

Year 5 Isolation work - Week 3

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 or 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!

Year 5 Home Learning - Week 3

DAY	ENGLISH (See more detailed plan below)	READING More activities below!	SPAG SEE BELOW FOR SPAG MATS!	MATHS Please do not feel you need to complete all the activities!
MONDAY	<p>Persuasive writing</p> <p>LO: To understand the features of a persuasive letter.</p> <p>https://classroom.thenational.academy/lessons/to-understand-the-features-of-a-persuasive-letter-74tk4d</p>	<p>The Firework Maker's Daughter by Philip Pullman</p> <p>LO: To engage with a text</p> <p>https://classroom.thenational.academy/lessons/to-engage-with-the-text-c9h3je</p>	<p>Choose 5 year 5/6 spellings. Try writing them in rainbow colours. Write each one 5 times in the air! Try using all 5 in a short paragraph.</p>	<p>Click on the link below and scroll down to 'Week 3 - multiplication using formal written methods'.</p> <p>Complete the activities for Monday.</p> <p>You don't need to print out the work – you can just copy out the questions onto paper.</p> <p>Just do what you can!</p> <p>https://myminimaths.co.uk/year-5-mini-maths/</p>
TUESDAY	<p>LO: To explore pronouns.</p> <p>https://classroom.thenational.academy/lessons/to-explore-pronouns-75h38c?activity=video&step=1</p>	<p>LO: To answer questions on a text orally and in written form.</p> <p>https://classroom.thenational.academy/lessons/to-answer-questions-on-the-text-orally-and-in-written-form-c5jk6d</p>	<p>Choose 5 year 5/6 spellings. Write them out but make sure all the vowels (a,e,i,o,u) are in red.</p>	<p>Complete the activities for Tuesdays.</p> <p>You don't need to print out the work – you can just copy out the questions onto paper.</p> <p>Just do what you can!</p> <p>https://myminimaths.co.uk/year-5-mini-maths/</p>
WEDNESDAY	<p>LO: To generate points to use in our persuasive letter.</p> <p>https://classroom.thenational.academy/lessons/to-generate-points-to-use-in-our-persuasive-letter-6muk2d</p>	<p>LO: To analyse a character.</p> <p>https://classroom.thenational.academy/lessons/to-analyse-a-character-6wv3gd</p>	<p>Use each word in a silly sentence. Underline the spelling word in each sentence.</p>	<p>Complete the activities for Wednesday.</p> <p>You don't need to print out the work – you can just copy out the questions onto paper.</p> <p>Just do what you can!</p> <p>https://myminimaths.co.uk/year-5-mini-maths/</p>

THURSDAY	<p>LO: To plan a persuasive letter.</p> <p>https://classroom.thenational.academy/lessons/to-plan-a-persuasive-letter-71hk4e</p>	<p>LO: To explore one of the main themes.</p> <p>https://classroom.thenational.academy/lessons/to-explore-one-of-the-main-themes-6dk30d</p>	<p>Make a mini-dictionary. Sort the words into alphabetical order then write them out with a definition next to each one.</p>	<p>Complete the activities for Thursday.</p> <p>You don't need to print out the work – you can just copy out the questions onto paper.</p> <p>Just do what you can!</p> <p>https://myminimaths.co.uk/year-5-mini-maths/</p>
FRIDAY	<p>LO: To write a persuasive letter.</p> <p>https://classroom.thenational.academy/lessons/to-write-a-persuasive-letter-ccw68r?activity=video&step=1</p>	<p>LO: To explore genre.</p> <p>https://classroom.thenational.academy/lessons/to-explore-genre-6rr32t</p>	<p>How often can you write the word correctly in one minute?</p>	<p>Complete the activities for Friday.</p> <p>You don't need to print out the work – you can just copy out the questions onto paper.</p> <p>Just do what you can!</p> <p>https://myminimaths.co.uk/year-5-mini-maths/</p>

Apollo 13

Blast Off

On April 11th, 1970, Apollo 13 blasted off from the Kennedy Space Centre in Florida, USA. There were three crew members aboard: James Lovell, Fred Haise and Jack Swigert. Lovell had already been to the Moon. He was the most experienced of all the crew.

Worryingly, the mission had bad luck from the beginning. The original pilot was replaced only two days before blast off. This was because he had been exposed to a virus. NASA couldn't risk any of the crew getting ill in space.



The Apollo 13 was made up of two different spacecraft, the Odyssey and the Aquarius, connected by a tunnel. The Odyssey was the main spacecraft and contained the crew's living quarters. The Aquarius was much smaller – it was meant for landing on the Moon. Apollo 13's mission was to investigate the surface of the Moon by taking

photographs and getting samples of the Moon's surface. The crew were also going to film videos for television. At first, everything went well.

An Explosion

On the evening of 13th April, disaster struck. An explosion rocked the spacecraft. Swigert reported the explosion to mission control in Houston, exclaiming, "Houston, we've had a problem here." An oxygen tank had exploded and caused serious damage. From the window, the astronauts could see gas escaping into the atmosphere.



Apollo 13

This gas was their precious oxygen.

Apollo 13 was in great danger. The crew were stranded in space with a damaged spacecraft. It would take a huge amount of teamwork and bravery to get the crew safely home. Thinking quickly, the crew moved into the smaller Aquarius. It became their lifeboat. The Odyssey was shut down to try to save as much power as possible for the journey home to Earth.

Life on Board

Life in space was very difficult for the crew. All power was turned off, except for the essential systems, which made the spacecraft extremely cold. The astronauts put on extra clothes and to strapped into their lunar boots, which they would have worn on the Moon. Water and food were carefully rationed. Some food became impossible to eat because it was so cold. The crew were cramped and couldn't sleep.

The astronauts felt anxious. They were supported by mission control, who were working hard to rescue them. Everyone had to work as a team, despite the distance between them.

To return to Earth, the crew had to return to Odyssey. They hoped there was enough power left to get them home. As the crew detached the Odyssey and floated back down to Earth, they could see the damage from the explosion. They had been lucky to survive.

Returning Home

On 17th April, the Apollo 13 crew splashed into the Pacific Ocean. The US Navy was waiting for the crew to land, picking up the exhausted men from the spacecraft by helicopter. Millions of people watched on television as they landed. The whole world celebrated the crew's safe return.



Apollo 13 Questions

1. Where was the Apollo 13 launched from? Tick one.

- ☐ Kennedy Space Centre
- ☐ Houston Space Centre
- ☐ Washington Space Centre
- ☐ New York Space Centre

2. What were the names of the two spacecraft that made up the Apollo 13? Tick **two**

- ☐ Scorpion
- ☐ Aquarius
- ☐ Odyssey
- ☐ Gemini

3. Find and copy one word that means to cry out in surprise.

4. What is mission control?

5. What did Jack Swigert say at the time of the explosion?

6. What did Jack Swigert say at the time of the explosion?

7. Mission control kept in radio contact with the Apollo 13 crew, even though they were worried about power levels. Why do you think this was?

8. Name one quality the astronauts needed to help them through the scary situation aboard the Apollo 13. Explain why the quality you chose would be helpful.

Tim Peake

Early Life

Timothy Nigel 'Tim' Peake was born in Chichester, West Sussex, on 7th April 1972 and grew up in a nearby village. Tim and his older sister, Fiona, enjoyed a stable upbringing and ordinary family life. Their mother, Angela, worked as a midwife and their father, Nigel, who was a journalist, had always been interested in aircraft. He took Tim to air shows from an early age. This is where Tim's fascination with flying began.

He started at the Chichester High School for Boys in 1983, leaving in 1990 to attend the Royal Military Academy Sandhurst.

Military Career

Despite having been interested in stars and the universe as a child, as a career choice Tim followed his passion for flying and trained to be a pilot, resulting in an eighteen-year military career flying all types of helicopters and aircraft.

Tim later trained to be an instructor before flying Apache helicopters in Texas with the US army. On his return to the UK, the Apache was being introduced into the British army so Tim helped develop the training programme.

Tim left the army in 2009 after completing over 3,000 flying hours to become a **test pilot**.

Training Success

In 2008, when the European Space Agency (ESA) announced it was accepting applications for new **astronauts**, Tim saw the advert online and decided it was too good an opportunity to miss. His application joined 8,000 others!

In 2009, following various exams, Tim received a phone call from the ESA offering him a place to train to be an astronaut with the European Astronaut Corps.

Basic training involved learning all of the knowledge needed to become an astronaut including space law, rocket propulsion and space flight engineering. Tim also had to learn to speak Russian (the language used by the ESA training programme). As training progressed, Tim learnt survival skills and how to move in zero gravity.



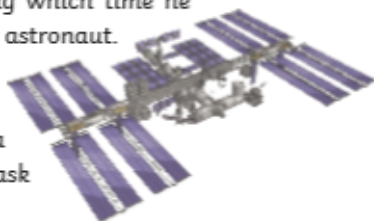
Tim Peake

Blast Off!

On 15th December 2015, as Tim Peake launched alongside Yuri Malenchenko and Tim Kopra at 11:03 a.m., the nation held their breath. Tim reached his destination on the same day but the docking procedure did not go to plan, meaning the team had to **dock manually**. More than two hours later, the hatch opened and Tim was welcomed onboard, becoming the first British ESA astronaut to live on the International Space Station (ISS).

Tim spent six months living in space, during which time he completed the first **spacewalk** by a British astronaut.

With his crewmate, Tim Kopra, Tim travelled 50 metres to reach their maintenance work. The mission was cut short when Tim Kopra reported water in his helmet but the main task had been completed successfully.



Coming Home

Tim returned to Earth on 18th June 2016. He landed in Kazakhstan, travelling in the **Soyuz capsule** at 25 times the speed of sound. During his mission, Tim had taken 3,000 orbits of Earth, covering about 125 million km. It took around two months for Tim's body to recover from the effects of **zero gravity**.

While in space and since returning home, Tim has worked a lot with children on various science projects to spread the excitement of being an astronaut.

Glossary

test pilot – A pilot who flies an aircraft to test its performance.

astronaut – A person who is trained to travel in a spacecraft.

zero gravity – The state or condition in which there is no apparent force of gravity acting on a body.

dock manually – Land by hand (rather than using computers).

spacewalk – A period of physical activity engaged in by an astronaut in space outside a spacecraft.

Soyuz capsule – A spacecraft designed by the Soviet space programme.

Questions

1. As training progressed, Tim learnt survival skills and how to move in zero gravity.
What does **progressed** mean? Tick one.

- ☐ moved backward
☐ moved forward
☐ stopped
☐ started

2. Draw three lines to match the educational establishment to the year that Tim started attending it.

Chichester High School for Boys	2009
Royal Military Academy Sandhurst	1983
European Astronaut Corps	1990

3. Which job and training did Tim do in 2009?

4. Why did Tim have to learn to speak Russian?

5. Find and copy a word from the first paragraph which shows that Tim had a great interest in flying.

6. Has Tim Peake had a satisfying career to date? Explain your answer.

7. Why do you think that Tim has spent time working with children since his space mission?

8. What do you think that Tim will do next in his career? Explain your answer.

Year 5 Autumn Term 1 SPaG Mat

1

Add a fronted adverbial to this sentence and the appropriate punctuation.

a

Dad prepared some delicious, home-made pancakes.



Look at the choices of words within the brackets. Circle the correct word to fit the sentence:

b

The head teacher had invited a mystery (guessed/ guest) to today's assembly.
Because of his unruly behaviour, Jeremy was not (aloud/ allowed) out of the house today.

Add a determiner to this sentence.

c



Carys held _____ marbles in her hand.

Mr Whoops has accidentally jumbled up two Y5 spelling words. Can you help him to unjumble them? (CLUE: They are both body parts!)

d

CHMATOS REHSUOLD



Can you think of a word spelt with a silent letter to match the definition:

e

A baby sheep

To question whether something is correct

Underline the subordinate clause in this sentence:

f

As it was a ferocious beast, the chimera was feared by many Greek people.



Year 5 Autumn Term 1 SPaG Mat

2

a Can you place commas around the relative clause in this sentence:

The Great Fire of London which started on Pudding Lane destroyed many buildings in England's capital city.



d Circle the pronouns in these sentences:

We live at number 18 Greenwood Road.

He bought a new dog.



b Can you think of the -ough words to match these definitions?

You bake it to turn it into bread

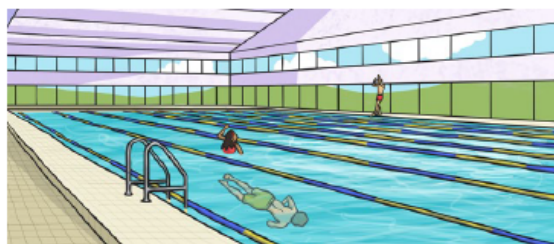
Zero _____

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

Today, we _____ going swimming.

Just a moment ago, the birds _____ singing in the trees.

Yesterday, I _____ at school all day.



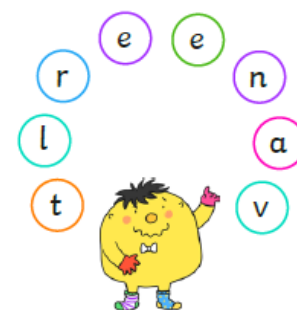
c I'm Ronald Rock from The Daily Gazette.

Can you write the reporter's words into a direct speech sentence that uses inverted commas?



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

r _____



Year 5 Autumn Term 1 SPaG Mat

3

Add a possessive pronoun:

Mopsy and Topsy have a new hutch.

It is _____.



a

Do these root words need il- or im- prefixes to make a word with the opposite meaning?

_____mature

_____legible

c

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

Remembrance Day is an important event where we remember and appreciate the soljiers that lost their lives in battle. Often, people wear poppies as a simbol of respect.



e

Rewrite this sentence with the adverbial at the beginning. Don't forget the appropriate punctuation!

Libby and Isaac always play in their paddling pool during the summer holidays.



b

Can you place the plural possessive apostrophe in the correct place within this sentence:

The childrens Halloween outfits were very frightening.

d



Can you change these adjectives into adverbs?

crazy _____

idle _____

f

Water Safety

Discussion Cards

twinkl

Water Safety Discussion Cards

Cold-water shock is where a person suddenly completely lands in cold water, particularly on a hot day. It can cause muscle spasms and increased blood pressure. It may make a person take a sudden gulp of water.

What can you do to avoid cold-water shock?



Water Safety Discussion Cards

Each year in the UK, around 400 people die from drowning. Most of these drownings occur in open water such as rivers, lakes and seas.

What steps can you take to stay safe when you are around open water?



Water Safety Discussion Cards

The national curriculum says all children should have swimming lessons at school. It states by the end of year 6, children should:

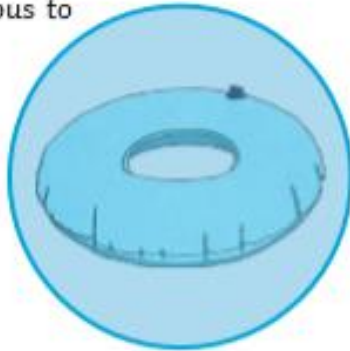
- know what to do if they find themselves in difficulty in the water;
- be able to confidently swim at least 25m;
- be able to use different strokes such as front crawl, backstroke and breaststroke.

Talk about swimming lessons you have had at school. What do you enjoy? What would you like to get better at?

Water Safety Discussion Cards

The Royal Life Saving Society UK advises that inflatables are not used in open water but only in enclosed bodies of water such as rock pools.

Talk about why it might be dangerous to use inflatables in open water.



Water Safety Discussion Cards

The Royal National Lifeboat Institution has released guidance on what to do if you find yourself in difficulty in water. The steps are: to fight your instinct to thrash around; lean back; extend your arms and legs; gently move your arms and legs to help you float; float until you can control your breathing; and only then call for help or swim to safety.

Why do you think calling for help and swimming to safety are the last stages in the guidance?



Water Safety Discussion Cards

Tombstoning is a dangerous activity where people jump from a height into a stretch of water such as the sea or a lake. In the past ten years, more than 20 people have died in the UK while tombstoning, with over 60 other people suffering serious injuries.

Why do you think the activity is called tombstoning? Why is it so dangerous? How could you convince people not to do it?



Water Safety Discussion Cards

The Royal Society for the Prevention of Accidents (RoSPA) advises that life jackets and other water safety devices are worn during all activities on the water.

Have you done any water activities or sports? What safety measures did you take during the activities?



Water Safety Discussion Cards

A drowning person might not look as if they are drowning. They may be silent; their head may be tilted back; their arms may be moving downwards as if trying to push away from something.

What would you do if you saw someone showing any of these signs?



Water Safety Discussion Cards

The Royal Life Saving Society UK advises that the first time you enter any stretch of water, you always do it feet first and slowly.

Why do you think this is? Talk about a time when you have done this.



Water Safety Discussion Cards

A rip current is a strong current of water that flows out to sea. They can flow at 4-5 miles per hour, faster than a gold medal Olympic swimmer. They can be found at the start of rivers, the beach shoreline and around piers. Rip currents can be difficult to spot.

Talk about how to spot a rip current, how to avoid them and what you would do if you got caught in one.



Water Safety Discussion Cards

If you spot someone in danger in the water, you should ring 999 or 112.

What are these numbers? What would you say when you dialled them? What information would you need to give? Take it in turns to pretend to dial these numbers and decide what you would say.



Staying Safe In The Open Water

Amazing Fact

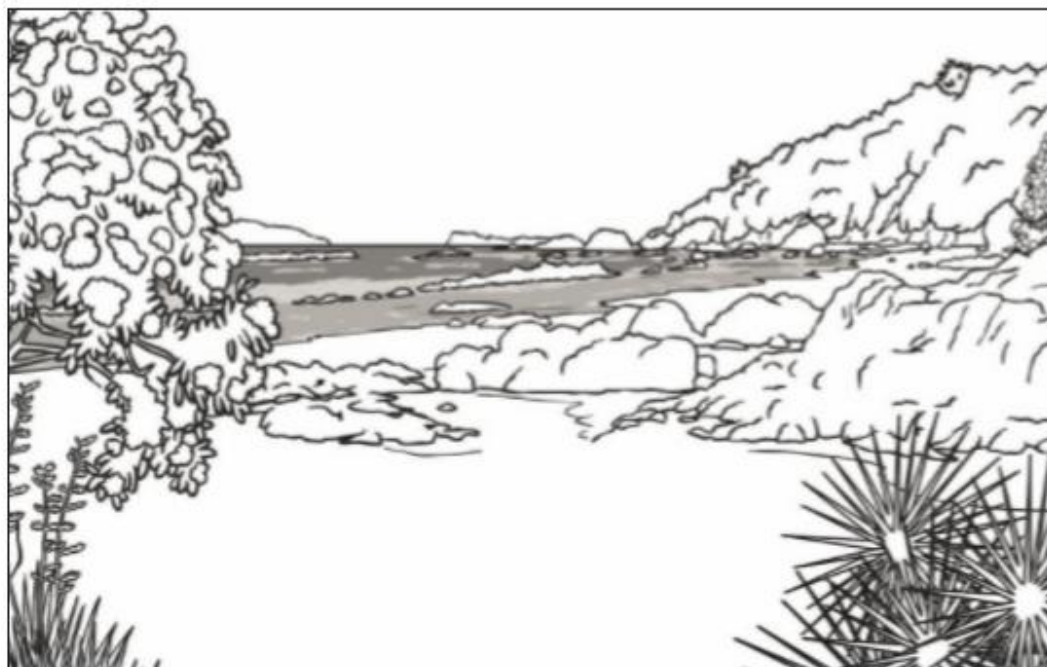
In 2014, Australian swimmer Chloe McCardel completed what is believed to be the longest continuous open water swim ever. She swam seventy-eight miles between two islands in the Bahamas in a time of forty-two and half hours.

Challenge

Staying safe in the water is crucial when you are swimming in the open water.

What rules can you think of which should be followed?

Design a poster, which would be found at a beach, to display the water safety rules.



You could also try to find out:

- how long the fastest channel swim took;
- if anyone has swum to France and then back to England;
- what the longest river swim is;
- how long-distance swimmers eat and drink.

Being a RNLI Volunteer

Research information about the RNLI and complete the table. Then, design a poster to inform and attract people to become a RNLI volunteer.

What Is the RNLI?	
What Does a Volunteer Do?	
How Could People Help the RNLI?	
Type of Lifeboats	
Interesting Facts	

Design a Water Safety Poster

Using everything you know about water safety, design a poster telling people how to keep safe in the water. Your poster could be about general water safety or specific to a certain type of water, such as swimming pools or the beach. Decide whether your poster should be aimed at younger children, older children or adults.



Multiples and Factors

Common Factors

Name one common factor of 28 and 54, explaining how you know.

Can you find the highest common factor of 28 and 54?



Multiples and Factors

Common Factors

Name one common factor of 35 and 60, explaining how you know.

Can you find the highest common factor of 35 and 60?



Multiples and Factors

Common Factors

Name one common factor of 40 and 75, explaining how you know.

Write some numbers for which a partner should find common factors.



Multiples and Factors

Factor Pairs

Explain how you would find all the factor pairs of 36 to make sure you have found them all.

Compare your answer with a partner.
Can you improve your explanations?



Maths Mastery Challenge Cards

Multiply by 100

4. In which of these problems will the answer be found by multiplying by 100. Calculate the answers.

- a. 100 children are each given £1.20. How much money is given out altogether?
- b. At a school disco, there are 34 litres of lemonade. The 100 children at the disco are each given an equal share. How much lemonade does each child receive?
- c. Some children lay 100 pencils in a long line. Each pencil is 0.14m long. What is the length of the line of pencils?

Maths Mastery Challenge Cards

Divide by 100

5. Correct the calculations that are incorrect:

$$6 \div 100 = 0.06$$

$$34 \div 100 = 0.034$$

$$5.7 \div 100 = 0.057$$

$$0.3 \div 100 = 0.03$$

$$8900 \div 100 = 89$$

$$902 \div 100 = 0.92$$

$$8.03 \div 100 = 0.083$$



Maths Mastery Challenge Cards

Divide by 100

6. Correct the calculations that are incorrect:

$$212 \div 100 = 2.12$$

$$500 \div 100 = 5$$

$$34.91 \div 100 = 0.349$$

$$50.3 \div 100 = 0.5003$$

$$520 \div 100 = 5.2$$

$$9.09 \div 100 = 0.099$$

$$71\,000 \div 100 = 71$$



Maths Mastery Challenge Cards

Multiply by 1000

7. Here is a calculation:

$$0.04 \times 1000 =$$

Calculate the answer.

Give two different real life examples where this calculation would be used to give the answer.

Explain how to calculate the answer.



More 'Water' activity ideas!

Using an atlas or the Internet, find the names of the world's longest 10 rivers	Using an atlas, find the names of the world's oceans	Make a poster explaining how the particles are arranged differently in solids, liquids and gases
Design a brochure persuading people to visit a seaside town or village	Produce a fact file (this could be a PowerPoint) of one of the world rivers. Include as many interesting facts as you can.	Draw or paint a picture of a river scene. You could use water colours or try a different style of painting
Write a story with a water theme, maybe a river monster that comes to life? Use your imagination	Use a 2 litre plastic bottle with the top cut off to make a rain gauge. Keep a record of the amount of rainfall over 4 weeks. Produce a graph or table to show your findings.	Work with a friend to make a 3D landscape model of a river. It must include at least 4 features found on the river.
Create an informative poster teaching people how to be safe around rivers.	Create a rain maker using small pebbles or seeds. Could you decorate using a river theme?	Make a comic strip of the water cycle with a water droplet as your main character.
Write a leaflet that helps people understand the importance of saving water.	Create an informative poster teaching people how to be safe around rivers.	Keep a diary of when you use water at home over the course of a week, and what for.



