



BROOKE &
MARSHLAND
FEDERATION

Year 5 Home Learning

Theme: The Marvellous Mayans

Summer Term Week 3

English lesson 1

LT: to use adverbs/adverbials

Remember: adverbs are words that describe the verb (doing word) in the sentence; they say **when (time)**, **where (place)**, **how (manner)** or **how often (frequency)** things happen, have happened or will happen.

Adverbials are just two or more words acting as an adverb, e.g. **quick as a flash** **near the park**

Write at least:

- 1) Three sentences with adverbs of time, e.g. **This afternoon**, my parcel will arrive.
- 2) Three sentences with adverbs of place, e.g. **In the park**, there are some swings.
- 3) Three sentences with adverbs of manner, e.g. **Fortunately**, I had a great idea.
- 4) Three sentences with adverbs of frequency, e.g. **Every night**, I read. **Twice a day**, I brush my teeth. I **rarely** see shooting stars.

For confident writers, you could try some semi-colon sentences, using an adverb in each part. 'Very' confident writers could make those adverbs antonyms (opposites).

English lesson 2

LT: to practise spellings with the ibly/ably suffixes

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.

incredibly

sensibly (odd one out from the usual rule - have to learn off-by-heart)

considerably

adorably

respectably

agreeably

terribly

enviably (envy y→i then add ably)

horribly

possibly

The rule is the same as for ible/able: take off the suffix and if the part you are left with makes sense then it is usually able/ably; if it does not make sense, it is usually ibly/ibly. Remember, there are some exceptions like 'sensibly'.

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 identify adverbs in sentences

Following on from yesterday, identify and underline the adverb (or adverbs) in these sentences...

1. She sings well.
2. Laura runs swiftly; Dan is fast too.
3. She speaks all foreign languages fluently.
4. The child was soon happy.
5. He learns his lessons carefully.
6. I visit my friend daily.
7. I will return immediately.
8. Nearby, there is a large wood.
9. Last year, we bought a puppy; he is half-grown now.
- 10) Fortunately, mum had made brownies; unfortunately, my brother got to them first!

English lesson 4

LT: to understand, identify and use adjectives

Remember: adjectives are describing words; they describe the noun/s in a sentence.

e.g. I saw an **amazing, ancient** temple. The tree was **magnificent**. It was a **beautiful, sunny** day although the heat was **overwhelming** in the afternoon.

Go to...

<https://learnenglishkids.britishcouncil.org/grammar-practice/adjectives>

Read through and then have a go at the two games.

English lesson 5

LT: to identify apostrophes used for plural possession

Remember: **plural means more than one** (the word for just one is singular).

Play the two games, identifying where apostrophes are being used to show plural ownership/possession...

http://resources.hwb.wales.gov.uk/VTC/apostrophes_possess/eng/Introduction/act2.htm

http://resources.hwb.wales.gov.uk/VTC/apostrophes_possess/eng/Introduction/act3.htm

If you want a recap/reminder about singular and plural apostrophes, watch this video:

<https://www.youtube.com/watch?v=zNFPnVz7JB4>

Maths lesson 1

LT: to identify, describe and represent position following a reflection

Vocabulary - reflect, mirror line, reflection, horizontal, vertical, mirror image

Watch this video to show you what to do

<https://www.youtube.com/watch?v=LJtKs8SClSI>

Here is a link to a worksheet that you could print at home - one of these 3

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

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

<https://www.mathlearningcenter.org/resources/apps/geoboard>

Create your own shape and mirror line then try to reflect it.

-  Reflection (Dhipa Begum)  
-   Diagonal Reflections (Justin Stretch) **PDF**
-  Reflections in a 45° Mirror Line (Claire Tunnicliffe) **DOC**

Maths lesson 2

LT: to convert between units of time

Vocabulary - unit, measure, second, minute, hour, interval, time

Watch this video to show you what to do

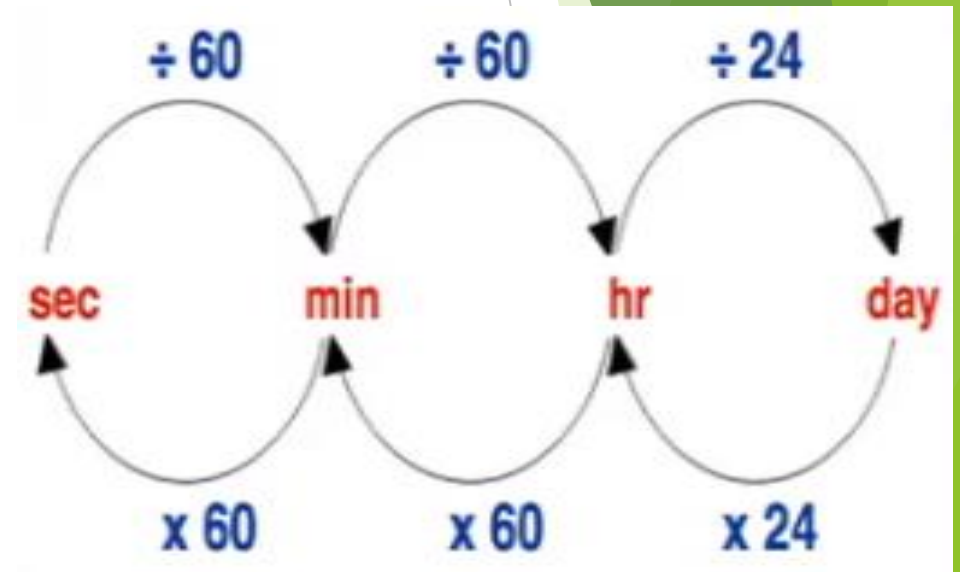
<https://www.youtube.com/watch?v=5QKozjpoFls>

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

https://www.math-aids.com/Time/Conversion_Time_Units.html

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

<https://eng.mathgames.com/skill/5.101-convert-time-units>



Maths lesson 3

LT: to convert between metric units of length, capacity and mass

Vocabulary - length, breadth, height, distance, ruler, tape measure, millimetre, mm, centimetre, cm, metre, m, kilometre, km, litre, l, centilitre, cl, millilitre, ml, grams, g, kilograms, kg, milligrams, mg, tonnes, t.

Watch this video to show you what to do

<https://www.youtube.com/watch?v=KfofCCmURoI> - length

<https://www.youtube.com/watch?v=RGYNqBtxBAQ> - capacity

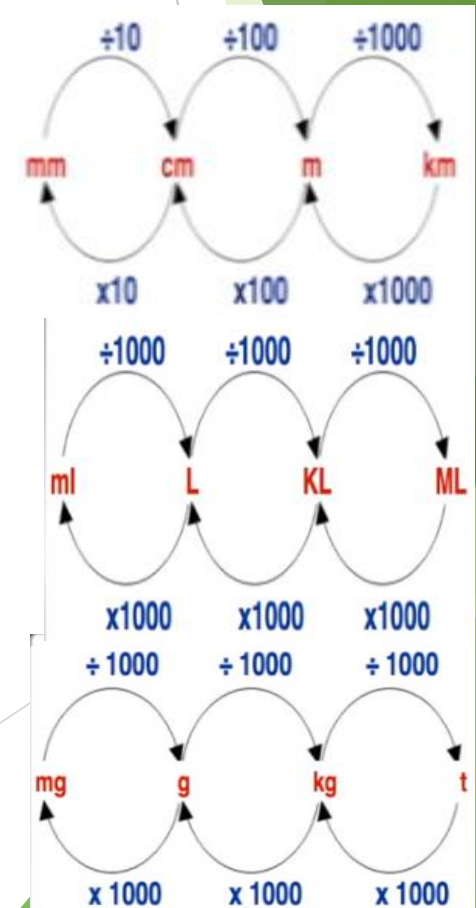
<https://www.youtube.com/watch?v=fw-hiaZ5ovM> - mass

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

https://www.math-aids.com/Measurement/Converting_Metric.html

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

<https://eng.mathgames.com/skill/5.91-compare-and-convert-metric-units>



Maths lesson 4

LT: to convert between miles and kilometres.

Vocabulary - metre, m, kilometre, km, miles, convert, equivalent.

Watch this video to show you what to do

<https://www.youtube.com/watch?v=fCPBHPIk78M>

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

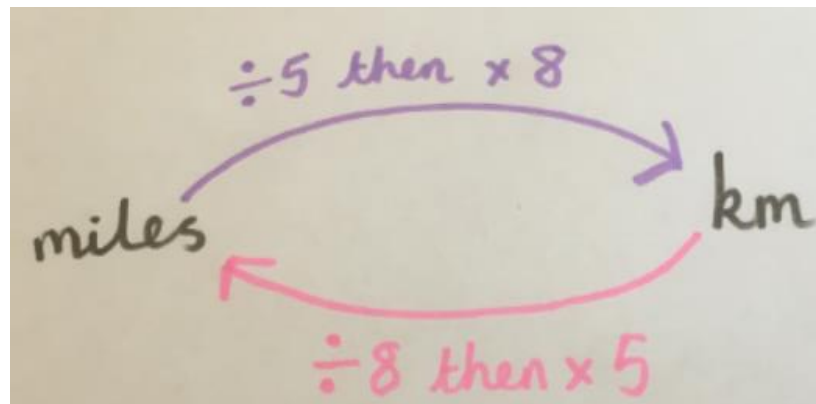
<https://www.mathinenglish.com/worksheetview.php?id=1191&stid=220040>

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

<https://www.transum.org/Maths/Activity/Units/Mileometer.asp>

5 miles \approx 8km

The miles number
will be smaller than
the km because
miles are longer



Maths lesson 5

LT: to multiply a four digit number by a 2 digit number - arithmetic

This is a recap and practise lesson to ensure that you are still practising your arithmetic skills. Generate some 4 and 2 digit numbers and practise multiplying them in the formal method.

Remember to add the place holder 0 when you are multiplying by the tens digit.

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

You could download a worksheet or two from here:

https://www.math-aids.com/Multiplication/Multiplication_Worksheets_MDV.html

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

https://www.math-aids.com/Multiplication/Multiplication_Worksheets_MFDF.html

$$\begin{array}{r} \overset{1}{5}, \overset{4}{2}80 \\ \times \quad 25 \\ \hline 26400 \end{array}$$

$$\begin{array}{r} \overset{1}{5}, \overset{1}{2}80 \\ \times \quad 25 \\ \hline 26400 \\ 105600 \end{array}$$

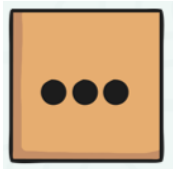
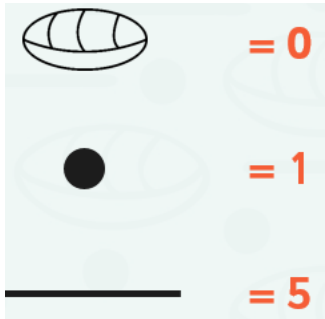
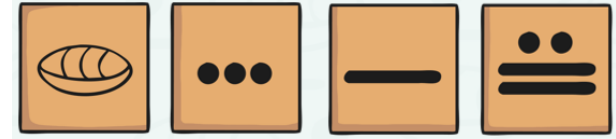
$$\begin{array}{r} 5,280 \\ \times \quad 25 \\ \hline \overset{1}{2}6400 \\ + \overset{1}{1}05600 \\ \hline 132,000 \end{array}$$

Topic lesson 1 - History

LT: to investigate an aspect of Mayan society.

The Maya used symbols to represent numbers - like these.

They were shells, pebbles and sticks (the things that they had available).



= 3



= 12

See if you can write the numbers 0 to 19 using this system.

If you really want a challenge - try watching this video and then try to write the numbers from 20 to 100.

https://www.youtube.com/watch?v=Ybvb7oy_WV0

Topic lesson 2 - PE

LT: to understand how to pass a ball in volleyball.

If you have any outside space, a ball (or a balloon) and someone in your household to join you, you could have a go at these passing skills for volleyball.

<https://www.youtube.com/watch?v=TI5l0ulxxOc>

1. One person rolls the ball, the other person has to shuffle their body sideways (whilst staying in a straight line - not moving closer to the person throwing the ball) to get the ball to go through their legs.
2. One person throws a ball whilst the other catches it in their T-shirt.
3. One person throws a ball and the other person has to move so the ball bounces right between their feet.
4. One person throw the ball to the other who will use the hand position shown to push the ball back to their partner. Arms straight, hands in a loose fists (do not link fingers) hands together.



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