
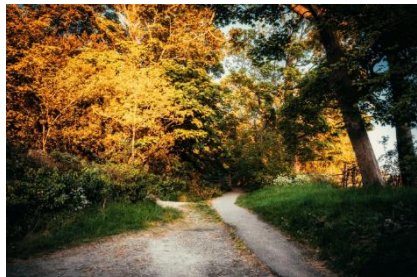
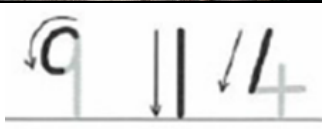
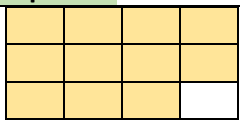
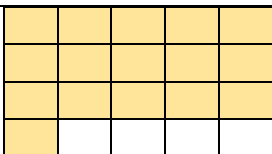
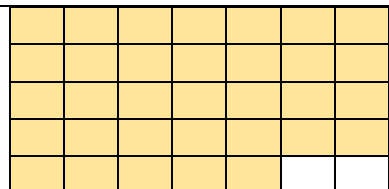
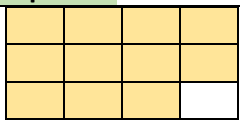
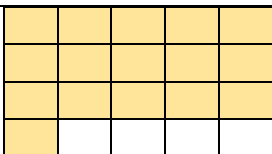
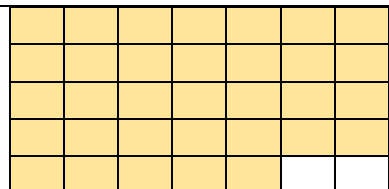
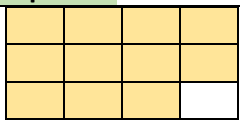
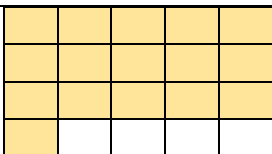
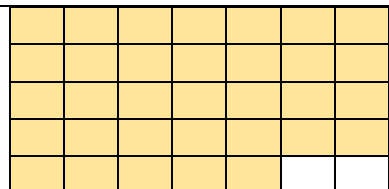


# Year 5's Home Learning Letter

Thursday 14<sup>th</sup> May

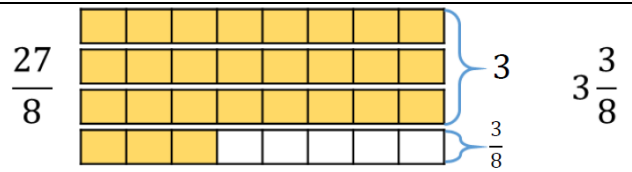
If you have any questions about your learning, want to show me what you've done or would just like to say hello, you can get in touch using: [year5teacher@kingsapps.co.uk](mailto:year5teacher@kingsapps.co.uk) I'd love to hear from you!

|   |   |   |   |   |   |   |  |   |
|---|---|---|---|---|---|---|--|---|
| <p><b>Halton's Hello!</b></p>   | <p>Good morning everyone! I'm so pleased you've all been enjoying listening to The Clockwork Crow! We're having a bit of a nightmare emailing them at the moment, so if you don't get emailed it, then you can just send me an email and I'll send it to you! ☺ If you haven't seen the blog yet, have a look to see some of your amazing work and something very exciting which happened to Flo! Have a lovely day! <i>Love Miss Halton xxx</i></p>  |   |   |   |   |   |  |   |
| <p><b>Spelling</b></p>  | <p><b>Rule:</b> Year 5 words - Practise your spelling sentence and the other year 5 words on Spelling Shed!<br/> <b>Sentence:</b> It was <b>necessary</b> for the <b>soldiers</b> to make many <b>sacrifices</b> for us; it is important that we <b>recognise</b> and <b>appreciate</b> what they <b>achieved</b>.</p>  |   |   |   |   |   |  |   |
| <p><b>Reading:</b></p>  | <p>You are standing at a crossroads, looking up at a statue. A <u>huge stone man</u> seems to be locked in struggle with another figure, that of a boy. But the presence you feel is all about you now, and with a lifting of the hairs at the back of your neck you are <b>certain, certain</b> that you are being watched.</p> <p>You turn slowly, half dreading what you might see. But the path before you is empty. Your gaze moves to the great, moonwashed face of the house itself. The windows are blank and shuttered, though that strange sixth sense is insisting on <u>hints, whispers, secrets</u>.</p> <p>The scene fades and you realize that the moon is going back behind the clouds, and then you run. And as you run through the disappearing garden you feel that a mighty wind is blowing and voices are clamouring in that empty place.</p>  | <p>Read the texts and answer these questions:</p> <ol style="list-style-type: none"> <li>1) Why is the character certain they are being watched?</li> <li>2) What impression of the house do you get from the text?</li> <li>3) Does this remind you of any other books you've read?</li> </ol> |   |   |   |   |  |   |
| <p><b>Writing:</b><br/><i>Exploring the writing</i></p>                             | <p>Look at the extract of the prologue above and complete the following activities:</p> <table border="1" data-bbox="220 965 1481 1256"> <tr> <td data-bbox="220 965 373 1070"><b>Explain:</b></td> <td data-bbox="378 965 1481 1070"> <ol style="list-style-type: none"> <li>1) Why does the author repeat the word 'certain'? What is the effect?</li> <li>2) The prologue is written in second person (because it uses "you") and is written in present tense. Explain the effect this has on the reader. E.g. The use of ... makes the reader feel...</li> </ol> </td> </tr> <tr> <td data-bbox="220 1070 373 1176"><b>Change the underlined sections:</b></td> <td data-bbox="378 1070 1481 1176"> <ol style="list-style-type: none"> <li>3) Replace the underlined noun phrase (A huge stone man) with an alternative.</li> <li>4) Select synonyms for the underlined words, "hints, whispers, secrets."</li> </ol> </td> </tr> <tr> <td data-bbox="220 1176 373 1256"><b>Create your own:</b></td> <td data-bbox="378 1176 1481 1256"> <ol style="list-style-type: none"> <li>5) Imitate the author's style by writing a sensory setting description in second person and present tense. You could use one of these pictures to inspire you or create your own.</li> </ol> </td> </tr> </table> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> |   | <b>Explain:</b>   | <ol style="list-style-type: none"> <li>1) Why does the author repeat the word 'certain'? What is the effect?</li> <li>2) The prologue is written in second person (because it uses "you") and is written in present tense. Explain the effect this has on the reader. E.g. The use of ... makes the reader feel...</li> </ol> | <b>Change the underlined sections:</b>  | <ol style="list-style-type: none"> <li>3) Replace the underlined noun phrase (A huge stone man) with an alternative.</li> <li>4) Select synonyms for the underlined words, "hints, whispers, secrets."</li> </ol> | <b>Create your own:</b>  | <ol style="list-style-type: none"> <li>5) Imitate the author's style by writing a sensory setting description in second person and present tense. You could use one of these pictures to inspire you or create your own.</li> </ol> |
| <b>Explain:</b>   | <ol style="list-style-type: none"> <li>1) Why does the author repeat the word 'certain'? What is the effect?</li> <li>2) The prologue is written in second person (because it uses "you") and is written in present tense. Explain the effect this has on the reader. E.g. The use of ... makes the reader feel...</li> </ol>   |   |   |   |   |   |  |   |
| <b>Change the underlined sections:</b>  | <ol style="list-style-type: none"> <li>3) Replace the underlined noun phrase (A huge stone man) with an alternative.</li> <li>4) Select synonyms for the underlined words, "hints, whispers, secrets."</li> </ol>   |   |   |   |   |   |  |   |
| <b>Create your own:</b>   | <ol style="list-style-type: none"> <li>5) Imitate the author's style by writing a sensory setting description in second person and present tense. You could use one of these pictures to inspire you or create your own.</li> </ol>   |   |   |   |   |   |  |   |
| <p><b>Handwriting</b></p>   | <p>9 Pull around (to skip's branch) and up, down-bump</p> <p>1 Down-bump</p> <p>4 Pull down, push a line, down-bump</p>   |  <p>Practise each number three times to practise the formation then try three more quickly to practise fluency.</p>   |   |   |   |   |  |   |
| <p><b>Maths:</b><br/>Fractions, decimals and percentages</p>                        | <p>The numerator (top number) shows you how many parts of the whole you have and the denominator (bottom number) shows you how many parts the whole is split into.</p> <p>Remember, an improper fraction is a fraction where the numerator is bigger than the denominator – this means that it is bigger than one whole.</p> <p>A mixed number is where you have a whole number and a fraction (e.g. <math>4\frac{2}{6}</math> = four wholes and two sixths)</p> <p><b>Step One:</b> What improper fraction does each bar model show?</p> <table border="1" data-bbox="220 1966 1501 2154"> <tr> <td></td> <td><math>\frac{\quad}{4}</math></td> <td></td> <td><math>\frac{16}{\quad}</math></td> <td></td> <td><math>\frac{\quad}{\quad}</math></td> </tr> </table>  |   |  | $\frac{\quad}{4}$   |  | $\frac{16}{\quad}$  |  | $\frac{\quad}{\quad}$   |
|  | $\frac{\quad}{4}$   |    | $\frac{16}{\quad}$  |   | $\frac{\quad}{\quad}$   |   |  |   |

**Step Two:** Tommy converts the improper fraction  $\frac{27}{8}$  into a mixed number using bar models.

Use Tommy's method and draw your own bars to help you turn the following fractions into mixed numbers:

$\frac{25}{8}$ ,  $\frac{27}{6}$ ,  $\frac{18}{7}$  and  $\frac{32}{4}$



**Step Three:** Do you agree with what Amir says? Explain why.

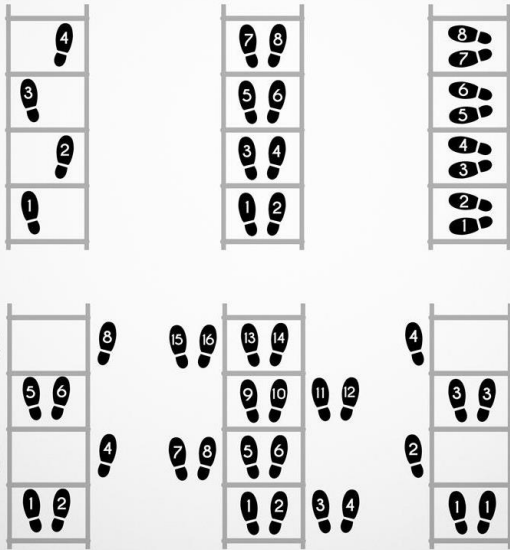
$\frac{28}{3}$  is less than  $\frac{37}{5}$   
because 28 is less than 37



*If you're finding the maths on our learning sheet too easy or too tricky, you can always try the maths on this website instead! You could try the maths from other year groups too if you'd like.*  
<https://whiterosemaths.com/homelearning/>

**Wider Curriculum**

**Physical activity:**



Have a go at some speed agility challenges! Have a go at creating your own agility ladders on the floor – you could draw it using chalk, or lay out some objects instead!

See how quickly you can complete these six activities – time yourself and see if you can improve on your speed!

**Geography**

Homes come in many different forms and are often different depending on the climate and the needs of the people that live in them. Have you ever wondered what homes might look like in the future? Design a home that might be lived in in the future! You could draw a picture using captions and labels or make a 3D model. Think about:

- Where your home is and what country it is in. It may have different needs if it is in a city, town or in the countryside.
- What materials it could be built out of – these might be different in the future!
- What people might be doing in the future which would change the way their home is built.
- What children may use their homes for in the future. Will the games they play and how they learn change from what we do now?

**Video challenge!**

*If you'd like to take part in our Year 5 video, film a short clip of yourself doing something (anything!) to show what you've been up to. You could be dancing, baking, playing games, drawing or generally just being silly! Make sure you smile and wave to the camera too! If you send me a video, please check with an adult that it's allowed to be put on YouTube as I'll be uploading it to my channel (the same one that had the teacher's video on!). You've got all of this week to do it – have fun!*

**Final fun fact!**



Wombat poop is cube-shaped!

What would you do with a wombat? Play Wom obviously...!