Year 5
Home Learning

Theme: The Marvellous Mayans

Summer Term 2 Week 3

English lesson 1

LT: to use persuasive language to create an effect

One of the most common uses of persuasive language is in advertising. Linking with this week's Design and Technology 'research and evaluate' lesson (it might help you to do that first, before this lesson) **we want you to spend 5-10 minutes designing your own brand of chocolates. Make a few bullet point notes. Think about: appearance/shape/colours; the flavours; any special ingredients; the theme (e.g. sports, music, cars, a season or occasion (e.g. autumn, Christmas, birthdays etc.); and, price/intended audience.**

Once you have your notes, today's task is to **write a one-page advert for your brand of chocolates**. There can, of course, be pictures and/or diagrams (which might show what is inside some of the chocolates) but **it should have 2-3 short paragraphs and a few separate sentences using your best persuasive language** to tease and tempt potential customers into buying your product. You should include:

- **Vocabulary to tease and encourage the reader (e.g. luxurious, scrumptious, melt-in-the-mouth, heavenly, delicious, creamy, succulent, delectable, enticing etc.)**
- **Sentences where you get the reader to think about eating your chocolates (e.g. Imagine tasting the... Picture yourself tasting... Indulge a daydream about eating...)**
- **A slogan to go with your brand of chocolates – a catchy line to 'stick' in someone's mind**

For extra challenge, include **similes** and/or **metaphors**, e.g. '**like paradise on your tongue...**'

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.

profession (1Xf and 2Xs)
programme
pronunciation (think of a professional nun – a pro nun!)
queue (you repeat the 'ue')
recognise
recommend (1Xc and 2Xm root word is 'commend')
relevant
restaurant (it has a little rant at the end!)
rhyme
rhythm (try to make mnemonics to remember rhyme and rhythm)

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 adverbs/adverbials of time

One of the key skills expected of older writers at primary school is to use a wide range of **cohesive devices**. (Cohesive means sticky/describes joining together.) These are all the words and ways we stick: **the words in our sentences together**; **the sentences in our paragraphs together**; and, **to link our paragraphs together**.

One of the most common and important ways to do this is through **adverbs/adverbials of time**. A few years ago, these were usually called **time connectives**, too. Here are some common examples that you should be confident in using...

First/First of all____,   After that/After we/After the etc.   Soon,   Then,   Next,   Before long, Once____, A few minutes later,   Later/Later on,   A few hours later,   Just then,   Eventually, Straight away,   All of a sudden, Suddenly,   Before we knew it,   A while/little while later, Meanwhile,   During____,   Immediately,   At (any time, e.g.12.30 p.m.),   The next morning,

There are many more!

Write at least one paragraph (8 sentences minimum) where you describe something you have done; it might be a day out, something you did on holiday or a fun activity. It can be fictional if you prefer! You need to use a <u>good range</u> of adverbs/adverbials of time (see above in red!)

DON'T be a boring writer, who just uses 'then' all the time...

We set off to Scarborough. Then we got there and had an ice cream. Then we went to the beach. Then we went in the sea. Then I built a sand castle.

Use a wide variety to make your writing more interesting to read!

English lesson 4

LT: to use the perfect form of verbs with 'time' and 'cause'

The **perfect form of verbs** describe actions that have been completed. Today, we will look at how to write **past perfect** and **present perfect**...

PAST PERFECT	Sentence needs to have 'had' immediately followed by a past participle verb
PRESENT PERFECT	Sentence needs to have 'has/have' immediately followed by a past participle verb

A past participle is just a past tense verb that will go after had/has/have. Usually they are the same as any other past tense verbs, e.g. jumped, but sometimes they are different, e.g. eaten instead of ate. You would not write: 'He **had** ate an apple, earlier. It would be: 'He **had eaten** an apple, earlier.

To simplify, it might help you to just think: PAST PERFECT: had + past tense verb
PRESENT PERFECT: has/have + past tense verb

Write at least sentences in past perfect and at least five sentences in present perfect. Ideally, include either 'when it happened', e.g. last week, or a 'because' to show why it happened, at the end.

e.g. He **had** played football**, yesterday**. (past perfect)
She **has written** a story **because she is imaginative**. (present perfect)
They **have eaten** all the grapes **because they adore them**!

English lesson 5

LT: to use relative clauses

Relative clauses are an important writing skill that you should all be capable of using, so let's get some extra practice with them. They all start with the **relative pronouns**:

- **who**
- **which**
- **that**
- **where**

> These **relative pronouns** start **relative clauses** after a noun. They are a great way of adding more information about that noun.

Write at least 3 sentences for each of the relative pronouns. To show a good level for Year 5, **embed** some of the **relative clauses** within the sentence, rather than putting it at the end. When you do this, there should be a pair of commas around the **relative clause** AND the sentence must still make sense if you remove the **relative clause** (try doing that with the and fourth examples below).

e.g. The old lady**,** **who** wore weird and wonderful hats**,** walked over to us.
We walked by the new building**,** **which** looked out of place in the old village.
He pumped up the basketball **that** had gone flat. (Notice that no commas is needed before 'that'.)
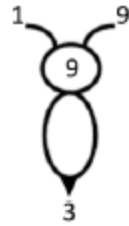The office**,** **where** here mother worked**,** was just up the road.

Maths lesson 1

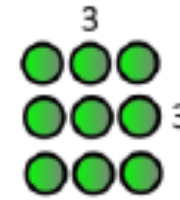LT: to recognise and use cube numbers and the notation for cubed (^{3})
Vocabulary: square number, squared, equal factors, product, cube number, cubed,
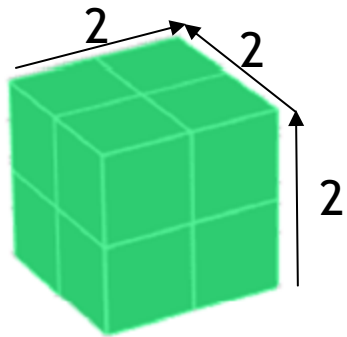
A factor bug for the number 9.   The tail shows that it is a square number

3 squared is 9 $3^2 = 3\times3 = 9$

Cubed numbers are the same number multiplied by itself three times $2^3 = 2\times2\times2 = 8$

Calculate: 3^3 4^3 5^3 6^3 7^3 8^3 9^3 10^3 No calculators ☺
Challenge – 11^3 12^3

Here's a link to a real head scratching problem to do with cube numbers. Are you brave enough to try it?

https://nrich.maths.org/1155

Maths lesson 2

LT: to calculate and compare volume the volume of a cuboid.
Vocabulary: length, breadth, depth, height, multiply, cubed.

The volume of a can of pop is how much liquid it contains.
We can calculate the volume of a cuboid easier than a cylinder! Think back to yesterday when we looked at cube numbers. We were effectively calculating the volume of a cube – if I said what is the volume of a cube with sides of 3cm? The answer would be $3 \times 3 \times 3 = 3^3 = 27cm^3$.
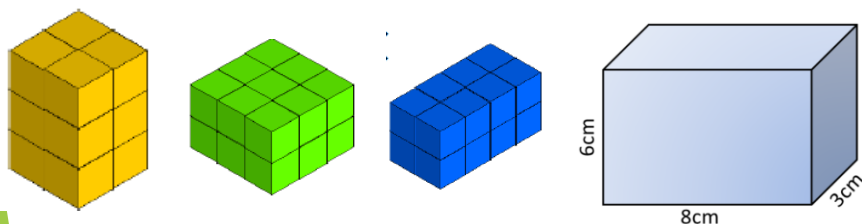
We can use this to calculate the volume of a cuboid.
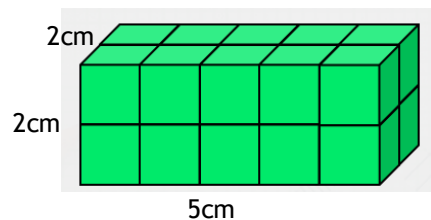
The volume of this cuboid is $2 \times 2 \times 5 = 20cm^3$

Note: When we learnt about area the answer was always a number squared. When discussing volume it is cubed (the small 3 above the units).

Calculate the volume of these shapes – each side of each small cube is 1cm so each small cube is $1cm^3$

$1cm^3$ = 1ml
Find 5 different containers that give their volume in ml, convert it to cm^3 and then talk about what you notice.
- Are they all cuboids?
- Have you found two that hold the same amount but are different shapes – explain how this is possible.
- Order them in ascending order (smallest to largest)

Challenge – here is a box of juice – it holds 200ml of liquid. What dimensions could the cuboid be? Use whole numbers only and try and find at least 5 different possibilities. You could try to include decimals if you want a challenge.

200 ml
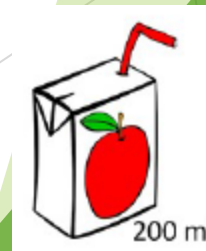
Maths lesson 3

LT: to calculate intervals across zero
Vocabulary: add, subtract, sum, difference, negative, positive, number line, consecutive.

Here's a video to help you https://www.youtube.com/watch?v=OAoLCXpao6s

How can I calculate 3 – 5? Don't say we can't do it ☺.
Start at 3 and count back 5, you land on negative 2 so **3-5= -2**

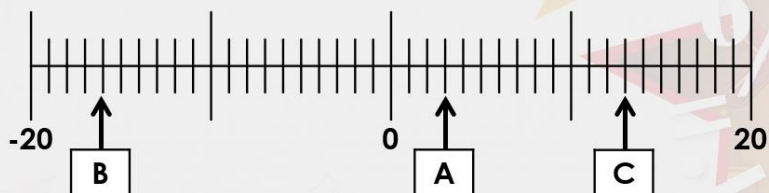**Create some other calculations you could do which use negative numbers.**
Such as: 9-15 =   15-23=   5-16=   18-42=   43-73=

Rosie has recorded each answer to the questions below on the number line.
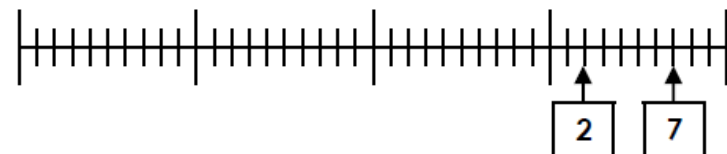
A. 18 more than negative 15

B. 21 less than 5

C. 4 subtract 17

Is she correct? Explain your answer.

Chuan had £8 in his bank account. On Wednesday, he spent £16 and on Thursday, he spent £23. On Friday, he was refunded the money for a damaged top he'd returned. His bank balance is now -£13. How much was the refund?

Use the number line below for support.

REMEMBER:
We normally say the number is negative not minus to avoid confusion when subtracting because minus is another name for subtract. We can often hear minus numbers when talking about temperature but otherwise use negative.

Try playing this game
https://nrich.maths.org/5898

Maths lesson 4

LT: to solve problems involving division with remainders
Vocabulary: divide, share, group, fraction, decimal point, tenths, hundredths, thousandths, regroup.

Watch this video to give you a reminder about how to calculate division where the remainders are expressed as decimals. https://www.youtube.com/watch?v=gmNie3s4hcI

Not all of these questions need the remainder as a decimal but some do. Make sure you read the question carefully and decide what you need to do about the remainder (round up, down or leave it)

1) Sue pays £350 for four nights at a hotel. What is the cost per night?

2) A school wants to raise enough money to take all of the pupils to see a show at the theatre. Each ticket costs £7. They have managed to raise £1922. How many tickets can they buy and how much money is left?

3) 420 grams of flour is packed in eight bags of equal mass. How heavy is each bag?

4) The rooms at a school residential trip each sleep ten people. There are 465 children on the trip. How many rooms are needed?

5) An Olympic gold medal is not completely made of gold. In fact each medal only has 6 grams of gold. How many medals can be made from 1840 grams of gold?

Remember:
- keep the decimal point in the same column and that you can write as many 0s as you need after it.
- If you keep getting the same number repeated in the decimal place (5.333) put a dot over the 3 in the tenths column to show it is recurring so the answer would be

5.3̇

Maths lesson 5

LT: to solve problems involving all four operations.
Vocabulary: add, subtract, multiply, divide

Find a solution to these problems – you may need perseverance.
Keep trying – they are possible ☺

You can only use the numbers 1 to 8, once each

Using the numbers 1-9 once only, complete the grid so that when multiplied together, the numbers in each row and column result in the number given in red.

			15
			108
			224
144	8	315	

Topic lesson 1 – Music

LT: to listen to and appraise Beethoven's Symphony No.5 in C minor

Vocabulary – instrument, tempo, tone, pitch, rhythm,

Listen to this recording of the first movement from Beethoven's Symphony No.5 in C minor, one of the world's most famous, best-known and best-loved pieces of classical music…

https://www.youtube.com/watch?v=vcBn04IyELc

What instruments can you hear?
What happens to the tempo (speed/pace of the music)?
What happens to the pitch (how high or low the sounds)?

Play it again but this time listen with your eyes closed. How does the music make you feel? What images come to mind? During the time when Beethoven wrote this piece (1804-1808) the Napoleonic wars were raging across Europe. Do you think this affected this music? How/why? Record your thoughts…

Topic lesson 2 – Design & Technology

LT: to research and evaluate manufactured chocolate products

Okay, I think that you are going to like this one...

Research a range of chocolates, e.g. Thorntons, Milk Tray, Hotel Chocolat products and compare them. The following table may help you do this...

Type of chocolates	Appearance	Flavours that stand out to you?	Market – who do you think would buy them?	Slogans or themes
Terry's Chocolate Orange Segsations	Shaped like little pieces of orange	Exploding/popping candy Crunchy toffee pieces	Parents for birthdays and Christmas etc. Children with pocket money	Five delicious ways to enjoy Terry's Chocolate Orange

You could add a column to include a picture, too, and/or one with price (which may help you think about who might buy them...) Alternatively, record the information in a series of mini-reports/fact files rather than using a table.

Wellbeing activity – Family / household time

These are all activities that you could do with the people you live with.

- Tell jokes
- Have a sing song – each choose your favourite song and perform it to the others
- Have a game of eye-spy
- Play a board game
- Have a game of cards (snap, go fish, old maid or any others)
- Play the alphabet game - see below for the rules.

Alphabet game – there are two ways to play it…

Option 1 – pick a topic, let's say boys names. Starting at A, take it in turns to think of a boys name that begins with that letter of the alphabet, then move through the alphabet in order. For every one you say correctly, you get a point. You can each choose to say a name beginning with A, but they all have to be different, or after one person says the A name, the next person says the B name. You can pick any category you like, animals, book titles, films, Star Wars, Harry Potter, countries, cities, TV shows, etc…

Option 2 – Similar to option 1 (pick a theme) but this time you set a time limit and you each try to do the whole alphabet on your own, writing your answers down. The person with the most correct answers at the end of your timer is the winner.

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

Answers/examples/help for parents - English

Mon	There should be 2-3 paragraphs and a few other separate sentences. There should be some persuasive description, e.g. scrumptious, dreamy, delicious etc. Ideally, there should be a slogan and some examples of where they have tried to get the reader to imagine what it would be like eating their chocolates. Confident writers may well have used some similes and metaphors.
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	A minimum of one paragraph (at least eight sentences altogether) describing an activity. There should be at least five different adverbs of time used, e.g. Soon after, A little later on, etc.
Thurs	At least five past perfect sentences, which all have **had** immediately followed by a past tense verb that makes sense. e.g. We **had** **swam** twenty laps by lunchtime. At least five present perfect sentences, which all have **has/have** immediately followed by a past tense verb that makes sense. e.g. He **has** **read** that book because it is about dinosaurs. They **have** **finished** just now.
Fri	See the examples on the page.

Maths Answers

Lesson 1 - $3^3 = 27$ $4^3=64$ $5^3=125$ $6^3=216$ $7^3=343$ $8^3=512$ $9^3=729$ $10^3=1000$ $11^3=1331$ $12^3=1728$

Lesson 2 – Yellow 2x2x3=12cm^3 Green 3x3x2=18cm^3 blue 2x2x4=16cm^3 6x8x3=144cm^3
Challenge – 1x2x100, 1x4x50, 1x5x40, 1x8x25, 1x10x20, 2x4x25, 2x10x10, 4x5x10,
Challenge including decimals – 2x8x12.5, 2x16x6.25, 4x4x12.5, 4x2.5x20 These are just some examples.

Lesson 3 – -6, -8, -11, -24, -30
Rosie is not correct because C should be pointing to -13 not 13.
The refund was £18.

Lesson 4 – 1) £87.50 (it needs the extra 0 in the hundredths place because money always has two decimal places
2) 274 tickets £4 left   3) 52.5g   4) 47 rooms – the remaining 5 need somewhere to sleep   5) 306 medals

Lesson 5 –
This is just one solution to the first problem, there are others.

$8 \div 4 = 2$

$- 7 \quad \times 3$

$1 + 5 = 6$

3	1	5	15
6	2	9	108
8	4	7	224
144	8	315	