Year 5 Isolation work - Week 6

There are lots of activities planned here for you to do at home. This is a suggested timetable so please don't worry if you don't do it all – you just need to do what you can. If you can do a bit of English and maths every day, that would be fantastic as it will help you to be ready for when you come back to school.

There are also a range of topic and science resources that you may wish to do in the afternoons.

If you cannot print this off, please don't worry. You should be able to do most of the activities with a pen/pencil and paper and if you can't don't worry about it. If you've an A4 pad of paper of a notebook at home, that would be great.

If you cannot access the online resources, there are plenty of other activities here that you can do. Remember, there are lots of other things you can do that you don't need the internet for, like reading a variety of books/newspapers/magazines, practising your times tables, practising the year 5 spellings (available in your reading record), writing a diary entry for every day, artwork etc.

If you do some work that you're really proud of, you can send it us at year5@lps.hereford.sch.uk for us to look at!

DAY	ENGLISH	READING More activities below!	SPAG	MATHS
MONDAY	**In English this week you will be working towards writing your own set of instructions** **LO: To identify the features of instructions** https://classroom.thenational.academy/lessons/to-identify-the-features-of-instructions-cru38r In this lesson, we will read through instructions and find their features, including sequencing words and imperative verbs.	Read 'States of Matter' and answer the questions (see below)	Complete SPAG mat 1 (see below)	Click on the link below- This week you will be completing 'Week 9 – Equivalent fractions, decimals and percentages'. Today you need to complete the activities for Monday. You don't need to print out the work – you can just copy out the questions onto paper. Just do what you can! https://myminimaths.co.uk/year-5-week-9-equivalent-fractions-decimals-and-percentages-monday/
TUESDAY	**LO: To devise ingredients for our monster pizza** https://classroom.thenational.academy/lessons/to-devise-ingredients-for-our-monster-pizza-cdgkcd In this lesson, we will look at the ingredients of pizza and generate ideas for what types of ingredients a monster would use to make their pizza.	Read 'Queen Victoria' and answer the questions (see below)	LO: to investigate suffixes past and present Follow the link below for your lesson on suffixes: https://classroom.thenational.academy/lessons/to-investigate-suffixes-past-and-present-60rkcc	Click on the link below- This week you will be completing 'Week 9 – Equivalent fractions, decimals and percentages'. Today you need to complete the activities for Tuesday. You don't need to print out the work – you can just copy out the questions onto paper. Just do what you can! https://myminimaths.co.uk/year-5-week-9-equivalent-fractions-decimals-and-percentages-tuesday/
WEDNESDAY	**LO: To develop a rich understanding of words associated with disgusting food** https://classroom.thenational.academy/lessons/to-develop-a-rich-understanding-of-words-associated-with-disgusting-food-60t32d In this lesson, we will introduce new vocabulary, identify word pairs and synonyms and apply the vocabulary in sentences.	Read 'The Haunted House' and answer the questions (see below)	Complete SPAG mat 2 (see below)	Click on the link below- This week you will be completing 'Week 9 – Equivalent fractions, decimals and percentages'. Today you need to complete the activities for Wednesday. You don't need to print out the work – you can just copy out the questions onto paper. Just do what you can!

				https://myminimaths.co.uk/year-5-week-9-equivalent-fractions-decimals-and-percentages-wednesday/
THURSDAY	**LO: To generate vocabulary to use in our instructions** https://classroom.thenational.academy/lessons/to-generate-vocabulary-to-use-in-our-instructions-cgu30c In this lesson, we will recap imperative verbs and sequencing words. We will also investigate using adverbs in instructions and write some sentences using sequencing words, verbs and adverbs.	Read 'A Quiet Picnic?' and answer the questions (see below)	LO: to practice and apply knowledge of suffixes past and present, including test Follow the link below for your lesson: https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-past-and-present-including-test-c4w34e	Click on the link below- This week you will be completing 'Week 9 – Equivalent fractions, decimals and percentages'. Today you need to complete the activities for Thursday. You don't need to print out the work – you can just copy out the questions onto paper. Just do what you can! https://myminimaths.co.uk/year-5-week-9-equivalent-fractions-decimals-and-percentages-thursday/
FRIDAY	**LO: To write the instructions for our monster pizza** https://classroom.thenational.academy/lessons/to-write-the-instructions-for-our-monster-pizza-74v32c In this lesson, we will recap the features of instructions and write the instructions for making a pizza for a monster using sequencing words, adverbs, adjectives and imperative verbs.	Free read day! Choose your own book/text to read. Have a look online if you don't have a book at home.	Complete SPAG mat 3 (see below)	Click on the link below- This week you will be completing 'Week 9 – Equivalent fractions, decimals and percentages'. Today you need to complete the activities for Friday. You don't need to print out the work – you can just copy out the questions onto paper. Just do what you can! https://myminimaths.co.uk/year-5-week-9-equivalent-fractions-decimals-and-percentages-friday/

Year 5 Spring Term 1 ①

a Can you rewrite the sentence below as direct speech?

The shop assistant told him that the cost was six pounds exactly.

_____

_____

_____

_____

b Write a sentence using the commonly-confused homophone word 'practise'.

_____

_____

_____

_____

c Students Cook & Serve Grandparents!

Why is this newspaper headline ambiguous?

_____

_____

_____

d Mr Whoops has accidentally jumbled up two words containing the 'ough' letter string. Can you help him unjumble them?

loguhath

_____

goulph

_____

e Underline the adverb of possibility or modal verb in the following sentences and say what type of word you have underlined.

a) Bridget might be able to attend the party.

_____

b) Perhaps Joe had lost his wallet when he was at the shopping centre.

_____

f Insert commas around the relative clause in this sentence and underline the relative pronoun.

The war veterans who were now all in their eighties paraded proudly down the street.

Year 5 Spring Term 1 ②

a

Can you circle the relative pronoun in this sentence and add commas around the relative clause?

The kaka parrot which had brightly coloured plumage perched high up in the rainforest canopy.

b

Can you think of a word that ends in either -cial or -tial that match these definitions?

Absolutely necessary

_____

Top secret!

_____

c

Explain why this plural possessive apostrophe sentence is incorrect.

The pupil's lessons were much more interesting now that they had a new teacher.

_____

_____

_____

d

Tick to show whether the underlined word is being used as an adverb or an adjective.

Sentence	Adverb	Adjective
The fisherman pulled <u>hard</u> at his line.		
It was a <u>direct</u> flight to Greece.		

e

Choose the correct form of the verb 'to have' to fit into these sentences.

Later today, we are _____ a party for my Grandma's 65th birthday.

The boys _____ a fantastic time at cub scout camp.

My friends all _____ very different personalities.

f

Mr Whoops has been juggling with the letters from one of his Y5 spelling words. Can you spot what it is?

r i t e a v y

v_____

Year 5 Spring Term 1 ③

a Add a possessive pronoun:

Bobby packed up everything that was _____ and set off for a new life at university.

b Rewrite this sentence with the adverbial at the beginning.

Lucy measured her height every few weeks.

_____

_____

_____

c A prefix word in each of these sentences is incorrect. Rewrite the prefix words correctly.

It is disappropriate to talk back to an adult.

_____

The stolen trophy was ilreplaceable.

_____

d Rewrite each sentence in the tense shown in brackets.

We look after my neighbour's pet snake. (present progressive)

_____

_____

Last night, the snake escape. (past perfect)

_____

_____

e Mr Whoops has made three clumsy spelling mistakes in his sentences. Can you underline them and correct them?

As I'm now head coach, I tried hard to cumunicate the nessecary information to my team. If they follow my strict training proggramme, we can win the league.

_____

_____

_____

f Choose 'a' or 'an' as determiners in these sentences:

When she grows up, my sister wants to be either _____ acrobat or _____ ballerina.

She gives me ____ headache talking about it.

States of Matter

All matter is made up of atoms, but did you know there are three common states of matter? They are solid, liquid, and gas.

Atoms in a solid state of matter are closely packed together. In fact, they are so tightly packed that they really cannot move, only vibrate. Solids have a definite shape and volume. This means the shape and volume do not change. Some examples of solids are a piece of wood, your family's computer, your favorite car, and an ice cube.

Atoms in a liquid are not as closely packed together as a solid. They are in an organized order but can move a little bit. Liquids have a definite volume but take the shape of the container they are in. For example, if you poured a cup of water into a cylinder or cube, the water will take the shape of the cylinder or cube. Regardless of the container, its volume (one cup) will remain the same. Some examples of liquids are water, oil, and juice.

States of Matter

Atoms in a gas move freely. They are not in an organized arrangement and have random motion. They have an indefinite volume and shape. This means their volume and shape change depending on where they are. For example, if you put steam into a big soup pot or into a box, the steam will spread out in each container to fill the volume and shape of the container. Some examples of gases are water vapor, oxygen, and nitrogen.
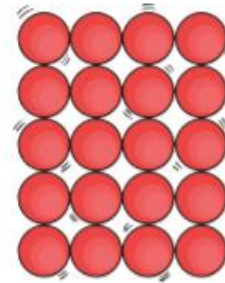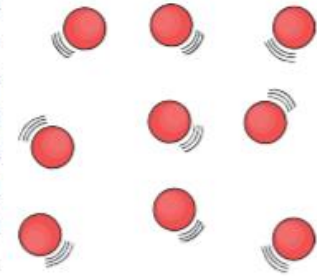
Did you know there is actually a fourth state of matter? It is called plasma. Plasma is the most common state of matter in the universe (but not very common on Earth). Atoms in plasma move very fast (have lots of kinetic energy), and their electrons group together so the atoms act as one instead of different parts. Plasma is present in stars, fluorescent lights, and even some televisions.
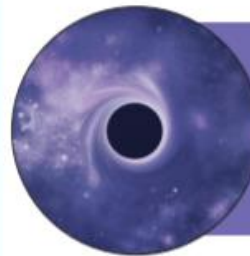
There is also a fifth state of matter called Bose-Einstein condensates (BEC). BEC matter joins all molecules together to create a "super-molecule." Though not very common, scientists believe BEC matter is found in black holes.

Questions

1. What is the most common state of matter in the universe?
   - ○ solid
   - ○ liquid
   - ○ gas
   - ○ plasma

2. Which state of matter is thought to be present in black holes?
   - ○ liquid
   - ○ Bose-Einstein condensates
   - ○ plasma
   - ○ gas

3. Which state of matter has an indefinite volume and shape?
   - ○ gas
   - ○ solid
   - ○ liquid
   - ○ plasma

4. What makes each state of matter different?
   - ○ amount of atoms
   - ○ movement (energy) of atoms
   - ○ size of atoms
   - ○ shape of atoms

5. What states of matter were present in your breakfast this morning? (List the item and its shape of matter)

   _____

   _____

   _____

6. Can the same molecules be changed from one state of matter to another? Provide at least one example.

   _____

   _____

   _____

Queen Victoria

Until recently, Queen Victoria was the longest-serving British monarch with nearly 64 years on the throne. She is the great-great-grandmother of Queen Elizabeth II, who is now the longest-serving British monarch. All the time that Victoria was queen is known as The Victorian Age.

Early Life

Victoria was born on 24th May 1819 and lived at Kensington Palace in London, with her parents Princess Victoria of Saxe-Coburg-Saalfeld and Prince Edward, Duke of Kent and Strathearn. Her father was the fourth son of George III so this made Victoria fifth in line to the throne. In her early years, she had little freedom and she had very strict rules to live by, including sleeping in the same room as her mother. This was done by others to have control over her. Consequently, this made Victoria very stubborn. She also started writing a diary at this time which she carried on for most of her life.

Victoria was still young when she became Queen at just 18 years old. The first thing she did as Queen was have one hour to herself – something she had never had before! Her coronation was a year later on 28th June 1838 at Westminster Abbey.

Did you know?

- She was only 4 feet 11 inches tall (approx. 150cm).
- Queen Elizabeth II is her great-great-granddaughter.
- She was christened 'Alexandrina Victoria' and was known as 'Her Royal Highness Princess Victoria of Kent'.
- Victoria survived seven assassination attempts during her reign.

Victoria and Albert

Victoria is famous for having a long and happy marriage to her consort, Albert. They met when Victoria was just 16 years old and he was actually her cousin. Due to the fact that she was Queen, he was not allowed to propose to her, so she had to propose to him and did so on October 15th 1839. They were married the following year on 10th February and later she wrote in her diary, 'Without him everything loses its interest'. Together they had nine children and resided in Buckingham Palace. They also spent lots of joyful times at Balmoral in Scotland, where Albert built a castle for their residence.

They were happily married until Albert's death in 1861, after which she mourned, wearing black for the rest of her life.

End of an Era

Victoria died on 22nd of January 1901 at her Osborne House Estate on the Isle of Wight. This then meant her son, Albert Edward, became King Edward VII. She had been a devoted queen and had overseen an important time of change in industry, travel and technologies. During her reign, Britain became the most powerful country in the world with the largest Empire (The British Empire) ruling over one quarter of the world's population. Even though she has been overtaken by Elizabeth II for the longest reign, she was still a formidable queen!

Questions About Queen Victoria

1. Write the relative clause from the second sentence?

_____

2. What was the name of her consort?

_____

3. In the **Did You Know?** section, why does the word 'approx.' have a full stop on the end?

_____

4. What was significant about her clothes after Albert died?

_____

5. In the **Victoria and Albert** section, why does 'without him everything loses its interest' have quotation marks around it?

_____

6. What was the name given to people who were alive during Victoria's reign?

_____

7. How old was Victoria when she died?

_____

8. Why has the author used an exclamation mark in the second paragraph of the **Early Life** section?

_____

_____

9. Look up in the dictionary the word used in the final sentence, 'formidable'. What does it mean?

_____

_____

10. Do you agree that she was 'formidable'? Explain your opinion.

_____

_____

The Haunted House

Inference

As her foot stepped over the gateway, she felt a shiver go down her spine as her imagination ran wild. The owls and bats were flying around, which made the whole thing even spookier. She cautiously crept up the broken, overgrown path and towards the front door where something scratched her leg as she stepped up to the veranda through the undergrowth.

Then a light flickered on and off in the hallway. This was all that was needed to make her turn back and run as fast as she could, dropping some of her leaflets in her haste.

The Haunted House Comprehension Questions

Inference

Work out the answers to these questions using evidence from the text:

1. What time of day is this set and how do you know?

2. How is she feeling and how do you know?

3. Does the house have a gardener and how do you know?

4. What scratched her leg and what evidence do you have for this?

5. What was she doing at the house and how do you know?

6. Where did she run to and what is your evidence for this?

A Quiet Picnic?

It was a bright January day and Lucy was having a picnic in the park with her mum, dad and little brother Jake. The family were laughing and joking as they tucked into their slices of pizza, chips and cheese sandwiches whilst slurping cool home-made lemonade.

Lucy finished her lemonade and spotted the ice cream van across the park. She thought of the cool ice cream and pleaded with her mum to let her go and buy and one. Her mum agreed, only if she bought ice cream for everyone. Lucy laughed and nodded, collected the money and off she skipped.

While she was waiting in the queue for the ice cream, she spotted something in the nearby bush and she went to investigate. It seemed to be some sort of large glowing egg...it was like nothing she had ever seen on this planet... what should she do?

A Quiet Picnic Comprehension Questions

Story Elements

Now to identify the story elements of this text:

1. Who is the main character and identify some of their characteristics?

2. What has happened in the plot so far?

3. What is the setting of the story?

4. What might happen next and why?

5. Identify any themes in this extract.

6. What is the genre of the story and why?

7. Why do you think that the story title has a question mark?

Maths challenge cards

Year 5 Fractions
Challenge Cards

twinkl

How many ways can you compare these fractions?

☐ < ☐   ☐ > ☐

$\frac{1}{2}$	$\frac{3}{4}$	$\frac{3}{5}$
$\frac{1}{3}$	$\frac{5}{6}$	$\frac{9}{10}$

Write four equivalent fractions for each of the diagrams.
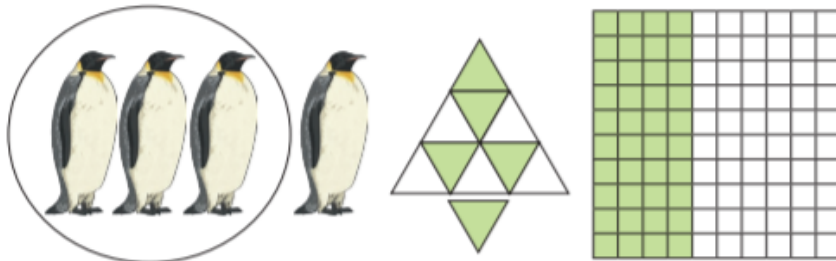
Identify the missing numbers in these fraction calculations:

$3\frac{1}{3} - \frac{\square}{3} = 2\frac{2}{3}$	$\frac{\square\square}{9} - \frac{7}{9} = \frac{6}{9}$
$2\frac{30}{100} + 1\frac{86}{100} = \square\frac{\square}{100}$	$3\frac{4}{6} - \frac{\square}{6} = \frac{17}{6}$
$4\frac{7}{10} - \frac{\square}{10} = 1\frac{8}{10}$	$\frac{\square\square}{5} - \frac{4}{5} = \frac{3}{5}$

Choose pairs of fractions to add together. Use each fraction once.

$\dfrac{4}{5}$	$\dfrac{30}{100}$	$\dfrac{8}{10}$	$\dfrac{9}{15}$
$\dfrac{10}{20}$	$\dfrac{7}{10}$	$\dfrac{45}{50}$	$\dfrac{18}{20}$

Can you find the total of all the fractions?

Identify the missing numbers in these fraction calculations:

$$\frac{5}{6} + \frac{4}{6} = \frac{9}{6} = \square\frac{\square}{\square}$$

$$\frac{4}{12} + \frac{11}{12} = \frac{\square}{\square} = \square\frac{\square}{\square}$$

$$1\frac{5}{8} - \frac{6}{8} = \frac{\square}{8}$$

$$2\frac{1}{4} - \frac{3}{4} = \frac{\square}{\square} = \square\frac{\square}{\square}$$

$$\frac{\square}{5} + \frac{3}{5} = 1\frac{2}{5}$$

$$\frac{6}{7} + \frac{\square}{7} = 1\frac{5}{7}$$

For each group of numbers, find the odd one out. Explain your reasoning.

0.05	$\dfrac{50}{100}$	5%
0.075	$\dfrac{75}{100}$	75%
0.09	$\dfrac{9}{100}$	90%
0.014	$\dfrac{14}{1000}$	14%

Find eight different decimal numbers that round to 5.
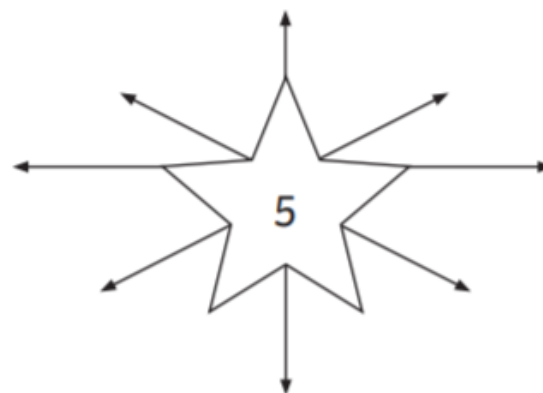
Times Tables

1x table	2x table	3x table	4x table	5x table	6x table
1 × 1 = 1	1 × 2 = 2	1 × 3 = 3	1 × 4 = 4	1 × 5 = 5	1 × 6 = 6
2 × 1 = 2	2 × 2 = 4	2 × 3 = 6	2 × 4 = 8	2 × 5 = 10	2 × 6 = 12
3 × 1 = 3	3 × 2 = 6	3 × 3 = 9	3 × 4 = 12	3 × 5 = 15	3 × 6 = 18
4 × 1 = 4	4 × 2 = 8	4 × 3 = 12	4 × 4 = 16	4 × 5 = 20	4 × 6 = 24
5 × 1 = 5	5 × 2 = 10	5 × 3 = 15	5 × 4 = 20	5 × 5 = 25	5 × 6 = 30
6 × 1 = 6	6 × 2 = 12	6 × 3 = 18	6 × 4 = 24	6 × 5 = 30	6 × 6 = 36
7 × 1 = 7	7 × 2 = 14	7 × 3 = 21	7 × 4 = 28	7 × 5 = 35	7 × 6 = 42
8 × 1 = 8	8 × 2 = 16	8 × 3 = 24	8 × 4 = 32	8 × 5 = 40	8 × 6 = 48
9 × 1 = 9	9 × 2 = 18	9 × 3 = 27	9 × 4 = 36	9 × 5 = 45	9 × 6 = 54
10 × 1 = 10	10 × 2 = 20	10 × 3 = 30	10 × 4 = 40	10 × 5 = 50	10 × 6 = 60
11 × 1 = 11	11 × 2 = 22	11 × 3 = 33	11 × 4 = 44	11 × 5 = 55	11 × 6 = 66
12 × 1 = 12	12 × 2 = 24	12 × 3 = 36	12 × 4 = 48	12 × 5 = 60	12 × 6 = 72

7x table	8x table	9x table	10x table	11x table	12x table
1 × 7 = 7	1 × 8 = 8	1 × 9 = 9	1 × 10 = 10	1 × 11 = 11	1 × 12 = 12
2 × 7 = 14	2 × 8 = 16	2 × 9 = 18	2 × 10 = 20	2 × 11 = 22	2 × 12 = 24
3 × 7 = 21	3 × 8 = 24	3 × 9 = 27	3 × 10 = 30	3 × 11 = 33	3 × 12 = 36
4 × 7 = 28	4 × 8 = 32	4 × 9 = 36	4 × 10 = 40	4 × 11 = 44	4 × 12 = 48
5 × 7 = 35	5 × 8 = 40	5 × 9 = 45	5 × 10 = 50	5 × 11 = 55	5 × 12 = 60
6 × 7 = 42	6 × 8 = 48	6 × 9 = 54	6 × 10 = 60	6 × 11 = 66	6 × 12 = 72
7 × 7 = 49	7 × 8 = 56	7 × 9 = 63	7 × 10 = 70	7 × 11 = 77	7 × 12 = 84
8 × 7 = 56	8 × 8 = 64	8 × 9 = 72	8 × 10 = 80	8 × 11 = 88	8 × 12 = 96
9 × 7 = 63	9 × 8 = 72	9 × 9 = 81	9 × 10 = 90	9 × 11 = 99	9 × 12 = 108
10 × 7 = 70	10 × 8 = 80	10 × 9 = 90	10 × 10 = 100	10 × 11 = 110	10 × 12 = 120
11 × 7 = 77	11 × 8 = 88	11 × 9 = 99	11 × 10 = 110	11 × 11 = 121	11 × 12 = 132
12 × 7 = 84	12 × 8 = 96	12 × 9 = 108	12 × 10 = 120	12 × 11 = 132	12 × 12 = 144

Afternoon activities:

Choose some of these activities to complete in the afternoons this week!

Science:

In this lesson, we find out what happens to the arrangement and behaviour of particles during a change of state. Learn about the properties of solids, liquids and gases and how to identify changes of state.

Follow this link for your science lesson:

https://classroom.thenational.academy/lessons/what-happens-during-a-state-change-c8wp6e

Science experiment:

Changing State Chocolate Experiment

The Experiment

1. Place a piece of chocolate in your hand.
2. Count to 100 (keep your hand closed) or you can say the alphabet 5 times (keep your hand closed).
3. When you have finished counting to 100 or saying the alphabet 5 times open your hand.

What has happened to the chocolate?

_____

Why do you think this happened?

_____

_____

PE

Follow the link below for your PE lesson:

https://pehubportal.co.uk/session-1/

Complete the KS2 exercises. You will find videos on the website showing you the difference exercises.
Play some of your favourite music whilst you complete your PE lesson!

| |
|---|
| Session 1 - Alternating Exercises (Part A) |
| **KS2 – Time Limit 2 – 3 minutes**

Complete 10 sit-ups
Complete 15 bear crawl steps

Alternate through these two exercises for 2 – 3 minutes

Rest 90 seconds and then complete Part B |
| Alternating Exercises - Part B |
| **KS2 – Time Limit 2 – 3 minutes**

Complete 10 jumps
Complete 15-second bridge hold

Alternate through these two exercises for 2 – 3 minutes |

PHSE

This lesson will consider why we have money... what's the point of it? We will also look at why saving is important and different ways of paying for things. Follow this link for your lesson:

Why is saving important? Is there anything you would like to save for?

_____

_____

_____

_____

_____

Write a list of the different ways we can pay for things:

_____

_____

_____

_____

_____

Outer Self
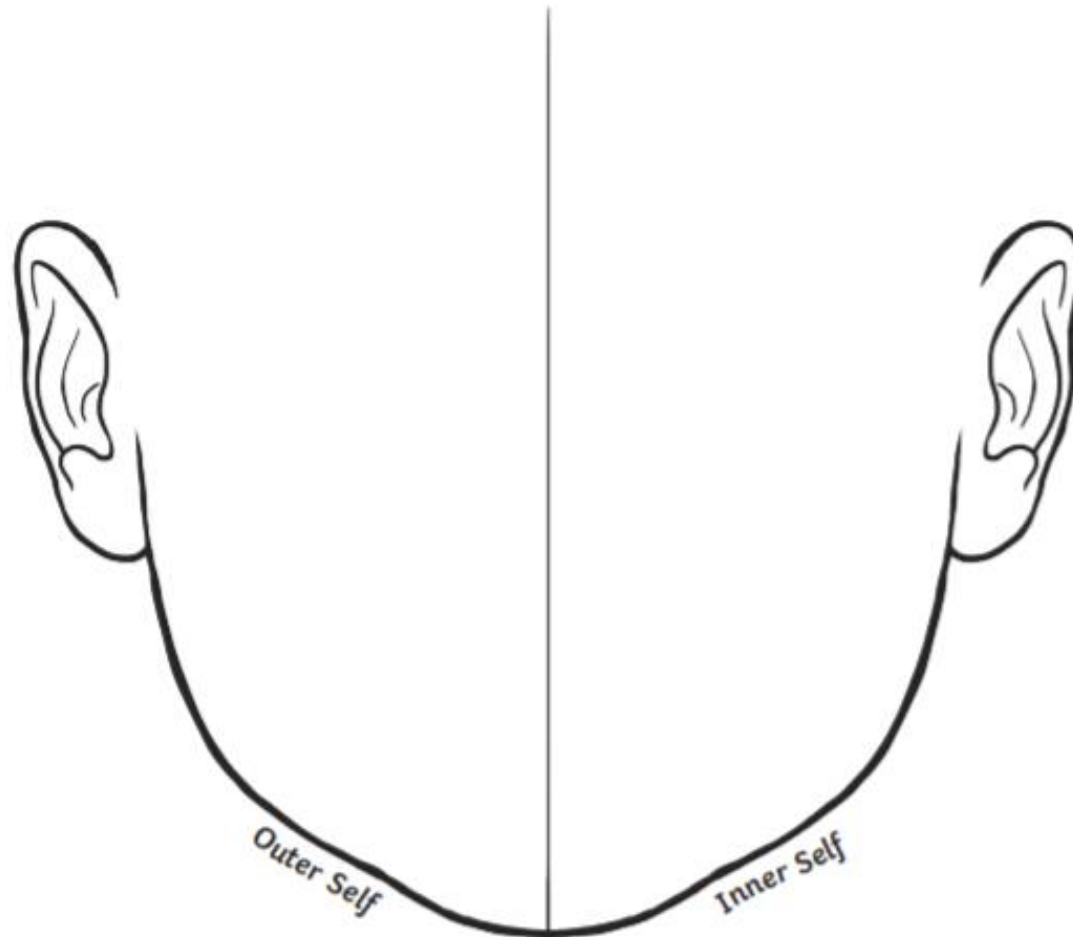
Inner Self

Draw and color what you look like on the Outer Self side of the face.
Draw and color your hobbies, emotions, thoughts, and feelings on the
Inner Self side of the face. See the sample picture for ideas.

This a 'fairy cakes' recipe. You must make sure you work with an adult when baking and cooking in the kitchen. Keep safe!
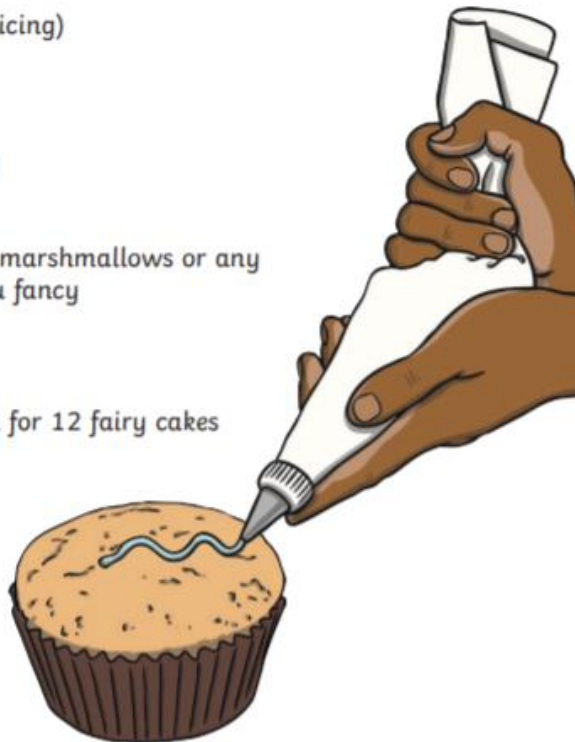
Fairy Cakes

Ingredients
100g caster sugar

100g softened butter (for cakes)

200g softened butter (for icing)

100g self-raising flour

2 eggs

1 teaspoon vanilla extract

200g icing sugar

Food colouring, sprinkles, marshmallows or any other decorations that you fancy

Equipment
Oven

Fairy cake tray with room for 12 fairy cakes

12 fairy cake cases

Large mixing bowl

Small mixing bowl

Wooden spoon

Fork

Icing bag

Method
1. Turn the oven on at 180°C or gas mark 4.
2. Put a paper fairy cake case in each hole of your fairy cake tray.
3. Put the sugar and 100g of butter in the large mixing bowl and mix it together. The butter needs to be soft so that you can really work it together with the sugar. It should be fluffy and creamy once combined.
4. Sift the flour into the bowl. This gets rid of any horrid lumps and make the flour nice and airy so you have light fairy cakes. Fold the flour into the sugar and butter.
5. Break the eggs into the small mixing bowl. Fish out any bits of shell that accidentally drop in and whisk the eggs together with a fork.
6. Add the vanilla extract and the eggs to the butter, sugar and flour mixture and mix together.
7. Divide the cake mixture out evenly between the 12 fairy cake cases.
8. Put the tray in the oven for 20 minutes. The fairy cakes should be golden once cooked.
9. Whilst the fairy cakes are cooking, wash and dry the large mixing bowl. Add the remaining 200g of softened butter to the bowl. Sift the icing sugar into the butter and mix together. The icing should be smooth and creamy. You can add a drop of food colour at this point if you want coloured icing.
10. Put the icing into the bag, ready to ice the cakes.
11. Once the fairy cakes have cooked, let them cool completely in the tray. When the cakes are cool, pipe the icing onto each fairy cake. Letting the cakes cool fully stops the icing from melting!
12. Decorate the cakes with your choice of sweets and sprinkles!
13. Serve your yummy fairy cakes and enjoy!