



BROOKE &
MARSHLAND
FEDERATION

Year 5 Home Learning

Theme: The Marvellous Mayans

Summer Term 2 Week 1

English lesson 1

LT: to use semi-colons to make a list with longer (multi-word) items

Another way that we can use semi-colons is in lists, where some of the items are several words long rather than just one or two words. The idea is that they help make the list clearer and easier to read.

Notice the colon used to 'introduce' the list!

e.g. I went to the supermarket and bought: a box of large eggs; some cherry tomatoes; 5kg of potatoes; a packet of chicken nuggets; and, a tub of mint choc-chip ice cream.

Notice that, unlike when you use commas in a list, you can have the last semi-colon before the 'and'. With commas in a list you would NEVER do this!

Write at least three sentences of your own with lists of longer items separated by semi-colons instead of commas. If you are struggling with this, just create a list of shopping, basing your sentence on the example above but putting in your own items.

English lesson 2

LT: to practise spellings with ei

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.

eight
neighbour
reign
weight
height
either
neither
weird
their
protein

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 bullet points to create a list

Bullet points are quite an easy skills and the only rule you really need to remember is that ALL the bullet points must either begin with capital letters or ALL begin with lower case letters. They an NEVER be a mixture of the two. Notice that a full stop is not needed.

I have several pets:

- a cat
- two hamsters
- five angel fish
- a dragon

In the park you can find:

- A roundabout
- Three swings
- A see-saw
- Two slides

Notice how the colon is used to introduce the lists.

Using yesterday's English work, however, you can mix the two skills together...

Notice how the last one ends with a full stop when we use semi-colons.

Write five bullet point sentences. If you feel confident, try using semi-colons.

In my village there is:

- an old manor house;
- a village pond with ducks;
- an eleventh century church;
- an old coach house.

English lesson 4

LT: to use commas to avoid ambiguity

(Avoiding ambiguity means to make the meaning clear.)

Stop clubbing baby seals.
Stop clubbing, baby seals.



How does the comma change the meaning in these sentences?

Let's eat grandma.
Let's eat, grandma.



I think you get the idea now! Commas help avoid ambiguity; they make the meaning clear.

Explain how the commas change the meaning in these pairs of sentences...

We ate chocolate cake and raspberries. We ate chocolate, cake and raspberries.

She liked Matt who played drums better than Kirsty. She liked Matt, who played drums, better than Kirsty.

Pineapples which are grown in hot countries taste delicious. Pineapples, which are grown in hot countries, taste delicious.

This last one is a Y6 SATs test question. It's a little tougher!



English lesson 5

LT: to use spelling rules when adding common suffixes to words.

Watch the following videos and then write the spellings rules for all three of them, giving at least one example for each as you do so.

- 1) **How to add the suffix -ation** <https://www.bbc.co.uk/bitesize/topics/zqgsw6f/articles/zcb8k7h>
- 2) **How to add the suffix -ous** <https://www.bbc.co.uk/bitesize/topics/zqgsw6f/articles/zqcpv9q>
- 3) **How to add suffixes to words ending in -fer** <https://www.bbc.co.uk/bitesize/topics/zqgsw6f/articles/zcsyjty>

As an extension, try to write a sentence with three -ation words in and a sentence with five -ous words!

Maths lesson 1

LT: to solve mathematical problems

A lady has a steel rod that she knows to be exactly 3 units long, and a wooden pole that she knows is exactly 13 units long. Her only tools are a pencil and a saw.



She needs an 8 unit long wooden pole. She finds that is not possible to mark the steel rod, but she can draw on the wooden pole.

How can she measure out the 8 unit pole?

Maths lesson 2

LT: to solve mathematical problems involving calculating with decimals

Fred bought a packet of crisps and an ice cream.

The cost of both of them together is in one of the boxes below.



| | | | | | |
|-------|-------|-------|-------|-------|-------|
| £1.85 | 75p | £1.74 | £2.25 | £1 | £1.56 |
| £2.10 | 80p | £1.80 | £3.06 | £1.44 | £1.50 |
| £1.60 | £1.25 | £1.20 | 90p | £1.45 | £1.27 |



Use these clues to find out how much he paid:

1. You need more than three coins to make this amount.
2. There would be change when using the most valuable coin to buy them.
3. The crisps cost more than 50p.
4. You could pay without using any copper coins.
5. The ice cream costs exactly twice as much as the crisps.

Maths lesson 3

LT: to solve mathematical problems involving multiples

Here is a 100 grid with some numbers shaded:

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Try playing this game for more practise on multiples.

<https://nrich.maths.org/5468>

What do all the numbers shaded blue have in common?

What do you notice about all the numbers shaded pink?

Can you work out why two of the numbers are shaded in a maroon colour?

Maths lesson 4

LT: to solve problems involving units of time

Norrie is watching the aircraft warning lights on the tops of some tall buildings in the city. He sees two lights flash at the same time, then one of them flashes every 4th second, and the other flashes every 5th second. How many times do they flash together during a whole minute?



Norrie then watched a third light. He saw it flash at the same time as the other two, then flash every 7th second. How many minutes before this light again flashes at exactly the same time as the other two?

Maths lesson 5

LT: to solve problems involving working systematically



8:58

On a digital clock showing 24-hour time, over a whole day, how many times does a 5 appear?

Is it the same number for a 12-hour clock over a whole day?

Topic lesson 1 - Geography

LT: to describe the human and physical features of the Yucatan Peninsula

The Yucatan Peninsula is found on the South-East (bottom-right) of Mexico.

Research this area and write a report about its **political features** (man-made, e.g. canals, cities, reservoirs, ancient ruins etc.) and its **physical features** (natural, e.g. rainforest, rivers, mountains etc.).

The easiest way to do this would probably be to split the report into two separate sections:

Political Features

Physical Features

P.S. dinosaur fans might like to find out about the Chicxulub crater, which has its centre near the little town of Chicxulub, at the North-West (top-left) of the peninsula...



Topic lesson 2 - Science

LT: to investigate how to separate mixtures

Watch ‘What is dissolving?’

<https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/zpbdpbk>

and ‘What is separation?’

<https://www.bbc.co.uk/bitesize/topics/zcvv4wx/articles/zw7tv9q>

Explain how we could separate:

- 1) a mixture of sand and pebbles
- 2) a mixture of water and soil
- 3) a mixture of salt and sand

If you have an adult to help/supervise, you might be able to try some of these separations. However, do NOT try any of these without your parent/carer’s permission.

Additional resource links

Keep practising those times tables - you can play against other members of the class - We 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

Answers/examples/help for adults - English

Mon

Any sentences that have lists of items separated by **semi-colons**. There should be a **semi-colon** before the 'and' at the end (unlike how we usually do a list with commas). Ideally, there should be a **colon** to 'introduce' the list.
e.g. I have lots of pets: two Abyssinian cats; our old Labrador (he's thirteen); five frisky gerbils; and, a tarantula!

Tues

For strategies to help learn spellings, slides 11-22 from the following webpage give many hints, tips and ideas...

<http://www.fox.rbkc.sch.uk/wp-content/uploads/2014/10/KS2-Parents-Spelling-Workshop-1718.pdf>

Wed

Any sentences with a bullet point list (which should always be arranged vertically, never horizontally). **The bullet point items must ALL begin with a capital letter or ALL begin with a lower-case letter**; there can never be a mix. See the examples on the page.

Thurs

We ate chocolate cake and raspberries. We ate chocolate, cake and raspberries.

The first sentence says they ate 'chocolate cake' whereas the second says they ate 'chocolate' and 'cake'.

She liked Matt who played drums better than Kirsty. She liked Matt, who played drums, better than Kirsty.

The first sentence says that Matt plays drums better than Kirsty whereas the second sentence just says that Matt plays drums.

Pineapples which are grown in hot countries taste delicious. Pineapples, which are grown in hot countries, taste delicious.

The first sentences says that only pineapples grown in hot countries taste delicious whereas the second sentence just says that pineapples are delicious, and adds the extra information (with an embedded relative clause) that they are grown in hot countries.

Fri

The provided links explain the spelling rules for how to add the suffixes.

The children should have explained each of the three spelling rules and given at least one example (spellings can be checked with a dictionary (physical copy or online)).

Maths Answers

Lesson 1 - She would use the pencil and the steel to mark 3 unit marks on the wooden rod so that she has 4 sections 3 units long then a 1 unit section at the end. Use the saw to cut off the one unit piece, then cut off the last 3 unit section leaving a 9 unit pole. Use the 1 unit section, cut first, to mark 1 unit on the pole then cut this off, leaving an 8 unit pole.



Lesson 2 - £1.80 - See the link for the explanation <https://nrich.maths.org/5949/solution>

Lesson 3 - What do all the numbers shaded blue have in common - **all multiples of 7**

What do you notice about the numbers shaded - **all multiples of 5**

Can you work out why two of the numbers are shaded maroon? - **multiples of both 5 and 7**

NRICH game - answers are available on the game.

Lesson 4 - a) **they flash 4 times in a whole minute**. They flash together every 20 seconds so at 0, 20, 40 and 60 seconds ($4 \times 5 = 20$)
b) 2 minutes 20 seconds ($4 \times 5 \times 7 = 240$ seconds)

Lesson 5 - 24hr clock - **504 times** - how did you work it out? The answer could be 170? Did you get that one? How could it be 170?
12hr clock as above - can you explain why? See here for an explanation <https://nrich.maths.org/1981/solution>