Year 5 Home learning: week beginning 1st June Week 1 Summer 2

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| If you need to talk to me about any of the work I have set please contact me on: [badgers@greatwilbraham.cambs.sch.uk](mailto:badgers@greatwilbraham.cambs.sch.uk) or [homelearning@greatwilbraham.cambs.sch.uk](mailto:homelearning@greatwilbraham.cambs.sch.uk) and I will try to get back to you within 24 hours. | | | | | |
| **Every day:** **Read** for 20 minutes. **Spelling:** Practise 5 of your key words by using the methods you have learnt in school: Look, Write, Cover, Check/ pyramid words/drawing around the shape etc. whatever method works best for you. | | | | | |
| **Daily Activities: You don’t need to print out any sheets, just use your Homework Book to write your answers in:** Do these in anyorder you wish: you might like to stick pictures, plans in etc. Date, L.O. underline, margin, number your work. **Please send me pictures of your work – I’d love to see it!** You can get someone at home to read out the answers and you can mark it in purple if you have a purple pen! Ask for help if you don’t understand. | | | | | |
| **Maths: Go to: whiterosemaths.com/homelearning - then select Year 5 - Summer Term 1 Week 5 (w/c 18th May - we are a week out)**  **Play the clips each time before doing the exercises, pausing if it tells you to.** | | | | | |
|  | **Monday 1st June** | **Tuesday 2nd June** | **Wednesday 3rd June** | **Thursday 4th June** | **Friday 5th June** |
| **Maths:** | Lesson 1  Add and Subtract fractions | Lesson 2  Add fractions | Lesson 3  Add mixed numbers | Lesson 4  Subtract mixed numbers | Lesson 5  Maths Challenge |
| **PE:** | Log onto Real PE | Joe Wicks workout | Joe Wicks workout | Oti Mabuse dance workout | Oti Mabuse dance workout |
| **English:** | Reading comprehension:  Earthquakes  \* or \*\* | Read the text The Canal (see below)  Make a note of all the punctuation that has been used in the text.  If you make a copy, you could highlight it. | Box up the text using the box up below.  Make a short summary of what happens in each paragraph and write it in the boxes or in your book. | Spelling  Prefixes – ‘mid’, ‘pre’, ‘fore’, ‘non  (See below) | Grammar  Clauses  (See below) |
| **Other areas:** | **Whole School Activity:**  Write a letter to me telling me about your experience since we left school in March. Tell me how you are feeling and what you are looking forward to doing. | **History/Geography**  Explain who the Ancient Maya were, where they lived and what was special about them.  Activity \*\* or \*\*\* | **STEM Challenge: Make the Marble Descend**  Make a marble roller coaster which brings a marble down from a start height of 1m without any drops of more than 5cm | **History**  Homeschool History programme, listen to the broadcast and take the quiz!  Visit <https://www.bbc.co.uk/programmes/m000hv9f>  Go to: See all episodes and select Space Race. | **Music: Yumu**  Year 5 Summer 2 Reflect, Rewind & Replay Step 1  Scroll down and listen to 1, Theory finding out about music Rhythm, Pitch & Duration overview. Have a go at writing your own 10 note rhythm using notation. |

**Tuesday’s English: Text**

**The Canal – a cautionary tale.**

Early in the morning, Tom and I made our way down to the canal. My Mum had told us not to play there, but Tom said that it was safe. While we were walking across the fields, we chatted about last night’s football game. Moodily, Tom kicked at the molehills; Cheltenham had lost again!

After ten minutes, we reached the lane, crossed over and ran to the canal. Carefully we peered in. It was thick with green weed and the water was still and black - only the odd bubble broke the surface. It looked very deep indeed. Excitedly, Tom grabbed my arm and tugged me over to the old oak tree. Where the branches stretched across the canal, an old rope dangled down.

Although it looked dangerous, Tom grinned at me. He took a run up and leaped out over the canal. After he grabbed the rope, he swung backwards and forwards, whooping like a siren. Although I was laughing, inside my heart was thudding. I knew that I would be expected to swing over the canal next. Tom jumped off triumphantly, happily handing me the rope.

For a moment, I hesitated. “Are you scared?” asked Tom, looking at me with a slight sneer. I did not want him to think that I was a coward. Warily, I ran back and leapt out. I sailed across the canal, skimming the water with my heels. As I reached the other side, I let go and crashed down onto the bank. Tom laughed and leapt out for the rope.

He meant to swing across and join me but half way over, the rope snapped and Tom came crashing down into the water. At first, I laughed but then I remembered: Tom couldn’t swim! Desperately, I leapt in. At first, I could see nothing – just darkness and weed tangling my feet. But then I saw red! It was Tom’s hoodie. Frantically, I reached out and managed to drag him to the side.

Twenty minutes later, we were standing in Mrs Jenkins’ kitchen. I had to explain what had happened and Mrs Jenkins gave us both an earful. Then I had to go back to my house where my Mother gave me a force eighter. After all, she had warned me often enough. The canal was dangerous. We had been lucky.

**Wednesday’s Box up** (you can print it out or set it up as a table in your book)

**The Canal – a cautionary tale.**

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| **Introduction**  **Set the scene: Who, Where, Why** |  |
| **Description** |  |
| **Complication – an event that causes a worry or problem** |  |
| **Evaluation – reaction to the complication by a character(s)** |  |
| **The problem and then the resoolution** |  |
| **Final paragraph – the characters learn something** |  |

**Thursday’s Spelling Work: Prefixes - ‘mid’, ‘pre’, ‘fore’, ‘non**

Prefixes can tell us a lot of information about a root word.

‘mid’ means middle ‘pre’ and ‘fore’ mean before ‘non’ means not

Copy the sentences in your book and circle the prefixes.

1. The midterm test will take place on Tuesday.
2. If you would like to take part, you need to preregister.
3. The problem with pollution is at the forefront of the agenda.

Copy the words and fill in the gaps with the correct prefix from the box below.

….mature …..head …..fiction …..way …..program …..summer ……week

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| --- |
| mid- pre- fore- non- |

Copy the sentences and circle the correct word.

1. The weather midcast / forecast for the weekend looks awful.
2. Cheryl loves football – she’s a great midfielder / forefielder.
3. The presection / midsection of the boat sprang a leak.
4. The toddlers play happily together at preschool / non-school.
5. All the animals take a nap at midday / preday to avoid the heat of the sun.
6. Forewinter / Midwinter in the jungle is still very hot.

One word is spelt with the wrong prefix in each of the sentences below.

Copy the sentences so that all the words are spelt correctly.

1. The jungle ball ends at forenight with fireworks.
2. I can’t understand my little brother – he speaks presense.
3. Crocodiles look like nonhistoric creatures.
4. The workers received instructions from the midman.
5. The children were at the prepoint of the project.

**Friday’s Grammar work: Grammar: Clauses**

Most sentences are made of **clauses.**

A **main clause** has a **subject** and a **verb** and **makes sense on its own.**

A **subordinate clause** gives extra informationbut it **doesn’t make sense on its own.**

Copy the sentences and underline the main clauses.

1. Darius went shopping because he needed some milk.
2. Jodie is going to the party even if Rebecca won’t go with her.
3. Provided that it doesn’t rain, they will play outside.
4. Unless you know the answer, we’ll ask Richard.
5. They climbed the tree even though I thought it was a bad idea.

Copy and complete the sentences using one word from the box and your own subordinate clause.

1. We need to wait ……………………………… .
2. Eleanor has a shower ………………………. .
3. I’m going to buy some sweets …………. .
4. Doris wants to get a dog ………………….. .
5. Sophie eats her breakfast …………………. .