

## YEAR 5 HOMEWORK - Pack 12

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

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




## Percentage and Decimal Equivalents.

In order for you to convert fractions to decimals you must follow a certain process. This process often involves converting a fraction to a percentage and then converting the percentage to decimal. Please see a worked example below:



WE:  $\frac{1}{2} =$

S1  $\frac{1}{2}$   $\frac{\square}{100}$

Can you remember what percentages are always out of? That's right it is 100. Therefore, you need to convert the fraction.

S2  $\frac{1}{2}$   $\frac{\square}{100}$   
 x 50

To convert a fraction you need to convert 2 to 100. Therefore, you would need to multiply it by 50 as  $2 \times 50 = 100$

S3  $\frac{1}{2}$   $\frac{50}{100}$   
 x 50  
 x 50

Whatever you multiply the denominator by you must apply to the numerator.

S4  $\frac{1}{2} = \frac{50}{100}$

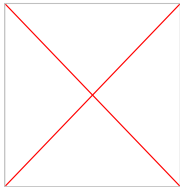
Please turn over.

# Percentage and Decimal Equivalents.

In order for you to convert fractions to decimals you must follow a certain process. This process often involves converting a fraction to a percentage and then converting the percentage to decimal. Please see a worked example below:

WE:  $\frac{1}{2} =$

S5



Now it is time to convert the fraction to a decimal. Therefore you have to now divide the numerator by the denominator. In this case it will mean you divide 50 by 100.

H	T	U	.	T	H
	5	0	.		

H	T	U	.	T	H
	5		.		0

H	T	U	.	T	H
		0	.	5	0

Don't forget  
your  
placeholders.



# Percentage and Decimal Equivalents.




S1

$$\frac{1}{4} \quad \frac{\square}{100}$$

Can you remember what percentages are always out of? That's right it is 100. Therefore, you need to convert the fraction.

S2


$$\frac{1}{4} \quad \frac{\square}{100}$$

 x \_\_\_\_

To convert a fraction you need to work out what you need to multiply your denominator by to get to 100.

S3

$$\frac{1}{4} \quad \frac{\square}{100}$$

 x \_\_\_\_

Whatever you multiply the denominator by you must apply to the numerator.

S4

$$\frac{1}{4} = \frac{\quad}{100}$$

Please turn over.



# Percentage and Decimal Equivalents.

S5

Now it is time to convert the fraction to a decimal. Therefore you have to now divide the numerator by the denominator.



H	T	U	.	T	H
	-	-	.		

H	T	U	.	T	H
	-		.		-

H	T	U	.	T	H
		-	.	-	-

Don't forget  
your  
placeholders.



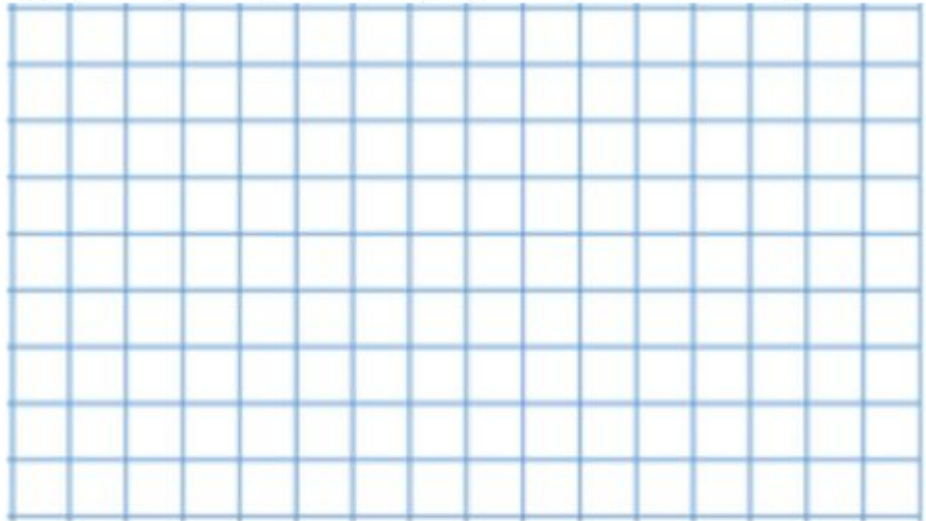
## Percentage and Decimal Equivalents.

# Challenge!

Convert the fractions below to percentages and decimals. (Show your working by using the previous pages if you need too).

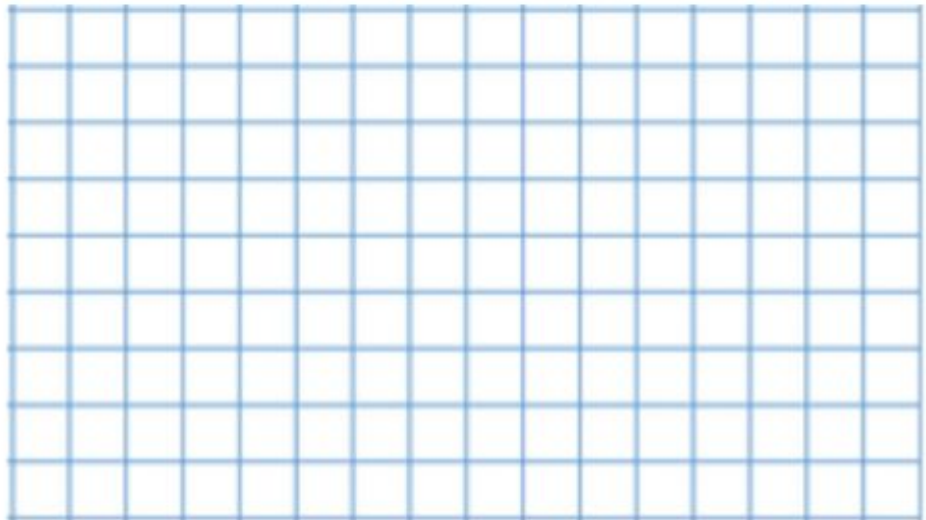
Q2

$$\frac{1}{5}$$



Q3

$$\frac{2}{5}$$



## YEAR 5 Maths - Skill 1 Reasoning

Make each number sentence correct using  $=$ ,  $>$  or  $<$ .

$\frac{3}{4}$	$\bigcirc$	$\frac{1}{2}$
$\frac{3}{8}$	$\bigcirc$	$\frac{1}{2}$
$\frac{3}{4}$	$\bigcirc$	$\frac{3}{8}$

$1\frac{3}{4}$	$\bigcirc$	$2\frac{1}{2}$
$\frac{3}{2}$	$\bigcirc$	$1\frac{1}{2}$
$3\frac{3}{4}$	$\bigcirc$	$3\frac{3}{8}$

$\frac{2}{4}$	$\bigcirc$	$\frac{1}{2}$
$\frac{2}{5}$	$\bigcirc$	$\frac{4}{10}$
$\frac{2}{5}$	$\bigcirc$	$\frac{5}{10}$

Write down two fractions where the denominator of one is a multiple of the denominator of the other.

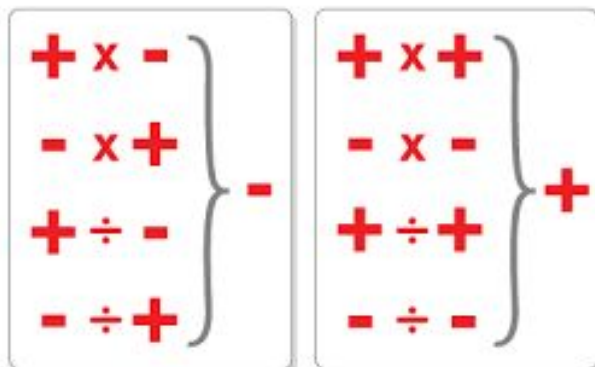
Which is the larger fraction?

Explain your reasoning.

## YEAR 5 Maths - Multiplying Negative Numbers

To multiply with negative numbers, imagine there are no negative values. Complete the calculation then decide if the answer is positive or negative using the rule on the right.

If both numbers in the question are positive or negative, the answer is positive. However, if one is positive and one is negative, the answer is negative



$$4 \times 5 = 20 \quad \text{and} \quad -4 \times -5 = 20$$

$$-4 \times 5 = -20 \quad \text{and} \quad 4 \times -5 = -20$$

### Skill Input: Multiplying with negative numbers

$4 \times 7 =$

$9 \times -7 =$

$9 \times \underline{\quad} = -81$

$-4 \times -3 =$

$-8 \times -7 =$

$\underline{\quad} \times -7 = 42$

$-12 \times -6 =$

$-12 \times -11 =$

$-12 \times \underline{\quad} = -144$

$-100 \times 35 =$

$-100 \times 12 =$

$-100 \times \underline{\quad} = -230$

$-250 \times 4 =$

$-0.5 \times 22 =$

$0.5 \times \underline{\quad} = -30$

$25 \times -3 =$

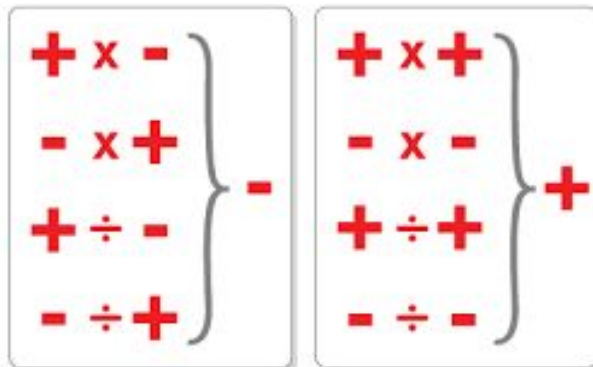
$7 \times -3 =$

$\underline{\quad} \times -3 = 6.6$

## YEAR 5 Maths - Dividing Negative Numbers

To divide with negative numbers, imagine there are no negative values. Complete the calculation then decide if the answer is positive or negative using the rule on the right.

If both numbers in the question are positive or negative, the answer is positive. However, if one is positive and one is negative, the answer is negative



$$20 \div 5 = 4 \quad \text{and} \quad -20 \div -5 = 4$$

$$-20 \div 5 = -4 \quad \text{and} \quad 20 \div -5 = -4$$

### Skill Input: Dividing with negative numbers

$$42 \div 7 =$$

$$91 \div -7 =$$

$$99 \div \underline{\quad} = -11$$

$$-33 \div -3 =$$

$$400 \div -8 =$$

$$\underline{\quad} \div -7 = 6$$

$$-12 \div -6 =$$

$$-121 \div -11 =$$

$$-125 \div \underline{\quad} = -5$$

$$-100 \div 25 =$$

$$-100 \div 0.5 =$$

$$-100 \div \underline{\quad} = -20$$

$$-36 \div 4 =$$

$$-360 \div 6 =$$

$$5 \div \underline{\quad} = -10$$

$$27 \times -3 =$$

$$69 \div -3 =$$

$$\underline{\quad} \div -3 = 30$$



## YEAR 5 Maths - Skill 3

Did you know that  $5 + 2 \times 3 = 11$ . If you got the answer 21, you are wrong because in maths we use the order of operations.

The order of operations means multiplication and division are always done before addition and subtraction, even if they are not first in a question.

Multiplication and division are as powerful as each other so they are done in the order written. Addition and subtraction are also equal.

Examples:  $5 + 6 \times 2$       Multiplication first so we get  $5 + 12 = 17$

$20 - 30 \div 3$       Division first so we get  $20 - 10 = 10$

$30 \div 10 \times 4$       Multiplication and division are equal so  $3 \times 4 = 12$

### S: Order of operations

$5 \times 4 + 5 =$

$15 \times 4 + 50 =$

$7 - 4 \times 6 =$

$12 \div 6 - 1 =$

$180 \div 6 - 18 =$

$18 \div -6 - 1 =$

$5 + 4 \times 5 =$

$5 + 0.5 \times 40 =$

$35 + 4 \times -5 =$

$5 \times 2 + 5 =$

$300 - 4 \times -60 =$

$80 - 4 \times 6 =$

$5 \times 6 \div 3 =$

$0.5 \times 600 \div 20 =$

$10 \times -6 \div 3 =$

$3 + 10 \times 2 =$

$-30 + 15 \times 2 =$

$-65 + 15 \times 4 =$

$20 - 50 \div 5 =$

$-5 - 50 \div -5 =$

$-12 - 20 \div 0.5 =$

## YEAR 5 Maths - Arithmetic

### Fluency Input: 10 minute arithmetic

$34.6 + 75.8 =$	$45 \times 5 =$	$99 - 4.2 =$	$-4 \times -6 =$
$4567 - 89.7 =$	$345 \times 5 =$	$3 + 4 \times 8 =$	$3^2 + 2^3 =$
$0.5 \times 84 =$	$3.07 \times 1000 =$	$300\text{ml} + 2.6 \text{ l} =$	$560\text{mm} = ?\text{cm}$
$\frac{1}{2} + \frac{3}{4} =$	$-50 + -70 =$	$90\text{mm} + 4.6\text{cm} =$	$3 - 50 \div 5 =$

# YEAR 5 Maths - Arithmetic

1  $24 \times 4 =$

1 mark

7  $8302 + 699 =$

1 mark

2  $\frac{5}{12} - \frac{3}{12} =$

1 mark

8  $121\,402 - 45\,892 =$

1 mark

3  $5379 + 753 =$

1 mark

9  $490 \div 7 =$

1 mark

4  $56 \div 1 =$

1 mark

10  $7.02 \times 100 =$

1 mark

5  $77 \times 7 =$

1 mark

11  $27.8 - 9.03 =$

1 mark

6  $7.2 + 3.9 =$

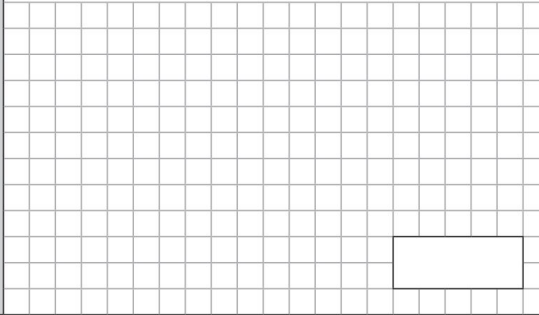
1 mark

12  $\frac{3}{4} + \frac{2}{3} =$

1 mark

# YEAR 5 Maths - Arithmetic

13  $619 \times 73 =$



A grid for working out the multiplication of 619 by 73. The grid is 20 squares wide and 15 squares high. A small rectangular box is located in the bottom right corner of the grid, intended for the final answer.

2 marks

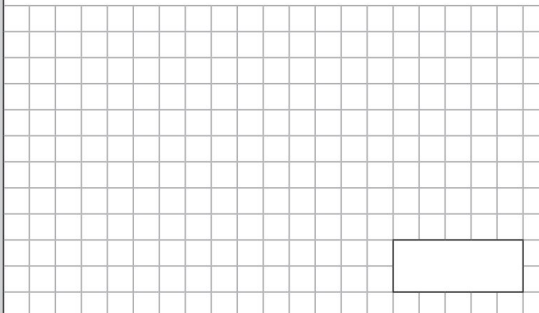
18  $35\% \text{ of } 2106 =$



A grid for working out 35% of 2106. The grid is 20 squares wide and 10 squares high. A small rectangular box is located in the bottom right corner of the grid, intended for the final answer.

1 mark

14  $7714 \div 38 =$



A grid for working out the division of 7714 by 38. The grid is 20 squares wide and 15 squares high. A small rectangular box is located in the bottom right corner of the grid, intended for the final answer.

2 marks

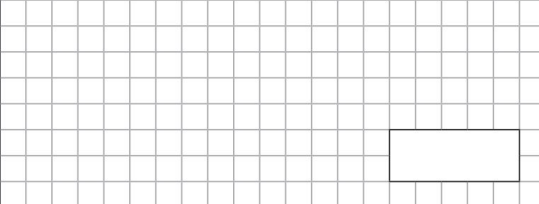
15  $\frac{3}{5} \times \frac{5}{8} =$



A grid for working out the multiplication of the fractions 3/5 and 5/8. The grid is 20 squares wide and 10 squares high. A small rectangular box is located in the bottom right corner of the grid, intended for the final answer.

1 mark

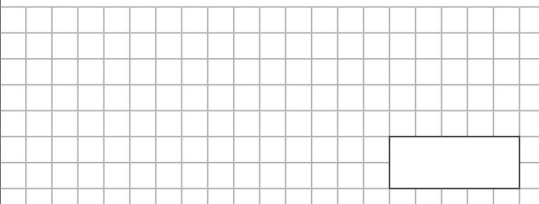
16  $\frac{11}{12} \div 4 =$



A grid for working out the division of the fraction 11/12 by 4. The grid is 20 squares wide and 10 squares high. A small rectangular box is located in the bottom right corner of the grid, intended for the final answer.

1 mark

17  $2.15 \times 7 =$



A grid for working out the multiplication of 2.15 by 7. The grid is 20 squares wide and 10 squares high. A small rectangular box is located in the bottom right corner of the grid, intended for the final answer.

1 mark

## YEAR 5 Reading - Text 1

### Adrenaline Towers

Reading Comprehension

Y5

Looking for an exhilarating adventure to fill a day out? Stuck for ideas to entertain the **WHOLE** family? Tired of your children saying they are bored? Well, look no further... England's newest thrill-filled theme park has landed!

This exceptional, one-of-a-kind leisure resort is home to some of the most widely anticipated adventures. Adrenaline Towers, which opens next month, truly has something to entertain the whole family.

Combining an amazing montage of white-knuckle rides, including the tallest rollercoaster this side of the Atlantic (at a whopping 325 feet) with the entertaining character-themed attractions for our younger guests, we promise no-one will leave dissatisfied with their experience...or your money back! Our rides are simply breath-taking on every level and are the best this country, and indeed the world, has seen in years. You simply must plan a visit!

Perpetual Python – the ride of the future – slithers into action at an electrifying 65 mph for over a mile-long track. It's massive. It's powerful. It's a whole new species of coaster. The tallest, fastest and only 4D experience coaster in the world is waiting for you if you can handle it! Even if you're not a fan of the wild thrills, there are plenty more slower-paced attractions based on much-loved current TV characters and programmes, vibrant stage shows, mouth-watering food courts and ample open areas to take a much needed break from the world.

Josie Burnett (from magazine Great Days Out UK) believes this is the best form of tourist attraction to hit our country for decades: "The attention to detail to ensure all guests are catered for is truly exceptional. I dare anyone to leave unhappy. Tickets to this facility are going to be widely sought after so get in there quick!"

Because we value your enjoyment so much, if you buy your tickets before the end of May we will offer you the perfect price: 20% off your gate entry for the whole of June; what's more a free return voucher will also be included!

Adrenaline Towers will definitely change your view on days out forever – you'll never want to go anywhere else again. Booking bargain tickets early is essential not just advisable – they will sell quickly! You don't want to be the ones who miss out! So, what are you waiting for? Book yours NOW!



## YEAR 5 Reading - Text 1 Questions

### QUESTIONS

1. What does the word 'adrenaline' mean? Tick the closest meaning.

the feeling you get when you are happy

☐

the adrenal glands in the body

☐

a substance that is released in the body of a person who is feeling a strong emotion (such as excitement or anger). This substance causes the heart to beat faster and gives the person more energy

☐

2. Why do you think they have chosen to call the theme park Adrenaline Towers? (2 marks)

---



---



---

3. Find and copy one example of a rhetorical question in the article.

---



---

4. What other names are used to describe Adrenaline Towers in the article?

Tick all that apply.

swimming pool

☐

theme park

☐

Perpetual Python

☐

themed park

☐

leisure resort

☐

Alton Towers

☐

5. What rides are there to attract younger guests?

---

6. Name two other places/areas you can visit apart from the fast rollercoasters.

1. 

---

2. 

---

## YEAR 5 Reading - Text 1 Questions

**7. Who does Josie Burnett work for and what do you think her job is?**

---

---

---

**8. What two offers are available to the readers of this article?**

1. 

---

---

2. 

---

---

**9. In the final paragraph, there is a call to action to the reader. Describe how the leaflet persuades the reader to act. (3 marks)**

---

---

---

---

---

**10. In the following description of the ride, Perpetual Python, how is the ride compared to a snake? (3 marks)**

*Perpetual Python – the ride of the future – slithers into action at an electrifying 65 mph for over a mile-long track. It's massive. It's powerful. It's a whole new species of coaster.*

---

---

---

---

---

## YEAR 5 Reading - Text 2

# Fun, Fantastic Fairgrounds

Y5 Y6

Reading comprehension

A day out to visit a fairground is a wonderful experience that has been enjoyed by families for many generations. Some may argue, it is a rite of passage for children. So many aspects make it a unique and unforgettable experience: the music, the games, the fluffiness and sweet taste of the candyfloss and the thrill of the exciting rides can make for an unforgettable day. There are two types of fairgrounds – travelling fairs and fairs which take up a permanent space. Let's look at the history of these marvellous places.

### The history of fairgrounds

Fairs date all the way back to medieval times. Over time, they have evolved and have always been at the forefront of showcasing items from the popular culture of the time, for example exhibiting cars long before they became a common sight in society.

The golden age of travelling entertainment did not occur until the latter half of the eighteenth century. By the beginning of the nineteenth century, attractions such as theatrical booths, waxworks, and freak shows began to rise in popularity in the fairground industry. Some of the showmen who exhibited in this period became very rich and left the fairground industry altogether. In 1868, Frederick Savage, who was an English agricultural engineer, devised a method of driving rides by steam. His invention, which was a steam engine mounted in the centre of a ride, transformed fairgrounds in England and around the world. In 1891, he produced the classic style for the English "Gallopers", or as it is now more commonly known, the Carousel.

Towards the end of the Victorian era, there were many different types of mechanised rides, such as ghost shows, which delighted fairs' visitors. During this time, 200 fairground events were taking place in the United Kingdom every weekend, from Easter through to November. Fairs were an important feature of the holiday calendar in both urban and rural places all over the UK.

In the twentieth century, the clamour for more exciting modern sensations saw the invention of more sophisticated rides and many of the old attractions were superseded by the Whip, the Caterpillar and the famous modern classics, the waltzers and the dodgems. These new rides transformed the scenery of the fairground, and many have survived and are still a part of the travelling fairs in the twenty-first century.



### YEAR 5 Reading - Text 2

Y5 Y6

Reading comprehension

#### Travelling fairs

The tradition of travelling fairs is still living today. Travelling fairs reflect the influence of the popular culture in which it operates. When a fair rolls into town, its heritage often predates the history of the town. Showmen, or fairground people, see themselves as a cultural group, whose industry keeps them moving around the country permanently. One of the most famous fairground families are the Silcocks, who started a travelling fair in 1918 in order to avoid having to work in the mines. The business has been passed on generation to generation - the Silcock brothers (Lawrence, Edward, Herbert and Arthur) started travelling just before the First World War with a set of swings, a children's ride and a barrel organ and equipping themselves with a large three-abreast set of Gallopers (Carousel). The family business is still in operation today and has had to evolve as society has changed to include things like fast food kiosks and video game arcades.

#### What's at the fairground?

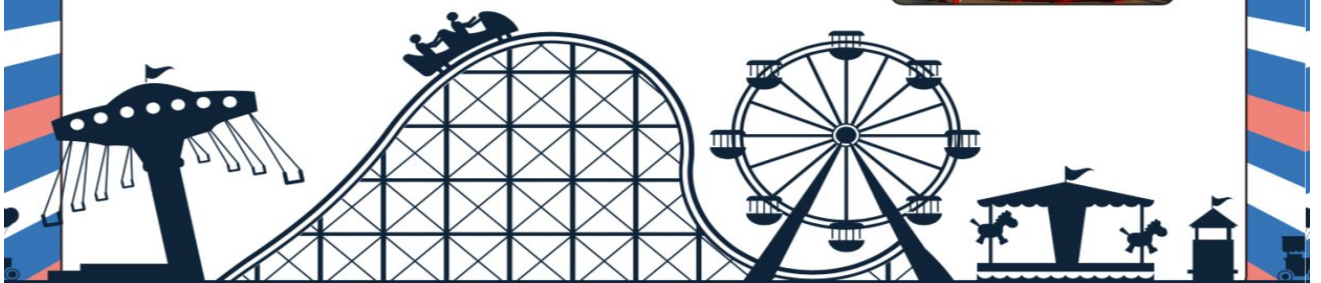
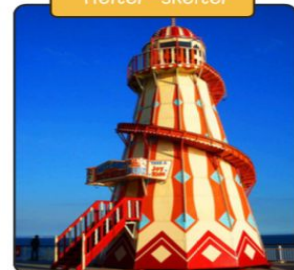
##### Carousel



The inspiration for modern carousels comes from cavalry games and jousting of 12th century Europe and Asia. Horsemen of that time, played games in which a group of horsemen would ride in a circle and throw breakable balls full of perfume to each other. The first platform carousel was made in 19th century and they were called dobbies. It had a platform that rotated with fixed animals and chariots.

A helter-skelter is typically a wooden high tower with a slide built around it. Users climb up inside the tower and slide down the outside, on a mat or a sack. Its name was first recorded at Hull Fair in October 1905. The term 'helter-skelter' pre-dates the fairground ride and has been used to mean disorderly haste or confusion since at least the 16th century.

##### Helter-skelter





### YEAR 5 Reading - Text 2

Y5 Y6

Reading comprehension

Ferris Wheel



A Ferris wheel (sometimes called a big wheel) is a structure consisting of a rotating upright wheel with multiple passenger-carrying components (commonly referred to as passenger cars, capsules or gondolas) attached to the rim in such a way that as the wheel turns gravity keeps them upright. The original Ferris Wheel was designed and constructed by George Washington Gale Ferris Jr. as a landmark for the 1893 World's Columbian Exposition in Chicago.

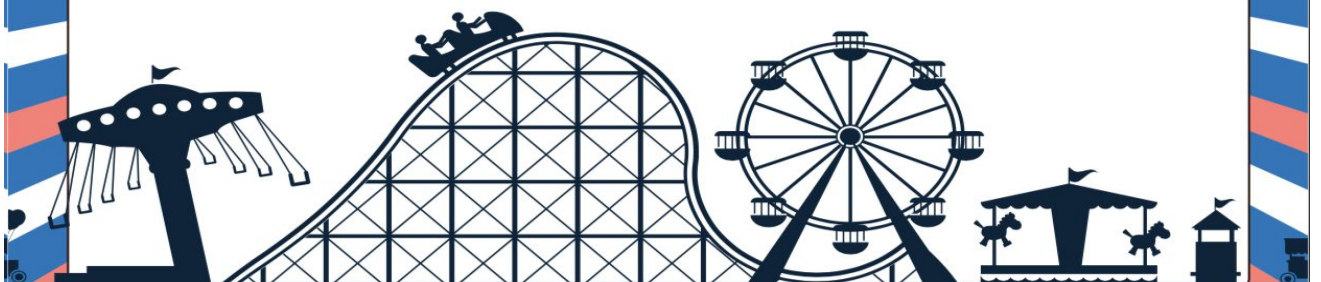
The Coconut shy has been a well-known attraction at fairgrounds for centuries. The word "shy" in this context means to toss or throw. To play this game, participants throw wooden balls at a row of coconuts balanced on posts. Traditionally, a player has three chances and wins each coconut successfully dislodged. In some cases, other prizes may be won instead of the coconuts.



Game: Coconut Shy

#### Fairgrounds today

In the UK, there are several surviving permanent seaside amusement parks in Blackpool, Margate, Great Yarmouth and Southport. They were founded in the late 19th and early 20th century, but their origins can be traced back in Britain to the annual fairs that took place throughout the country. In the USA, Coney Island in Brooklyn (New York) still exists and is still popular – this is one of the earliest global self-contained amusement parks. It was established in the mid-1890s and provided a direct model for Blackpool Pleasure Beach and other amusement parks. The city of Sydney in Australia has a large fairground site right in the centre of the city in their world-famous Darling harbour, which proves a very popular hit with tourists and locals alike.





## YEAR 5 Reading - Text 2

Y5 Y6

Reading comprehension

Luna Park: right in the centre of Sydney



Fairgrounds today, both the travelling and permanent types, stay successful by using both history and modernity to market the fair. Fairs still reflect popular culture and are a key part in many national events annually. The showmen have skilfully adapted to stay relevant to culture and to provide a fair for varied audiences. The fair was, and continues to be, an intriguing and magical place, where all types of people can come along and enjoy all forms of live and mechanical entertainment. Long may fairs continue to be part of our society!



## YEAR 5 Reading - Text 2 Questions

### Questions

DIFFICULTY : EASY

1. Tick which sentence explains what "a rite of passage for children" means.

A passage that a child travels through to get to a fairground. ☐

An event that marks a major milestone or significant experience in a person's life, that is very memorable to them ☐

An argument that people have about children. ☐

2. According to the text, state three things that make a visit to the fairground unforgettable.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

3. What did Frederick Savage invent?

---

---

4. What else has the Carousel been called in the past?

---

---

5. Which definition is closest in meaning to the word clamour? Tick one definition.

- ☐ A shellfish
- ☐ People racing to try and get somewhere or something fast
- ☐ a loud noise, especially that of people shouting or insisting about something

## YEAR 5 Reading - Text 2 Questions

### Questions

DIFFICULTY : EASY

6. Name two items that the Silcocks showcased in their original travelling fair.

1. \_\_\_\_\_

2. \_\_\_\_\_

7. How have the Silcock family ensured people still visit their travelling fair?

\_\_\_\_\_  
\_\_\_\_\_

8. In the game named "Coconut Shy", what does the word "Shy" mean? Tick one box.

To feel scared or nervous ☐

To be short of something ☐

To toss or throw ☐

True

False

9. Fairgrounds still exist today.

☐
☐

10. According to the text, tick all of the places where there are still fairgrounds today.  
(2 marks)

Sydney ☐

Glasgow ☐

Coney Island ☐

Alton Towers ☐

Blackpool ☐

Disneyland ☐

Margate ☐

London ☐

## YEAR 5 Writing - Persuasive Writing

### Knowledge: What is a persuasive text?

A persuasive text is a text which argues a point of view, to convince the reader to agree with the author.

### How is a persuasive text organised?

A persuasive text is organised into paragraphs to make it easier to read.

### What's in a persuasive text?

**Opening statement:** Introduce your point of view

**Arguments:** State your point of view and reasons for each argument

**Conclusion:** Summarise your arguments and repeat your point of view.

### Features

Persuasive writing is written in the present tense.

#### **For example:**

Children spend too much time doing homework.

Dogs are the greatest pets for kids.

Fidget spinners are a popular toy.

Using strong, clear, emotive language helps the reader to agree with you.

Below, are some helpful phrases that are used in persuasive writing.

When writing persuasive text, always use facts.  
It gives evidence and proof to your arguments.

Give a reasonable argument to get the reader interested and on your side.

Interest the reader by using interesting, strong and emotive words.

Simple sentences help the reader to understand your arguments.

Persuasive writing is about informing the reader about a subject and convincing them to agree with you. Choose a topic you believe in.

**Logical connectives** are used in persuasive writing to make the arguments flow.

**For example:** because, however, this shows, therefore.

**Time connectives** are used to begin the main body paragraphs.

**For example:** firstly, secondly, finally.

It is outrageous that...

I strongly believe...

It's disgraceful that...

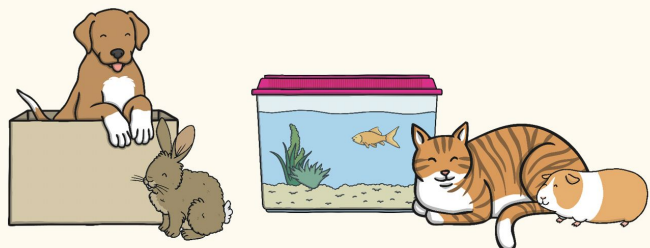
It's concerning that...

How could we possibly...

Activity; Work with your parents to try and persuade them that "all children should have pets".

#### **'All Children Should Have Pets.'**

Using the above topic, state your opinion and two reasons.  
Compare these with your partner's opinion and reasons.



## YEAR 5 Writing - Persuasive Writing

Read this example of a persuasive text. Underline the title, the point of view, arguments, reasons and persuasive language.

Use the  
margins to  
annotate  
notes...

### **Children Should Stop Watching Television!**



I strongly believe that watching television is bad for children. It is not educational, it creates laziness and it increases bad behaviour.

Firstly, because television involves watching, not thinking, it is not educational. When children are not thinking, they are not using their imagination, which is tragic! A lack of thinking and imagination can also affect a child's schoolwork.

Secondly, when watching television, students are sat for long periods of time. Sitting still for a long time can create bad habits like not wanting to play outside, which in turn can affect a child's health, weight and friendships.

Finally, there are countless shows on television that are not appropriate for children to watch. Some of these show swearing, being mean, bad manners and fighting. If children watch shows that have these things in them, it's possible they will think these behaviours are OK in real life. This means that children could become rude and violent.

In conclusion, it's obvious that children watch too much television and should be stopped. This is because children's education, physical fitness and behaviour are at risk. Make yourself smarter, fitter and better behaved TODAY by not watching television!



## YEAR 5 Writing - Persuasive Writing

### Main Task:

Read the **Place and Time Knowledge** section in this pack all about the Himalayas in India. We would like you to create a persuasive leaflet with the opinion – **The Himalayas in India is a great place to visit**

### Persuasive Writing

#### Introductions

I think...  
For this reason...  
I feel that...  
I am sure that...  
It is certain...  
I am writing to...  
Of course...  
In the same way...  
On the other hand...  
In this situation...

#### Making your point

Firstly, secondly, thirdly...  
Furthermore...  
In addition...  
Also...  
Finally...  
Likewise...  
Besides...  
Again...  
Moreover...  
Similarly...  
Surely...  
Certainly...  
Specifically...  
If...then...  
because...

#### Details

For example...  
In fact...  
For instance...  
As evidence...  
In support of this...

#### Endings

For these reasons...  
As you can see...  
In other words...  
On the whole...  
In short...  
Without a doubt...  
In brief...  
Undoubtedly...

#### Other Words

reasons  
arguments  
for  
against  
unfair  
pros  
cons



### Posters and Leaflets

Short, snappy sentences/phrases

An eye catching layout

A catchy slogan

Something to offer

Attention grabbing pictures or photographs

A final reminder of the product or message



### Check and complete the list

Title implies a point of view

Reasons to support the viewpoint

Facts and evidence to support reasons

Connectives to link ideas (e.g. however, therefore, furthermore)

Persuasive devices: Agreement (e.g. obviously, without doubt)

Powerful adjectives

Rhetorical questions

Conclusion to summarise and state opinion

Use the prompts to help you with your writing and the checklist to edit and check your work

## YEAR 5 Writing - Planning Grid

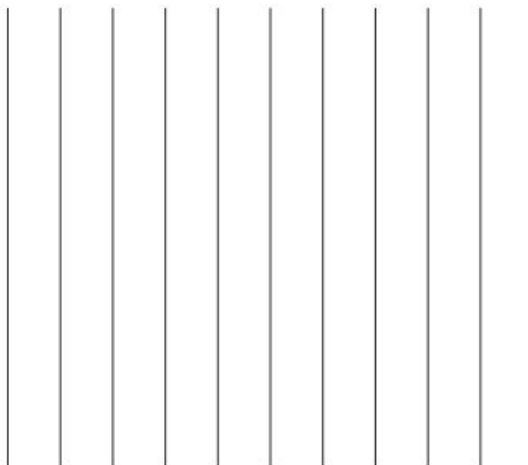
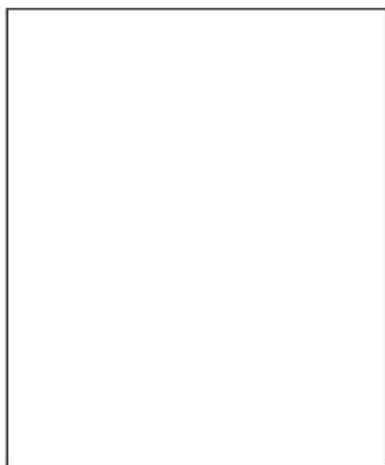
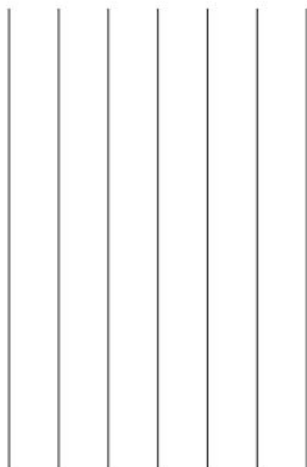
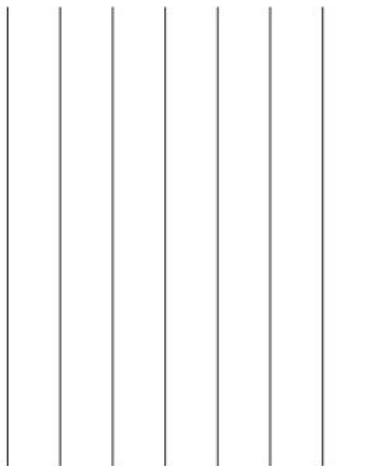
Main Idea/Title:	
Introduction	The main point you want to make.
Argument 1	Remember evidence! <u>Useful words:</u> Firstly... Secondly... In my opinion... Some believe that... I feel that... I am sure that... It is certain... Therefore... Moreover... For this reason...
Argument 2	
Argument 3	-Reasons for  -Reasons against  -Ask questions to get the reader thinking
Conclusion	Sum up the main argument.



# YEAR 5 Writing - Persuasive Leaflet

## YEAR 5 Writing - Persuasive Leaflet

Use the  
Template  
for your  
writing.



## YEAR 5 Grammar - Skill 1

**Task one - Show me what you already know!**

Draw lines from each word class to its definition.

Time taken:

**Noun**

A 'naming' word: a word used for naming an animal, a person, a place, a feeling or a thing.

**Adjective**

Tells you more about the verb (it 'adds' to the verb). It nearly always answers the questions: How? When? Where? How much? How often?

**Verb**

They help us to create longer sentences by joining clauses together.

**Adverb**

Words which specify which noun we mean.

They come before the noun and may be before any adjectives or other describing phrases.

**Pronoun**

A 'describing' word: it is a word used to describe (or tell you more about) a noun.

It usually comes before a noun, but sometimes it can be separated from its noun and come afterwards.

**Preposition**

Sometimes you refer to a person or a thing not by its actual name, but by another word which stands for it. We use these so that we do not have to repeat the same nouns over again.

**Determiner**

These are words which show the relationship of one thing to another. They are usually followed by a noun, not a clause.

**Conjunction**

A word, or a group of words, that tells you what a person or thing is being or doing. It is often called a 'doing' word.



## YEAR 5 Grammar - Skill 1 Support

### Different Types of Nouns

#### Abstract Nouns

An abstract noun is something that exists but can't physically be touched. Examples:

love bravery  
opinion strength

#### Pronouns

Pronouns identify something in a very general way, so one pronoun could be used at many different times for different objects or people.

A pronoun can be used instead of a noun.

Examples:

she they it you

#### Concrete Nouns

These are nouns that refer to a specific object. Examples:

bottle car  
hammer magnet  
table ball

#### Collective Nouns

A collective noun is a name given to a group of one type of something specific, often people or animals. In a lot of cases the pronoun will have an obvious connection to the group it is given to for example 'army of ants' refers to a large amount of well organised and ruthless ants.

Examples:

A herd of giraffes  
A gaggle of geese

#### Common Nouns

Common nouns are just like concrete nouns in the way that you can physically touch them. A common noun is a general term eg. 'building' is a common term that could include a house, a bridge, a church, etc. These are all types of buildings. Examples:

vegetable animal  
clothes chocolate

#### Proper Nouns

Following on from common nouns, a proper noun is a specific noun eg. Where 'apple' is a common noun, 'Golden Delicious Apple' is a proper noun as it refers to a specific apple. Examples:

Paris  
The Eiffel Tower  
South Yorkshire Police

## YEAR 5 Grammar - Skill 1

### Task two - Proper noun game

Think of an example for each of these, beginning with the letter 'L'

1. A chocolate bar	
2. A famous person	
3. A town or city	
4. The first name of a child in this school	
5. A famous singer or group	
6. A country	

[illegible]

## YEAR 5 Grammar - Skill 2

Colour in the grid using the key below.

blue = proper noun	red = abstract noun	brown = collective noun	green = common noun	yellow = compound noun	concrete noun = <b>0</b>
--------------------	---------------------	-------------------------	---------------------	------------------------	--------------------------

person	Rob	network	class	pocketknife	Tim	sympathy	chimney
Barbie	England	Sony	guidebook	orchard	loyalty	forest	justice
information	Ribena	computer	flock	sportsman	soil	misery	fleet
parent	Cadbury's	wheelchair	rainbow	troupe	London	window	knowledge
Tesco	Devon	Alice	galaxy	headquarters	Wales	business	belief
student	Spain	inferno	paperback	quiver	president	intelligence	clan
skip	Ben 10	floodlight	bouquet	clockwork	awe	congregation	honesty
France	Xbox	Ireland	windpipe	army	Lucy	chaos	air

## YEAR 5 Spelling Rule

Spellings	1 <sup>st</sup> Attempt	2 <sup>nd</sup> Attempt	3 <sup>rd</sup> Attempt	4th Attempt	5 <sup>th</sup> Attempt
abundant					
brilliant					
constant					
distant					
dominant					
elegant					
fragrant					
ignorant					
tolerant					
vacant					



## YEAR 5 Spelling Rule

abun
brill
cons
dist
dom
ele
fra
ignora
tol
va

ant
iant
inant
grant
erant
dant
cant
tant
nt
gant

Your spellings have been split and scrambled.

Draw a straight line to match the two parts of each spelling or write them on your whiteboard.

## YEAR 5 Science: Assessment

### Year 5 Living Things and Their Habitats

Fill in the words to complete the sentences:

An ..... is a creature whose body is split into three sections called the head, the thorax and the abdomen.

It has an exoskeleton. There are around one million species including ants, bees and butterflies.

A ..... is a vertebrate. It has a beak, feathers and wings. Examples include owls, swans and sparrows. Not all species can fly.

A ..... is a warm-blooded creature that gives birth to live babies. It has fur or hair. The largest in the world is the blue whale and the smallest is the bumblebee bat.

An ..... is a cold-blooded creature. It can breathe in and out of water. Frogs and toads are examples of these creatures.

What is a life cycle?

---

---

---

---

---

Tick the correct answer:

This is the life cycle of...

☐ a bird

☐ an insect

☐ an amphibian

☐ a mammal

1. An embryo grows inside the mother, who it is completely reliant upon.

2. Main period of growth and developing independence from the parents.

3. The independent adult usually seeks company from the opposite sex and mates. The adult female nurses her young.

## YEAR 5 Science: Assessment

Number these stages in the life cycle of an amphibian from 1-6 to show the correct order:

The tail disappears and it starts to eat insects instead of plants. It takes 2-4 years to become an adult and lay eggs.

It swims and eats plants. It breathes through gills.

The female lays a mass of eggs which are fertilised by the male.

The tadpole grows fins and a stronger tail. Then it develops lungs and hind legs.

After 2-25 days, the tadpole hatches from the egg.

The tadpole grows front legs and its tail shortens. It uses nutrients in its tail as food. It jumps out of the water on to land.

True or false? Explain and correct any facts that are false.

true ☐ false ☐

1. Metamorphosis means 'to warm up'.

true ☐ false ☐

2. Complete metamorphosis describes what happens to insects, such as butterflies, flies and beetles.

true ☐ false ☐

3. Butterflies have three life cycle stages: egg, larva and adult.

true ☐ false ☐

4. Insects, such as grasshoppers, crickets and cockroaches have three stages during their life cycle known as incomplete metamorphosis.

true ☐ false ☐

5. The three stages of incomplete metamorphosis include egg, nymph and adult.

Explain the 3 stages of the life cycle of a bird.

1.

2.

3.

## YEAR 5 Science: Assessment

**Complete the table:**

	Mammal	Amphibian	Insect - Complete Metamorphosis	Insect - Incomplete Metamorphosis	Bird
Does this start as an egg?	No				
How many stages are in the life cycle?				3	3
Do the young look like the adult?		No	No	Yes	

**Fill in the missing letters to complete the facts:**

Mammals use s \_ \_ u \_ \_ r \_ \_ d \_ \_ \_ \_ \_ n to produce their offspring.

The male sex cell, called the s \_ \_ \_ \_ , f \_ \_ t \_ \_ l \_ \_ \_ the f \_ \_ m \_ \_ \_ sex cells.

The fertilised cell divides and will form a \_ \_ \_ \_ with a beating heart.

The baby grows inside the m \_ \_ \_ \_ until the end of the g \_ s t \_ \_ o \_ period when the baby is born.

Not all m \_ \_ \_ \_ \_ \_ \_ \_ give birth to young. Some lay e \_ \_ \_ instead, such as the platypus.

Marsupials, such as kangaroos, are also mammals but their young are born incompletely developed. They are then carried and fed in a p \_ \_ \_ \_ on the female's stomach until they are fully developed.

**Complete the sentences:**

Asexual reproduction is where ..... parent is needed to create an ..... , which is an exact ..... of the parent.

Sexual reproduction requires ..... parents to make one offspring. The offspring is similar but not ..... to its parent.

Living things that use sexual reproduction have sex cells called ..... .

**Keywords: gametes, two, copy, one, identical, offspring**



## YEAR 5 Place and Time - India Knowledge

### Indian Himalayas are...

the most accessible way to discover the greatest mountains of the world, while also having time to enjoy multicultural aspects of India.



### When to go

The best time for foothills of the Himalayas is March to November. Every season is different. June and September are hot, has clear sky and beautifully green. It's also best for trekking in Bhaba valley and Pin-valley, but be aware that end of July and August can be wet due to monsoons in the green part of the Himalayas. Spiti and Ladakh are fine as it does not rain much in the desert. In October and November you can still explore some part of the Himalayas by road including Kalpa, Sangla and Chitkul.

### Things to do in the Indian Himalayas...

The Indian Himalayas are a wonderful place to explore remote mountain villages and hill stations. Pragpur, with its cobbled streets and ancient traditional houses, is the gateway to Dhauladhar range and southern peaks of the Outer Himalayas. Palampur in the Kangra Valley is accessible by the narrow gauge Kangra Valley Railway and known for being as the tea growing capital of North India. And Mandi in the northwest Himalayas is home to 80 shrines and temples representing many different religions. Trekking in the Babha Valley is also second to none.

Track snow leopard during winter months when they come down from the seriously frozen peaks in search of food, in the Hemis National Park – also home to ibex, wolf, blue sheep and lynx. Or head to Kaziranga National Park for another stunning wildlife experience, as two thirds of the world's population of the one-horned rhino thrive in these grasslands.

**Highest peak:** Mount Everest at 29,029 ft (8,848 m) is not only the highest peak in the Himalayas, but the highest peak on the entire planet. Other famous peaks include Karakora (K2), Kailash, Kanchenjunga, Nanga Parbat, Annapurna, and Manasklu.



**Rivers:** The Himalayas are the source for the Indus, the Yangtze and the Ganga-Brahmaputra. All three are major river systems for the continent of Asia. The main rivers sourced in Himalayas are the Ganges, Indus, Yarlung, Yangtze, Yellow, Mekong, and Nujiang.



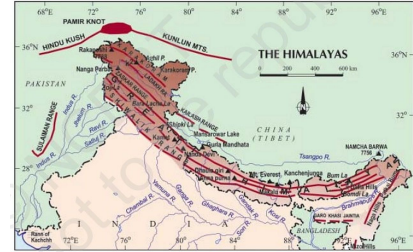
**Glaciers:** The Himalayas are the third largest deposit of ice and snow in the world, after Antarctica and the Arctic. There are approximately 15,000 glaciers located throughout the range. At 48 miles (72 km) in length, the Himalayan Siachen glacier is the largest glacier outside the poles.





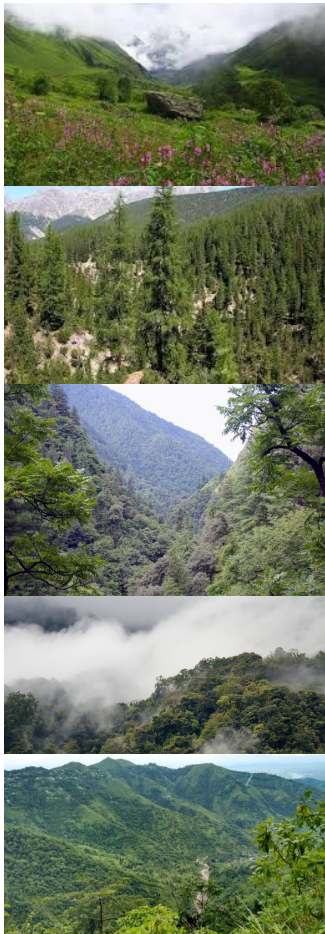
## YEAR 5 Place and Time - India Knowledge

**Geography:** The Himalayas stretch across the northeastern portion of India. They cover approximately 1,500 mi (2,400 km) and pass through the nations of India, Pakistan, Afghanistan, China, Bhutan and Nepal. The Himalayan range is made up of three parallel ranges often referred to as the Greater Himalayas, the Lesser Himalayas, and the Outer Himalayas.



**Ecology:** Climates range from tropical at the base of the mountains to perennial snow and ice at the highest elevations. These complex and diverse eco-regions are interconnected: an ecological threat to one is ultimately a threat to many. Here are just a few examples of Himalayan ecology:

- Grasslands and Shrublands:**  
Western alpine shrubs and meadows can be found between 9,850 and 16,400 ft. These areas tend to have cold winters and mild summers that allow for plant growth. Rhododendron plants cover the lower shrublands, while the alpine meadows, directly above, host a range of flora in the warmer months. Animals found in this region include the snow leopard, Himalayan tahr, musk deer, and pikas.
- Temperate Coniferous Forest:**  
In the northeast, temperate sub-alpine conifer forests are found at elevations of 8,200 to 13,800 ft. Located in the inner valley area, these forests are protected from harsh monsoon conditions by surrounding mountain ranges. The dominant tree types are pine, hemlock, spruce, and fir. Animals found in this region include red pandas, takins, and musk deer.
- Temperate Broadleaf and Mixed Forests:**  
Found in middle elevations of 6,600 to 9,800 ft. in the eastern region are broadleaf and coniferous forests. These forests receive almost 80 inches of annual rainfall, mostly during the monsoon season. In addition to indigenous oaks and maples, plants like orchids, lichen, and ferns also grow in the area. A huge range of wildlife, including over 500 species of birds, are found here during the cooler seasons before they migrate to higher elevations to escape the hot summers. This is also the primary home for golden langur monkeys.
- Tropical and Sub-tropical Broadleaf Forests:**  
Located at 1,650 to 3,300 ft. along a narrow strip of the outer Himalayan range are the Himalayan sub-tropical broadleaf forests. Here there is a wide range of plant life thanks to the areas varied topography, soil types, and rainfall levels. Forest types include subtropical dry evergreen, northern dry mixed deciduous forests, moist mixed deciduous forests, subtropical broadleaf forests, northern tropical semi-evergreen forests, and northern tropical wet evergreen forests. Wildlife includes many threatened species including tigers and Asian elephants. More than 340 different species of birds can be found in this region.



## YEAR 5 Place and Time - India Tasks

### Talking point -

**Highlight all the different words from the Himalayan Knowledge text that you are unsure of and find out their meaning:**

**(use the space below to list the vocabulary)**

### Retrieval

Use your knowledge from your India learning to complete the tasks below:

#### **Facts about India**

Capital City:

Population:

Currency:

Languages:

Surrounding countries:

#### **Someone famous from India**

#### **A famous landmark in India**

#### **Other facts about India**



**How many Himalayan animals can you find in the Knowledge section? List their names...**



## YEAR 5 Place and Time - India Task

Find two national parks in India.  
What are they called?



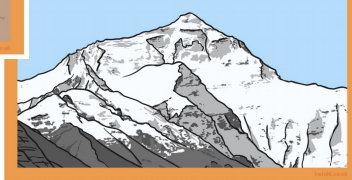
Find 2 main rivers in India.



Find 2 locations (places)  
by the sea (coast) in India.



Find 2 mountains or hills in India.

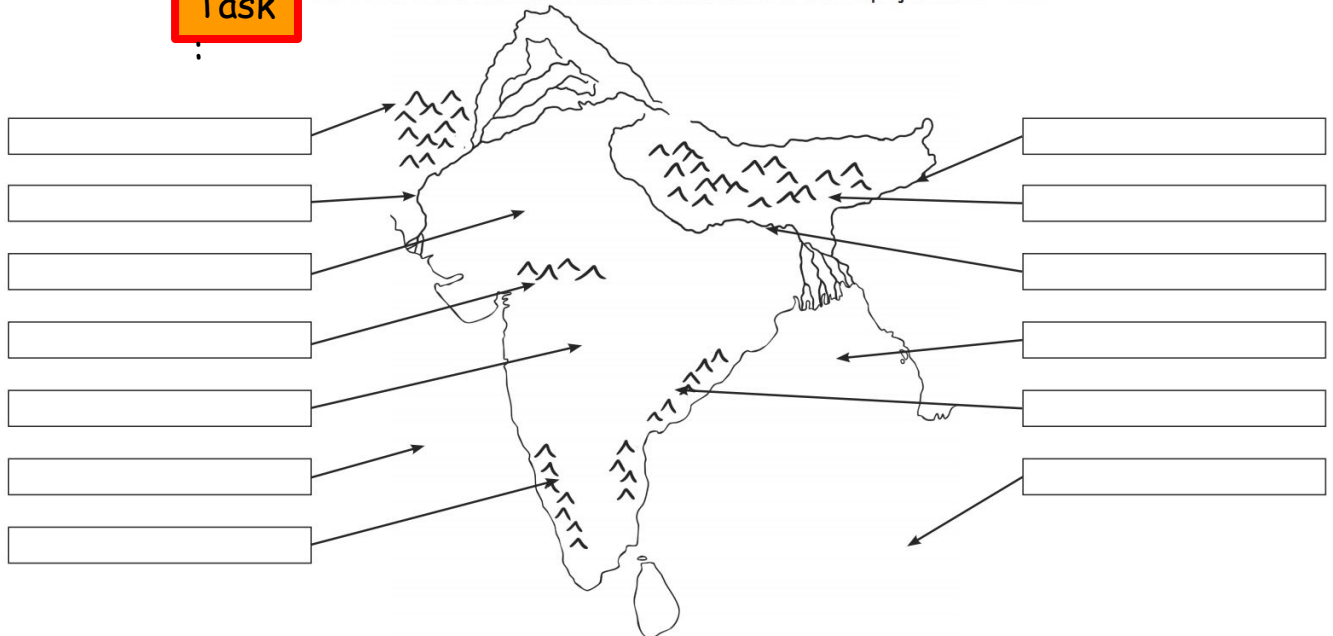


Use the internet  
or non fiction  
book to complete  
these atlas  
challenges

### Ancient India Map Labelling Activity

**Task**

Use books or the internet to add the labels below to the map of ancient India.



#### Rivers

Indus River

Ganges River

Brahmaputra River

#### Mountains

Himalayas

Hindu Kush Mountains

Eastern Ghats

Western Ghats

Vindhya Mountains

#### Areas of Land

Thar Desert

Deccan Plateau

#### Oceans, Seas and Bays

Indian Ocean

Arabian Sea

Bay of Bengal



## YEAR 5 HOMEWORK - PSHE

Write down a memory  
that makes you smile



### Emotions

<https://www.youtube.com/watch?v=dOkYKyVFnsS>



Are all emotions helpful and appropriate?

Why do you think it's possible to experience them all?

Which emotion have you felt most recently? Why do you think that is?

Lockdown has affected many people's emotions, why do you think this is?



What emotion or feeling would you link to these paintings and why?



## YEAR 5 HOMEWORK

### Emoji Code Breaking

									
5	2	7	3	4	9	6	8	0	1

$$\text{Smiling Face with Smiling Eyes} + \text{Thinking Face} + \text{Squirrel} + \text{Smiling Face with Heart Eyes} + \text{Frowning Face} + \text{Woman with Pink Hair and Open Mouth} + \text{Mouse} + \text{Thinking Face} = 9725$$

- $$\text{Grinning Face with Big Eyes} + \text{Smiling Face with Smiling Eyes} + \text{Thinking Face} + \text{Mouse} + \text{Frowning Face} + \text{Squirrel} + \text{Frowning Face with Sweat Drop} + \text{Smiling Face with Heart Eyes} =$$
- $$\text{Blue Face with Sweat Drop} + \text{Woman with Pink Hair and Open Mouth} + \text{Smiling Face with Heart Eyes} + \text{Smiling Face with Smiling Eyes} - \text{Mouse} + \text{Thinking Face} + \text{Squirrel} + \text{Thinking Face} =$$
- $$\text{Squirrel} + \text{Mouse} + \text{Smiling Face with Heart Eyes} + \text{Frowning Face} - \text{Blue Face with Sweat Drop} + \text{Frowning Face with Sweat Drop} + \text{Smiling Face with Smiling Eyes} + \text{Thinking Face} =$$
- $$\text{Smiling Face with Smiling Eyes} + \text{Smiling Face with Heart Eyes} + \text{Woman with Pink Hair and Open Mouth} + \text{Squirrel} + \text{Grinning Face with Big Eyes} + \text{Frowning Face} + \text{Grinning Face with Big Eyes} + \text{Woman with Pink Hair and Open Mouth} =$$
- $$\text{Squirrel} + \text{Mouse} + \text{Woman with Pink Hair and Open Mouth} + \text{Grinning Face with Big Eyes} + \text{Squirrel} + \text{Blue Face with Sweat Drop} + \text{Mouse} + \text{Thinking Face} =$$
- $$\text{Blue Face with Sweat Drop} + \text{Frowning Face with Sweat Drop} + \text{Thinking Face} + \text{Smiling Face with Heart Eyes} - \text{Woman with Pink Hair and Open Mouth} + \text{Blue Face with Sweat Drop} + \text{Smiling Face with Smiling Eyes} + \text{Frowning Face} =$$
- $$\text{Smiling Face with Heart Eyes} + \text{Squirrel} + \text{Smiling Face with Smiling Eyes} + \text{Woman with Pink Hair and Open Mouth} + \text{Grinning Face with Big Eyes} + \text{Squirrel} + \text{Thinking Face} + \text{Grinning Face with Big Eyes} =$$
- $$\text{Frowning Face with Sweat Drop} + \text{Thinking Face} + \text{Frowning Face} + \text{Mouse} - \text{Mouse} + \text{Blue Face with Sweat Drop} + \text{Grinning Face with Big Eyes} + \text{Smiling Face with Heart Eyes} =$$
- $$\text{Woman with Pink Hair and Open Mouth} + \text{Smiling Face with Heart Eyes} + \text{Grinning Face with Big Eyes} + \text{Squirrel} + \text{Mouse} + \text{Thinking Face} + \text{Woman with Pink Hair and Open Mouth} + \text{Thinking Face} =$$
- $$\text{Frowning Face} + \text{Frowning Face with Sweat Drop} + \text{Squirrel} + \text{Thinking Face} - \text{Smiling Face with Heart Eyes} + \text{Blue Face with Sweat Drop} + \text{Frowning Face} =$$



## YEAR 5 HOMEWORK

### Spelling List Wordsearch Double Consonant

p	r	o	f	e	s	s	i	o	n	c	c
e	s	r	x	p	t	n	x	o	t	o	q
m	e	t	e	j	e	a	y	n	h	r	e
b	f	x	f	c	w	a	e	i	y	r	s
a	f	c	a	z	o	i	x	h	p	e	p
r	t	w	h	g	c	m	n	w	e	s	e
r	d	y	g	i	g	e	m	o	k	p	c
a	b	x	f	x	w	e	j	e	v	o	i
s	s	f	k	k	y	i	r	v	n	n	a
s	u	l	a	a	p	x	o	a	e	d	l
s	w	v	y	b	d	m	f	k	t	i	l
c	o	m	m	u	n	i	c	a	t	e	y

embarrass  
especially  
correspond  
communicate

profession  
sufficient  
exaggerate  
recommend