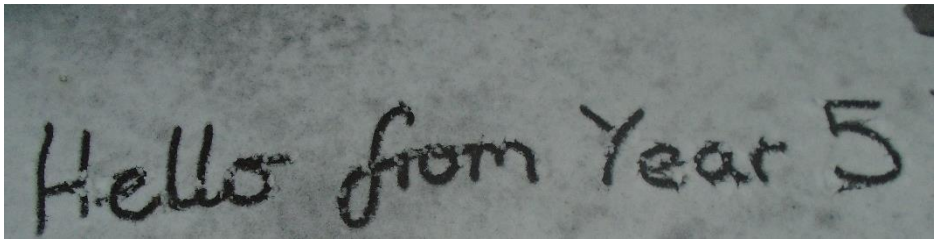
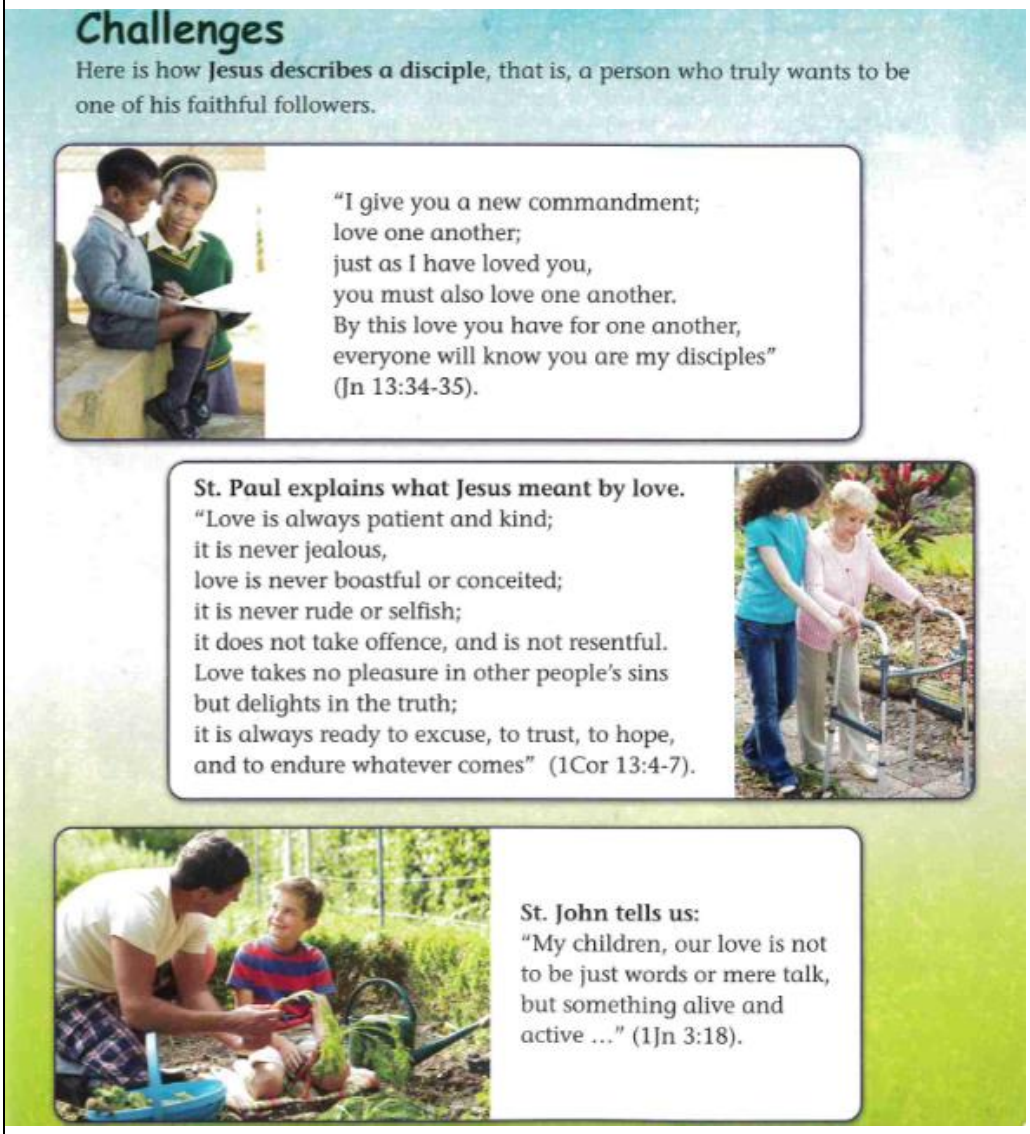
Home Learning Pack
Year 5 2021
Pack 2



It's been a couple of weeks now and I hope that you have managed to settle into a new routine of work and play. Look out for our class news too as you might see some of the work you have sent in ☺

Religious Education	Our aim is to understand what it means to be a follower of Jesus and reflect on what it means to you



Task 1 : what is best about being a disciple? What might be difficult about beinga disciple? Explain your answers in detail.

Read the story of St. Damien De Veuster

St. Damien De Veuster (1840-1889)

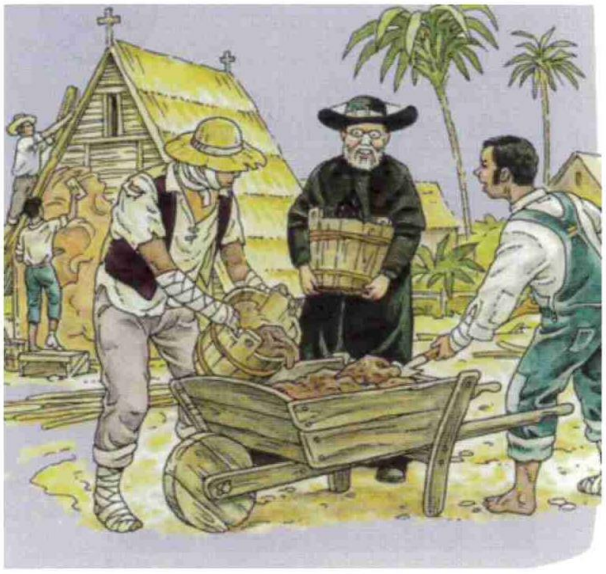
Jozef De Veuster is an example of someone who took St. John's words to heart and lived them out. He was born in Belgium and was second youngest in a family of eight children. He loved sport especially speed skating. When he was thirteen, he was sent to a school where everyone spoke French. He was used to speaking Flemish and the boys at school made fun of his accent and his mistakes. He didn't get angry, but he stood up to the bullies so they soon stopped!

Jozef wanted to be a priest. At first, no one thought he was clever enough, so he had to work very hard and for a long time. Eventually, he did become a priest and he took the name Damien. He wanted to be a missionary and was sent to Hawaii. He learned the local language and went all round his huge parish – mainly on foot as there were few roads – preaching, baptising, hearing confessions and even building churches with his own hands.

Some time later, Fr. Damien heard of an island near Hawaii called Molokai. People suffering from an illness called leprosy were brought to this island and were just left there with few clothes and little food, but there were no houses to shelter them.

When people got leprosy, sores developed on parts of their bodies, especially their hands and feet. Everyone knew that people could easily catch it from them, so they wanted to isolate the sufferers. Damien volunteered to go and look after these people. He knew he would probably catch the disease, but he wanted to be like Jesus who had a special love for lepers. At first, he didn't find it easy, but he persevered. He lived with the lepers, looked after them and encouraged them to help one another. He nursed them, built a hospital and helped the people build houses for themselves. He started a choir, an orchestra and clubs so that the people could enjoy being together.

He even dug their graves when they died.



Damien built a church so that the lepers could celebrate Mass and receive the sacraments. He had to keep extending the building as more and more people kept coming to Molokai. He wanted people to know how much Jesus loved them. Most of all, he wanted them to know that Jesus was with them when they were suffering.

Damien wanted to give his life for others just as Jesus had done. Eventually, he did catch leprosy, died and was buried on Molokai. He was canonized on 21 February 2009. (Leprosy is now called Hansen's Disease)

Activities

1. In what way did Fr. Damien qualify as a true disciple? Look back to pages 43-45 and give examples.

2. Explain how religious beliefs and teaching influenced the moral values and behaviour of Fr. Damien.
   You need to think about:
   - the teaching of Jesus,
   - examples of what Damien did to live out this teaching,
   - why he chose to live that way.

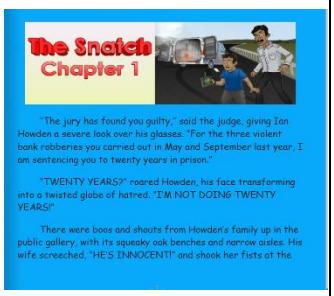
English

Spellings are at the bottom of the English section

Reading

Use your Purple Mash login to access the online books.

Go to Serial Mash, scroll down to Sapphires (age 9-11) and start reading 'The Snatch' Read chapter the rest of the book and answer all the online questions



Auto-Biography

You could create an auto-biography, as this is about you and your life ensure you:
Write in the first person. I, me, my, we
Expanded noun phrases= The big blue ball, glided into the goal!.
Paragraphs
Chronological/ time order- First, next, then after that.
Fronted adverbials- Before I knew it, …

A range of punctuation. () … -, “ “
Relative clauses- My sister-who was 11 at the time- decided that we should go to the circus.
Sub-headings

Diary
Keep a Diary / write a diary from someone elses perspective
Keep a diary discussing what you have been doing each day. Include;
Feelings
First person
Chronological order
Explore the 5 senses
Colloquial language- Slang

We have practised writing a diary in our previous topic of WW1. You may wish to write a diary entry as if you are a soldier or perhaps you would like to write a diary entry as if you are a Viking warrior invading England.

Comparative and superlatives

You are the most beautifullest person in the world! Errrrr that doesn’t make sense!!!!

Following on from the superlative and comparative task last week, we will explore those words that do not follow the rule:
You start with the adjective e.g. tall
The comparative is used to compare 2 things using that adjective. Often we do this by adding “er” as the suffix.
e.g. Katy is taller than Libby.
When we describe using a superlative it means it is the most. E.g. Craig is the tallest in the class. Often we add “est” as the suffix. We are comparing them against everything in that context.

Sometimes we need to add the word more infront of a word to make it a superlative and the word most infront of the word to make it a superlative here are some examples

Here are some examples

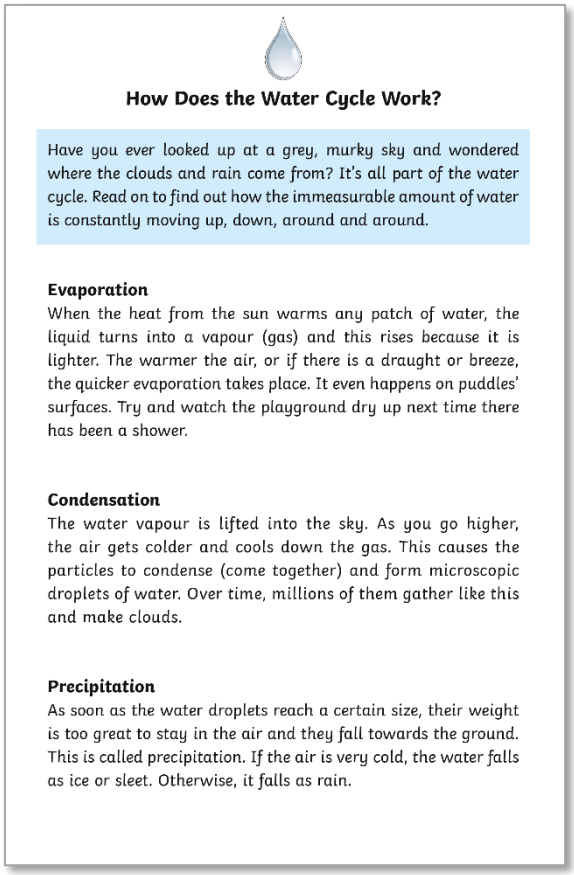
Adjective	Comparative	Superlative
Beautiful	More beautiful	Most beautiful
Interesting	More interesting	Most interesting
Intelligent	More intelligent	Most intelligent
Awful	More awful	Most awful

Can you create your own table to explore more words that follow this rule?

Saying the words out loud with the rule you will be able to hear that they don’t sound right. Saying something is beautifuller just sounds silly!

Create sentence using the comparative and superlative versions of the adjective.

<u>This is my favourite expection to the rule:</u>
<u>Good…. Better… best</u>
<u>Remember, good better best, never let it rest, until your good is better and your better is your best.</u>



How Does the Water Cycle Work?

Have you ever looked up at a grey, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around.

Evaporation
When the heat from the sun warms any patch of water, the liquid turns into a vapour (gas) and this rises because it is lighter. The warmer the air, or if there is a draught or breeze, the quicker evaporation takes place. It even happens on puddles' surfaces. Try and watch the playground dry up next time there has been a shower.

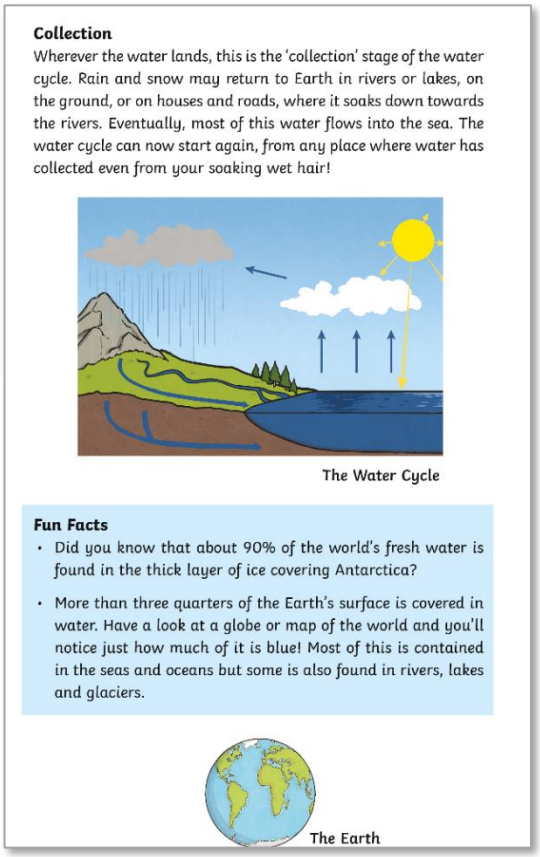
Condensation
The water vapour is lifted into the sky. As you go higher, the air gets colder and cools down the gas. This causes the particles to condense (come together) and form microscopic droplets of water. Over time, millions of them gather like this and make clouds.

Precipitation
As soon as the water droplets reach a certain size, their weight is too great to stay in the air and they fall towards the ground. This is called precipitation. If the air is very cold, the water falls as ice or sleet. Otherwise, it falls as rain.

<u>Create an explanation text on something of your own choice.</u>
<u>Continued from last pack</u>

<u>Create suitable subheadings for the paragraphs of information.</u>
<u>Use topic words such as: evaporation, precipitation, cycle etc</u>
<u>Use rhetorical questions in the title and in the introduction.</u>

How Does the Water Cycle Work?



Collection
Wherever the water lands, this is the 'collection' stage of the water cycle. Rain and snow may return to Earth in rivers or lakes, on the ground, or on houses and roads, where it soaks down towards the rivers. Eventually, most of this water flows into the sea. The water cycle can now start again, from any place where water has collected even from your soaking wet hair!

The Water Cycle

Fun Facts
- Did you know that about 90% of the world's fresh water is found in the thick layer of ice covering Antarctica?
- More than three quarters of the Earth's surface is covered in water. Have a look at a globe or map of the world and you'll notice just how much of it is blue! Most of this is contained in the seas and oceans but some is also found in rivers, lakes and glaciers.

The Earth

Have you ever looked up at a grey, murky sky and wondered where the clouds and rain come from? It's all part of the water cycle. Read on to find out how the immeasurable amount of water is constantly moving up, down, around and around.

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The water vapour is lifted into the sky. As you go higher, the air gets colder and cools down the gas. This causes the particles to condense (come

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What is parenthesis?

Parenthesis is a word, phrase, or clause inserted into a sentence to add extra, subordinate or clarifying information. When a parenthesis is removed, the sentence still makes sense on its own.

The most common way to show parenthesis is to use brackets within a sentence to add information for detail or clarification. What is key to remember is that the sentence to which the parenthesis is being added should make grammatical sense whether the information in the brackets is there or not.

George Washington (the first American President) was born in 1732.

I went to the cinema to meet James (my eldest brother).

I love strawberries (and raspberries) but I'm not keen on blackberries.

For example, 'George Washington was born in 1732' makes sense on its own, therefore the brackets have been used correctly. The subordinate, or bracketed, information 'the first American President' adds extra detail to the main sentence.

Dashes and commas can also be used in place of brackets to indicate parenthesis; they offer a slightly less formal tone in writing.

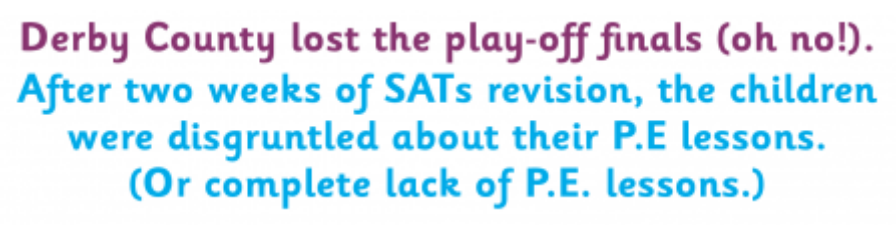
I miss seeing Amelia (my best friend from primary school) every day.

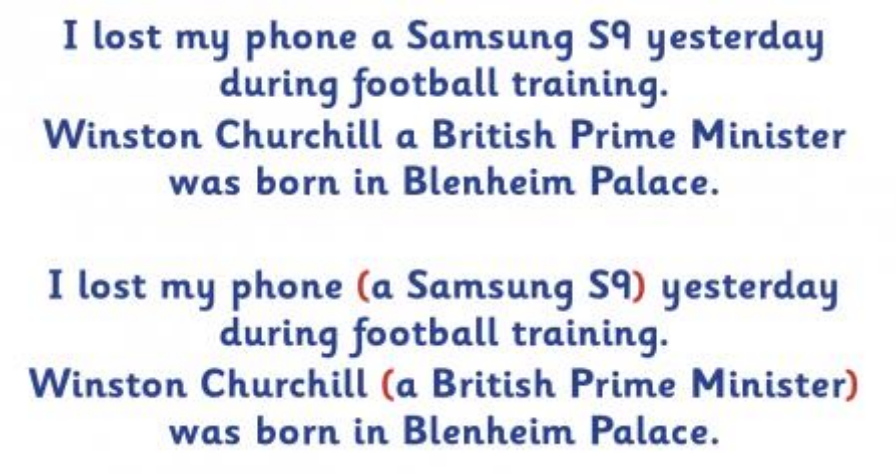
I miss seeing Amelia, my best friend from primary school, every day.

I miss seeing Amelia – my best fiend from primary school – every day.

Additional punctuation can be used within brackets, however this isn't usually taught until Year 6. If the information inside the brackets were a full sentence, then a full stop (or suitable alternative) would be required. In the case of a phrase like (oh no!),

appropriate punctuation outside the brackets needs to be used as if the bracketed information weren't there.





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.

Brackets	SCORE
Brackets add extra information and detail. **This extra information is called parenthesis.**	

Put brackets around the extra information to show parenthesis.

1. Red Sox based in Boston is an American league baseball team.

2. The Shard is a tall building in the city of London although I've never seen it.

3. The outhouses stable, chicken coop etc. were in a state of disrepair.

4. Mrs Jones my favourite teacher shouted at Lisa a bully in Year 6.

5. My dad comes from Delhi India and my mum comes from Leeds England.

6. In July when we were off for the summer holidays, I went to Blackpool with my auntie her name is Jenny.

Check your work by reading and writing the sentence without the part in the brackets. If it still makes sense then you've done it right.

SPELLINGS

Last term we were looking at words that had the suffix – ible we challenged ourselves to come up with as many -ible words as we could think of and then hung them on the washing line. Practise these spellings and use Look Cover Write to help you. Challenge yourself to find as many -ible words as you can. Remember you can add a prefix to many of these words to show the opposite m,eaning .e.g visible becomes invisible possible becomes impossible

Possible	Legible	Resistible
Visible	Sensible	Reversible
Horrible	Edible	

Mathematics

Practise your times tables you should know up to your 12x tables by the end of year 4.

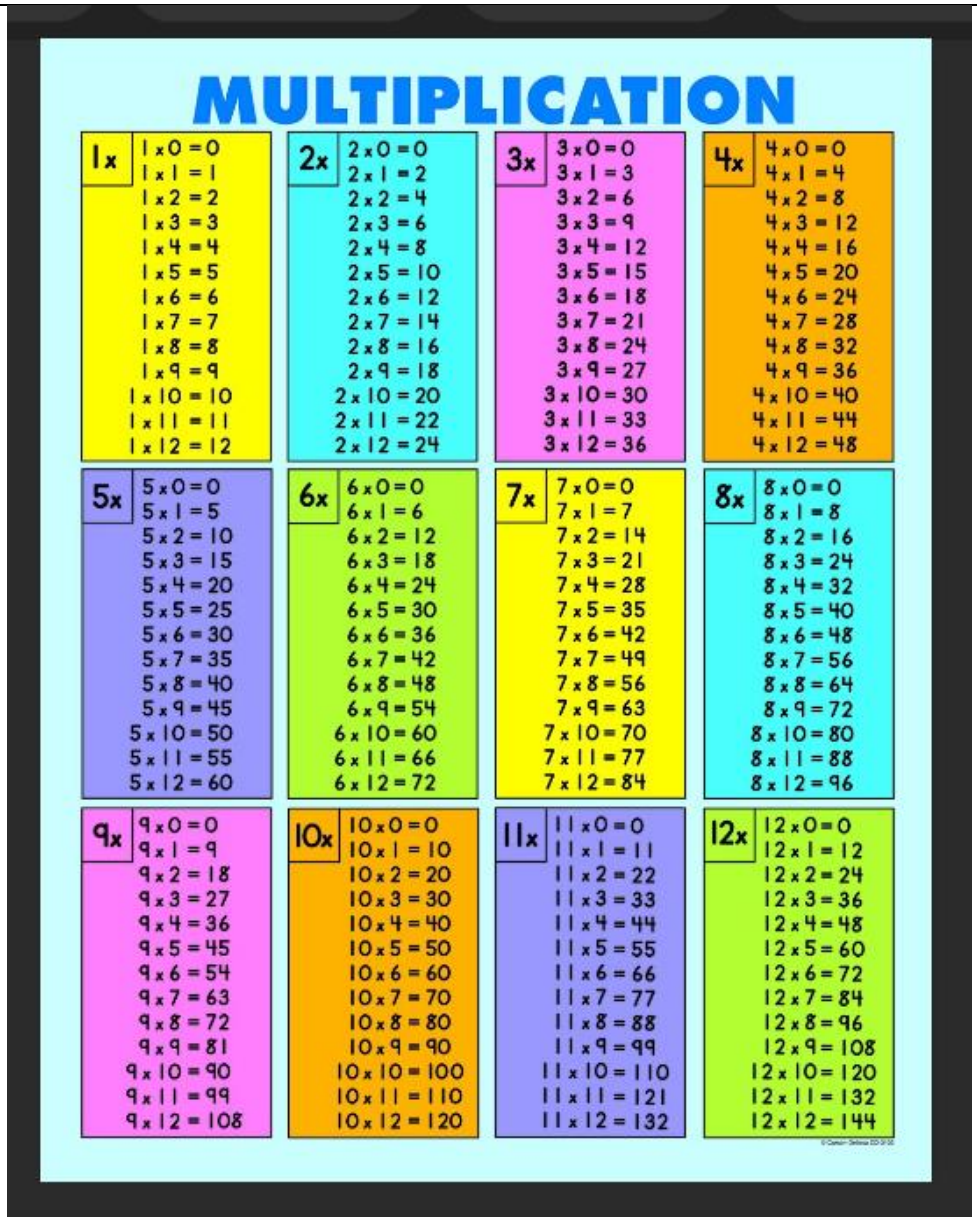
PRACTISE YOUR TIMES TABLES I AM LOOKING AFTER YOUR TIMES TABLES ROCKETS

If you

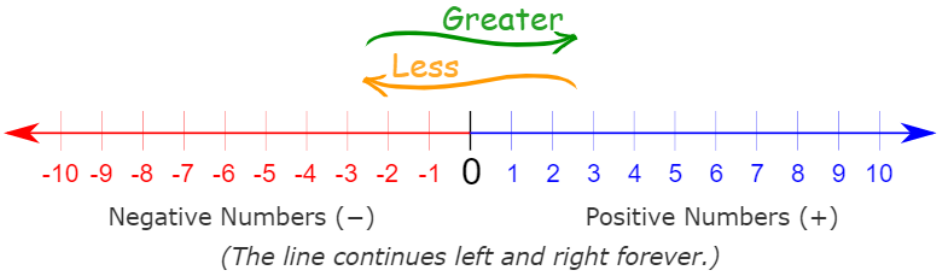
Multiplication Chart: Basic Chart

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

type in “five minute frenzy” to google it will come up with a replication of our times tables grids.



×	1	2	3	4	5	6	7	8	9	10
1	1	2	3	4	5	6	7	8	9	10
2	2	4	6	8	10	12	14	16	18	20
3	3	6	9	12	15	18	21	24	27	30
4	4	8	12	16	20	24	28	32	36	40
5	5	10	15	20	25	30	35	40	45	50
6	6	12	18	24	30	36	42	48	54	60
7	7	14	21	28	35	42	49	56	63	70
8	8	16	24	32	40	48	56	64	72	80
9	9	18	27	36	45	54	63	72	81	90
10	10	20	30	40	50	60	70	80	90	100



umber on the **left is less** than a number on the right.

Examples:

- **5** is less than **8**
- **−1** is less than **1**
- **−8** is less than **−5**

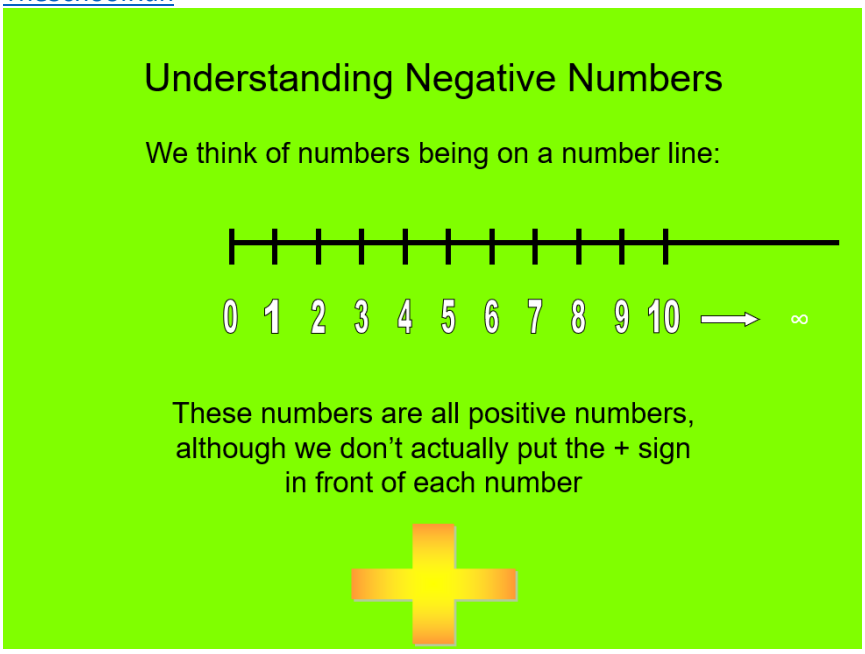
umber on the **right is greater** than a number on the left.

Examples:

- **8** is greater than **5**
- **1** is greater than **−1**
- **−5** is greater than **−8**

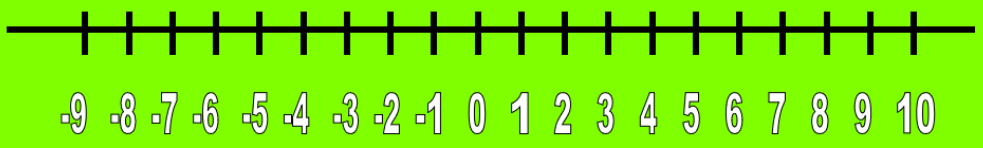
Negative numbers

Negative numbers explained for primary-school parents | Negative numbers on a number line | TheSchoolRun



Understanding Negative Numbers

The number line can also continue on past 0:

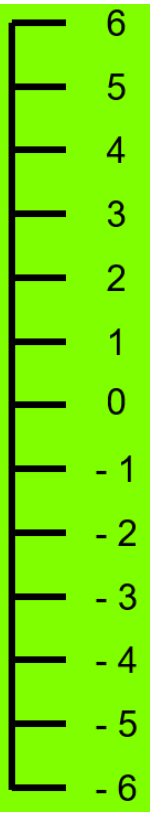


These new numbers are negative numbers.

Negative Numbers

The temperature scale is often seen vertically.

As the temperature goes below freezing we use negative numbers.



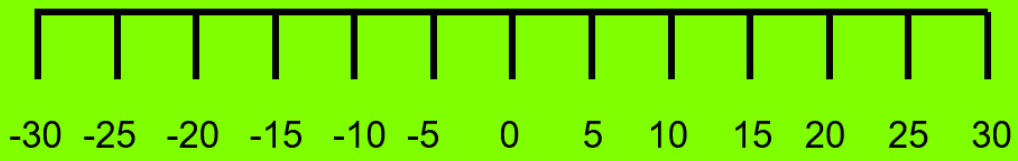
Getting warmer

Water freezing

Getting colder

Negative Numbers

Which is colder -5 or -20? Why?



Can you order this set of numbers starting with the coldest?

20 - 20 - 2

- 15 5 10

Amazing Fact

The warmest temperature ever recorded at the South Pole was a freezing -12.3°C in December 2011, making it one of the coldest places on Earth.

Fluency Challenge

Complete the activities using negative numbers in a temperature context.

1. Put these temperatures in order, the coldest first.
2. a) 2°C, -8°C, -1°C, -6°C, -4°C

b) 16°C, 18°C, -23°C, -25°C, -13°C, 12°C, 20°C

2. Which of these temperatures is lowest? Circle the correct answer.

a)	b)	c)	d)
-4°C or -2°C	-8°C or 8°C	-16°C or -17°C	-5°C or -6°C

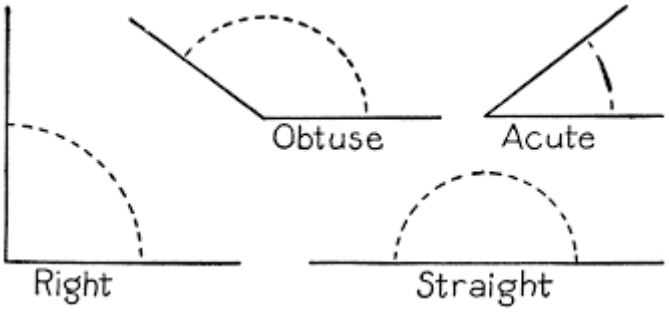
Prove it! Pick 2 to explain how you know.

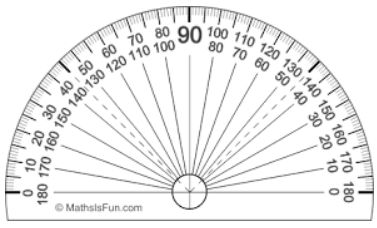
3. Answer the following questions below in your book.
a. The temperature rises by 15 degrees from -4°C. What is the new temperature?
b. The temperature falls from 11°C to -2°C. How many degrees does the temperature fall?
c. The temperature is 6°C. It falls by 8 degrees. What is the temperature now?

Prove it! Pick 1 to explain how you know

Angles

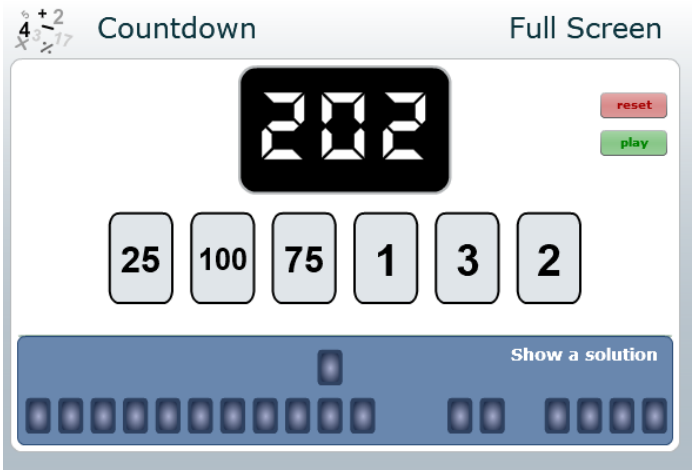
We have been continuing to look at shape and in particular angles. You could look around your home and find examples of obtuse, acute and right angles, you could then draw and label the examples, if you have access to a protractor you could draw, estimate and then use your protractor to measure angles.





Right angle- 90'
Straight line- 180'
Full circle- 360'

COUNTDOWN GAME



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.

Telling the time

Telling the time is so very important. We use it in everyday life. Ask your parents or whoever is with you to help you secure your learning with telling the time.

Can you record any fact about time e.g. how many minutes are then in a week? How many days in 4 years?

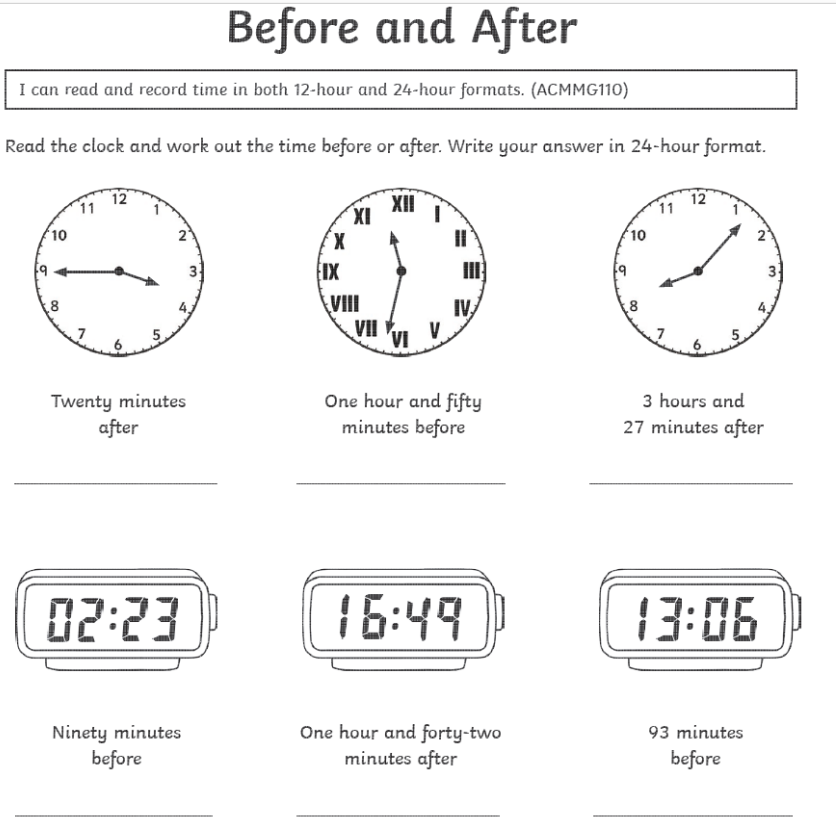
Continued

Show me everything you know about time.

You could create your own questions as long as you can answer them! E.g the pizza takes 15 minutes to cook, if I put it in at 7:30 what time will it be ready?

Or you could make your own clock to help you.

You could convert between analogue and digital times e.g. 15:00 = 3pm



Before and After

I can read and record time in both 12-hour and 24-hour formats. (ACMMG110)

Read the clock and work out the time before or after. Write your answer in 24-hour format.

Twenty minutes after

One hour and fifty minutes before

3 hours and 27 minutes after

02:23

16:49

13:06

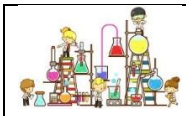
Ninety minutes before

One hour and forty-two minutes after

93 minutes before

Science	**<u>We have been looking at the properties of materials and testing them</u>**

Magnetic	Objects are attracted to magnets.
Reflective	Will bounce off its surface.
Absorbent	Is able to soak up liquid easily.
Permeable	Will allow liquids and gases to pass through it.
Translucent	Will let light, but not detailed shapes, pass through them.
Flexible	Easy to bend.
Hard	Will easily catch fire and burn quickly.
Flammable	Difficult to scratch.
Insulating	Will stop energy such as electricity or heat from transferring through.
Transparent	Light passes through easily and objects are seen clearly.



Science

Here is a simple idea for you to carryout a test at home

Magnetism test. Touch a magnet to each material. If it is attracted to the magnet, it is a magnetic material. If it is not attracted to the magnet, it is not magnetic. Cross or tick to show whether each material is magnetic.	**Hardness test.** Using the pointed end of a nail, carefully try to scratch the surface of each material. Number the materials from 1 to 5, with 1 being the softest material and easiest to to scratch with the nail, and 5 being the hardest material and hardest to scratch with the nail. Wear goggles for this test.
Transparency test. Hold each material in front of your eyes. If you can completely see through it, it is transparent. If you can see through it a bit, it is translucent. If you can't see through it at all, it is opaque. Cross or tick to show whether each material is transparent.	**Flexibility test.** Flexibility means how much a material will bend without breaking. Try to gently bend each material over the edge of the table. Number the materials from 1 to 5, with 1 being the least flexible material and hardest to bend, and 5 being the most flexible material and easiest to bend.
Permeability test. If a material is permeable, it allows liquids to go through it. Impermeable materials do not allow liquids through, so they are waterproof. Place each material over a jar that is in an empty tray, using an elastic band to hold it in place if necessary. Pour 20ml of water onto the material. If the material is permeable, some or all of the water will go through it into the jar. If it is impermeable, the water will stay on the material or run off it into the tray. Cross or tick to show whether each material is permeable.	

Record your results below.

Material	Properties				
	Magnetic Y or N	Hardness 1 - 5	Transparent Y or N	Flexibility 1 - 5	Permeable Y or N

Foundation Subjects

History/Geography/ Art/ PSHE /music etc

We have been focussing heavily on geography in class. We ideintified the most important lines of latitude and longitude.

What is latitude and longitude?
To help locate where a place is in the world, people use imaginary lines:

To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.

To find out how far east or west a place is, lines of longitude are used. These lines run from the top of the Earth to the bottom.

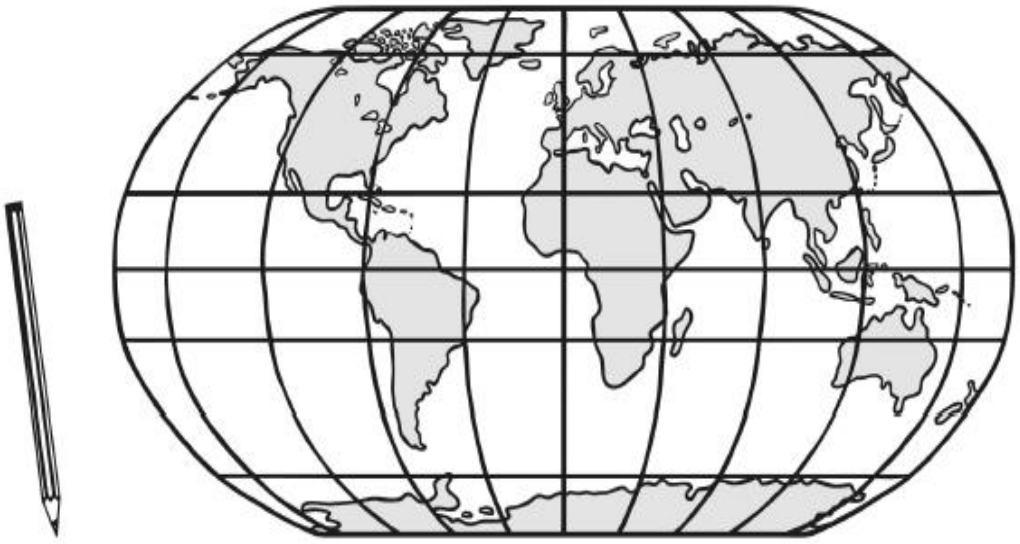
Hemispheres
The Equator is at the centre of the lines of latitude and is at 0° latitude. Anything lying south of the Equator is in the Southern Hemisphere and is labelled °S. Anything lying north of the Equator is in the Northern Hemisphere and is labelled °N. The North Pole is 90° N and the South Pole is 90° S.

The line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian and runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere and is labelled °E. Anything lying west of the Greenwich Meridian is in the Western Hemisphere and is labelled °W.

The Earth

Look at the lines on the map. Which goes where?

Label using these terms: Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Greenwich Meridian, Prime Meridian.



Label the map with these key features.
Equator Tropic of Cancer, Tropic of Capricorn, the Prime Meridian. All the continents and Oceans,
put a X on the spot where we live.

It's Sunday in western Alaska but Monday in eastern Russia. It's 7:00 p.m. in London, 2:00 p.m. in New York City, and 11:00 a.m. in Los Angeles. How can that be?

Washington, D.C., is about 38° N and 77° W. Australia's capital is Canberra. It is 35° S and 149° E.

What does that mean?

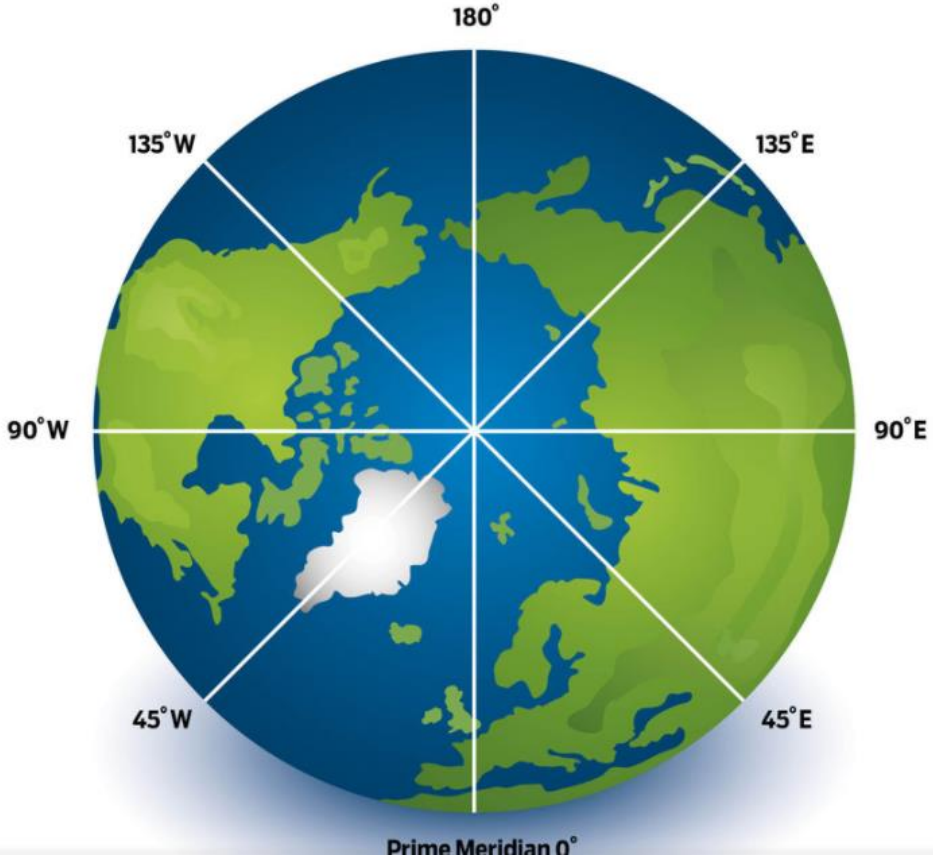
The answers to these questions have to do with imaginary lines that divide Earth into zones and regions. Those lines are how geographers tackle the complexity of our planet.

Longitude

Lines of longitude run the length of Earth (think long). They're also called meridians. They go from the North Pole to the South Pole and cross lines of latitude at right angles. Zero degrees (0°) longitude is known as the prime meridian. It runs through Greenwich, England.

The Backstory

Imagine Earth as a circle. Like all circles, it can be divided into 360 degrees. Each degree is a line of longitude. There are 180 degrees to the east of the prime meridian and 180 degrees to the west. Lines of longitude are closest together near the poles and farthest apart at the equator. ▶



Latitude

Earth is basically a sphere turning on an axis, much the way a top spins. The North Pole is at one end of the axis. The South Pole is at the other end. Exactly in the middle of the poles is an imaginary line called the equator. The latitude of a place is its distance north or south of the equator. The equator itself is zero degrees latitude (0°).

The Backstory

The equator is an imaginary line around the middle of Earth. The degree of latitude is the same as the degree of the angle formed between the equator and a point on Earth. Imagine drawing a line from the North Pole into the center of Earth. Then imagine drawing one from the center straight to the surface. The lines would form a 90° angle. So, the North Pole has the latitude 90° N. And the South Pole has the latitude 90° S. A line from the center of Earth to Washington, D.C., would