



BROOKE &
MARSHLAND
FEDERATION

Year 5 Home Learning

Theme: The Marvellous Mayans

Summer Term 2 Week 4

English lesson 1

LT: to write sentences in the passive voice

This is an important skill for Year 6 but we do look at and practise its use in year 5 too.

Most **active voice** sentences go like this:

SUBJECT, **VERB** and **OBJECT**
↑ ↑ ↑
main person the what the
or thing in doing action is
the sentence word being done to

e.g. **Molly** **fed** a **horse**.
S V O

In the **passive voice**, sentences are written in the opposite order, so the object is at the front and the subject is at the end...

OBJECT, **VERB** and **SUBJECT**
↑ ↑ ↑
what the the main person
action is doing or thing in
being done word the sentence

e.g. **A horse** **was fed** by **Molly**.
O V S

The effect is to change the emphasis (main focus) of the sentence to the object instead of the usual subject. It is useful in stories/poetry description to slow the pace/create a more artistic effect; it is useful in reports, such as Science reports or police reports, in order to focus on the details rather than the person, who did them.

Write at least 8 sentences in the active voice (subject - person, thing or I, he, she, a name etc. - at the front) and then rewrite them to change them to the passive voice (object at the front, then the action and then the subject at the back. (NB: In passive voice sentences, the subject can actually be missed, e.g. The piano was played.)

English lesson 2

LT: to practise spellings with the 'ous' suffix

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.

adventurous

marvellous

fabulous

famous

disastrous (notice that it is not disaster + ous; the first part is 'disaster')

jealous

joyous

mountainous

mischievous (notice the 'f' from mischief changes to a 'v')

generous

Afterwards, **write one sentence for each spelling.** (Use a dictionary, the internet or ask if you are unsure of the word's meaning.) There is then a weekly spelling test set for you as a 2Do, with the spellings from these weekly lessons, on Purple Mash.

Next week, we will look at some similar spellings, but where there is either an 'e' or an 'i' before we add the 'ous' suffix. Can you think of any already?

English lesson 3

LT: to use subordinate clauses, including embedding them within sentences

Being able to use subordinate clauses is a key skill for Years 5-6; it is something you need to be able to do confidently. We practised these in English lessons 3-4 of Summer 1, Week 1, so you can go there to recap/see more examples...

Remember: we call the word/words that start subordinate clauses **subordinating conjunctions**.

Even though it was raining, we went for a walk.


**subordinating
conjunction**

We could just as easily put the subordinate clause at the end (where it would NOT 'have' to have a **comma** before it) or embed it within the sentence (where it would need a **pair of commas** around it).

We went for a walk even though it was raining.

We went, even though it was raining, for a walk.

Write at least ten sentences using subordinate clauses. For at least three of them, embed them within the sentence. A great tip for this is to think of a simple sentence, first, and then decide how and where your subordinate clause will go. **REMEMBER:** you should **ALWAYS** be able to get rid of any embedded part and still have the sentence make sense!

Some useful subordinating conjunctions: **although while unless before since once before after because as just as as soon as provided/provided that whereas where even though in order to**

English lesson 4

LT: to use adverbial openers to set the scene

In Summer 1, Week 3, English less 1, we looked at adverbs...

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**

A big skill we are looking for you to develop as writers is to choose and use vocabulary that create effects. For example, you might want to make it clear a character is scared and so use adverbial openers like...

Her hands trembling with terror, she opened the box. **Nervously**, he entered the room.

Write at least 12 sentences, choosing good adverbial openers (adverbs OR adverbials) to create the mood/set the scene before your sentence starts. You could write sentences where: someone is **scared**; someone is **excited**; someone is **nervous**; someone is **angry** etc. or choose your own 'moods'.

e.g. **Shaking with rage**, she slammed her bedroom door. **Tentatively**, he crept into the room.
Quivering with excitement, he opened the present. **Trembling with terror**, she began...

English lesson 5

LT: to proofread to avoid errors

Proofread this extract. There are 2 was/were errors, 9 spelling mistakes and 3 sentence crashes (where there should be a full stop then capital letter to break it into 2 separate sentences).

She watched as he came out of the door of the block of flats where they had lived he looked wistfully backwards, and then strode on out of the courtyard that graced the main entrance of Old Grove Court – the city’s finest apartments.

He started his weekly walk; she knew exactly where he was going and which way he would walk there she followed him closely nonetheless.

He meandered along over the bridge then took a left – through the snicket - and onto the path that ran alongside the canal. It were going to be a hot day and the sun was already beating down onto the calm, black waters of the old canal; mallards swam inquisitively out of the reeds hoping to obtain a free breakfast of old bread – no such luck this morning ...

She caught up with him a short while later, and was soon trailing him closely she were within touching distance but he kept walking, never turning around to acknowledge her presence.

“Pete” she called softly, he ignored her; he always ignored her these days. “Pete – I need to tell you so much, won’t you please just hear me out?”

He carried on as if he had not heard a single word – her face dropped almost as quickly as her heart.

He turned off the path and headed along St. Austin’s Walk, down towards the old church, down to the cemetery where he would lay flowers on the grave of the wife he had lost to the dreadful car accident, down to where he would talk for hours and she would listen to every word, and laugh and cry and smile and wish, desperately wish, that she could only tell him that it was alright – it wasn’t his fault, and that she would always love him ...

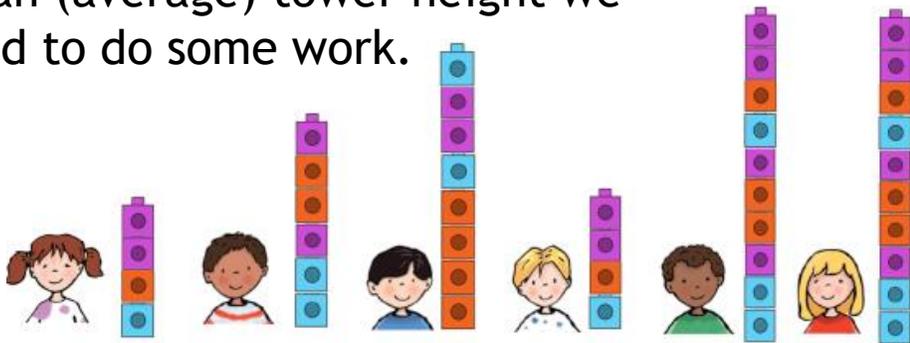
Maths lesson 1

LT: to calculate and interpret the mean as an average.

Vocabulary: average, mean, add, divide, equal parts.

There are actually three different ways of calculating average which can give 3 completely different results so average is not an accurate word to use in maths. We are going to learn about how to calculate the mean. It is mean because it makes you do lots of maths 😊

These children built these towers in 1 minute. To calculate the mean (average) tower height we need to do some work.



1. Count how many cubes are in each tower
2. Add all these numbers together
3. Divide the total by the number of children there are (6).

$$4+6+8+4+10+10 = 42$$

$$42 \div 6 = 7$$

The mean height is 7 cubes.

1)



Layla shoots hoops each day after school.

Below are the number of baskets she got each day.

Mon	Tue	Wed	Thur	Fri	Sat	Sun
11	9	14	10	12	13	15

What is the mean average of baskets Layla gets each day?

- 2) Billy is saving a part of his pocket money each week.

What is the mean amount he saved each week?



Week	1	2	3	4	5	6	7	8
Amount saved	£2	£3	£1.50	£2.50	£0.50	£3.50	£2	£3

- 3) Below is listed the age of each person. What is the mean age for the group?

a) 8 years 6 years 9 years 10 years 7 years 8 years



Maths lesson 2

LT: to calculate and interpret the mean as an average.

Vocabulary: average, mean, add, divide, equal parts.

More practise from the lesson yesterday - calculating the mean, reasoning and problem solving questions.

Six friends weigh 71.5kg, 56.3kg, 70.1kg, 66.9kg, 58.7kg and 60.5kg.

1)



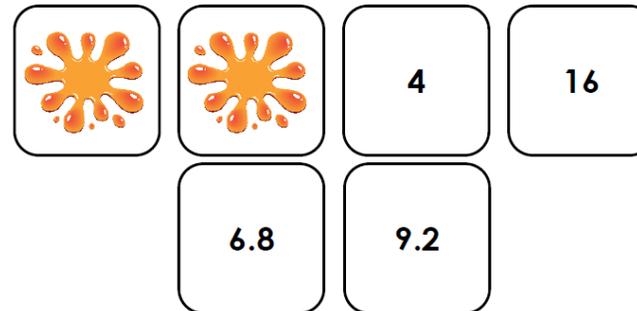
4) Jack is calculating the mean of five numbers: 11, 18, 27, 4.5 and 14.5.



Because two of the numbers are decimals, you only need to divide the total by 4.

Do you agree with Jack? Why?

2) Reese knows that the mean of his cards is 7.



He spilled paint on two of his cards. What could the missing numbers be?

If you really want a challenge, try this one.

The total mass of five rugby players is 425 kg.

The average (mean) mass of ten ballet dancers is 40 kg.

What is the average mass of all fifteen people?

3) Four friends are trying to work out their mean age. Robert is 7 years older than Heath. Heath is 8 years younger than Brie. Brie is 3 years older than Beth. Beth is 28.



What is their mean age?

Maths lesson 3

LT: to develop strategies to solve problems

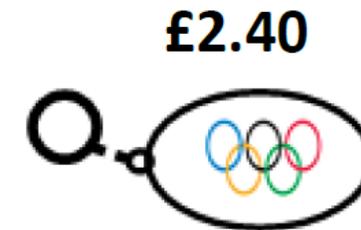
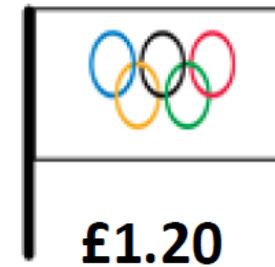
Vocabulary: coin, note, pound, pence, amount, add, sum, total, subtract, difference, change

Think about what information you need to start with. How are you going to approach the problem?

Try to take a logical and systematic approach. Work through the souvenirs in an order so you don't forget which ones you have done.



Souvenirs



I bought three souvenirs for my family. I paid with a £10 note and got three coins for change. What did I buy?

Can you find a solution where three of the same souvenirs were bought?

Can you find a solution where two of the souvenirs are the same?

Can you find a solution with three different souvenirs?

Maths lesson 4

LT: to add two or more numbers mentally

Vocabulary: consecutive (following one after the other), add, sum, difference, multiple

Watch this video to see what to do <https://nrich.maths.org/507> So, you're going to be investigating adding consecutive numbers. Remember that consecutive means one after the other (so 2, 3, 4 are consecutive but 1, 3, 4 are NOT). 0 doesn't count as a number in this investigation.

How many numbers can you find that can be created by adding consecutive numbers?

Can all the numbers from 3 to 100 be created by adding consecutive numbers? You can use any amount of numbers to add together but they must be consecutive - see below

$$15 = 1+2+3+4+5 \text{ (five numbers used)}$$

$$65 = 32+33 \text{ (two numbers used)}$$

Are any numbers impossible to create this way?

Maths lesson 5

LT: to calculate across zero

Vocabulary: add, subtract, sum, difference, negative, positive, number line, consecutive.

This lesson is about investigating consecutive numbers again but not just adding this time.

Pick 3 consecutive numbers, eg: 2, 3, 4. Then you need to put addition and subtraction signs in between them. There are four different calculations you could make.

$$2 + 3 + 4 = 9$$

$$2 + 3 - 4 = 1$$

$$2 - 3 + 4 = 3$$

$$2 - 3 - 4 = -5$$

Does it make any difference if the consecutive numbers decrease rather than increasing?

$$4 + 3 + 2 =$$

$$4 + 3 - 2 =$$

$$4 - 3 + 2 =$$

$$4 - 3 - 2 =$$

Investigate lots of different numbers in this way and see if you can find a pattern. Try to fill in the endings to these statements.



If you add and then subtract...



If you subtract and then subtract...



If the consecutive numbers are decreasing...

Topic lesson 1 - Computing

LT: to use an application to create concept maps

This lesson has been set a 2Do on Purple Mash (your log-ins are in the home learning pack you got just before the school closures).

The instructions are on the 2Do but are repeated here as well...

‘Watch the instructional video and then make a concept map for a book character (it is one of the options you have when you begin). Afterwards, start with a blank one (another option at the start) and then choose any topic/theme/idea you like to make a concept map about, e.g. dogs, a pop group, the Maya, a place ... any interest you have!’

The 2Do will be available from 20th June onwards (the weekend before Summer 2 Week 4).

There are example concept maps for you to look at in the class folder!

Topic lesson 2 - French

Speaking LT: to describe what jobs/professions other people do

Go to this website, which teaches French through some online games:

<https://www.french-games.net/frenchlessons?topic=People%20-%20jobs&level=primary>

The lesson teaches about jobs/professions - click on 'FULL TUTORIAL' to be introduced to the vocabulary, and then play some of the games.

Try to make sure you can pronounce the words correctly - make sure you listen carefully.

Wellbeing activity - It's all about me

This week is all about you doing things on your own.

- Perform a random act of kindness for someone in your household (it could be that you wash up without being asked, tidy your room, make a cup of tea for someone, help cook a meal, read a story to a younger brother or sister or learn to use the Hoover 😊). You have to do this without being asked but you can (and should in some cases) ask for permission.
- Read a book / website about something you are interested in.
- Make a note of something positive that you have achieved each day this week - it could be your act of kindness, it could be school work or it could be a job you have been asked to do at home that you think you did well.
- Do some colouring / draw a picture

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 - Maths

Lesson 1 - 1) $84 \div 7 = 12$ 2) $18 \div 8 = \text{£}2.25$ 3) $47 \div 6 = 7.83$ years

Lesson 2 - 1) 64kg 2) Any two numbers which total 6 (1+5, 2+4 or 3+3) 3) 28 (their ages are 28, 31, 23, 30)
 4) Jack is correct, it doesn't matter if the numbers are decimals or not, there are still only 4 of them,

Challenge - The mass of the 10 ballet dancers is
 $10 \times 40 \text{ kg} = 400 \text{ kg}$

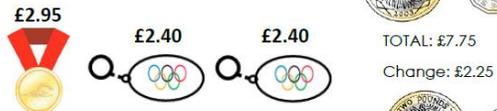
The average mass of all 15 people is

$$\frac{425 \text{ kg} + 400 \text{ kg}}{15} = \frac{825 \text{ kg}}{15} = 55 \text{ kg}$$

Lesson 3 - A solution where three of the same souvenirs were bought:



A solution where two of the souvenirs are the same:



A solution with three different souvenirs:



Answers/examples/help for parents - Maths

Lesson 4 - these are just some of the possible answers

$$3 = 1+2$$

4 = not possible

$$5 = 2+3$$

$$6 = 1+2+3$$

$$7 = 3+4$$

8 = not possible

$$9 = 4+5$$

$$10 = 1+2+3+4$$

$$11 = 5+6$$

$$12 = 3+4+5$$

$$13 = 6+7$$

$$14 = 2+3+4+5$$

$$15 = 7+8$$

16 = not possible

$$17 = 8+9$$

$$18 = 3+4+5+6$$

$$19 = 9+10$$

$$20 = 2+3+4+5+6$$

$$21 = 10+11$$

$$22 = 4+5+6+7$$

$$23 = 11+12$$

$$24 =$$

$$25 = 12+13$$

$$26 = 5+6+7+8$$

$$27 = 13+14$$

$$28 = 1+2+3+4+5+6+7$$

$$29 = 14+15$$

$$30 = 4+5+6+7+8$$

$$31 = 15+16$$

32 = not possible

$$33 = 16+17$$

$$34 = 7+8+9+10$$

$$35 = 17+18$$

$$36 = 1+2+3+4+5+6+7+8$$

$$37 = 18+19$$

$$38 = 8+9+10+11$$

$$39 = 19+20$$

$$40 = 6+7+8+9+10$$

Lesson 5 - There are many possible answers to this, the idea is to find a link between the order of the calculations and the numbers used. Such as:

1) If you add then subtract the result will be less than the starting number.

2) If you subtract then subtract the result will be one more than the starting number.

3) If the consecutive numbers are decreasing and you add then subtract, the answer will be one more than the starting number.

This is opposite to the answer for when the numbers were in increasing order.

Answers/examples/help for parents - English

Mon	<p>George wrote a letter. The cat chased a mouse. Mindy ate twelve doughnuts. A letter was written by George. A mouse was chased by the cat. Twelve doughnuts were eaten by Mindy.</p>
Tues	<p>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</p>
Wed	<p>I went had a nap <u>because I was tired</u>. <u>If I concentrate</u>, I will do well. She will be going out <u>as soon as she tidies her room</u>. I was having a lovely dream <u>just as the alarm went off</u>. I ran, <u>although I had a swollen knee</u>, to the park. He remembered, <u>before anyone reminded him</u>, to set his alarm. They watched a movie <u>after they had eaten all of the pizza</u>. <u>Provided that he is on time</u>, we will not be late. We need, <u>since we ran out yesterday</u>, to buy some bread.</p>
Thurs	<p>See examples on the page. For a useful explanation about adverbs of manner (for anyone really struggling with this): https://www.youtube.com/watch?v=1_26rTy7fak</p>
Fri	<p>See final slide...</p>

She watched as he came out of the door of the block of flats where they had lived. He looked wistfully backwards, and then strode on out of the **courtyard** that graced the main entrance of Old Grove Court – the city's finest apartments.

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