

YEAR 5 HOMEWORK - Pack 11

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

Multiplying a Fraction by a Whole Number

$$\frac{1}{3} \times 4$$

First, put the whole number over 1 so that it is a fraction.

$$\frac{1}{3} \times \frac{4}{1}$$

Multiply the numerators together, and multiply the denominators together.

$$\frac{1}{3} \times \frac{4}{1} = \frac{4}{3}$$

Can your answer be simplified?

$$\frac{4}{3} = 1 \frac{1}{3}$$

YEAR 5 Maths - Support Sheet

An **integer** is a whole number, which is either positive or negative.

A **unit fraction** has a numerator of 1 and represents one part of the whole.

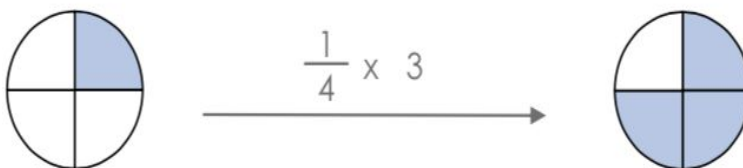
Question 1 – This question asks your child to match the calculations to the images and complete the answers. When multiplying unit fractions by an integer, the **denominator** always remains the same and the **numerator** is multiplied by the whole number. For example:

A numerator is the top part of a fraction. It shows how many parts of the whole are being considered.

A denominator is the bottom part of a fraction. It shows how many equal parts the whole has been split into.

$\frac{1}{4} \times 3$ ← integer

Only the numerator is multiplied by the integer, the denominator remains the same.



This represents $\frac{1}{4}$ because one part out of four is shaded.

This represents $\frac{3}{4}$ because three parts out of four is shaded.

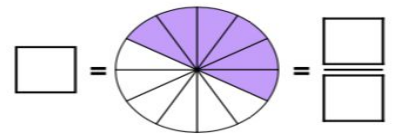
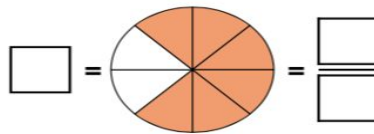
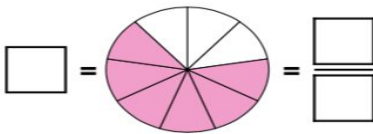
YEAR 5 Maths - Skill 1

1. Match the calculations to the images and complete the answers.

A. $\frac{1}{8} \times 6$

B. $\frac{1}{12} \times 6$

C. $\frac{1}{9} \times 6$



1. $\frac{1}{2} \times 4 =$

6. $\frac{1}{3} \times 3 =$

2. $\frac{1}{3} \times 5 =$

7. $\frac{1}{6} \times 5 =$

3. $\frac{1}{4} \times 3 =$

8. $\frac{1}{8} \times 3 =$

4. $\frac{1}{5} \times 2 =$

9. $\frac{1}{2} \times 2 =$

5. $\frac{1}{4} \times 4 =$

10. $\frac{1}{2} \times 3 =$

YEAR 5 Maths - Skill 1

1. $\frac{1}{2} \times 6 =$

6. $\frac{1}{8} \times 9 =$

2. $\frac{1}{3} \times 7 =$

7. $\frac{1}{10} \times 7 =$

3. $\frac{1}{4} \times 9 =$

8. $\frac{1}{8} \times 5 =$

4. $\frac{1}{5} \times 12 =$

9. $\frac{1}{6} \times 6 =$

5. $\frac{1}{4} \times 8 =$

10. $\frac{1}{9} \times 12 =$

YEAR 5 Maths - Skill 1 Extension

1. $\frac{1}{2} \times 7 =$

6. $\frac{2}{3} \times 8 =$

2. $\frac{2}{3} \times 4 =$

7. $\frac{5}{6} \times 9 =$

3. $\frac{3}{4} \times 5 =$

8. $\frac{5}{8} \times 4 =$

4. $\frac{3}{5} \times 3 =$

9. $\frac{1}{2} \times 6 =$

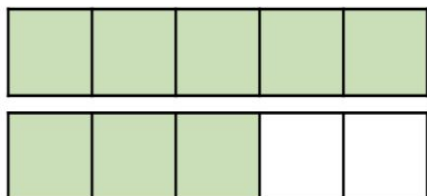
5. $\frac{2}{4} \times 6 =$

10. $\frac{4}{8} \times 7 =$

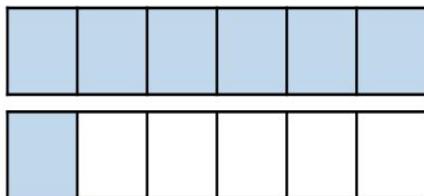
YEAR 5 Maths - Skill 1 Reasoning

2. Circle the correct calculation(s).

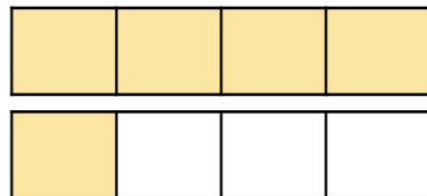
A.



B.



C.



$$\frac{1}{5} \times 8 = 1 \frac{3}{40}$$

$$\frac{1}{6} \times 7 = 1 \frac{7}{6}$$

$$\frac{1}{4} \times 5 = 1 \frac{1}{4}$$

3. Simon and Debbie are multiplying unit fractions by a whole number.

Simon says,



If I multiply $\frac{1}{7}$ by 9 then my answer will equal $1 \frac{1}{7}$.

Debbie says,



If I multiply $\frac{1}{7}$ by 9 then my answer will equal $1 \frac{2}{7}$.

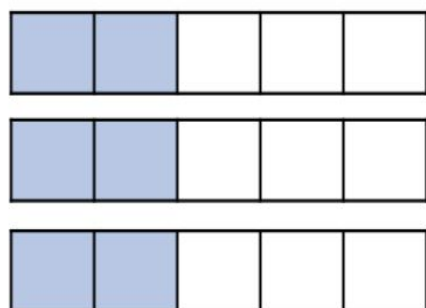
Who is correct? Explain your answer.

YEAR 5 Maths - Support Sheet

A **non-unit fraction** has a numerator of more than 1 and represents more than one part of the whole. It is always less than one whole.

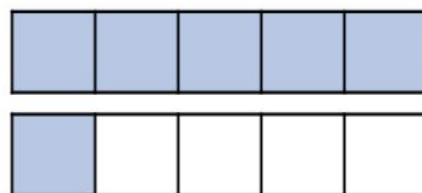
An **integer** is a whole number, which is either positive or negative.

Question 1 – This question asks your child to identify the missing numbers in the calculations. The images in this question are represented using a **bar model** (for a recap on bar models, refer to page 3).



This bar model represents $\frac{2}{5}$
multiplied by 3.

$$\longrightarrow \frac{2}{5} \times 3 \longrightarrow$$



This bar model represents $\frac{6}{5}$. We can see here that we now have one whole bar model shaded, so we can write our answer as a mixed number (to recap on mixed numbers refer to page 3).

Therefore the final answer is $1 \frac{1}{5}$.

YEAR 5 Maths - Skill 2

$$1) \quad \frac{1}{5} \times 8 =$$

$$2) \quad \frac{8}{10} \times 12 =$$

$$3) \quad \frac{7}{8} \times 16 =$$

$$4) \quad \frac{1}{4} \times 15 =$$

$$5) \quad \frac{1}{2} \times 2 =$$

$$6) \quad \frac{3}{8} \times 9 =$$

$$7) \quad \frac{1}{4} \times 5 =$$

$$8) \quad \frac{5}{6} \times 11 =$$

$$9) \quad \frac{2}{8} \times 12 =$$

$$10) \quad \frac{9}{10} \times 11 =$$

$$11) \quad \frac{3}{4} \times 12 =$$

$$12) \quad \frac{4}{6} \times 20 =$$

$$13) \quad \frac{2}{8} \times 4 =$$

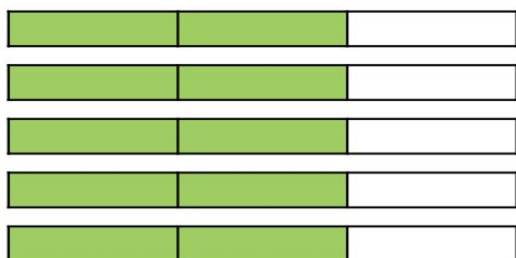
$$14) \quad \frac{4}{9} \times 12 =$$

$$15) \quad \frac{1}{8} \times 4 =$$

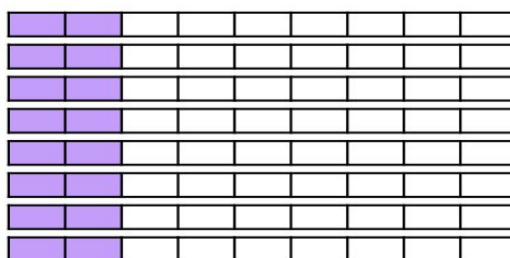
YEAR 5 Maths - Skill 2 Reasoning

1. Identify the missing numbers in the calculations.

A. $\frac{2}{\square} \times 5 = 3 \frac{\square}{3}$



B. $\frac{\square}{9} \times 8 = 1 \frac{7}{\square}$



2. Complete the calculations and then sort the letters into the Venn diagram below.

More than one

Can be simplified

A. $\frac{5}{11} \times 3$

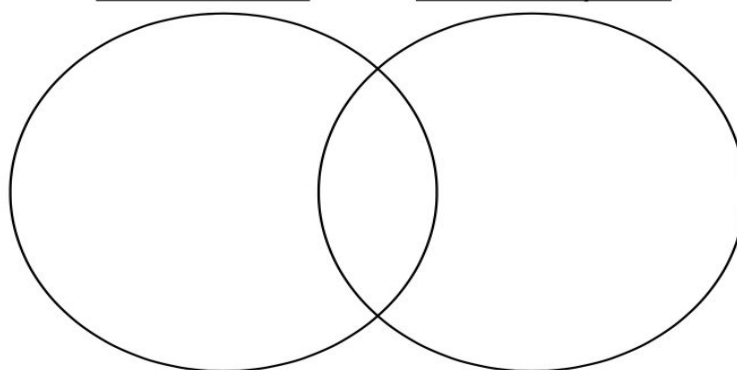
D. $\frac{2}{5} \times 3$

B. $\frac{2}{8} \times 3$

E. $\frac{2}{6} \times 2$

C. $\frac{5}{12} \times 2$

F. $\frac{4}{7} \times 4$



3. Eduardo is thinking of a non-unit fraction with a single digit denominator.

When he multiplies
his fraction by 5 he
gets a mixed
number.

When he multiplies
his fraction by 3 it is
equivalent to three
quarters.

When he multiplies
his fraction by 4 he
gets a whole
number.

What is Eduardo's fraction?

YEAR 5 Maths - Support Sheet

Multiplying Fractions

$$\frac{2}{4} \times \frac{3}{6}$$

$$\frac{2}{4} \times \frac{3}{6} = \frac{6}{24}$$

Multiply the numerators. Multiply the denominators.

$$\frac{6}{24} = \frac{1}{4}$$

Simplify the fraction by dividing the numerator and denominator by their largest common factor.

YEAR 5 Maths - Skill 3

$$1) \quad \frac{2}{4} \times \frac{5}{10} =$$

$$2) \quad \frac{9}{10} \times \frac{2}{3} =$$

$$3) \quad \frac{2}{5} \times \frac{1}{2} =$$

$$4) \quad \frac{1}{2} \times \frac{2}{4} =$$

$$5) \quad \frac{3}{4} \times \frac{1}{2} =$$

$$6) \quad \frac{2}{5} \times \frac{8}{10} =$$

$$7) \quad \frac{1}{5} \times \frac{4}{10} =$$

$$8) \quad \frac{2}{4} \times \frac{1}{2} =$$

$$9) \quad \frac{1}{2} \times \frac{2}{4} =$$

$$10) \quad \frac{1}{2} \times \frac{1}{4} =$$

$$11) \quad \frac{2}{3} \times \frac{1}{4} =$$

$$12) \quad \frac{2}{4} \times \frac{1}{2} =$$

$$13) \quad \frac{2}{10} \times \frac{1}{4} =$$

$$14) \quad \frac{7}{10} \times \frac{1}{5} =$$

$$15) \quad \frac{9}{10} \times \frac{1}{4} =$$

YEAR 5 Maths - Skill 3 Reasoning

1

Ellie had a piece of ribbon that was $\frac{3}{4}$ m long.

She cut it and gave half to Grace.

What **fraction** of a metre did she give to Grace?



1 mark

2

Write the missing fractions.

$$\frac{3}{4} \times \boxed{} = \frac{9}{20}$$

1 mark

$$\frac{3}{4} \times \boxed{} = \frac{1}{4}$$

1 mark

YEAR 5 Maths - Arithmetic

1

$98 \times 0 =$

2

$5 \times 8 =$

3

$35 + 7 + 7 =$

4

$3,344 - 10 =$

5

$79 \div 1 =$

6

$$\begin{array}{r} 274 \\ + 907 \\ \hline \end{array}$$

7

$33 \div 11 =$

8

$$\frac{4}{9} + \frac{1}{9} =$$

9

$452 - 80 =$

10

$67 \times 3 =$

11

$3498 + 901 =$

12

$$\begin{array}{r} 672 \\ - 333 \\ \hline \end{array}$$

13

$96 \div 6 =$

14

$0.05 = ?\%$

YEAR 5 Maths - Arithmetic

| | | |
|----|--------------------------|----------------------|
| 15 | $36.9 + 5.8 =$ | <input type="text"/> |
| 16 | $3 \times 5 \times 3 =$ | <input type="text"/> |
| 17 | $10,555 - 7,678 =$ | <input type="text"/> |
| 18 | $70 \times 40 =$ | <input type="text"/> |
| 19 | $0.6 \times 100 =$ | <input type="text"/> |
| 20 | $1^3 + 6^2 =$ | <input type="text"/> |
| 21 | $\frac{1}{7}$ of $294 =$ | <input type="text"/> |

| | | |
|----|--|----------------------|
| 22 | $146.1 \div 1000 =$ | <input type="text"/> |
| 23 | $7.14 \times 6 =$ | <input type="text"/> |
| 24 | $\frac{5}{6}$ of $120 =$ | <input type="text"/> |
| 25 | $0.9 = \frac{?}{100}$ | <input type="text"/> |
| 26 | $\begin{array}{r} 1357 \\ \times 26 \\ \hline \end{array}$ | <input type="text"/> |
| 27 | $\frac{9}{10} - \frac{1}{5} =$ | <input type="text"/> |
| 28 | $31.8 - 6.45 =$ | <input type="text"/> |
| 29 | $1\frac{1}{7} \times 4 =$ | <input type="text"/> |

YEAR 5 Reading



Register/Join Oxford Reading owl and choose an appropriate eBook to read. Then write a book review.

[Oxford Owl](#) is an award-winning website from Oxford University Press, created to support children's learning both at home and at school.

[Oxford Owl for Home](#) is our new website for parents. You'll find information about the primary curriculum in England along with tips and activities to help your child with reading, English, and maths at home.

Oxford Owl for Home is written specially for parents to help you be as well-informed as you can be, making sure you're best equipped to help your child have the smoothest journey through school possible. From learning to read to understanding a tricky bit of maths, from the first day at school to making sense of exams, Oxford Owl can provide the important information you need when you need it. Written by leading experts in education, the site is full of advice and ideas to help you to help your child.

- [Oxford Owl for Home homepage](#)
- [About reading schemes](#)
- [Learning to read](#)
- [Maths](#)
- [Year by year guide to the primary curriculum](#)

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Once you have an account, you can log in using the 'Log in' button in the top-right hand corner of the [eBook library page](#).

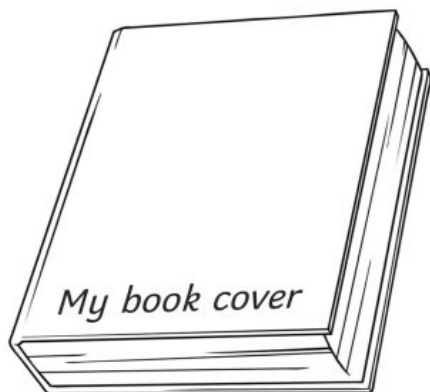
Go to:

www.oxfordowl.co.uk

To register



YEAR 5 Reading - Book Review



Plot

Event 1 _____

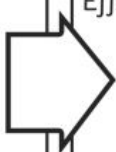
Event 2 _____

Event 3 _____

Cause and Effect of one of the events in the book

Cause

Effect



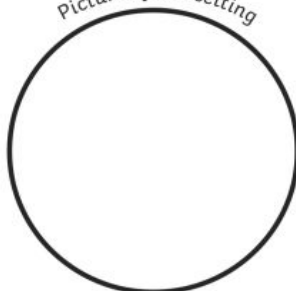
My Star Rating



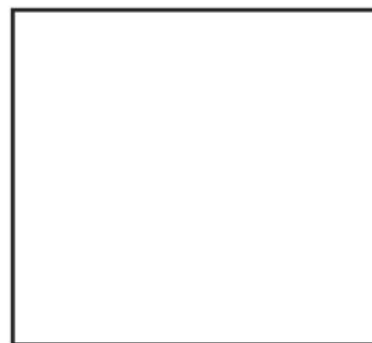
Why I rated the book _____ stars

Setting

Picture of the setting



Character



Name _____

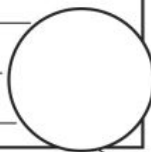
Personality _____

Physical Appearance _____

How I feel about this character and why: _____

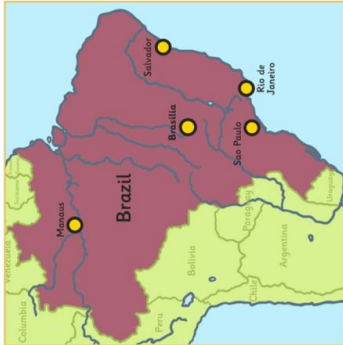
draw how you felt!

This book made me feel _____ because



YEAR 5 Reading - Text 1

Brazil



Where in the World?

Brazil is situated in the continent of South America. Brazil is located on the eastern coast of South America, sharing land borders with: Uruguay to the south; Argentina and Paraguay to the southwest; Bolivia and Peru to the west; Colombia to the northwest; and Venezuela, Guyana, Suriname and the French overseas department of French Guiana to the north. In 2016, Brazil was named as the sixth largest economy in the world.

Cities and Sightseeing

São Paulo

This is the largest city in Brazil with over 11 million people living here. Those who live here are called Paulistanos.

Human Features

- São Paulo Cathedral is a Roman Catholic place of worship.
- Parque Hopi Hari is a theme park in the city.

Physical Feature

- Pico do Jaraguá is the highest mountain of the city.



Photo courtesy of Rodrigo Saldan@flickr.com - granted under creative common license - attribution.

Brasília

Human Features

- The Palácio da Alvorada is the official residence of the President of Brazil.
- Paranoá Lake is a man-made lake on the east side of the city.
- Cathedral of Brasília is a Roman Catholic cathedral designed by a Brazilian architect.

Physical Feature

- Itaquara Falls is 168 metres high.



Rio de Janeiro

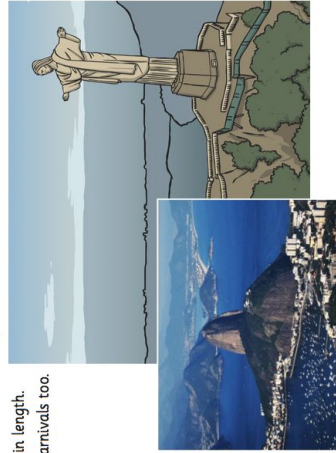
People call Rio de Janeiro 'Rio' for short. It is the second largest city in Brazil.

Human Feature

- Tijuca Forest is a hand-planted rainforest.
- Christ the Redeemer statue is situated in Tijuca Forest and is a religious statue that stands on top of Corcovado Mountain.

Physical Features

- Sugarloaf Mountain is a peak located at the mouth of Guanabara Bay. It is nearly 400 metres high.
- Copacabana beach is 4km in length.
- Rio is very famous for its carnivals too.



Salvador

Human Features

- The historic centre with its pretty-coloured buildings and interesting architecture.
- The Estádio Fonte Nova was used for several 2014 FIFA World Cup games.

Physical Feature

- The Porto da Barra beach is a physical feature with two human features built on to it: a white fort at one end and a small church on the opposite hill side.

The Brazilian Flag



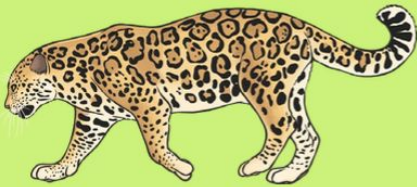
is a blue globe with 27 five-pointed white stars. Each star represents one of each of the states in the Federal District, which are arranged in the same pattern as the stars in the Brazilian night sky. Across the globe is a white banner that reads, 'Ordem e Progresso', which translates in English to 'Order and Progress'.

Just like the American flag, each colour stands for something very important to the Brazilian culture. Yellow represents the gold reserves the country holds. Green symbolises the great Amazon Rainforest, the Atlantic jungle, and the Panama - Brazil's amazing tropical landscape.

YEAR 5 Reading - Text 1

Brazilian Rainforest

The Amazon is the largest tropical rainforest in the world. Covering over 5.5 million square kilometres, it is so big that the UK and Ireland would fit into it 17 times! Most of the Amazon rainforest is in Brazil. This area of immense natural beauty is sometimes referred to as 'the



lungs of the Earth'. This is because the rich vegetation takes carbon dioxide out of the air and releases oxygen back in. In fact, more than 20% of the world's oxygen is produced by the Amazon.

Running through the north of the rainforest is the Amazon River. Flowing a length of around 6,400km, it is the second longest river in the world.



The Different Layers of a Rainforest

There are four main parts of a rainforest:

Emergent Layer – It's very sunny here because it is at the very top. Only the tallest trees reach this level.

Who lives here? Birds, butterflies, small monkeys, bats, snakes and bugs.

Canopy Layer - Most trees in the forest grow to this height. There are plants that grow in the canopy layer but their roots don't reach the ground - these are called air plants.

Who lives here? Birds, monkeys, frogs, sloths, lizards, snakes and many insects.

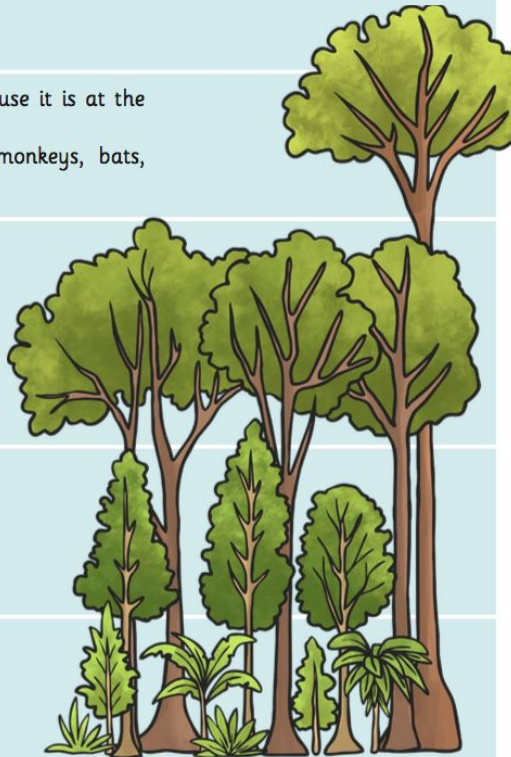
Understory Layer - Many vines and dense vegetation can be found here. There is very little light.

Who lives here? Birds, butterflies, frogs and snakes.

Forest Floor – A damp part of the forest full of many dead leaves, twigs and dead plants. The forest floor is dark; it is estimated that only 2% of the sunlight actually reaches the floor. When it rains, it takes around ten minutes for the water to reach the ground due to the thickness of the canopy.

Who lives here? It is teeming with insect life and is home to the biggest animals of the rainforest.

In the Water – Beware... electric eels, anacondas and piranhas all live in the water!



YEAR 5 Reading - Text 1 Questions

Year 5 Reading Assessment Non-Fiction

18. Brazil is a popular destination for many tourists. Use evidence from the text to explain why you think this is.

2 marks

19. The Amazon is the world's largest tropical rainforest. Covering over 5.5 million square kilometres, it is so big that the UK and Ireland would fit into it 17 times!

How does this comparison help the reader understand the size of the Amazon?

1 mark

20. 'This area of immense natural beauty'

In this sentence, the word **immense** is closest in meaning to...

Tick one

colourful

☐

varied

☐

great

☐

1 mark

21. The Amazon rainforest is sometimes referred to as 'the lungs of the Earth.'

What does this tell you about the rainforest?

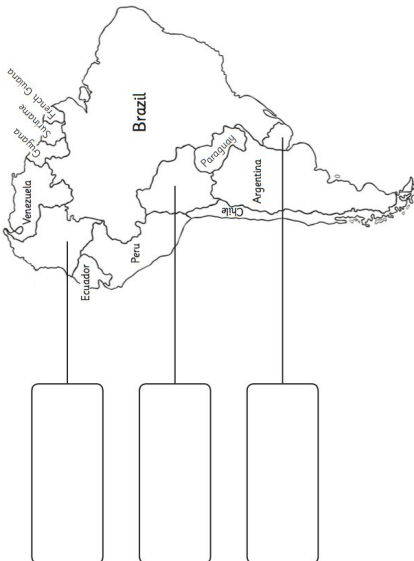
1 mark

total for this page

Year 5 Reading Assessment Non-Fiction

Questions 16 to 27 are about 'Brazil'

16. Write in the boxes the names of the missing countries.



17. Draw lines to match the correct information.

Brasilia

historic centre

São Paulo

capital city

Salvador

largest city

Rio de Janeiro

second largest city

2 marks

total for this page

YEAR 5 Reading - Text 1 Questions

5

1 mark

1 mark

2 marks

Total for this page

Year 5 Reading Assessment Non-Fiction

25. How does the information about the Brazilian flag support the other information in the text?

26. 'Yellow represents the gold reserves the country holds.'
In this sentence, the word **represents** is closest in meaning to ...

Tick one

shows ☐

symbolises ☐

for ☐

27. Across the globe is a white banner that reads, 'Ordem E Progresso', which translates in English to 'Order and Progress'.
Explain **two** things that the words **order** and **progress** suggest about the country of Brazil.

End of questions about 'Brazil'

••END OF TEST••

4

1 mark

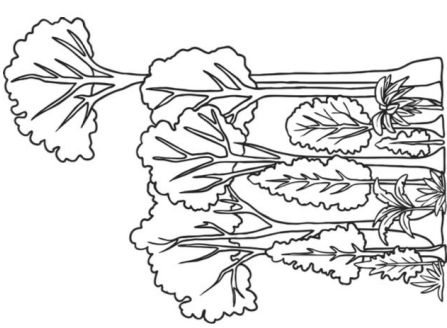
1 mark

2 marks

Total for this page

Year 5 Reading Assessment Non-Fiction

22. Fill in the missing labels.



23. Why do you think that the forest floor is dark? Explain your answer using evidence from the text.

24. Look at the text box about the Brazilian flag and complete the table below.

| Feature | Represents |
|-----------------------|------------|
| yellow diamond | |
| white stars | |
| dark green background | |

YEAR 5 Reading - Text 2

Test B: **Comprehension**

Test time: 0 5 10 minutes



Read the text carefully and answer the questions that follow.

The Unfortunate Episode with the Toothpaste

"Don't mess about in the new bathroom," Mum shouted to Jake. Jake looked at himself in the new mirror that hung in the bathroom and copied his mum's words in a high-pitched voice while shaking a finger at his reflection. It made him laugh. He surveyed the room with little interest. Without thinking too much about it, he picked up the huge tube of new toothpaste and took off the cap. He only meant to squeeze a tiny amount onto his toothbrush, but impishness gave him a brave edge and instead, he squeezed hard and a big, fat, minty slug appeared on his toothbrush bristles. "Eugh!" Jake thought in disgust. He squeezed really hard this time and a white phantom snake appeared to slither over the bristles and up the handle of the brush. Jake laughed at how funny it looked. He shook his brush and toothpaste flew off the brush and into the new sink. Jake squeezed the tube again and again as he spelled his name out across the sink bowl. This was so much fun!

"Jake!" Mum yelled. "Are you in bed yet?" Jake came to his senses and looked at his handiwork. The huge tube of toothpaste was now three-quarters empty and the sink bowl was covered with toothpaste. Hurriedly, Jake decided he needed to tidy up, so he began scooping up the toothpaste, ready to push it back into the tube, but try as he might, he could not get any toothpaste back into the tube. Jake began to panic, but nothing he did would get any of it back into the tube. He could hear Mum's footsteps coming up the stairs, closer and closer. Jake could picture his mum's face and it would not be a happy face ...

This Text is from the Oxford Owl website, there are lots more if you wanted to complete another

<https://home.oxfordowl.co.uk/reading/reading-age-9-10-year-5/>

1 What did Mum tell Jake he must not do?

1

2 Find **TWO** things that Jake did to make himself laugh.

2

YEAR 5 Reading - Text 2 Questions

3 What is meant by the phrase 'impishness gave him a brave edge' (line 7)?

1

4 Why did Jake feel disgust?

1

5 What was Jake's 'handiwork'?

1

6 Why did Jake panic? (line 19) Give **TWO** reasons.

2

7 How do you think that Jake felt at the end of the text and why? Give **TWO** answers and support each by referring to the text.

4

YEAR 5 Writing - Formal Letter

Formal and Informal Language

Formal language is used for more official and serious purposes. The correct grammar should always be used.

uses specific vocabulary for the subject

uses the correct grammar and punctuation

has a more serious tone

often uses complex sentence structures

In **informal** situations and informal writing, a more relaxed casual and chatty style can be used. Slang words and abbreviations are more acceptable.

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

is clear and to the point

has a more 'chatty' tone

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

uses text-style words (lol)

Some vocabulary is more formal, whereas other is more informal in tone. Can you match these formal and informal words with the same meanings (synonyms)?

Formal

profession

injustice

sufficient

opportunity

sacrifice

immediately

Informal

now

chance

enough

job

give up

not fair

YEAR 5 Writing - Formal Letter

Hampton Vale Primary Academy
West Lake Avenue
Hampton Vale
Peterborough
PE7 8LS
Friday 8th May 2020

Introduction
Who is the
letter for?

23 Your House Road
Hampton Vale
Peterborough
PE7 8HI

Dear Year Five Pupils,

1-Why
are you
writing?

It has been many weeks since we have looked upon you all. As a result, we are writing to inform you of some of the tasks and activities we have taken part in throughout your absence.

2- What has
happened.

We have been extremely busy while you have been away: creating home learning packs, writing reports and designing an exciting, yet informative curriculum. However, it has not all been school work. Mr Allsebrook has used his spare time to move into his new house. Excitingly, Mrs Clements has received news that she is having another baby boy! Miss Evans has relished in long walks with their dogs.

3- Opinion

Forlornly, we await your return. Walking through the deserted corridors and glancing inside the abandoned classrooms is causing our hearts to ache as we miss you considerably.

4 - what would
you like to
happen?

Therefore, we are requesting that you write a reply letter informing us of learning that has taken place and fun activities you have been involved in, while safely at home. We feel that this information will brighten our spirits and we greatly anticipate your response.

Yours sincerely
Mrs Clements, Miss Evans and Mr Allsebrook

YEAR 5 Writing - Formal Letter

| | | | | |
|--|--|---|-------------------------|---|
| | | | | |
| Introduction Who is the letter for? Do we know them? | Paragraph 1 Why are we writing the letter? | Paragraph 2 Details about what has happened | Paragraph 3 Opinions | Paragraph 4 Concluding paragraph- what you would like to happen |

Here is a
PING grid to
help you
plan your
letter.

YEAR 5 Writing - Formal Letter

Now you have planned your response, write your **formal** letter! A template is on the next page if needed.

FOR SAFETY REASONS PLEASE DO NOT USE YOUR REAL ADDRESS!

Use the checklist to ensure you have included all the features of a formal letter.

Features of Formal Letters Checklist

| Does your formal letter include... | ✓ |
|---|---|
| the sender's address? | |
| the address of the recipient? | |
| the greeting 'Dear Sir/Madam' if you don't know the recipient or 'Dear Mr/Mrs/Miss (surname)' if you know the recipient? | |
| an introduction? | |
| formal sentence starters such as 'I am writing to inform you' or 'I would like to express'? | |
| details organised into paragraphs? | |
| a conclusion saying what needs to happen next? | |
| 'yours faithfully' if you don't know the recipient or 'Yours sincerely' if you do know the recipient when you have finished the letter? | |
| your name at the end? | |

You do not have to, but if you would like to post your letter to your teacher, please send it to school.

Hampton Vale Primary Academy or ask a parent to email mclements@hvporg.uk
West Lake Avenue
Hampton Vale
Peterborough
PE7 8LS

Do not forget to write on the envelope which teacher the letter is for.

[illegible]

YEAR 5 Grammar - Skill 1

Vocabulary Task – Choose a way to order these words and then explain why you have put them in this order. For example:

enormous, massive, big, medium, small, tiny, minuscule

I have ordered the words in size order from largest adjective to smallest adjective

LINK IT/USE IT

Shades of meaning

Put these words in order. Explain how you have ordered them.

swiftly


speedily


gently

quickly

slowly

Challenger





LINK IT/USE IT

Shades of meaning

Put these words in order. Explain how you have ordered them.

soar


flutter


hover

glide

fly

Contender





YEAR 5 Grammar - Skill 2

Anna Adverbial

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

Anna is revising adverbials for a test at school but she is unsure of how to identify them in a sentence. Help Anna by underlining the adverbial phrase or adverbial phrases in each sentence below.

Tip: Adverbial phrases explain **when**, **where** or **how** something happens, for example:

Early in the morning, the tiger went to hunt.

'Early in the morning' is the adverbial phrase here as it explains when the tiger went to hunt.



1. Moments later, a shooting star appeared in the sky.
2. Anna completed her difficult homework at the kitchen table.
3. With a smile on his face, Arturo held up the trophy.
4. Charlotte bought lots of new things at the market.
5. In haste, Jamelia completed her chores because she wanted to go out to play.
6. Every Saturday, Peter ate porridge for his breakfast.

Now rewrite and improve the sentences below with an adverbial phrase of your own. Remember, add adverbials to describe when, where, or how each event happens.

1. The eagle flew.

2. Jake fastened his shoelace.

YEAR 5 Grammar - Skill 2

Paragraph Linking Hunt

Year 5 Grammar: Adverbials for Linking Sentences and Paragraphs

When writing, authors use adverbial phrases to link paragraphs together so that their ideas flow smoothly from one paragraph to another. If you spend time thinking about how to start a new paragraph, you can deliberately choose words in your first sentence that will link it directly to the previous paragraph. This makes it clearer for the reader.

Have a look through your reading books at home. See how the authors use different **adverbial phrases** to start new paragraphs. Find some examples and add them to the table below. This will give you a list of great adverbial phrases that you can use when completing your own independent writing.



| Adverbials of place | Adverbials of time | Adverbials of number |
|---------------------|--------------------|----------------------|
| | | |

YEAR 5 Spelling Rule

| Spellings | 1 st Attempt | 2 nd Attempt | 3 rd Attempt | 4th Attempt | 5 th Attempt |
|-------------|-------------------------|-------------------------|-------------------------|-------------|-------------------------|
| appreciate | | | | | |
| cemetery | | | | | |
| conscious | | | | | |
| convenience | | | | | |
| environment | | | | | |
| immediately | | | | | |
| language | | | | | |
| sufficient | | | | | |
| thorough | | | | | |
| vegetable | | | | | |

YEAR 5 Spelling Rule

Spellings

appreciate

cemetery

conscious

convenience

environment

immediately

language

sufficient

thorough

vegetable

Choose one of your spellings to complete the sentence.
Only one of the pair is correct.

It was easy to _____ his slick BMX skills.

There was a _____ investigation into what had happened.

The ghosts haunted the _____ every evening at midnight.

They had _____ food to last a number of days.

"Begin your work _____!" instructed the teacher.

Chinese is the _____ spoken by the most people in the world.

The chef chopped the _____ and added it to the dish.

An escalator was available for the shopper's _____.

We have decided to ban plastic bottles to protect the _____.

I wasn't even _____ of what was happening beside me.

YEAR 5 Science: Plants.

Requirements for growth

A healthy plant is usually upright with green leaves. Plants need air, light, warmth, water and nutrients to be healthy.

If a plant doesn't have one of these requirements it could affect its growth or even die.

For example, a plant that is kept in a dark place will grow tall and spindly in search of light and then become weak and die.

A plant that is not watered will have a weak stem and dried-up leaves and will eventually die.

A seed will not produce a plant at all if it is kept too cold. The seed needs warmth to **germinate** (develop from a seed into a plant) and start to grow into a healthy plant.



If a plant is healthy, it can continue making its own food through photosynthesis.



Challenge:

Have you got your sunflower from the school office? Design a poster of what your sunflower requires and how you will meet its requirements?

YEAR 5 Science: Plants



Fill in the gaps using the following words:
freezing - water - spring

- Too much will turn a plant's leaves brown.
- Plants grow in the when the temperature is just right.
- If it's , some plants can't survive.



Fill in the gaps using the following words:
soil - space - light

- Plants don't like being crowded so they need to grow.
- A plant can die if it doesn't get enough .
- A plant gets nutrients from the .

Challenge: On the next page there is space where you can create a poster on a sunflower, the requirements and how the requirements will be met.

YEAR 5 Science: Plants.

Here is
space for
your poster.

YEAR 5 Place and Time - India Knowledge

The East India Company

- London merchants hoped to secure their own supply of spices from the 'East Indies'.
- Queen Elizabeth I signed a Charter creating 'The Company of Merchants of London Trading to the East Indies'.
- The Company was only company that were allowed to trade east of the Cape of Good Hope.
- Until 1813, it was the only company importing goods like spices, cotton and indigo from India to Britain.

How did the British take control of India?

The East India Company was founded in England in 1599 and soon began building trading warehouses in India.

At this time India was not a united country. There were many small states, each with its own ruler. The East India Company sometimes asked for permission to trade in Indian states but sometimes it did not.

The British agreed that they would help any Indian ruler who would help them trade and they would defeat any ruler who blocked their trade.

At the same time, the French had their own East India Company. Competition between the British and the French was fierce. In 1700 it escalated into a full scale war and the armies were dragged into the conflict.

In 1757 Robert Clive persuaded an Indian general to fight with him and overthrow Siraj-ud-Daula the ruler of Bengal. The battle was won and Siraj-ud-Daula was captured and killed. This gave the British control of Bengal.

Robert Clive was treated as a hero in England. In 1765 he was sent back to India to rule over Bengal. From then on he took more and more Indian states under British control. The French were soon defeated and pushed out of India.

By the 1850s, the British ruled about 60% of India. The British banned traditional Indian ceremonies and wanted India to use the British education system. Some people in India resented (disliked) British rule.

Task:
Make a timeline to show these events. Add illustrations and do your own research about the events.



YEAR 5 Place and Time - India Tasks



Talking point -

What the video <https://youtu.be/F7GOh8qLLwQ>

Discuss with an adult:

Was Robert Clive a good man?

Was the British Empire fair?

What does loot mean?

How did the British take over?

You are going to make a comic strip to outline the British rule of India using the information sheet to help you.



vs



Questions

When was the East India Company founded?

What other country was Britain in competition with?

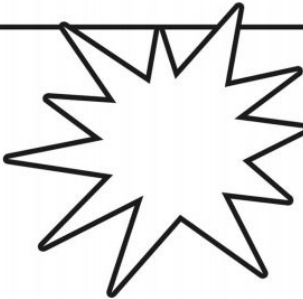
How did the British gain control over Bengal?

By the 1850's how much of India did Britain own?

Retrieval

- What is a mangrove?
- Who was Gandhi?
- Name as many Indian animals as you can...
- What continent is India in?

YEAR 5 Place and Time - India Tasks

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

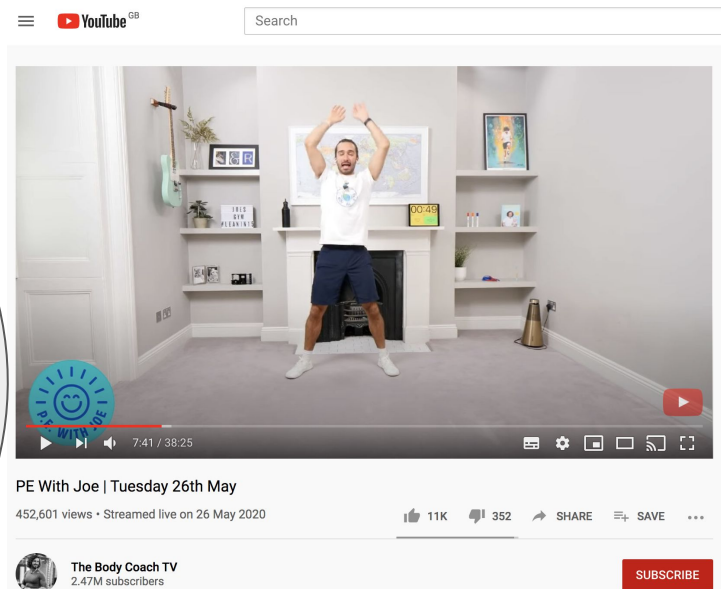
YEAR 5 HOMEWORK

Task 18: PE Exercise

You might have watched Joe Wicks doing' PE with Joe' during lock down.


Your challenge is to create your own workout video.

There is an example workout below if you would like to use that...




Joe Wicks: 5-Minute Move Workout 4
Squat Knee-Up

1. Start with your feet a bit wider than your shoulders.
2. Bend your knees as if sitting in a chair.
3. Stand up straight.
4. Lift one knee high.
5. Bring your elbow to your knee.
6. Repeat, this time using the other knee.




Joe Wicks: 5-Minute Move Workout 4
Knee Lifts

1. Hold your arms out to the side at about chest height.
2. Keep your arms straight.
3. Lift your knee high up to your elbow.
4. Keep your back straight.
5. Return your foot to the floor.
6. Repeat with the other knee.




Joe Wicks: 5-Minute Move Workout 4
Mountain Climbers

1. Get on your hands and feet.
2. Keep your back and legs in a straight line.
3. Bend one knee and bring it to your chest.
4. Return your foot to the floor.
5. Move nice and slowly.
6. Repeat with your other knee.



Joe Wicks: 5-Minute Move Workout 4
The Mummy

1. Hold your arms out to the front.
2. Kick your legs up and out to the front.
3. Cross your hands over each other. First one on top and then the other.
4. Keep your arms and legs straight.



YEAR 5 HOMEWORK

Task 19



What Positives Have Come from Lockdown?

Lockdown is a difficult time when we may feel that the things we love and enjoy have been taken away from us. For example, we are unable to go to school, see our friends and family, take part in after-school activities or visit our favourite places.

During this difficult time, you may have learnt new skills, discovered new talents and found more of your special qualities. These positives need to be captured and celebrated.

Can you take some time to think about what positives being in lockdown has taught us?

Spend some time thinking about the following three questions and then complete each activity. When you have completed them, display the activities somewhere you can see and be proud of them each day. If you are having a difficult day, looking back at your answers will help you to feel proud and positive about yourself.

What Special Qualities Have I Discovered?

