p>
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	English	Maths	Science & the wider curriculum
12th Jan	<p><u>Reading (20 mins)</u> 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><u>Spelling (10 mins)</u> Learn to spell words with unusual letter combinations. Look at these words. Yacht, guarantee, vehicle, bruise, immediately. Write out each word quite large on a page, leaving a space between each graphemes (letter combination) that represents a different phoneme (sound)</p>	<p><u>Multiplication and Division</u></p> <p>Learning Objective: I can multiply a 2 digit number by 2 digit number</p> <ol style="list-style-type: none"> 1. Watch the videos below on how to multiply 2 digit numbers by 2 digit using vertical methods. https://vimeo.com/488553863 2. Complete either the 1 star (and possibly 2 star activities.) <p>1 Star - Everyone Complete Maths Resource 3 - Multiply 2-digits by 2-digits. Check against the answers (Maths Resource 3 Ans) Multiply 2-digits by 2-digits.</p>	<p><u>Topic - History/Geography</u> <u>Rise British Empire</u></p> <p>Learning Objective: Understand why countries developed empires.</p> <p>Why did Britain want an empire?</p>

e.g. gua ran tee
Identify and circle the grapheme that is more tricky eg 'gua'.
Try to learn this unusual letter combination and write out the word again without looking.

Text Work

Learning Objective; *I can use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.*

1. Revise relative clauses.

Bess, who lives at the inn, is the landlord's daughter.

The relative clause tells us more about Bess (the noun).

Try replacing this clause with three different clauses e.g. 'who has long black hair'.

Relative clauses usually start with *who* (for a person), *which* (for a thing), *that* (person or thing), *where* (for a place) or *when* (for a time).

Sometimes we leave out the relative pronoun, e.g. 'This is the horse that he rode' becomes, '*This is the horse he rode.*'

2. Complete * or ** activities

*Complete the sentences with a relative clause. (See Resource 1)

**Write an account of the Highwayman with a relative clause in each sentence. (See bottom of Resource 1)

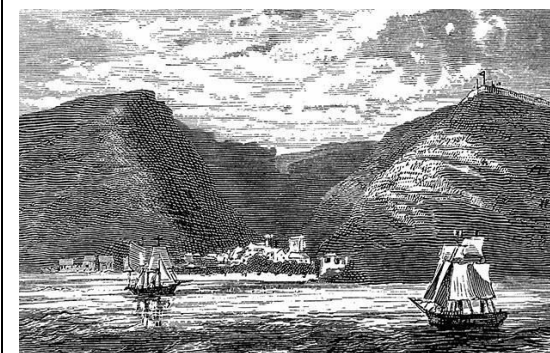
e.g.

The highwayman had a whip which he used to tap on the shutters. The moor, where the old inn lay, was bathed in moonlight. That was the day when the red-coat troop came.

Make a note of how the commas are used.

2 Star

Complete Maths Resource 4



Look at the websites below and pick out reasons why the British even wanted an Empire.

<https://www.natgeokids.com/uk/discover/history/general-history/british-empire-facts>

<https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/1>

<https://prezi.com/fou6gaadjydv/why-did-britain-want-an-empire/>

There is a lot of information on these websites, not all of it is relevant to this activity but we will return to them later in the term.

Task; Create a poster explaining Britain's reasons for creating the British Empire. Try to be really creative, thinking about the painting that we looked at last week.

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	English	Maths	Science & the wider curriculum
13th Jan	<p><u>Reading (20 mins)</u> 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><u>Spelling (10 mins)</u> Ask someone to dictate (read) the sentences below to you while you try to write them out.</p> <p>I fell off my yacht and the next day I had a huge bruise. We guarantee delivery immediately in our extra fast vehicle.</p> <p>Check and correct your sentences and consider which words you may have wrong and why. (Remember your capital letters) Have another go and see if you do better.</p>	<p><u>Multiplication and Division</u></p> <p>Learning Objective: I can multiply a 3 digit number by 2 digit number</p> <ol style="list-style-type: none"> 1. Watch the videos below on how to multiply 3 digit numbers by 2 digit using vertical methods. https://vimeo.com/488555095 2. Complete either the 1 star (and possibly 2 star activities.) <p>1 Star - Everyone Complete Maths Resource 5 - Multiply 3-digits by 2-digits. Check against the answers (Maths Resource 5 Ans) Multiply 3-digits by 2-digits.</p> <p>2 Star Complete Maths Resource 6</p>	<p><u>PE</u> 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> <p><u>French</u> Snacks Instructions</p> <p>This term we are learning the names of food and drink in French.</p> <p>I've started you off this week by challenging you to work out the French words for some popular snacks:</p> <ul style="list-style-type: none"> · Look at the Snacks Vocab sheet and use your English to help you work out which French words go with each picture – write the numbers in the boxes. If you have access to a French/English dictionary then use it to help you but only when you get really stuck!

Text Work

Learning Objective; *I know about all the characters in a story.*

1. Study all the different characters.

Look at the descriptions of the Highwayman, Bess, Tim and the soldiers.

2. Create a table e.g.

	Words of poem to describe character.	What do they look like.	What the characters do.	What colours go with the characters	Role of character in the poem.
Highwayman					
Bess					
Tim					
Soldiers					


3. Drawing

· When you're happy with your answers write the correct French snack words on the Snacks Fill In The Blanks sheet.

Hopefully you'll find this quite straightforward but don't worry if you get stuck with some of the words. Send me a message on the dojo and I will help.

	<p>Create a drawing of one of the Highwayman, Bess or Tim. Annotate the drawing with quotes from the poem.</p> <p>Underneath explain what their appearance tells you about their character.</p>		
<p>14th Jan</p>	<p>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.</p> <p>Spelling (10 mins) Write a list of as many words ending in -able and -ible as you can. e.g. <i>horrible, adorable</i>. Try to write their root word as well. (<i>Horrible - horror</i>) Before reading on see if you can come up with a rule for when words end in -ible and when they end in -able. (Usually, but not always, if the whole root word can still be heard then -able is used. e.g. <i>adore</i> becomes <i>ador-able</i>. If the whole root word can't be heard then use -ible e.g. <i>horror</i> becomes <i>horrible</i>.) Sensible is an exception to this rule. See if you can find any other exceptions.</p>	<p>Multiplication and Division</p> <p>Learning Objective: I can multiply a 4 digit number by 2 digit number</p> <ol style="list-style-type: none"> 1. Watch the videos below on how to multiply 4 digit numbers by 2 digit using vertical methods. https://vimeo.com/488668598 2. Complete either the 1 star (and possibly 2 star activities.) <p>1 Star - Everyone Complete Maths Resource 7 - Multiply 4-digits by 2-digits. Check against the answers (Maths Resource 7 Ans) Multiply 4-digits by 2-digits.</p> <p>2 Star Complete Maths Resource 8</p>	<p>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>

	<p>Text Work Learning Objective; <i>I can use the perfect form of verbs.</i></p> <p>1. Read the Powerpoint on the Perfect Form of verbs. Consider <u>using the perfect form of verbs to mark relationships of time and cause</u>. The perfect form usually brings attention to the consequences of a prior event: <i>They had tied her up to attention</i>: Bess was still tied up when she was looking out through the casement (window). Compare this to <i>They tied her up</i> which is something that happened in the past and is now finished, and <i>They have tied her up</i> which is the <u>present perfect form</u>.</p> <p>2. Complete * or ** activities</p> <p>* Rewrite sentences showing Present Perfect and Past Perfect forms of verbs. (See Resource 3 Perfect Tense)</p> <p>** Write start of start of the Highwayman in Present Perfect and Past Perfect forms of verb.</p>		
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<p>15th Jan</p>	<p><u>Reading (20 mins)</u> 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><u>Spelling (10 mins)</u> Look at the -able and -ible words from yesterday. Write out each word again but change -ible or -able to -ibly and ably. Write an explanation of when to use -ibly and -ably. What is the effect of adding -ibly and -ably. What type of word does it become. Create four sentences, two using an -ibly word and two using an -ably word.</p>	<p><u>Multiplication and Division</u> <u>Have a go at the problem below and/or do some of the activities at the bottom of the page.</u></p> <p>Learning Objective: I can use formal multiplication methods (vertical methods)</p> <p><u>All the Digits</u></p> <p>This picture represents the multiplication of a 4-figure number by 3.</p>  <p>The whole calculation uses each of the digits 0–9 once and once only. The 4-figure number contains three consecutive numbers, which are not in order. The third digit is the sum of two of the consecutive numbers. The first, third and fifth figures of the five-digit product are three consecutive numbers, again not in order. The second and fourth digits are also consecutive numbers.</p> <p>Can you replace the stars in the calculation with figures?</p> <p>Hint;</p> <p>Use counters or scraps of paper with the digits 0–9 written on them. Make a list of 3 consecutive numbers 0–9 remembering that 3 has already been accounted for. What could the ones digit of the product be if the multiplication is by 3? Which consecutive numbers could be in the four-digit number?</p>	
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	<p>Text Work Learning Objective; <i>I can recite parts of a poem.</i></p> <p>1. Rewatch this version of The Highwayman at https://www.youtube.com/watch?v=rYu1JZiSbHo</p> <p>2. Read the poem out loud. Try reading the poem in different ways. Experiment reading it with a mysterious voice, a silly voice, a scary voice. Begin to try to learn parts of the poem.</p> <p>3. Record a short section. Pick one section of the poem to learn and try to record it. Think carefully about how to perform it. (The main aim is to know sections of the poem by heart)</p>	<p>Which other digit could appear in the four-digit number?</p> <p>Other multiplication activities you might want to do;</p> <p>Cook: follow some recipes, but try multiplying the quantities by 2, 3, 4 or more.</p> <p>Budget: involve children in some multiplication calculations: 'The tickets cost £5 each. How much for 6 of us?'</p> <p>Play shops: with your child, create a shop at home. Price up some things to sell and role play buying and selling more than one of some items: The prices can be quite simple (5p), or quite hard (42p, £1.49) depending on what kind of multiplication your child is ready to try.</p> <p>Have some paper and pens handy for trying out methods to work out the answers.</p>	
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