

YEAR 5 HOMEWORK - Pack 9

Whilst school is closed we have planned a variety of homework tasks for your child to complete. The tasks are designed to be completed over several days, and we also expect all pupils to read daily, as well as use TT Rockstars and Spelling Shed.

Years 5 and 6 Common Exception Words

| | | | | | | |
|--|--|---|---|---|---|---|
| Aa accommodate accompany according achieve aggressive amateur ancient apparent appreciate attached available average awkward | Cc category cemetery committee communicate community competition conscience conscious controversy convenience correspond criticise curiosity | Ee embarrass environment equipment equipped especially exaggerate excellent existence explanation | Hh harass hindrance Ii identity immediate immediately individual interfere interrupt | Nn necessary neighbour nuisance Oo occupy occur opportunity Pp parliament persuade physical prejudice privilege profession programme pronunciation Qq queue | Rr recognise recommend relevant restaurant rhyme rhythm Ss sacrifice secretary shoulder signature sincere sincerely soldier stomach sufficient suggest symbol system | Tt temperature thorough twelfth Vv variety vegetable vehicle Yy yacht |
| Bb bargain bruise | Dd definite desperate determined develop dictionary disastrous | Ff familiar foreign forty frequently Gg government guarantee | Ll language leisure lightning Mm marvellous mischievous muscle | | | |

Task 1:

Practice your spellings of your common exception words in your best handwriting.

Remember: look, cover, write, check.

Task 2:

Play TT Rockstars to improve your recall of your multiplication facts.



YEAR 5 Maths - Support Sheet

Rounding Rules

1. Find the place value and circle the digit.

(Example: If you are rounding to the nearest tens, circle the tens place)

1257

2. Move to the right of the circled number and underline that digit.

1257



3. Zero to four, the circled digit stays the same.
But, five to nine adding 1 is the game.

(In the example, the underlined number is between 5 and 9. So, we need to add 1 to the circled number)

1267



4. Now flex your muscles just like a hero. Digits to the right, change to the zero.

1260



5. All the other numbers, they stay the same.
Yahoo!! you are a winner at the rounding game.

YEAR 5 Maths - Skill 1



Round the following numbers to the nearest 100.

| | | | | | |
|-----|----------------------|--------|----------------------|---------|----------------------|
| 519 | <input type="text"/> | 36 | <input type="text"/> | 82,641 | <input type="text"/> |
| 422 | <input type="text"/> | 7844 | <input type="text"/> | 78,188 | <input type="text"/> |
| 783 | <input type="text"/> | 699 | <input type="text"/> | 856,553 | <input type="text"/> |
| 457 | <input type="text"/> | 516 | <input type="text"/> | 343,248 | <input type="text"/> |
| 174 | <input type="text"/> | 32,117 | <input type="text"/> | 221,371 | <input type="text"/> |

Round the following numbers to the nearest 1000.

| | | | | | |
|------|----------------------|--------|----------------------|---------|----------------------|
| 5219 | <input type="text"/> | 33,333 | <input type="text"/> | 658,401 | <input type="text"/> |
| 6342 | <input type="text"/> | 85,454 | <input type="text"/> | 771,902 | <input type="text"/> |
| 2743 | <input type="text"/> | 79,709 | <input type="text"/> | 588,433 | <input type="text"/> |
| 9841 | <input type="text"/> | 55,160 | <input type="text"/> | 728,555 | <input type="text"/> |
| 3975 | <input type="text"/> | 81,100 | <input type="text"/> | 376,100 | <input type="text"/> |

Round the following numbers to the nearest 10,000.

| | | | |
|---------|----------------------|-----------|----------------------|
| 854,125 | <input type="text"/> | 969,441 | <input type="text"/> |
| 62,317 | <input type="text"/> | 6,742,620 | <input type="text"/> |
| 119,552 | <input type="text"/> | 2,564,512 | <input type="text"/> |
| 385,750 | <input type="text"/> | 6,529,998 | <input type="text"/> |

YEAR 5 Maths - Skill 1 Reasoning

1

Complete this table to show the numbers rounded to the nearest 100.

One has been done for you.

| | rounded to the nearest hundred |
|--------|--------------------------------|
| 316 | 300 |
| 3162 | |
| 31628 | |
| 316281 | |

2 marks

2

Write the number that is nearest to 5000 which uses all the digits 4, 5, 6 and 7

| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

1 mark

3

Draw arrows.

| | rounded to the nearest 100 is |
|------|-------------------------------|
| 1070 | 3700 |
| | 8200 |
| 8225 | 3600 |
| | 1100 |
| 3680 | 8300 |
| | 1000 |

1 mark

YEAR 5 Maths - Skill 1 Reasoning

4

The table shows the total attendance figures for 3 baseball stadiums.
Round each number to the nearest ten thousand

| Stadium | Total attendance | Total attendance, rounded to nearest ten thousand |
|----------------|------------------|---|
| Dodger Stadium | 3,703,312 | |
| Angel Stadium | 3,016,142 | |
| Fenway Park | 2,955,434 | |

2 marks

5

Jack is rounding to the nearest **hundred thousand**.
Write the **smallest** whole number that he can round to 3,400,000

1 mark

Grace is rounding to the nearest **hundred thousand**.
Write the **largest** whole number that he can round to 3,400,000

1 mark

6

Complete the table.

| Number | Rounded to nearest 1000 | Rounded to nearest 100,000 |
|---------|-------------------------|----------------------------|
| 385,704 | | 400,000 |
| 809,601 | | |

2 marks

YEAR 5 Maths - Support Sheet

Round to the nearest whole number.

Tens Units . Tenths Hundredths

2 **4** . 7 7 \rightarrow 25



YEAR 5 Maths - Skill 2

1) Round these to the nearest whole number:

a) 7.7

d) 78.4

b) 0.6

e) 3.5

c) 10.9

f) 63.1

2) For each of the following numbers, write 2 decimals that would round to this number when rounding to the nearest whole number:

a) 6

b) 81

c) 12

d) 23

e) 9

3) Circle which numbers could be rounded to the following:

a) 98 - 98.7 80 97.9 97.5 98.4

b) 6 - 6.6 6.5 6.2 5.6 5.9

YEAR 5 Maths - Skill 2

4) Round these to the nearest whole number:

a) 3.55

d) 57.57

b) 3.49

e) 39.61

c) 7.82

f) 354.76

5) Circle which numbers could be rounded to the following:

a) 43 - 43.78 43.12 43.11 43.3 42.93

b) 12 - 12.13 11.51 11.49 12.51 12.65

c) 685 - 685.99 685.49 684.89 684.12 685.13

CHALLENGE!

6) Round these decimals to the nearest whole number:

a) 8.378

d) 192.435

b) 92.271

e) 4902.555

c) 392.555

f) 2020.671

YEAR 5 Maths - Skill 2 Reasoning

1) For each of the following numbers, write 2 decimals with 3 decimal places that would round to this number when rounding to the nearest whole number:

- a) 22 b) 89 c) 390 d) 289 e) 891

2) Who Am I?

I am less than 10. I am 10 rounded to the nearest whole. My tenths digit is odd. I have no hundredths digit.

Who am I? Circle the answer.

7.83 10.3 10.12 9.9 8.7

3) Who Am I?

I am larger than 6. To my nearest whole, I round down not up. One of my digits is odd, but my tenths digit is even.

Who am I? Circle the answer.

5.28 8.6 7.24 8.37 7.85

YEAR 5 Maths - Skill 3

Round each number to the nearest tenth.

1) 8.89 _____

6) 5.48 _____

2) 2.22 _____

7) 2.26 _____

3) 2.43 _____

8) 9.17 _____

4) 7.67 _____

9) 2.78 _____

5) 7.49 _____

10) 7.64 _____

Round each number to the nearest tenth.

1) 8.676 _____

6) 8.497 _____

2) 4.197 _____

7) 5.769 _____

3) 3.245 _____

8) 3.519 _____

4) 5.826 _____

9) 9.831 _____

5) 7.523 _____

10) 4.746 _____

YEAR 5 Maths - Skill 3

Round each number to the nearest hundredth.

1) 9.162 _____

6) 2.972 _____

2) 8.482 _____

7) 2.355 _____

3) 1.412 _____

8) 2.793 _____

4) 6.951 _____

9) 8.892 _____

5) 2.578 _____

10) 6.356 _____

Round each number to the nearest hundredth.

1) 9.9611 _____

6) 5.6285 _____

2) 5.8249 _____

7) 9.8645 _____

3) 8.1481 _____

8) 5.7419 _____

4) 2.7578 _____

9) 1.4276 _____

5) 5.1642 _____

10) 5.1931 _____

YEAR 5 Maths - Skill 3 Reasoning

Use the clues to find the correct answer from the eight possibilities.

CHALLENGE A

- I am less than 10.
- I am 10 rounded to the nearest whole.
- My tenths digit is odd.
- I have no hundredths digit.

Who am I?

| | | | |
|-------|------|------|-------|
| 7.83 | 10.3 | 8.7 | 9.51 |
| 10.27 | 9.9 | 9.83 | 10.12 |

CHALLENGE B

- I am larger than 6.
- To the nearest whole, I round down not up.
- My ones digit is odd, but my tenths digit is even.

Who am I?

| | | | |
|------|------|------|------|
| 5.28 | 9.84 | 8.37 | 7.85 |
| 7.24 | 8.6 | 9.7 | 6.8 |

YEAR 5 Maths - Arithmetic

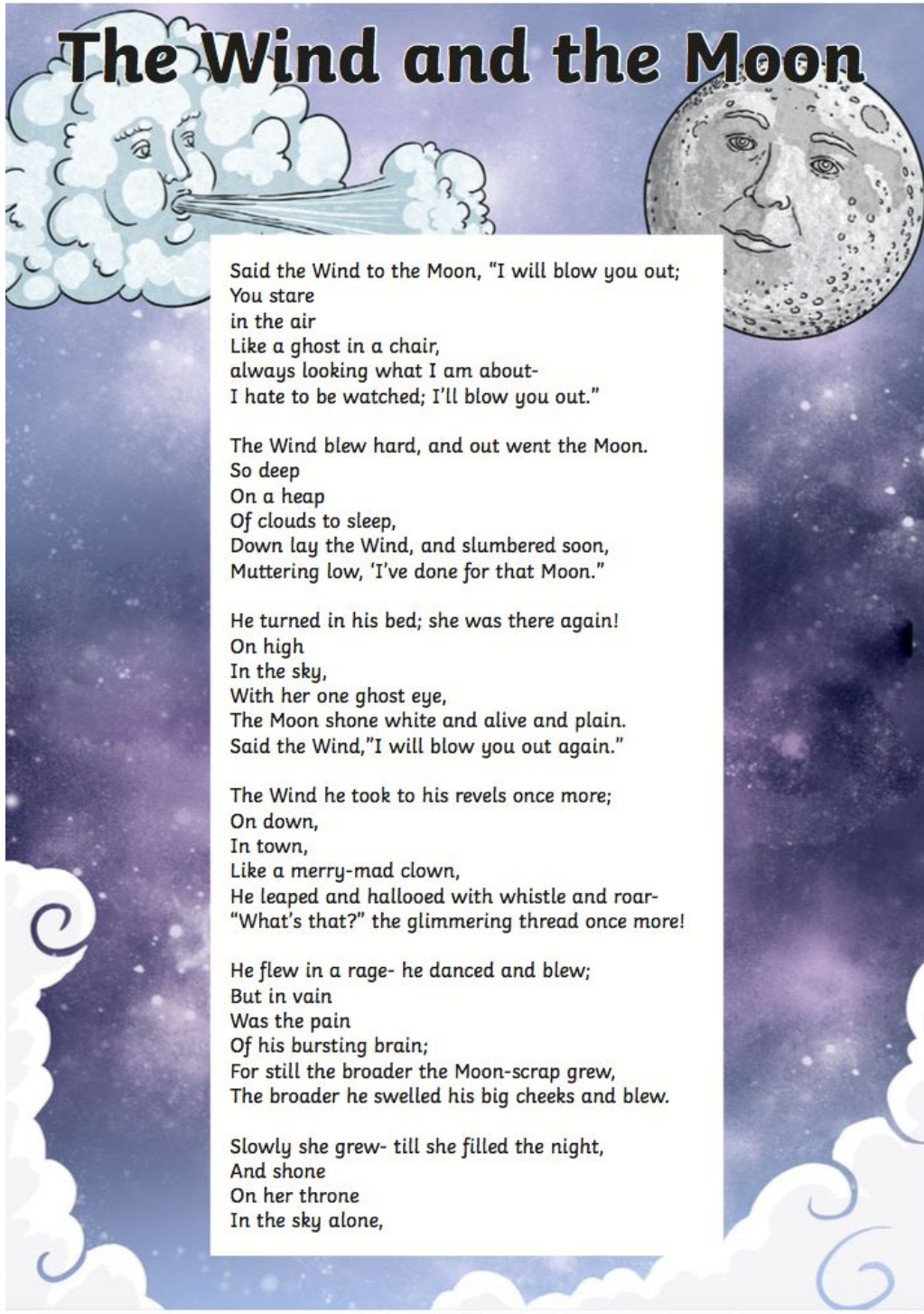
| | | | |
|---|-------------------------------|----|---|
| 1 | $42 \times 1 =$ | 8 | $872 - 84 =$ |
| 2 | $\frac{4}{5} - \frac{1}{5} =$ | 9 | $3,901 + 100 =$ |
| 3 | $36 + 6 + 6 =$ | 10 | $48 \div 4 =$ |
| 4 | $450 + 200 =$ | 11 | $\begin{array}{r} 3097 \\ + 3605 \\ \hline \end{array}$ |
| 5 | $123 \times 0 =$ | 12 | $5 \times 4 \times 2 =$ |
| 6 | $8 \times 4 =$ | 13 | $3^2 =$ |
| 7 | $927 + 59 =$ | 14 | $86 \div 3 =$ |

YEAR 5 Maths - Arithmetic

| | |
|----|---|
| 15 | $\frac{1}{6}$ of 96 = |
| 16 | $7.5 - 1.9 =$ |
| 17 | $0.68 \div 10 =$ |
| 18 | $2074 \times 8 =$ |
| 19 | $\begin{array}{r} 34,001 \\ - 15,806 \\ \hline \end{array}$ |
| 20 | $0.2 = ?\%$ |
| 21 | $2.814 \times 5 =$ |

| | |
|----|---|
| 22 | $300 \times 60 =$ |
| 23 | $0.38 = \frac{?}{100}$ |
| 24 | $\frac{3}{8}$ of 120 = |
| 25 | $5.8 \times 1000 =$ |
| 26 | $\begin{array}{r} 607 \\ \times 38 \\ \hline \end{array}$ |
| 27 | $6.9 + 6.15 =$ |
| 28 | $\frac{1}{10} + \frac{1}{5} =$ |
| 29 | $2\frac{5}{8} \times 3 =$ |

YEAR 5 Reading - Poetry



The Wind and the Moon

Said the Wind to the Moon, "I will blow you out;
You stare
in the air
Like a ghost in a chair,
always looking what I am about-
I hate to be watched; I'll blow you out."

The Wind blew hard, and out went the Moon.
So deep
On a heap
Of clouds to sleep,
Down lay the Wind, and slumbered soon,
Muttering low, 'I've done for that Moon."

He turned in his bed; she was there again!
On high
In the sky,
With her one ghost eye,
The Moon shone white and alive and plain.
Said the Wind, "I will blow you out again."

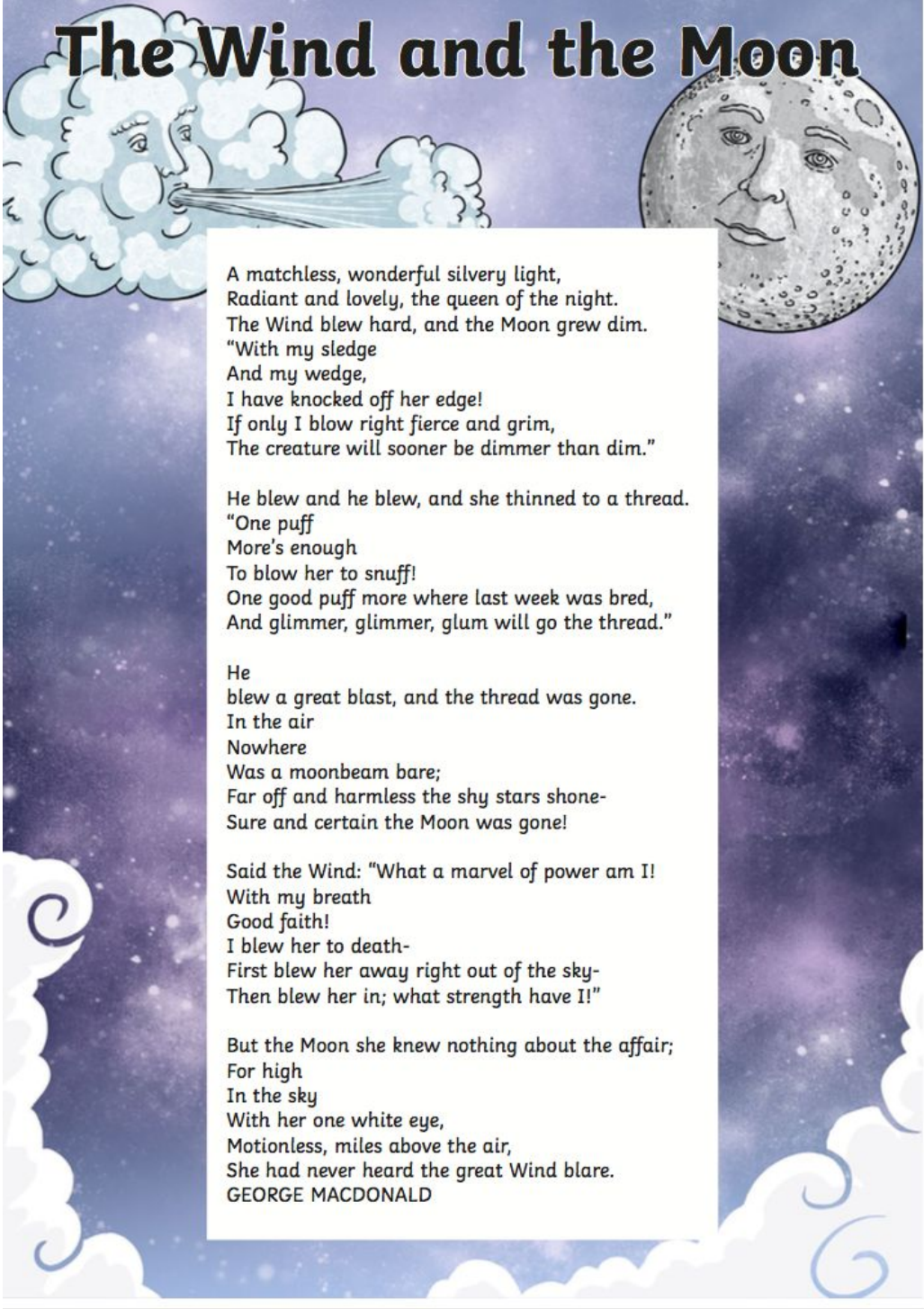
The Wind he took to his revels once more;
On down,
In town,
Like a merry-mad clown,
He leaped and hallooed with whistle and roar-
"What's that?" the glimmering thread once more!

He flew in a rage- he danced and blew;
But in vain
Was the pain
Of his bursting brain;
For still the broader the Moon-scap grew,
The broader he swelled his big cheeks and blew.

Slowly she grew- till she filled the night,
And shone
On her throne
In the sky alone,

YEAR 5 Reading - Poetry

The Wind and the Moon



A matchless, wonderful silvery light,
Radiant and lovely, the queen of the night.
The Wind blew hard, and the Moon grew dim.
"With my sledge
And my wedge,
I have knocked off her edge!
If only I blow right fierce and grim,
The creature will sooner be dimmer than dim."

He blew and he blew, and she thinned to a thread.
"One puff
More's enough
To blow her to snuff!
One good puff more where last week was bred,
And glimmer, glimmer, glum will go the thread."

He
blew a great blast, and the thread was gone.
In the air
Nowhere
Was a moonbeam bare;
Far off and harmless the shy stars shone-
Sure and certain the Moon was gone!

Said the Wind: "What a marvel of power am I!
With my breath
Good faith!
I blew her to death-
First blew her away right out of the sky-
Then blew her in; what strength have I!"

But the Moon she knew nothing about the affair;
For high
In the sky
With her one white eye,
Motionless, miles above the air,
She had never heard the great Wind blare.
GEORGE MACDONALD

YEAR 5 Reading - Poetry Questions

Questions 28 to 34 are about '*The Wind and the moon*'

28. Why does the Wind want to blow out the Moon?

1 mark

29. In Verse 1, how is the Wind feeling?

1 mark

30. In Verse 2, what do the words '**slumbered**' and '**muttered low**' tell you about the Wind?

2 mark

total for
this page

YEAR 5 Reading - Poetry Questions

31. Said the Wind: "What a marvel of power am I!

With my breath

Good faith!

I blew her to death-

First blew her away right out of the sky-

Then blew her in; what strength have I!"

What does this verse tell us about the Wind's character?

2 marks

32. 'Like a ghost in a chair,' 'With her one ghost eye,' 'A matchless, wonderful silvery light,' 'With her one white eye,'...

What is the effect of these descriptions of the Moon?

2 marks

33. Find and copy a word or phrase that shows that the Wind is a fiery, unpredictable character.

1 marks

total for
this page

YEAR 5 Reading - Poetry Questions

34. How does the Moon react to the Wind's efforts to 'blow her out'? Find evidence in the text to support your idea.

2 marks

.....

YEAR 5 Reading - Text 2

The Sun

The Sun is a star just like our other stars but much, much closer. It is right at the centre of our solar system. That is why it is called a solar system. The word solar means 'relating to the Sun'. The planets in our solar system stay together because the Sun is so big its gravity keeps us all travelling round it in oval or circle-shaped orbits

Making Energy:

- The Sun gives us almost all the energy, light and heat needed for us to live on Earth.
- It uses two gases for this: hydrogen and helium.
- Energy is released at its core right in the middle of the Sun.
- The next layer is the radiative zone which takes energy to the next layer – the convection zone. It takes about 170,000 years for the energy to move from the core to the convection zone!
- The photosphere is at the Sun's surface and the energy gets to there from the convection zone in big bubbles. From here, the energy escapes from the sun through the outer layers and some of it comes to Earth. It takes about 8 minutes for heat to reach us from the Sun.



Did you know?

Surface temperature: 5505°C

Distance to Earth: 149.6 million km

Radius: 696,342 km

Circumference: 4,366,813 km (2,713,406 miles)

Mass: 1,989,000,000,000,000,000,000,000,000kg

(About 1.3 million Earths could fit inside the Sun)

Lifespan:

The Sun is actually a yellow dwarf star and started about 4.6 billion years ago. It shall eventually run out of energy, but don't worry...not for over 4.5 billion years yet! Before the Sun dies, it will get bigger and turn into what is called a 'red giant'. In 1.1 billion years from now, the Sun will be 10% brighter than it is today. This will make Earth really hot and damp. 3.5 billion years from now, it will be even brighter than that: 40% brighter than it is today. This will be so hot that the oceans will boil and the ice will melt. There will be no life on Earth by then, but with astronauts and scientists already making new discoveries and exploring other planets, where do you think humans will be by then?

YEAR 5 Reading - Text 2 Questions

Questions

1. What gases is the Sun mainly made from?

2. How long does it take energy to reach Earth from the Sun?

3. How far away is the Sun from Earth?

4. What type of star is the Sun now?

5. List the 4 layers of the Sun from the centre to the outside.

6. What keeps our solar system of planets orbiting the Sun?

7. Solar means 'relating to the Sun'. Think of another example where we use the word 'solar'.

YEAR 5 Reading - Text 2 Questions

8. Will the Sun last forever? If not, why not?

9. Why has the author used an exclamation mark in this sentence to show surprise?
'It takes about 170,000 years for the energy to move from the core to the convection zone!'

10. Look at the final line - where do you think humans will be by then?

YEAR 5 Writing

Skill: Write for a range of purposes and audiences, selecting language that shows awareness of the audience.

Knowledge

When writing any text you must consider who will be the audience or reader. This will impact the way that you will write your text. If your audience is someone who is a friend or family member you would write in an informal manner. However, if you were sending a letter to the Queen you would write in a formal manner.

For example

Informal: Let me know if you can make it ASAP.

Formal: Please inform me if you are able to attend as soon as possible

Informal: I reckon we'll have a fun time together.

Formal: I guarantee that we will have an enjoyable time together

Informal: Please come to see me tomorrow.

Formal: I am requesting that you visit me tomorrow.

Activity

What Are Formal and Informal Language?

Sort the following criteria into formal or informal language conventions:

is clear and to the point

use more contractions and abbreviations (e.g. it's or TV)

has a more serious tone

has a more 'chatty' tone

uses the correct grammar and punctuation

uses text-style words (lol)

uses specific vocabulary for the subject

uses clichés (e.g. raining cats and dogs)

often uses complex sentence structures

YEAR 5 Writing

Task:

Write an informal letter to a friend or family member to tell them about what you have been doing during your time on lockdown. You should also ask them questions about their time and leave them with a message to make them feel happy.

WAGOLL

Hampton Vale Primary Academy
Westlake Avenue
Hampton Vale
Peterborough
PE7 8LS
30/5/2020

Hey Nicole,

Sorry I didn't write earlier, I've been mega busy during lockdown and just lost track of time! How are you? I'm feeling ok and staying positive. I really miss being at school with my class, who I'm sure are behaving really well and keeping busy at home. Chatting to them on the phone made me want to see those smiley faces again!

I've been keeping busy with my kids (Jude and Ezzy) here at home, they don't stop moving all day. It's been really lovely to see them playing nicely together and becoming best buddies - most of the time. They love to play in the garden, especially when I get the paddling pool out. I also got to see Ezzy take his very first steps. Every cloud has a silver lining! What sorts of things have you been getting up to?

Write back soon I'm really looking forward to hearing all your news!

From,

Megan x

P.S This is a picture from Jude, he hopes you like it.

YEAR 5 Writing

Planning Grid

| | |
|---|--|
| Greeting - Date Sender's address Who is your letter to? | |
| Para 1 Explain How you are feeling. Ask how they feel | |
| Para 2 Explain what you have been doing. Ask what they have done | |
| Sign off and leave a P.S. | |

Marking Checklist -

Use this list to check your features are included as well as editing for grammar and punctuation.

| Did I include... | Child | Friend |
|---|-------|--------|
| Structure and Language | | |
| the sender's address? | | |
| the date? | | |
| an appropriate greeting? | | |
| an introduction? | | |
| paragraphs around a theme? | | |
| first person form? | | |
| vocabulary that shows a chatty, informal style? | | |
| places where the writer addresses the recipient directly? | | |
| a conclusion? | | |
| a complimentary close? | | |
| the sender's name or signature at the end? | | |



YEAR 5 Writing

Handwriting practice lines consisting of 20 horizontal lines.



Four horizontal lines for additional writing.

YEAR 5 Grammar - Skill 1

A prepositional phrase is a group of words which contains a preposition followed by a noun, pronoun or noun phrase but no verb. For example: below the tree.

Write sentences which contain prepositional phrases to describe this setting. For example: The kite flew high above the busy beach. Use the word bank to help you, but you can also use your own prepositions.



Preposition word bank:

| | | | | |
|--------|---------|--------|------------|---------|
| beyond | beneath | across | underneath | between |
| beside | among | toward | upon | near |
| from | around | within | along | above |

YEAR 5 Grammar - Skill 2

A **main clause** is a clause that can stand alone.

A **subordinate clause** is a clause that adds information to a main clause.

1 Underline the **subordinate clause** in the sentence below.

Hassan and I are going to our dance class; we are going to be late as we missed the bus.

2 Which underlined group of words is a **subordinate clause**?

Tick **one**.

If you want to, you can walk with us.

☐

This is the best fishing spot we have found.

☐

We change places when the bell rings.

☐

We planted the parsley next to the mint.

☐

YEAR 5 Grammar - Skill 2

3

Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

| Sentence | <u>after</u> used as a subordinating conjunction | <u>after</u> used as a preposition |
|--|--|---------------------------------------|
| He moved here <u>after</u> the end of the war. | | |
| Entry is free <u>after</u> 5pm in the evening. | | |
| I went to the cinema <u>after</u> I had eaten my dinner. | | |

1 mark

4

Circle the most suitable **conjunction** to complete the sentence below.

Amrit still managed to smile _____ he was feeling very tired.

although because before and

1 mark

YEAR 5 Grammar - Skill 2

3

Tick one box in each row to show whether the word after is used as a **subordinating conjunction** or as a **preposition**.

| Sentence | <u>after</u> used as a subordinating conjunction | <u>after</u> used as a preposition |
|--|--|---------------------------------------|
| He moved here <u>after</u> the end of the war. | | |
| Entry is free <u>after</u> 5pm in the evening. | | |
| I went to the cinema <u>after</u> I had eaten my dinner. | | |

1 mark

4


Circle the most suitable **conjunction** to complete the sentence below.

Amrit still managed to smile _____ he was feeling very tired.

although because before and

1 mark

YEAR 5 Spelling Rule

| | |
|---|---|
| Stage: 5 | Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably. |
| List: 11 | |
|  Name: | |



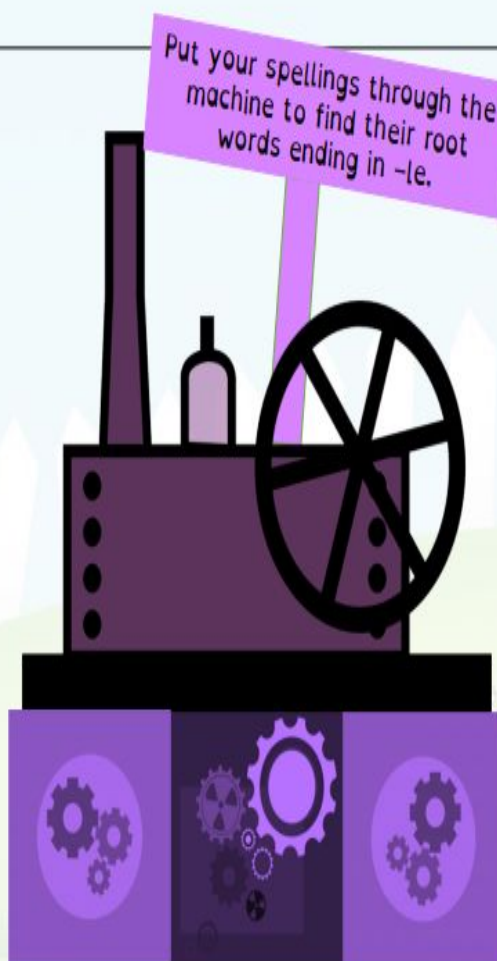
| Spellings | 1 st Attempt | 2 nd Attempt | 3 rd Attempt | 4th Attempt | 5 th Attempt |
|-------------|-------------------------|-------------------------|-------------------------|-------------|-------------------------|
| reliably | | | | | |
| dependably | | | | | |
| comfortably | | | | | |
| possibly | | | | | |
| horribly | | | | | |
| terribly | | | | | |
| visibly | | | | | |
| incredibly | | | | | |
| sensibly | | | | | |
| legibly | | | | | |

YEAR 5 Spelling Rule

| | |
|----------|---|
| Stage: 5 | Words ending in '-ably' and '-ibly.' The '-able' ending is usually but not always used if a complete root word can be heard before it. 'y' endings comply with previously learned rules and is replaced with 'i' as in rely > reliably. |
| List: 11 | |
| Name: | |



| Spellings |
|-------------|
| reliably |
| dependably |
| comfortably |
| possibly |
| horribly |
| terribly |
| visibly |
| incredibly |
| sensibly |
| legibly |



| Root Word |
|-----------|
| reliable |
| |
| |
| |
| |
| terrible |
| |
| |
| |

YEAR 5 Science - Levers, Pulleys and Gears.

Levers

The boy in the picture is lifting a heavy log. It is so heavy he can hardly lift it. His friend is lifting a similar heavy log. He is lifting it more easily because he is using a small log resting on another log as a lever. The lever makes lifting the heavy log easy. A lever always rests on a pivot. In this case the log on the ground is acting as a pivot. A lever always has three things - the point where you push or pull, the point where it pivots, and the point where the work is done.



Pulleys

A pulley is a wheel with a grooved rim around which a cord passes. The pulley acts to change the direction of a force applied to the cord and is used to raise heavy weights. In the picture the boy and the girl are both lifting a bucket full of soil. The girl finds it difficult, but the boy is using a pulley tied to a tree and is lifting the bucket with the rope passing under the pulley. He has to exert the same pull as his friend, but he finds it easier to pull on the rope than she does to lift the bucket up by the handle.



Cogs and Gears

Cogs are used on bicycles to make it easier to go fast or climb a steep hill. If you turn a bicycle upside down you can see how the large cog or gear wheel attached to the pedals drives the small gear wheel on the back wheel by means of the chain. If you stick a piece of paper on the tyre you can count how many times the back wheel goes round for one turn of the pedals. You can select a gear for climbing a hill which makes you pedal very quickly. Alternatively, you can select a gear for going fast with very few turns of the pedal.

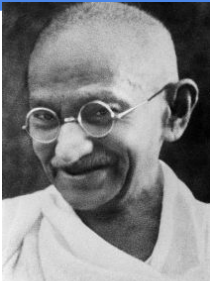


Task

Answer these questions:

1. What is a lever used for?
2. What is a pivot?
3. What is a pulley?
4. What is a pulley used for?
5. Where is the largest gear wheel on a bicycle?
6. How can gear wheels on a bicycle help you climb a hill?

YEAR 5 Place and Time - India Knowledge



Mohandas Gandhi was born in 1869 in Porbandar, India. When Gandhi was just 13, his parents arranged a marriage for him. He and his wife Kasturba were married for over 60 years. When Gandhi was 16, his father died, but he followed his father's wish that he become a lawyer. At 19, he travelled to London, England, to study at university - even though he had recently become a father himself. When Gandhi returned to India three years later, he learnt that his mother had died while he was away.



Gandhi's career in India started badly, so he took a job in South Africa where he lived with his family for 21 years. It was here that Gandhi experienced first-hand the mistreatment of people of colour. On his first appearance as a lawyer in court, Gandhi was asked to remove his turban. Another time, he was asked to leave a train carriage, despite his first-class ticket. When Gandhi refused, he was forcibly removed at the next station. These experiences left Gandhi determined to fight for social justice.

Gandhi became a political activist, drawing attention to the plight of Indian people in South Africa. When he returned to India in 1915, he helped his countrymen, too. India was ruled by Britain and Gandhi disliked the way that Indians were treated. He soon became leader of the Indian National Congress party, campaigning for independence. Gandhi organised a series of peaceful protests. In 1930, for example, he led a 250-mile march to protest against a salt tax imposed by Britain. Thousands of Indians walked to the coast to make their own salt from evaporated seawater. He also encouraged people to strike and to stop buying British goods. Gandhi was imprisoned many times and would often refuse to eat in prison to get more attention. The people loved Gandhi, and the authorities couldn't risk him dying from starvation in their care.



I offer you peace.
I offer you love.
I offer you friendship.

I see your beauty.
I hear your need.
I feel your feelings.

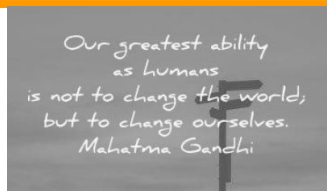
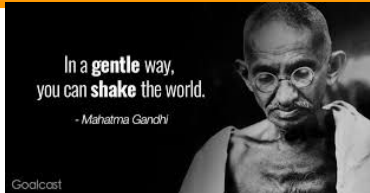
My wisdom flows from
the highest Source.
I salute that Source in you.

Let us work together.
For unity and peace.

~ Mahatma Gandhi ~

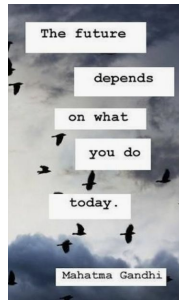
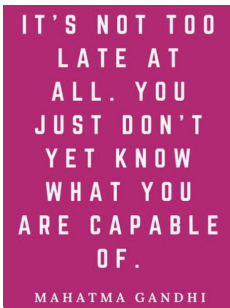
When Britain became involved in World War II (bringing India into the conflict), the desire for independence became stronger than ever. Gandhi called for Britain's immediate withdrawal from India, but the war complicated matters and it was another five years before independence came. India was free at last, but was now partitioned into (mainly Hindu) India and (mainly Muslim) Pakistan. Gandhi was a Hindu but he wanted people to live together, whatever their religion. When violence broke out over the partition, he tried to bring peace. Gandhi was greatly loved, but also had enemies. Some people thought Muslims and Hindus shouldn't live together, and disliked Gandhi's views. In 1948, Gandhi was on his way to morning prayers when he was shot and killed by a Hindu fanatic. Over two million people attended his funeral, joining a five-mile long procession.

YEAR 5 Place and Time - India Tasks

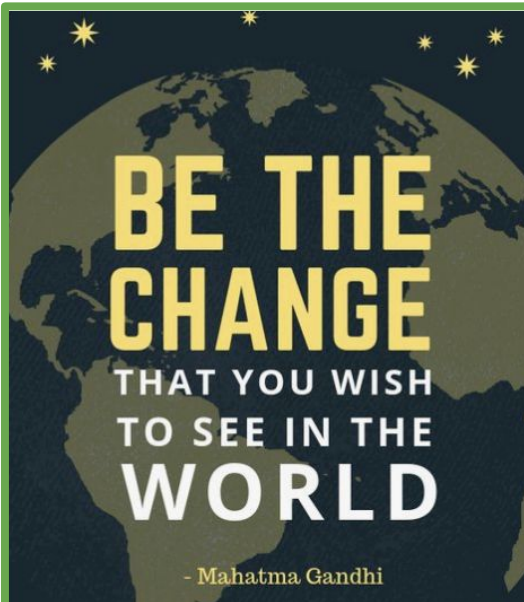


Talking point -

Gandhi inspired many people through his words and actions. Discuss these famous Gandhi quotes.



What do you think each quote means?
Are there any quotes that you relate to?



Task -

Write a paragraph to respond to this Gandhi quote -
What change would you like to see in the world?

Questions

Use the knowledge page to answer

What was Gandhi determined to fight for?

What did Gandhi do to protest?

Did Gandhi go to prison?

Was Gandhi liked?

When and where was Gandhi born?

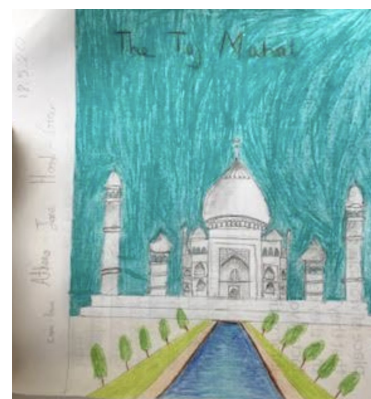
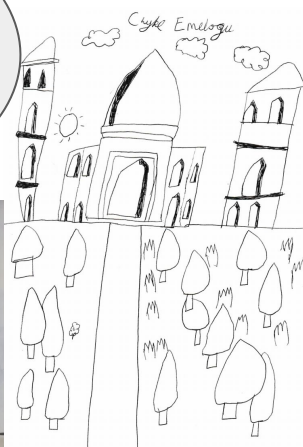
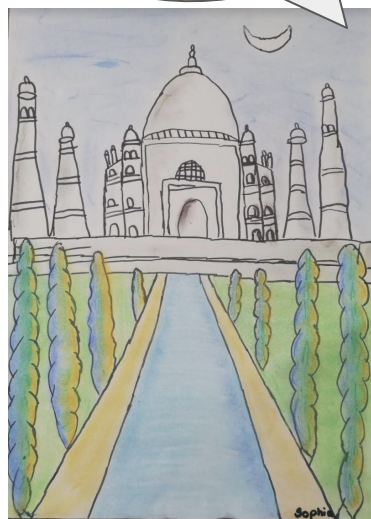
Retrieval

- What would you see in a Bollywood film?
- Name the seven continents...
- What is the Taj Mahal?
- What is Mumbai also known as?

YEAR 5 Place and Time

We've had some fantastic entries so far
but we would love to see some more before
our vote....

Excellent entries
from Cape Town!
Cairo and Brasilia
lets see some
entries.



Competition Extended



Create a painting, drawing or model
of the Taj Mahal and email a
picture to: mclements@hvp.org.uk
Your class teachers will decide the
top 10 entries and they will be
published for you to vote for your
favourite in the next 2 weeks.
Don't forget to clearly name
your picture.

YEAR 5 Faith and Belief

Read the Christian story of Passover and answer the questions on the next page

More than three thousand years ago, Pharaoh Ramses II ruled over Egypt. One of Pharaoh's closest friends Moses, who had been brought up by a princess as her own son. But Moses was a Hebrew, not an Egyptian, and his people were slaves under Ramses II.

One day Moses saw an Egyptian soldier beating a Hebrew slave, and he was so angry that he killed the Egyptian. Moses then fled to Midian, where he lived for many years as a shepherd. One day, while tending his flock, Moses saw a burning bush.

The bush was ablaze with fire but remained unharmed. Moses understood that God was calling him to save the Hebrews from slavery. Moses didn't know how he would lead his people out of Egypt, but God promised Moses that He would help him.

Moses begged the Pharaoh to let his people go, but he refused. Then he performed a miracle! Aaron threw his staff upon the ground and the staff turned into a snake. Sadly, Ramses refused to let the Hebrews go.

The next morning, as the Pharaoh was walking by the river Nile, Moses and Aaron again asked him to let their people go. When Ramses refused, Aaron struck the Nile with his staff and turned the river into blood, so no one could drink from it. But Ramses remained unconvinced and still refused to let the Hebrews go.

God then sent nine plagues to Egypt, each worse than the earlier. With every plague, Ramses would be afraid, and promise to let the Hebrews go. But as soon as God would lift the plague, he would go back on his word and refuse the Hebrews their freedom once again.

Then God sent one final, terrible plague to the land of Egypt. He sent his Angel of Death to visit every single household in Egypt, and take away the firstborn child. But Moses had warned the Hebrews, and told them to mark their doors with a special sign. So, that night, when the Angel of Death came to Egypt, he passed over the houses with the special sign, and spared the firstborn of the Hebrews. This was the beginning of the Passover, the Jewish festival that celebrates the 'passing over' of the Angel of Death, and the sparing of the firstborn of the Israelites.

But the Angel of Death did not spare a single Egyptian family that night, and took even the Pharaoh's son. In despair the Pharaoh told Moses to take his people and to leave Egypt forever.

When the Pharaoh realised that Moses and the Israelites had actually left Egypt, he sent his army after them, to capture them and bring them back. The Pharaoh's army pursued the Israelites eastwards to the Sea of Reeds, a papyrus lake, which God enabled the Hebrews to cross safely. But the Egyptian army was engulfed by the waters of the lake and each and every Egyptian soldier perished.

Moses then led his people to Mt. Sinai, where Yahweh again revealed himself to Moses. Out of this revelation came the Covenant between Yahweh and the people of Israel, and the Ten Commandments.

YEAR 5 Faith and Belief

Once you have read the text, underline or **highlight** any key events or important pieces of information that you may need to answer the questions below.

1. What was different about Moses?

2. Why did Moses kill an Egyptian soldier?

3. What sign did Moses see?

4. What miracle did Aaron perform?

5. Why did God send 9 plagues to Egypt?

6. Explain what happened with the 'Angel of Death

7. How do you know that the Pharaoh was furious?
