



Year 5 Home Learning

Theme: The Marvellous Mayans

Summer Term Week 2

English lesson 1

LT: to use apostrophes for possession

- 1) As a warm-up, write four sentences that each use an apostrophe for possession, two for a person and two for something not a person. e.g. There is Lesley's silver tabby cat. That house's roof has a tile missing.
- 2) Now, getting a little harder, remember the rule for where the apostrophe goes for several people or things. The apostrophe goes after the s instead of before it, e.g. The girls' bags are in the corner. The mountains' peaks are covered in snow.

Write four sentences that have something belonging to a group of things (e.g. boys, girls, horses etc.).

- 3) Remember that the exception to the second part is when the word already means more than one of something before you add the s, e.g. children, men, women. In this case, the apostrophe goes before the s, e.g. The men's changing room is over there.

Write a sentence each for children/men/women using an apostrophe to show possession.

As an extension, explain the difference between these two sentences:

The tree's leaves are turning brown. The trees' leaves are turning brown.

English lesson 2

LT: to practise spellings from the Y5/6 Spelling List

For each of this week's spellings, practise by either using look, cover, spell and check; writing out word pyramids; or, by using any other method that helps you.

individual

interfere

interrupt

language

leisure (be careful with that ei)

lightning (not lightening, which means to make something lighter)

marvellous (be careful with that ll)

mischievous (note that the f of mischief turns to a v in mischievous)

muscle

necessary (make sure that you can also spell necessarily, y→i then add ly)

Afterwards, write one sentence for each spelling. (Use a dictionary, the internet or ask if you are unsure of the word's meaning.)

English lesson 3

LT: to use hyphens to make meaning clear

We use hyphens to link two words (in some rare occasions, more than two) in order to make the meaning clearer.

e.g. There is a man eating shark. There is a man-eating shark.

The hyphen makes the meaning clear in the second sentence; it is 'man-eating'.



For each of the following pairs of sentences, explain the difference the hyphen makes...

I was asked to recover the book. I was asked to re-cover the book.

They had twenty pound notes. They had twenty-pound notes.

There was a heart stopping scream. There was a heart-stopping scream.

It was eye opening. It was eye-opening.

He was a friendly looking man. He was a friendly-looking man.

She had money making plans. She had money-making plans.

English lesson 4

LT: to use hyphenated adjectives with confidence

Following on from yesterday, practise writing at least twelve sentences of your own using some of these hyphenated adjectives. If you are confident, use some of your own examples or research more online and use those too/instead...

heart-rending all-too-common broken-hearted long-winded fast-moving low-moving
up-to-date well-written pitch-black up-to-the-minute ear-piercing high-risk well-made
ice-cold well-known old-fashioned
sky-blue navy-blue snow-white dull-orange blood-red pea-green (e.g. pea-green eyes)
emerald-green black-as-night pitch-black
eye-popping (e.g. dressed in eye-popping colours) strawberry-blonde chocolate-brown
mean-spirited sure-footed tight-fisted open-minded ham-handed tone-deaf
part-time devil-may-care (e.g. a devil-may-care attitude.) quick-witted strong-willed
well-behaved kind-hearted well-educated
five-minute (e.g. five-minute job) four-year (e.g. It was a four-year project.) never-ending
last-minute

English lesson 5

LT: to use cohesive devices for sequencing

Remember, cohesive means ‘sticky’; cohesive devices ‘stick together’ sentences, parts of sentences and even different paragraphs to help the writing flow more smoothly and clearly.

Some examples of cohesive devices for sequencing are:

first to begin with soon next then after that afterwards before long later after a while meanwhile later at 3 o’ clock finally

Write at least one paragraph about a day out to a location of your choice (it can be real or fictional). Use a good range of cohesive devices for sequencing.

Remember, try not to repeat any: your writing looks especially dull if it just uses ‘then’ and/or ‘next’ all the time!

Maths lesson 1

LT: to know fraction equivalents of percentages

Remember to find equivalent fractions that have a denominator of 100, that will give you the percentage.

Match the percentage to the fraction

$$\frac{1}{2} \quad \frac{3}{4} \quad \frac{1}{10} \quad \frac{1}{5} \quad \frac{1}{4}$$

25% 50% 75%

10% 20%

If you want a challenge, try to fill in the missing fractions, decimals and percentages

Fraction	Decimal	Percentage
	0.1	
2/5		
	0.75	
		30%
3/5		
	0.9	
		50%
	0.67	
4/5		
		20%
1/4		
		33%
	0.7	
42/100		

Maths lesson 2

LT: to identify, describe and represent the position of a shape following a translation.

Vocabulary - translate, object, image, grid, position, congruent, move

Watch this video to show you what to do

<https://www.youtube.com/watch?v=E4XXbuAmcQQ>

Here is a link to some worksheets that you could print at home

<https://www.math-aids.com/Geometry/Transformations/Translations.html>

<http://www.primaryresources.co.uk/maths/mathsE5.htm>

Maths lesson 3

LT: to describe positions on a 2-D grid as coordinates.

Vocabulary - x-axis, y-axis, translation, coordinate, grid, position

Watch this video to show you what to do

<https://www.youtube.com/watch?v=mApnNks5Oag>

Here is a link to a worksheet that you could print at home

https://www.math-aids.com/Geometry/Coordinate/Single_Quadrant_Ordered_Pairs.html

Here is an online game where you can practise the skill.

<https://primarygames.co.uk/pg4/TranslationStation/tstation.html>

Maths lesson 4

LT: to use coordinates to describe a position following a translation

Vocabulary - x-axis, y-axis, translation, coordinate, grid, position

Watch this video to show you what to do

<https://www.youtube.com/watch?v=pl9nSVzRWvA>

Here is a link to a worksheet that you could print at home

https://www.math-aids.com/Geometry/Coordinate/Four_Quadrant_Ordered_Pairs.html

Here are some online games where you can practise the skill.

http://www.math-play.com/Coordinate-Plane-Jeopardy/coordinate-plane-jeopardy-fun_html5.html

<https://mathsframe.co.uk/en/resources/resource/469/Coordinates-Alien-Attack>

Maths lesson 5

LT: to add and subtract numbers with more than 4 digits - arithmetic

This is a recap and practise lesson to ensure that you are still practising your arithmetic skills. Generate some 5 and 6 digit numbers and practise adding or subtracting them in the formal column method.

				1	
	4	3	0	5	5
+	1	1	5	3	9
	5	3	5	9	4

	6	4	6	7	1	0	7
-	1	0	4	1	2		
	5	4	2	9	5		

Remember to exchange into the next column if you need to.

You could download a worksheet or two from here:

https://www.math-aids.com/Addition/Addition_Worksheets_Vertical_7_Digits.html

https://www.math-aids.com/Subtraction/Subtraction_Worksheets_M5V.html

Practise your skills even further by finding the missing numbers in these calculations.

https://www.math-aids.com/Subtraction/Subtraction_Worksheets_MD.html

Topic lesson 1 - Art

LT: to develop an awareness of scale and proportion

Scale in art refers to the size of the artwork. Proportion means that items in the piece of art are the correct size relative to each other.

Watch this to help you.

<https://www.youtube.com/watch?v=1zx-0cV8aug>

Draw an item in your house which is not in proportion with the rest of the picture such as this apple that fills the entire room.



Spiderman's head is not in proportion with the rest of his body.



This sculpture is on a very large scale, compared to the balloon animal it is based on.



Topic lesson 2 - RE

LT: What is the key belief of Muslims?

Watch the story of Bilal the first Muezzin (person who calls Muslims to prayer)

<https://www.youtube.com/watch?v=bBAy81MwxLY>

What mattered most to Bilal? Was it his work, his own comfort, using the gifts God gave him, being loyal to his friends, serving Allah, escaping from slavery, preserving his own life, praying, following the prophet, obeying his master, fashionable clothes, helping other people?

Write your answer and explain why you think that. What evidence is there in the story to support your answer?

Additional resource links

Keep practising those times tables - you can play against other members of the class - I can see who has the most points and the quickest speed - see if you can be the highest scorer 😊

<https://play.ttrockstars.com>

Practise your Y5/6 Spellings

<https://spellingframe.co.uk/>

Join in with 'Joe Wicks PE lesson' on YouTube