

## Home Learning Pack

### Year 5

### Pack 2

**I hope you are all doing well in these difficult times. Please try the activities and ideas below to keep you occupied until we are all back to normal!**

Religious  
Education

As Easter approaches us, can you complete any Easter based activities?

Ideas:

Create a special Easter prayer to show your thanks to Jesus

Create an easter egg hunt for a loved one (if you don't have easter eggs maybe you could hide other things such as pebbles or toys for others to find)

I would like you to reflect on what Easter means to you and what easter means to catholics around the world. Explore (again) why do we celebrate this holy day? What does it mean? What happened all those years ago? You could retell the events in a piece of writing or perhaps a video that you would like to act out.

English



Year 5  
Statutory  
word list.

Although our topic of the Vikings is nearing an end, I would like to read and practise this poem. There is also a book about Beowulf where he had many Viking adventures! If you have access to the internet researching Beowulf is very interesting and we would have looked at creating character descriptions based on the ones we meet in this story.

#### Beowulf – Part 1

Long ago in mists of time,  
When all the world was young,  
There lived a man named Beowulf,  
Hero of songs well sung.

He was a warrior for the Geats,  
Sweden was his home,  
A Viking went he – pillaging,  
Far and wide he roamed.

Brave and strong and loyal,  
Generous was he,  
His might and fame spread far and wide,  
Across the Danish sea.

For there was built a massive hall,  
Magnificent and grand,  
The fame of which soon travelled,  
Up and down the Viking land.

All the Danish people,

Could feast and have great fun,  
But this was soon about to end,  
With dying light of sun.

A monster name of Grendel,  
Was jealous of the hall,  
So he left his home amidst the swamp,  
To terrorise them all.

By night he stalked about the hall,  
And terror he did spread,  
Anyone who stayed by night,  
By morning could be dead.

Word came at last to Beowulf,  
About the murderous deed,  
He set sail for the Danish land,  
So the people could be freed.

The Warriors waited in the hall,  
For Grendel to appear,  
Beowulf was weaponless,  
And faced him without fear.

When Grendel crept into the hall,  
Beowulf grabbed him fast,  
And hung on tight for grim death,  
As they struggled to the last.

Beowulf ripped off Grendil's arm,  
They wrestled locked up tight,  
It came away at shoulder,  
A bloody, grizzly sight.

He rushed out of the massive hall,  
And back to his swamp lair,  
Bled out from his gory wounds,  
Laid down and died out there.

Beowoulf was a hero,  
His fame spread far and wide,  
He'd slain the monster Grendel,  
He was filled with manly pride.

As he hung the arm upon the wall,  
The world would know his fame,  
How he slayed the mighty Grendel,  
Beowulf was his name!!

Highlight any words that you came across that you are unfamiliar with their meaning. Use a dictionary (book, online or the “look up” option on a phone) to find the meanings.

What is your impression of Grendel? Why have you made think this? What is your impression of Beowulf? Again, what makes you think this?

## The Vikings - Fact or Opinion?

Many hundreds of years ago people known as Vikings lived in Norway, Sweden and Denmark. They were farmers, but their land was not very good for farming. They could not always grow enough food to feed themselves. So the Vikings had to find new countries to settle in.

The Vikings loved adventure. They set sail in their longships to find new lands. As well as travelling to Britain, they reached North America, Russia, Iceland and Greenland.

For over 300 years the Vikings attacked and raided other countries. They were often very cruel to their enemies and many people lived in fear for their lives. They once attacked and destroyed the monastery at Lindisfarne, in the north of England. They even besieged Paris in AD 885.

The Vikings were fierce warriors. They fought with swords, battle axes and spears. Some axes were so heavy that they had to be lifted with two hands. They also used large, round shields.

Read the sentences below and write “fact” or “opinion” next to each one.

1. The Vikings came from Norway, Sweden and Denmark.  
\_\_\_\_\_
2. The Vikings were not very good at farming.  
\_\_\_\_\_
3. They could not grow enough food to feed themselves.  
\_\_\_\_\_
4. The Vikings enjoyed being farmers. \_\_\_\_\_

5. Viking boats were called longships. \_\_\_\_\_
6. The Vikings travelled as far as North America.  
\_\_\_\_\_
7. They loved attacking and raiding other countries.  
\_\_\_\_\_
8. They were often very cruel to their enemies.  
\_\_\_\_\_
9. Everyone hated the Vikings. \_\_\_\_\_
10. Lindisfarne is in the north of England. \_\_\_\_\_
11. Square shields would have been better than round ones.  
\_\_\_\_\_
12. They fought with swords, battle axes and spears.  
\_\_\_\_\_
13. Some axes were so heavy that they had to be lifted with two hands. \_\_\_\_\_

Can you practise making statements that are either fact or opinion. You could get your family involved ask them to say three sentences and you have to guess which one is the opinion or vice versa.

### **Letter writing/ persuasive argument**

Write a persuasive letter to persuade people to follow the guidelines.

At this difficult time we have been advised by our government to help others by staying at home as much as we can (official guidelines can be found online) this is, as you know, to stop the spread of the virus.

Some of the retrictions/ guidelines are:

Only key workers are allowed to go to work e.g. NHS workers, refuge workers (bin men), factory workers who produce food or essential items, delivery drivers, farmers, food shop workers.

We have to stay at home with whoever lives with us

Do not visit others

Keep your distance from others when you are out (social distancing)

No school unless you are a child of a key worker

Only go to the shop for essential items that you really really need.

No big gatherings of people

All these rules have been put in place to help us. Some people are finding them tricky to follow and some have embraced them with an open heart, knowing that although they are hard, we must follow them to help others.

Some people are really struggling to follow these safety guidelines, can you create a persuasive letter encouraging others to follow them.

Use AFOREST to help you persuade.

Alliteration

Facts

Opinions

Rhetorical questions

Exaggeration

Statistics

Triplets/ power of three

Think about what has changed, why might people be finding it hard? Try and think about it from all sorts of perspectives but then urge everyone to save lives by following the guidelines.

#### Beowulf Sentences Activity

For the sentences below, separate the additional information within the sentence by using either commas, brackets or dashes.

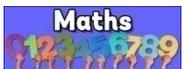
Beowulf **his strength slowly ebbing away** slumped to the ground.

Seeking spiritual guidance, Beowulf visited the tomb of Hygelac **his deceased uncle**, hoping for the inspiration he so needed.

Bravely he fought the dragon **he had fought so many beasts before** nothing scared him anymore.

Onto the dragon's scaly shoulder he gripped, twisting it like a corkscrew **as he did with Grendel** the ligaments creaking under the strain.

Mathematics



Practice your times tables you should

#### Addition and subtraction

Year 5s need to be able to add and subtract 5 digit numbers.

This also should involve exchanging ( when subtracting and carrying when adding )

If you have a pack of cards or a computer you could generate random **5 digit** numbers to add or subtract together. Check your answers with a calculator.

know up to  
your 12x  
tables by the  
end of year  
4.

### **Have you remembered to exchange and carry?**

**try 4 or 3 digits to get you started.**

Can you create questions based on our topic?

e.g.  $2347 - 1789 =$

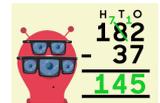
Challenge yourself to include exchanging where  
the value of a digit on top is larger than the one below

$\begin{array}{r} \_2347 \\ \_1789 \\ \hline \end{array}$

$\begin{array}{r} \_1789 \\ \_ \\ \hline \end{array}$

\_\_\_\_\_

$$\begin{array}{r} 48\overset{5}{6}5 \\ -3956 \\ \hline 9 \end{array}$$


$$\begin{array}{r} \text{H.T.O} \\ 182 \\ - 37 \\ \hline 145 \end{array}$$

### **X by 10, 100 and 1000**

You can choose to answer the following questions or create your own in the style that we have been studying in lesson.

Sample questions:

$40 \times 10 =$

$35 \times 100 =$

$2.3 \times 10 =$

$? \times 100 = 2300$

$? \times 100 = 240$

$20 \times 100 = 200 \times ?$

Remember when we times by 10 we move the digits 1 decimal place  
and when we multiply by 100 we move the digits 2 decimals places.  
Top tip: the decimal place never moves.

Try multiplying decimals by 10, 100 or 1000 , the same rules apply

You can choose to answer the following questions or create your own in the style that we have been studying in lesson.

Sample questions:

$4.5 \times 100 = 45 \times ?$

$6.6 \times 100 = 66 \times ?$

$? \times 10 = 3 \times 100$

$3.45 \times 100 = 34.5 \times ?$

$0.05 \times 1000 = 5 \times ?$

Remember when we times by 10 we move the digits 1 decimal place  
and when we multiply by 100 we move the digits 2 decimals places.  
When we multiply by 1000 we move the digits 3 decimal places

Top tip: the decimal place never moves.

Square and prime numbers

A prime number is a number that only has one factor pair. It can only be made by timesing the number 1 and itself together e.g.  $7 \times 1 = 7$  there are no other ways of making 7.

A squared number is the result of multiplying 2 of the same numbers together e,g,

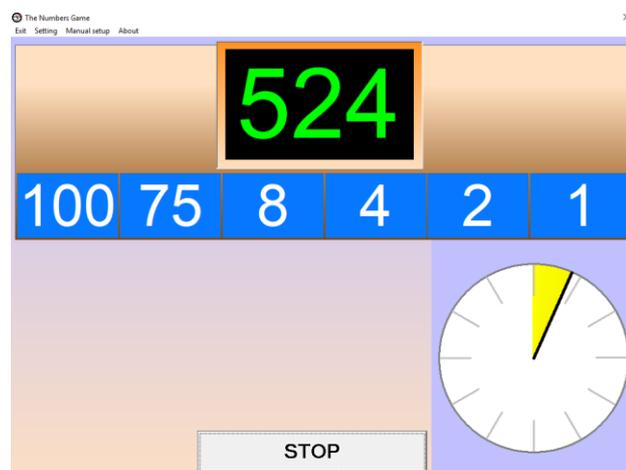
$3 \times 3 = 9$  so 9 is a squared number

$4 \times 4 = 16$  so 16 is a squared number

Can you identify all the prime numbers up to 50? Can you identify all the square number up to 100?

Perhaps you could create a poster or a way of rmebering how to find prime or square numbers.

### **COUNTDOWN**



The aim is to make the number in the black box using the 6 cards. Try and get as close as you can to the target number. You can only use each number once but you can use the 4 operations (+ - x ÷) as many times as you want.

Show all your workings out neatly below and highlight your evidence.

This game can be found on the NRICH website. Or you could play it with smaller numbers using a pack of cards.

### **Roman Numerals**

**Key : I = 1      V = 5      X = 10      L = 50      C = 100      D = 500      M = 1000**

Can you complete a table of significant dates using Roman Numerals? E.g. the Battle of Hastings in 1066 = MLXVI

Great fire of London 1666

End of World War 1 1918

End of World War 2 1945

Vikings First Invaded Britain 793AD

Spanish Armada defeated 1588

Battle of Waterloo 1815  
Queen Elizabeth II Coronation 1953  
First use of modern paper 105AD  
Fall of the Roman Empire 476AD

### **Roman Numerals**

Can you add or subtract numbers and show the sum in Roman Numerals?

e.g.  $x + v = ?$   $x + v = xv$  which means  $10 + 5 = 15$

$MLX + XXX =$

$MMLVI - CCCV =$

### **Fractions!**

Top heavy fractions. Create questions to show top heavy fractions. What makes them top heavy? Represent them in different ways using pictures

Can you convert top heavy fractions in to mixed fractions?

e.g.  $2$  and  $\frac{1}{4} = \frac{9}{4}$  because there are 2 lots of the whole (4) which is 8 and an extra  $\frac{1}{4}$  so there are 9 quarters altogether.

### **Adding and comparing fractions with the same denominator**

We have been looking at adding fractions with the same denominator. Can you explore adding fractions with the same denominator?

Use the less than greater than sign to compare fractions

e.g.  $\frac{12}{15} < \frac{14}{15}$

Add or subtract fractions with the same denominator e.g.

$\frac{34}{60} + \frac{12}{60} = \frac{46}{60}$

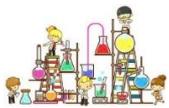
Add fractions with different denominators by converting them. Find the lowest common denominator e.g.

$\frac{2}{5} + \frac{3}{15} =$

You must find a number that is in both the 5 and 15 times table.

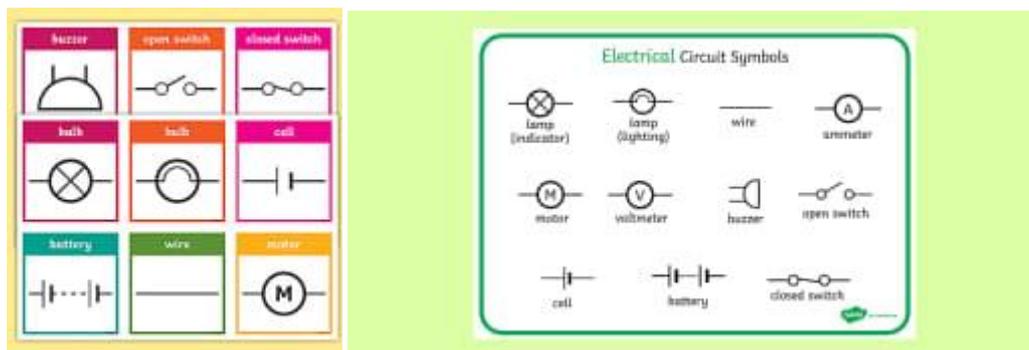
Remember whatever you do to the bottom you must do to the top.

Science



### **Electricity**

**Find as many different thing in your house that use electricity. You could do it room by room. It is important to keep safe when using electricity so you could create an electrical safety poster. You could try and draw your own circuit using the symbols. Remember to use a ruler. Research Thomas Edison and find out about his inventions. If anyone can use a potato to make a light bulb light up, I will be very impressed.**



### **Data handling**

As part of our Science week we collected data about what fruit/veg the children of St Marys want us to grow in the greenhouse. The children split up in to groups of 5 and asked each year group, we came up with the list based on our research as only certain food can be grown easily in our country.

Can you collect data in a similar way? It doesn't have to be about food it can be anything you like. Make a table and graph to show your findings.

Other

What gets wetter the more you dry with it?

What gets bigger the more you take away??

Riddle me this!

Riddles are fun! They provide obscure clues for us to solve. Below are some for you to solve. They are not the most complicated but they are a fun starting point. With riddles you have to think outside the box. Ask relatives to help you but do not google them as that will spoil the fun!

**Q: What type of cheese is made backward?**

**Q: Why are ghosts bad at lying?**

**Q: Imagine you're in a room that is filling with water. There are no windows or doors. How do you get out?**

**Q: What two things can you never eat for breakfast?**

**Q: Why do bees hum? .**

**Q: If you throw a blue stone into the Red Sea, what will it become?**

**Q: What did the beach say when the tide came in?**

**Q: You will buy me to eat but never eat me. What am I?**

**Q: You can you serve it, but never eat it? What is it?**

**Q: How do oceans say hello to each other?**

**Q: What can you catch but not throw?**

**Q: Which letter of the alphabet has the most water? .**

**Q: What goes up and down but never moves?**

**Can you create your own? Perhaps you can turn the riddles into poems?**

**Geography and History**



Continued ... Our next topic is Africa.

Can you locate Africa on a map or atlas? Africa is a continent, can you identify any of the countries that are in Africa? Perhaps you could explore the different languages spoken in these countries. You may want to investigate the rivers or mountains in Africa. Can you find out facts about them? You may want to produce a graph to compare their features.

We made a time line of significant events from the Viking era. We placed them on a time line and then researched for more dates and events to add to our time line.

We discussed what BC means (Before Christ) and what AD means (Anno Domini)

Can you create your own timeline of events? It does not have to be about the Vikings although that is a good idea as it is our topic! You might want to do a timeline of your family!

**ART**

Can you create a picture or painting based on the characters from Beowulf? If you are unable to access anymore information about them use the poem from the English section and the pictures below to help you.



How do I think I have done?

How much effort have I put in? (Tick one)

I have tried my hardest

I have put some effort into my work

This is not my best work

Teacher comment		Teacher signature:
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