



Year 5

Hello year 5 hope you are all well. Thank you for the emails and telephone chats, it is great to see all of your hard work and to hear all of the things you have been doing. I would love to see even more so please keep emailing in your learning. I'd also like to know if these activities are ok for you or if you need more or something different.

Spelling

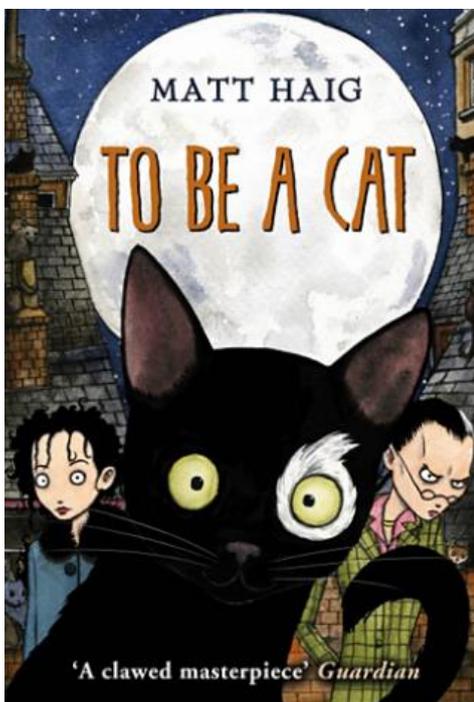
I've had some requests for some spelling activities and though this looked good. It comes from the Hampshire English team and can be found here:

<https://english.hias.hants.gov.uk/course/view.php?id=617>

Remember at school we choose 6 spellings to practise from the year 5/6 list. I sent a recent copy of the words you know home a few weeks before we closed but if you need a list you can find it on the website with the home learning activities. If you could spend 5 or 10 minutes practising these each day it will make a difference.

Reading any books you have at home are fine or texts you have found online, just read!

On the BBC bitesize website <https://www.bbc.co.uk/bitesize/articles/zn8bgwx> there are extracts from the story; To Be a Cat by Matt Haig.



In the book, Weedy Barney Willow was picked on by horrible Gavin Needle and the evil headteacher Miss Whipmire, he dreams of being a cat as things would be easier. To Be a Cat is published by Puffin.

Extract 1

That was very odd, you falling asleep like that,' his mum commented. 'I think we might need to take you to hospital to get you checked out.'

'I'm all right now. I think I'm feeling better.'

But then, while he sat on the sofa watching TV with his mum, his arms started itching and he began to rub them.

'Barney, don't do that. You'll make them sore,' Mum said, switching from polar bears to a quiz show.

'I can't help it.' He unbuttoned one of his cuffs, rolled up the sleeve and started to scratch the skin directly. 'They're so itchy.'

As he scratched he saw one, then two, then three thick black hairs on his right arm. They were pure jet-black, way darker than his normal mousy mid-brown hair colour, and were arranged like points in a neat line just below his wrist.

'Mum, look – these hairs.'

'Oh yes, you're turning into a man. Well, now that you're nearly a teenager you'll be starting to get hairy all over the place.'

'But they're weird. They're black. I don't have black hair. And they weren't there yesterday. They weren't even there this afternoon. I don't want to turn into a man that quickly.'

She wasn't listening. She was too busy looking at his forehead. 'What is it?' Barney asked her. 'Oh dear, I'll just get the tweezers,' she said, before disappearing up to her bedroom. Meanwhile, Barney went to look in the hallway mirror to see what the matter was. There, right in the middle of his forehead, was another thick black hair.

Learn to explain how dialogue can convey character and move the action on

Using Extract 1, point to, highlight or underline any dialogue (direct speech, what a character is saying). Say it aloud and use expression to show how the character is feeling when you are saying the words.

Think about the relationship between the writer (Matt Haig) and the reader (you).

- Which examples of dialogue had an impact on you?
- When you read the extract, which dialogue struck a chord with you as the reader?
- Think about how successful the dialogue is.

Use a table like this to record your choices of dialogue and opinions.

Make a table like the one below, write down the dialogue that you liked or found interesting. In the next column, write about how this helps you to understand the character or moves the action along (or both!). In the third column, explain what this combination shows to you, the reader.

Example Of Dialogue	Convey Character Or Move On The Action	Impact On The Reader
"Mum, look-these hairs."	Both – tells us about how Barney feels and makes Mum look.	The punctuation in this dialogue shows us how Barney speaks. He pauses at the comma and the dash. This is to show how nervous and scared he is. It is short too, showing Barney has no words - he is in shock!

There are further activities and extracts on the website <https://www.bbc.co.uk/bitesize/articles/zn8bgwx>

Writing

Watch pigeon impossible - <https://www.literacyshed.com/pigeon-impossible.html>



Writing ideas:

- Create comic strips and picture boards from the story,
- write more missions for Walter which are spoilt by the pigeon,
- Write a news report on events, interviewing key witnesses etc.
- Write a persuasive argument giving an argument for why it was not the pigeon's fault.

Please send me any finished work as I would love to read them.

Maths

Problems from the HIAS maths team – an example to show different ways to solve then some for you to have a go at.

Year 5 Problems Summer 1 Week 1

Objective: Solve problems involving all four operations including using knowledge of factors and multiples, squares and cubes.

The cost of using a minibus is £1.50 for each mile.
8 friends go on a 144 mile journey. They share the cost equally. How much does each friend pay?

Model answer

I will start by finding out how much the minibus will cost for a journey of 144 miles. To do that I much multiply the cost per mile (£1.50) by the number of miles (144).

I shall estimate this calculation first using rounding. 144 rounds to 140 to the nearest multiple of 10. Multiplying by 1.50 is the same as multiplying by $1\frac{1}{2}$.

$$140 \times 1\frac{1}{2} = 210$$

As I have rounded the 144 down to 140 I know my answer to this part of the problem will be a little more than 210.

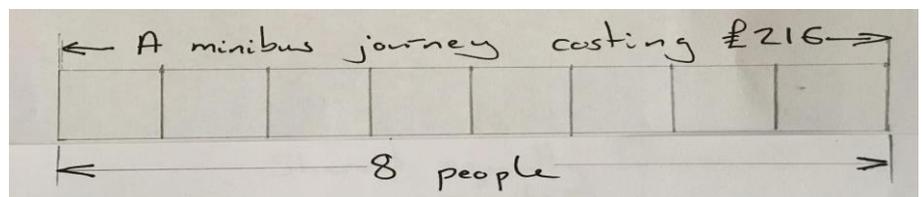
To carry out my calculation 144×1.50 I need to decide whether to use a long multiplication method, a mental method, or some jottings. As I know 1.50 is equal to $1\frac{1}{2}$ I think I can do this in my head if I jot some things down (you may wish to calculate it a different way and that is ok as long as your method is reliable and reasonable efficient).

$$144 \times 1\frac{1}{2} = 144 + 72 \text{ (half of 144)}$$

$$144 + 72 = 216$$

Going back to my problem I now know that the cost of the minibus for a journey of 144 miles is £216

Thinking about the next step in the problem I can see I need to share this cost of £216 equally between 8 friends. I can picture this part of the problem with the bar model.



I can see now that I need to divide £216 by 8.

I shall estimate this calculation first.

I know that:

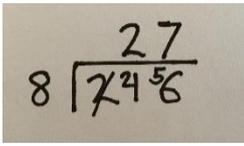
$$10 \times 8 = 80$$

$$20 \times 8 = 160$$

$$30 \times 8 = 320$$

So I estimate my answer will be between 20 and 30.

I think I shall do this calculation using short division.


$$\begin{array}{r} 27 \\ 8 \overline{)144} \\ \underline{16} \\ 24 \\ \underline{24} \\ 0 \end{array}$$

My answer 27 is between 20 and 30.

The answer to the problem is each friend pays £27.

Now try these problems.

The cost of using a minibus is £2.50 for each mile.
8 friends go on a 144 mile journey. They share the cost equally. How much does each friend pay?

Space for working

The cost of using a minibus is £1.50 for each mile. 9 friends go on a 180 mile journey. They share the cost equally.
How much does each friend pay?

Space for working

Answers:

Each friend pays £45

Each friend pays £30



I also like the daily maths challenges on the White Rose website (like you had last week, <https://whiterosemaths.com/homelearning/year-5/>) and

came across this:

Friday Maths Challenge - Coming Soon!

<https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/04/Family-Challenge-Friday-24th.pdf>



There are daily activities to do on here (I know how much you will be missing maths!) and they are similar to some activities we do at school.

Topic

We were due to look at using seasonal and local produce in DT (food technology) thought this might work, you can design and make a meal based on what you have at home.

The BBC bitesize website has lots of help with DT at <https://www.bbc.co.uk/bitesize/subjects/z9r9wmn>

When designing your meal can you:

- Think about who is for
- Make sure you have a balance of the food groups (you will need to revise this if you're not sure)

When making your meal can you:

- Demonstrate how to measure out, cut, shape and combine e.g. knead, beat, rub and mix ingredients.
- Demonstrate how to use appropriate utensils and equipment that the children may use safely and hygienically.
- Techniques could be practised following a basic recipe to prepare and cook a savoury food product.
- Ask questions about which ingredients could be changed or added in a basic recipe such as types of flour (if you can find any!!), seeds, garlic, vegetables. Consider texture, taste, appearance and smell.

Design, Make and Evaluate Assignment – your learning should include these steps

- design with a purpose
- Using annotated sketches, discussion and notes to show your thinking (photo if possible)
- photo if possible of final outcome or you making the dish (I'd love to see this and any recipes you think I'd like!)
- Evaluate the work as it progresses and the final product against the intended purpose and user reflecting on the design specification previously agreed.

I would normally encourage you to be healthy but as I've not been sticking to this rule myself any meal will do!

I look forward to hearing from you,

Mrs Holmes