

YEAR 5 HOMEWORK Pack 14

These are your additional weekly learning tasks that should be completed at least 3 times a week:

L.O.L:

- ☐ ☐ ☐ Practise your common exception words - reading and spelling them
- ☐ ☐ ☐ Spelling - practice your spellings and complete a mini test. Don't forget about Spelling Shed!
- ☐ ☐ ☐ Reading - read your book at home to an adult/family member and discuss your reading.
- ☐ ☐ ☐ Times tables- keep practising these as you will need to know all to facts up to 12x12 by the end of Year 4. Don't forget about TTRockstars.

Maths:

- ☐ ☐ ☐ Practice your times tables orally, in written form or using TT Rockstars

Spelling Shed



YEAR 5 HOMEWORK



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Online Classroom

As part of our home learning offer, we are encouraging all of our children to engage in the National Oak Academy home learning website.

<https://classroom.thenational.academy/>

This website has daily video lessons, with additional quizzes and worksheets to apply the learning.

PLEASE ACCESS - YEAR 5 - WEEK 11 (6th July):

<https://classroom.thenational.academy/schedule-by-year/year-5>

While at home, we expect children to complete a daily maths, english and PSHE/foundation subject lesson (from the first page) alongside their weekly tasks .

If you are unable to access this website, the learning has been included in this home learning pack and can be completed without the lessons.

YEAR 5 HOMEWORK



L.O.L - Monday's lesson - Reading Comprehension

Additional video available on:

<https://classroom.thenational.academy/schedule-by-year/year-5>

The Treacherous Temple

Imagine a place where no man dares to wander, where the sunlight never reaches, where fear drifts cunningly in the moist air: here in the Lost Temple I have found such a place. The cold, hard stones created a dark, dismal tomb. Glistening, the idol shone in the moonlight. I had found the treasure, but I still had to find the exit. I was ecstatic: I couldn't wait to escape this labyrinth of a jungle! Without disturbing anything that lay in the darkness, I tried to leave the temple carefully and quietly. The rain pounded the stone floor ferociously as I peered into the piercing moonlight outside. Then it happened... SNAP! The race was on.

Terrified, I froze on the spot for what felt like an eternity until the disgusting beasts were almost upon me. Distraught and troubled, shattered and startled, I did not know how far my weary legs would carry me as I bolted across the crumbling ancient bridge. After several minutes, my legs were shattered by the impact on the solid stone surface like a hammer through fragile glass. Diseased air, sheer drops, vicious creatures – which one would be the end of me in this unforgiving jungle? If I were to escape, I would be lucky to survive. The question is: will I escape?

Darting, I stumbled to the edge of a cliff. Disaster! Fortunately, out of the corner of my eye, I spotted my escape: a perfectly positioned boat. Would this be ideal? Would the boat even start? Would I survive the perilous jump into the rapids? The beast was galloping nearer. I felt its breath burning on the back of my neck, yet there was still time to make a decision. I made the call. Head first, I threw my body into the water below. Splash! Still fearing the beast was following, I swam to the boat, clambered in, and started the engine. I was free. I was safe. I was alive.

Looking back at my adventure, I had never felt so... endangered.

**Read the text
and answer
the questions
below...**

YEAR 5 HOMEWORK



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L.O.L - Monday's lesson - Reading Comprehension

Additional video available on:

<https://classroom.thenational.academy/schedule-by-year/year-5>

Questions

1, The rain pounded the stone floor ferociously as I peered into the piercing moonlight outside. Then it happened... SNAP! The race was on.

Which one of the following is closest in meaning to **ferociously**?

Sensibly

Quietly

Tidily

Crazily

Read the text
and answer
the questions
below...

2, Look at the paragraph beginning: Imagine a place

How do you think they felt when they found the idol?

Use the text to support your answer.

3, Look at the paragraph beginning: Darting, I stumbled..

You are told that the beast is galloping nearer, but how else does the character know this?

YEAR 5 HOMEWORK



L.O.L - Monday's lesson - Reading Comprehension

Additional video available on:

<https://classroom.thenational.academy/schedule-by-year/year-5>

4, Still fearing the beast was following, I swam to the boat, clambered in, and started the engine.

What do the words 'clambered in' suggest about how they got onto the boat?

5, What did the character bolt across?

6, Distraught and troubled, shattered and startled, I did not know how far my weary legs would carry me as I bolted across the **crumbling, ancient** bridge.

What do the words **crumbling, ancient** mean?

Read the text
and answer
the questions
below...

YEAR 5 HOMEWORK



Maths - Monday's lesson - To represent an interval across zero on a number line

Additional video available on:

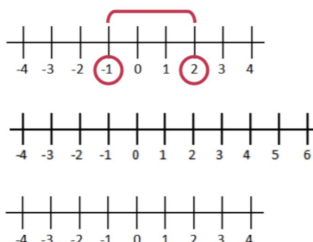
<https://classroom.thenational.academy/lessons/to-represent-an-interval-across-zero-on-a-number-line>

Independent Task - Task 1 of 2

Work out the missing values in the table and use the number lines to show what you did. The column 'For' is the number of goals that team scored. The column 'Against' is the number of goals that team had scored against them.

goals for subtract **goals against** = goal difference

Women's Olympic football group A			
Team	For	Against	Goal difference
Brazil		1	7
China PR	2		-1
Sweden	2	5	
South Africa		3	-3

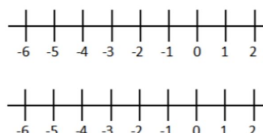


Independent Task - Task 2 of 2

Work out the missing values in the table and use the number lines to show what you did. The column 'For' is the number of goals that team scored. The column 'Against' is the number of goals that team had scored against them.

goals for subtract **goals against** = goal difference

Women's Olympic football group C			
Team	For	Against	Goal difference
USA	5	2	
France		1	6
New Zealand		5	-4
Colombia	2		-5



YEAR 5 HOMEWORK

Maths - Monday's lesson -additional

Answer these questions. Adding numbers to the blank number lines may help you.

1. The temperature at 6 p.m. is 8°C , at 6 a.m. the next morning the temperature has dropped to -7°C . How many degrees has the temperature fallen by?

2. If you point to 11 on a number line and then count back 18, which number do you get to?

3. The elevator in a skyscraper travels from floor 19 to the underground car park on level -4. How many floors has it descended?

4. An overdraft is a facility which means you can have a negative amount of money in your bank account. If a saver had a balance of $-\text{£}19$ and then paid $\text{£}30$ into his bank account, how much would he have available to spend?

5. In a quiz, a team scores 2 points for each correct answer and loses 5 points for each wrong answer. From the start of a game, a team gets 4 questions in a row correct, but then gets two questions wrong. How many points do they have?

YEAR 5 HOMEWORK



Geography - Monday's lesson -How did Freiburg become more sustainable?

Additional video available on:

<https://classroom.thenational.academy/lessons/how-did-freiburg-become-more-sustainable>

Knowledge

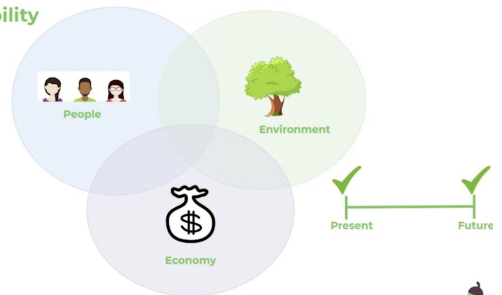
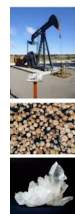
Freiburg

In 1970, Freiburg set itself a goal to become a sustainable city.



Sustainability

Resources =



Name two things the people of Freiburg do to live more sustainably.

1. Compost their food waste
2. Use cloth nappies

What is the benefit of the tram system in Freiburg?

The tram system is beneficial because there is less pollution, which means less money needs to be spent on cleaning the air and water. It is also beneficial because less money needs to be spent on healthcare as the people are healthier, because they are not inhaling a lot of toxic fumes. The money that is saved can be reinvested into sustainable practices.

What are the positive impacts of growing vegetation on buildings?

Growing vegetation on buildings is positive because the vegetation stores water that can be recycled. The vegetation also acts as a mini-ecosystem and increases the amount of oxygen in the air.

Can you find Freiburg on a map? Do your own research about sustainability in Freiburg.

YEAR 5 HOMEWORK



Geography- Monday's lesson -How did Freiburg become more sustainable?

Additional video available on:

<https://classroom.thenational.academy/lessons/how-did-freiburg-become-more-sustainable>

Grow your own



Stop and jot

In Freiburg, there are many places where the community can grow their own fruit and vegetables.

Why do you think this helps the people live in a more sustainable way?

YEAR 5 HOMEWORK



L.O.L -Tuesday's lesson - Read example text.

Reading comprehension

Additional video available on:

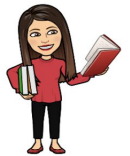
<https://classroom.thenational.academy/lessons/read-example-text-reading-comprehension-1ce6cf>

Read the different texts and answer the questions to the side of the text...

Breathing a sigh of relief, I closed the final book and clicked my pink pen. "Finally finished!" I mumbled to myself. I flipped open my laptop screen, wanting to check my emails one last time before bed. 11.17pm. The red digits of my alarm clock flashed at me urging me to close my eyes. An email pinged into my inbox, 'Something to brighten up your marking!'. I clicked the link and waited impatiently as the blue bar crept to its finish line to show the page was fully loaded. 98%. 99%...a blinding flash of light. The screen went black.

Creak...Crack! My body came to life with a jolt. With widened eyes I tried to make sense of my surroundings. Emerald leaves tickled my skin. A pungent scent snuck up my nostrils and made my eyes water. From above me, the sun's rays danced on my pale skin sneaking between the arms of the tall trees. Another creak...followed by a crack! Whatever had been holding me up suddenly gave way, sending me plummeting downwards. Flailing my arms frantically, I tried to grab onto something. Anything! Just then my hands managed to grasp a long rope that snaked down the side of the tree trunk. My free-falling was interrupted as the rope fully extended. My body buckled as the rope pulled taut, leaving me dangling like a spider on a web. I held on as tightly as I could, panting for breath. Out of the corner of my eye I spied a second rope but as I reached out for it a shadowy figure scuttled down from above, stopping right in front of my face.

- 1. 'Breathing a sigh of relief' how do you think the character is feeling?**



- 2. Give the meaning of the word 'flailing' in this sentence... 'Flailing my arms frantically, I tried to grab onto something'?**



YEAR 5 HOMEWORK



L.O.L -Tuesday's lesson - Read example text.

Reading comprehension

Additional video available on:

<https://classroom.thenational.academy/lessons/read-example-text-reading-comprehension-1ce6cf>

"Name. Now!" demanded the stranger, as I tried to make sense of her feral appearance. Wide brown eyes. Matted hair, which looked as though it hadn't been washed in years. Clothes made of animal skins and tied together with rope. Who was this person and where on earth was I?

An impatient cough drew me out of my thoughts and I suddenly realised I hadn't spoken yet. I croaked out my name and was told to follow. Not really having any other option, I complied. The jungle was hot and damp, with a sweet smell hanging in the air that reminded me of passion fruit. Below my feet, the leaves squelched and the bushes to my right and left seemed to be alive with activity, rustling and humming to themselves. On the path up ahead I could see something floating in the air, it bounced up and down and as we approached I squinted my eyes to try to make sense of it.

With my heart beating hard in my chest, I managed to splutter out the words, "How can this be happening?!" My new guide simply glanced back at me and then broke into a run towards the jumping creature, who was so familiar to me. She soared high into the sky, landing on the creature's back. Momentarily stunned, the creature stood still. Breaking into a spin, the jungle woman moved closer again to the turtle, collided with him and he disappeared without a trace. At that very moment, the well-known phrase sounded; "One up! You've gained a life!". There was no other explanation for it; I was in...a video game!

👂👂
3. Which of these words is a synonym for matted?

👂👂
4. Find and copy one word with the same meaning as 'followed'?

👂👂
5. Find and copy two phrases which show how the main character felt as he followed his new guide?

YEAR 5 HOMEWORK



Maths - Tuesday's lesson - To explain a remainder expressed as a fraction and as a decimal

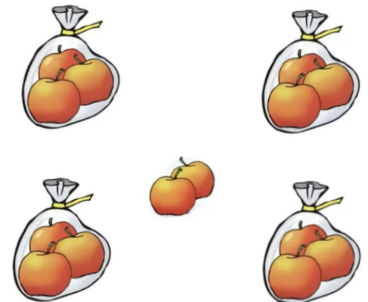
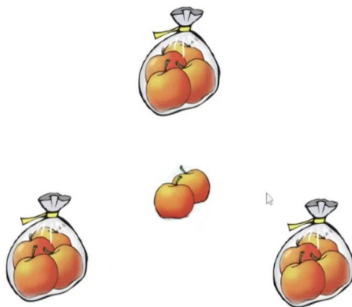
Additional video available on:

<https://classroom.thenational.academy/lessons/to-explain-a-remainder-expressed-as-a-fraction-and-as-a-decimal>

Complete the
sheet for every
shape

What equation and answer could this image represent?

What could this image represent?



Independent Task

$$49 \div 2 =$$

$$49 \div 3 =$$

$$49 \div 4 =$$

$$49 \div 5 =$$

$$49 \div 6 =$$

$$49 \div 7 =$$

What do you
notice?

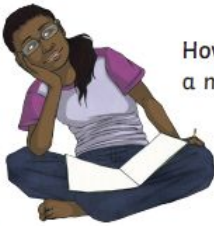
YEAR 5 HOMEWORK

Maths - Tuesday's lesson -additional

Multiples and Factors

Identify Multiples of...

How do you know a number is a multiple of 5?



How do you know a number is a multiple of 6?

Multiples and Factors

Identify Multiples of...

How do you know a number is a multiple of 9?

How do you know a number is a multiple of 10?



Multiples and Factors

Common Factors

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

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



Multiples and Factors

Common Factors

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

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



Multiples and Factors

Common Factors

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

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



Multiples and Factors

Factor Pairs

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

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



YEAR 5 HOMEWORK



Spanish- Tuesday's lesson - To be able to describe physical appearance in Spanish

Additional video available on:

<https://classroom.thenational.academy/lessons/to-be-able-to-describe-physical-appearance-in-spanish-7e8a6d>

Actividad 3: Describe tu familia

Activity 3: Describe your family

Have a go at drawing your family members. For each one, label their hair and eye colour.



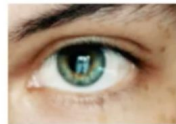
Tengo los ojos azules.

I have blue eyes.



Tengo los ojos marrones.

I have brown eyes.



Tengo los ojos verdes.

I have green eyes.



Tengo el pelo marrón.

I have brown hair.



Tengo el pelo negro.

I have black hair.



Tengo el pelo rubio.

I have blonde hair.



Tengo el pelo pelirrojo.

I have ginger hair.



Tengo = *I have*

Tiene = *he / she has*

YEAR 5 HOMEWORK



Spanish- Tuesday's lesson - To be able to describe physical appearance in Spanish

Additional video available on:

<https://classroom.thenational.academy/lessons/to-be-able-to-describe-physical-appearance-in-spanish-7e8a6d>

Mi madre My mum

Mi padre My dad

Mi hermano My brother

Mi hermana My sister

Mi abuelo My grandfather

Mi abuela My grandmother

Mi tío My uncle

Mi tía My aunt

Mi primo My cousin

Mi prima

Mi _____ tiene los ojos _____.

My _____ has _____ eyes.

Mi madre My mum

Mi padre My dad

Mi hermano My brother

Mi hermana My sister

Mi abuelo My grandfather

Mi abuela My grandmother

Mi tío My uncle

Mi tía My aunt

Mi primo My cousin

Mi prima

Mi _____ tiene el pelo _____.

My _____ has _____ hair.

YEAR 5 HOMEWORK



L.O.L -Wednesday's lesson - Read the example and identify key features

Additional video available on:

<https://classroom.thenational.academy/lessons/read-the-example-and-identify-key-features-9d8f38>

1st Person

The grammatical person used by a speaker in statements referring to himself or herself (**first person singular**) or to a group including himself or herself (**first person plural**).

Prepositions

In grammar, a word that is used before a noun, a noun phrase, or a pronoun, connecting it to another word.

Setting Description

Definition of Setting. Setting is an environment or surrounding in which an event or story takes place. Setting could be simply descriptive, like a lonely cottage on a mountain.

Figurative Language

Figurative language is language that's intended to create an image, association, or other effect in the mind of the listener or reader that goes beyond the literal meaning or expected use of the words involved.

The Treacherous Temple

I had found the treasure, but I still had to find the exit. I was ecstatic: I couldn't wait to escape this labyrinth of a jungle! Without disturbing anything that lay in the darkness, I tried to leave the temple carefully and quietly. The rain pounded the stone floor ferociously as I peered into the piercing moonlight outside. Then it happened... SNAP! The race was on.

Terrified, I froze on the spot for what felt like an eternity until the disgusting beasts were almost upon me. Distraught and troubled, shattered and startled, I did not know how far my weary legs would carry me as I bolted across the crumbling ancient bridge.

YEAR 5 HOMEWORK



L.O.L -Wednesday's lesson - Read the example and identify key features

Additional video available on:

<https://classroom.thenational.academy/lessons/read-the-example-and-identify-key-features-9d8f38>

After several minutes, my legs were shattered by the impact on the solid stone surface like a hammer through fragile glass. Diseased air, sheer drops, vicious creatures – which one would be the end of me in this unforgiving jungle? If I were to escape, I would be lucky to survive. The question is: will I escape?

Darting, I stumbled to the edge of a cliff. Disaster! Fortunately, out of the corner of my eye, I spotted my escape: a perfectly positioned boat. Would this be ideal? Would the boat even start? Would I survive the perilous jump into the rapids? The beast was galloping nearer. I felt its breath burning on the back of my neck, yet there was still time to make a decision.

I made the call. Head first, I threw my body into the water below. Splash! Still fearing the beast was following, I swam to the boat, clambered in, and started the engine. I was free. I was safe. I was alive.

Looking back at my adventure, I had never felt so... endangered.

YEAR 5 HOMEWORK



Maths - Wednesday's lesson - To interpret remainders appropriately in the context of the problem

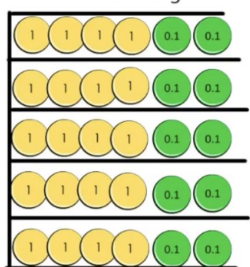
Additional video available on:

<https://classroom.thenational.academy/lessons/to-interpret-remainders-appropriately-in-the-context-of-the-problem>

21 shared into 5 equal parts

$$21 \div 5 = 4.2$$

$$21 \div 5 = 4 \frac{1}{5}$$



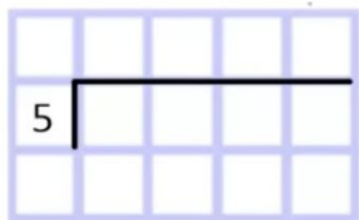
WAGOLL – Using counters. Use this method for the task below.

$$661 \div 5 =$$

Division as grouping

How many groups of 5 in 661?

$$661 \div 5 =$$



Hundreds	Tens	Ones	tenths

YEAR 5 HOMEWORK



Maths - Wednesday's lesson - To recognise 2-D representations of 3-D shapes

Additional video available on:

<https://classroom.thenational.academy/lessons/to-recognise-2-d-representations-of-3-d-shapes>

Independent Task

Solve and prove by drawing place value counters.

$$459 \div 6 =$$

$$987 \div 8 =$$

$$1383 \div 4 =$$

Hundreds	Tens	Ones	tenths

Hundreds	Tens	Ones	tenths

Hundreds	Tens	Ones	tenths

YEAR 5 HOMEWORK



Science - Wednesday's lesson - What happens in a circuit when we change the components?

Additional video available on:

<https://classroom.thenational.academy/lessons/what-happens-in-a-circuit-when-we-change-the-components>

Electrical circuits

Name these components:





Electrical circuits

Draw these components:

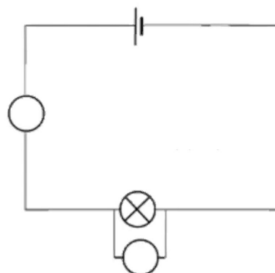


Measuring electricity

Component	Symbol	What does it measure?	Where is it connected?
Ammeter		How quickly electricity is flowing around the circuit	Inside the circuit
Voltmeter		How much energy a component is receiving	Outside the main circuit

Measuring electricity

Complete the diagram:



Add 'A' and 'V' to the diagram to show where the ammeter and voltmeter would be.

Measuring electricity

Answer the questions:

1. What does current tell us?
2. Where do we put an ammeter in a circuit?
3. What does voltage tell us?
4. Where do we put a voltmeter in a circuit?

YEAR 5 HOMEWORK



Science - Wednesday's lesson - What happens in a circuit when we change the components?

Additional video available on:

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Making a prediction

- If we don't have a voltmeter we can use the brightness of a lamp to judge how much energy the component is receiving
- A lamp lights up when energy flows through it
- A cell provides the power (energy) for the circuit

Making a prediction

Write two predictions:

1. I predict that if we increase the number of cells in the circuit
that _____.
2. I predict that if we increase the number of lamps in the circuit
that _____.

YEAR 5 HOMEWORK



L.O.L -Thursday's lesson - SPaG focus

Additional video available on:

<https://classroom.thenational.academy/lessons/spag-focus-2bb397>

Questions

1, Which sentence contains a relative clause?

- a. The boy who I met at the park is in my class.
- b. The team is going to play a match tomorrow.
- c. Sue said that she wanted to learn to play the drums.
- d. Whenever they have time, they like to go cycling.

2, Which sentence is the most formal?

- a. Your presence is requested at the wedding of our daughter.
- b. You would like to come to our daughter's wedding, wouldn't you?
- c. We'd love you to join us for our daughter's wedding.
- d. Our daughter's getting married – please come!

3, Which sentence is punctuated correctly?

- a. Our parents always say "work hard and do your best."
- b. Our parents always say, "work hard and do your best."
- c. Our parents always say, "Work hard and do your best."
- d. Our parents always say "Work hard and do your best."

YEAR 5 HOMEWORK



L.O.L -Thursday's lesson - SPaG focus

Additional video available on:

<https://classroom.thenational.academy/lessons/spag-focus-2bb397>

4, Write the modal verb in the sentence below.

Kate hoped that she would see goats and sheep at the farm.

5, Insert punctuation for parenthesis in the correct place:

George Washington the first American President was born in 1732.

I went to the cinema with Bethany my oldest sister.

Winston Churchill a British Prime Minister was born in Blenheim Palace.

YEAR 5 HOMEWORK



Maths - Thursday's lesson - To recognise, describe and build simple 3-D shapes

Additional video available on:

<https://classroom.thenational.academy/lessons/to-recognise-describe-and-build-simple-3-d-shapes>

Independent Task

Sue pays £350 for four nights at a hotel. What is the cost per night?

A school wants to raise enough money to take all of the pupils to see a show at the theatre. Each ticket costs £7. They have managed to raise £1922. How many tickets can they buy?

420 grams of flour is packed in eight bags of equal mass. How heavy is each bag?

The rooms at a school residential trip each sleep ten people. There are 465 children on the trip. How many rooms are needed?

An Olympic gold medal is not completely made of gold. In fact, each medal only has 6 grams of gold. How many medals can be made from 1840 grams of gold?

YEAR 5 HOMEWORK

Maths - Thursday's lesson -additional

YEAR 5 HOMEWORK

Maths - Thursday's lesson -additional

1. $____ \times 3 = 2661$

2. $_____ \div 6 = 646$

3. $____ \div 2 = 380$

4. $____ \times 3 = 2247$

5. $____ \times 2 = 1144$

6. $____ \div 3 = 321$

7. $____ \times 4 = 2448$

8. $_____ \div 2 = 874$

9. $_____ \div 5 = 685$

10. $____ \times 4 = 1864$

11. $_____ \div 3 = 616$

12. $____ \times 7 = 4781$

13. $_____ \div 8 = 494$

14. $____ \times 4 = 1116$

15. $_____ \div 6 = 392$

16. $_____ \div 4 = 707$

17. $_____ \times 6 = 22\,812$

18. $_____ \times 5 = 8460$

19. $_____ \times 4 = 29\,080$

20. $_____ \times 9 = 10\,287$

YEAR 5 HOMEWORK



Geography - Thursday's lesson - How will we produce and use energy differently in the future?

Additional video available on:

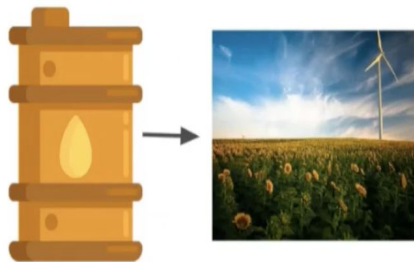
<https://classroom.thenational.academy/lessons/how-will-we-produce-and-use-energy-differently-in-the-future>

Energy Security

Energy security is when a country is able to provide enough **reliable** and **affordable** energy to all its **citizens** throughout the year. A lack of energy security can cause many **economic** and **social** problems, such as high prices or ill health.

Energy security is usually established by using different types of energy. However, there is concern of the future of energy security for many countries, due to the reliance on fossil fuels.

Countries must keep transitioning to renewable energy sources to ensure that they have energy security.



True or false

1. Energy security is when a country provides affordable energy to its poorest citizens.
True/False
2. Energy security is usually established by using one type of reliable energy.
True/False
3. Countries need to keep transitioning to renewable energy sources
True/False

Energy Security Strategies

1. Self Sufficiency

c. use your own natural resources to generate all your own energy.

2. Teamwork

a. work with another country or countries to share your resources.

3. Diversify

e. import your energy from many different sources, in case one fails.

4. Use less

b. using less energy means you have to generate less of it.

5. Technology

d. develop new technologies so that you establish energy security in your country.

YEAR 5 HOMEWORK

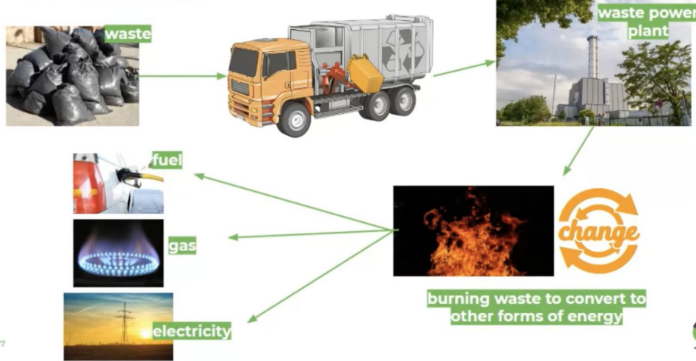


Geography - Thursday's lesson - How will we produce and use energy differently in the future?

Additional video available on:

<https://classroom.thenational.academy/lessons/how-will-we-produce-and-use-energy-differently-in-the-future>

Waste to Energy



Complete the sentences below. Use the key words to help you.

Waste to Energy technology is helping improve sustainability in three ways.

Firstly,

Secondly,

Thirdly

Key words: burns, not harmful, environment /power, thousands of homes / repurposing, landfill sites, harmful, environment

YEAR 5 HOMEWORK



L.O.L -Friday's lesson - To use key features in order to write own composition

Additional video available on:

<https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-composition-d86580>

Independent Activity

Your task is to write your very own Hercules themed myth, where you will be fighting the mythical creature you created in a previous unit or a new mythical creation.

Planning Grid	
Para 1 – Enter the cave	
Para 2 – Description of Creature	
Para 3 – Description of battle	
Para 4 – Defeating the creature	

To be successful...

Feature	Example
Capital letters and full stops	
Third person/ Past tense	Hercules, he, his
Adverbs and adjectives	vigorously, infamous, perilous
Powerful verbs	lunged , glistened, ducking,
Punctuation for Parenthesis	(although these turned out to be teeth).
Varying sentence openers	Eventually, Vigorously,
Figurative language	As quick as a flash, tremble like a shaking leaf

Don't forget to think about:

- Third person
- Past tense
- Adverbial phrases
- Pronouns and synonyms
- Expanded noun phrases
- Relative clauses
- Range of verbs

YEAR 5 HOMEWORK



L.O.L -Friday's lesson - To use key features in order to write own composition

Additional video available on:

<https://classroom.thenational.academy/lessons/to-use-key-features-in-order-to-write-own-composition-d86580>

Varying sentence openers

Suddenly,	Above him,	In front,
Vigorously,	As quick as a flash,	Petrified,
Stomach writhing	With trepidation,	Raising his dagger,

Powerful verbs

These will be useful in your battle with the mythical creature.

combat	defeat	destroy
ducking	dipping	diving
dodging	stagger	vault

Adverbs and adjectives

strenuous	perilous	proudly
colossal	infamous	eerie
deadly	thunderous	vigorously

YEAR 5 HOMEWORK

WAGOLL – Below is a good example of a Hercules themed myth where Hercules defeats a Hydra. Use this to inspire your own mythical writing

Hercules and the Hydra

Hercules, who was one task down, continued on his quest completing his twelve labours. These challenges were strenuous, strenuous because they required a lot of effort! Tired and desperate, he set off on the perilous journey to find the beast's habitat. Stomach writhing, muscles aching, eyes heavy - is this what the life of a hero was all about? Tension mounted with every second that passed, while minutes crawled by like days. What would happen when he arrived? How would he defeat the creature? Would he survive?

He arrived at a colossal, curious cave. Around the perimeter, an audience had gathered to watch the battle. Hercules greeted his fans politely and proudly. They couldn't believe their luck! Vigorously, he shook their hands and boasted about slaying the infamous lion. He thought he could hear the roar of the crowd – however, he was wrong...

Suddenly, the ground began to tremble like a shaking leaf. Hercules turned slowly. Trepidation ran down his spine. Screaming, the crowd scurried to safety. There were two yellow, bulging eyes in the eerie, dark chasm. He saw daggers reflecting light like mirrors (although these turned out to be teeth). His jaw dropped. It was the Hydra! The beast was enormous: feet as big as houses; a neck as long as a river; teeth as sharp as knives.

As quick as a flash, Hercules took out his sword and prepared for battle. The Hydra's head lunged forward, however it passed by in a swirl of dust. Its dagger-like teeth glistened in the hot, Greek sun, as Hercules evaded each deadly bite. After ducking, dipping, diving and dodging, he found himself in the Hydra's grasp. Some of the crowd gasped; others fainted in disbelief. Horrified, the children couldn't contain their tears. Was he dead? On the contrary – Hercules cut off its head! Or so he thought...

The Hydra sprouted even more heads. Scared, petrified, terrified, he called for help, but nobody came. He sprinted around as the Hydra increased in size. The more he cut it down, the more it grew again! Eventually, he had an idea. He bashed against the wall and caused a thunderous avalanche. The Hydra was destroyed! He felt like a true hero. Pondering, Hercules wondered what the rest of his journey might bring.



This is Hercules!
Choose a mythical creature from below for your own story...



MANTICORE



MEDUSA



PEGASUS



BASILISK



PHOENIX



HIPPOGRIFF

VectorStock.com/21209935

MYTHICAL CREATURES



Chimera



Hydra



Centaur



Pegasus



Unicorn



Griffin



Satyr



Cyclops



Minotaur



Siren

PHASE 3











YEAR 5 HOMEWORK



Maths - Friday's lesson - To add three sums of money and calculate change

Additional video available on:

<https://classroom.thenational.academy/lessons/to-add-three-sums-of-money-and-calculate-change>

Layla shoots hoops each day after school.
Below are the number of hoops she got each day.



Mon	Tue	Wed	Thur	Fri
12	8	15	9	11

What is the mean number of hoops per day?

Step 1:

$$12 + 8 + 9 = 29$$

$$15 + 11 = 26$$

$$29 + 26 = 55$$

Step 2:

55 hoops divided by 5 days = 11 per day.

The mean is the total of the numbers divided by how many numbers there are. To find the mean, add all the numbers together then divide by the number of numbers.

Task 2 of 3

2) Billy is saving a part of his pocket money each week.

What is the mean amount he saved each week?



Week	1	2	3	4	5	6	7	8
Amount saved	£2	£3	£1.50	£2.50	£0.50	£3.50	£2	£3

YEAR 5 HOMEWORK

Maths - Friday's lesson -additional

Task 3 of 3

3) Below is listed the age of each person. What is the mean age for the group?

a) 8 years 6 years 9 years 10 years 7 years 8 years



b) 8 years 6 years 7 years 27 years



21. $_____ \div 2 = 1500$

22. $_____ \times 7 = 55\ 965$

23. $_____ \div 9 = 2585$

24. $_____ \div 7 = 1659$

25. $_____ \times 8 = 55\ 480$

26. $_____ \times 2 = 8856$

27. $_____ \div 6 = 4251$

28. $_____ \times 9 = 11\ 196$

29. $_____ \div 4 = 3493$

30. $_____ \div 7 = 6705$

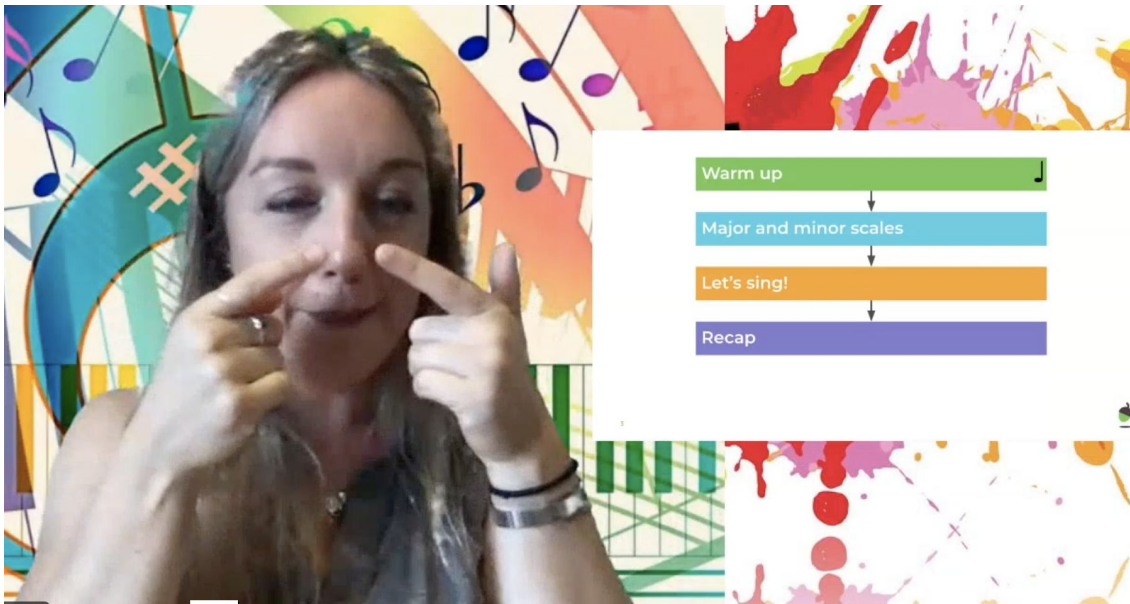
YEAR 5 HOMEWORK



Music - Friday's lesson - To sing a major and minor scale

Additional video available on:

<https://classroom.thenational.academy/lessons/to-sing-a-major-and-minor-scale>








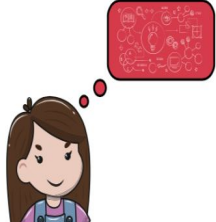




You must access the video for this activity...

YEAR 5 HOMEWORK



Weekly spellings:



			
	<p>Write the homophone beneath picture that best matches the word.</p> <p>homophones: device, devise, advice, advise, stationary, stationery, assent, ascent, compliment, complement</p>		
			

YEAR 5 HOMEWORK



Weekly spellings:



Homophones worksheet

Task 1: Identify the eight errors in this short paragraph and then write the correct words in the boxes below.

It was early in the mourning and my dad was down in the seller because the lights had gone off and he kneaded to find the fuse box. After he had fixed the lights, he returned upstairs but almost tripped over my base guitar. He badly stubbed his toe on the stares and bald like a baby! He mustard up all of his strength and staggered up the stairs, taking care to sensor the language he was using so that he didn't offend anyone!

Task 2: Write the homophone for each of these words.

Word	Homophone	Word	Homophone
heir		brewed	
urn		broach	
brews		waist	
bolder		compliment	

YEAR 5 HOMEWORK



Year 5 common exception words:



Years 5 and 6 Statutory Spellings



Aa

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward

Bb

bargain
bruise

Cc

category
cemetery
committee
communicate
community
competition
conscience
conscious
controversy
convenience
correspond
criticise
curiosity

Dd

definite
desperate
determined
develop
dictionary
disastrous

Ee

embarrass
environment
equipment
equipped
especially
exaggerate
excellent
existence
explanation

Ff

familiar
foreign
forty
frequently

Gg

government
guarantee

Hh

harass
hindrance

Ii

identity
immediate
immediately
individual
interfere
interrupt

Ll

language
leisure
lightning

Mm

marvellous
mischievous
muscle

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

Why not try some of the following activities to help learn these important words.

Rainbow Write

First write each word in pencil. Then trace over each word three times. **Each time you trace, you must use a DIFFERENT color crayon.** Trace neatly and you will see a rainbow!

Hidden Words

Draw and color a picture. Hide your spelling words inside your picture.

Show your picture to someone and see if they can find your hidden words!

Silly Sentences

Write silly sentences using a spelling word in each sentence. Please underline your spelling words! Write neatly!
Example: My dog wears a blue and purple dress when he takes a bath.

Backwards Words

Write your spelling words forwards and then backwards. Write neatly!

Example: where erehw

YEAR 5 HOMEWORK



Additional learning:



Grammar and Punctuation

Add a **time phrase** to set the scene and extend using **because**.

Dad lit the fire.

Add an **adverb opening** to the beginning (explains the action) and extend the sentence using **as**.

The man opened the door.



13

Grammar and Punctuation

Rewrite these sentences putting in the missing **hyphens**.

The robot has large, monster like cylinders where his eyes should be.

The Jones twins were football mad.

The gangster was a money grabbing man!

Meg was embarrassed and tongue tied.



14

Grammar and Punctuation

Fill in the missing **prepositions**.

The horseman rode _____ the cliff edge.

The dog lay _____ the warm fire.

The woman talked _____ the film.

We hid _____ the bridge.

The badger scurried _____ the dead leaves.



15

Grammar and Punctuation

Change some of these words to **contractions**.

You will get hurt if you do not stop doing that.

They are going out tonight.

What is that noise?

We have not got time to go there now.

I can not go to the park because I am going to my Nan's house.



16

Grammar and Punctuation

Put in the missing **conjunctions**.

Kim was talking on her phone _____ she watched TV.

The cat ran into the house _____ carrying a mouse!

Mix the sugar and butter _____ it looks white.



17

Grammar and Punctuation

Change the adjectives for different **synonyms**.

The giant was enormous and angry.

It was a hot day.

The princess was beautiful and glamorous.

It was such a tiny mouse.

The colourful flowers swayed in the warm breeze.



18

Grammar and Punctuation

What do these **prefixes** mean?

Dis con tele bi mono semi

Now write down the meaning of these words:

Bilingual –

Telegram –

Contract –

Dislike –

Semicircle –

Monologue –



19

Grammar and Punctuation

If a word ends in "o" and the letter before it is a vowel, then you add an "s" to make it plural.

If the word ends in an "o" and the letter before it is a consonant, you add an "es" to make it plural.

Is this true? Try out your own word investigation.

Example word: radio



20

YEAR 5 HOMEWORK

Year 5 Maths Activity Mat

③

Section 1

Continue the linear sequence.

1099	2099		
92 773	91 773		
56 923	66 923		
718 902	708 902		

Section 3

Calculate:

$5 \times 60 =$	$30 \times 7 =$	$40 \times 90 =$	$80 \times 110 =$

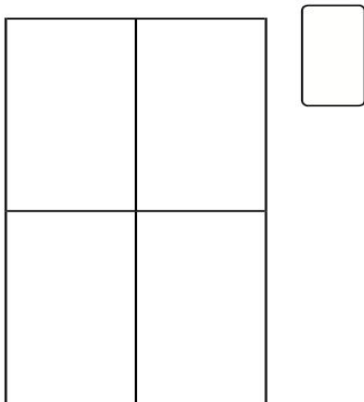
Section 5

Round these numbers to the nearest whole number:

$11.5 =$	$1.96 =$	$9.12 =$	$56.29 =$

Section 7

How many rectangles are there in this drawing?

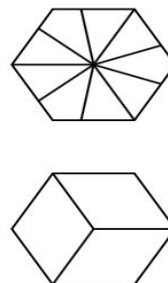


Section 2

Write all the prime numbers from 21 to 50.

Section 4

Shade the following hexagons so the same fraction is shaded in both and write the fraction that they represent.

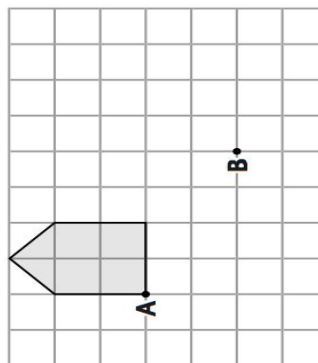


Section 6

Ben gets the 17:12 train. The journey is due to last 1 hour 52 minutes. At what time should the train arrive?

Section 8

Translate this shape from point A to point B.



YEAR 5 HOMEWORK

Additional learning: India Knowledge

As India is a large and very diverse country, also the agricultural products are very different. Thus the food and cooking styles are different from region to region.

Indian staple food are rice, lentils, breads and spices. Further, fish and seafood at the coast and chicken, pork, beef and game meats depending on the region. Many dishes contain vegetables such as spinach, peas or mustard greens as well as fruit such as mango, pineapple or bananas.

Indian food is generally spiced a lot and some regions are known for extremely hot and spicy food. Commonly used spices are chilli and ginger, cardamon, cinnamon, cumin (jeera), coriander (dhania) and cloves. Many dishes also use yoghurt, cottage cheese or paneer (white unsalted cheese – you can see the paneer cubes in spinach sauce in the image below)



Indians eat meat but remember that different faiths do not allow their followers to eat certain types of meat. Cows are considered holy by the Hindu, thus many Indians will not eat beef. Beef is even banned in several states!

Muslims do not eat pork, so in the northern regions where most Indian muslims live, pork will not be served.

Food is eaten by Indians traditionally with the right hand, the left hand is only used for serving oneself. However, many Indians today also use cutlery such as forks and spoons.

Typical Indian food:

- **curry:** curries come in all guises and are made with lots of spices. The ingredients of the curries are chosen according to season and regional availability of products, so there will be fish curries in the southern state of Kerala, while the lamb curry, called Rogan Josh, is popular in the northern Kashmir region.
- **butter chicken:** rich and creamy chicken stew with tomatoes, onions and spices
- **vindaloo:** spicy meat (pork, lamb or chicken) marinated in vinegar mixed with potatoes
- **samosas:** crispy fried parcels filled with spicy meat or vegetables. They are often served with a mint sauce.
- **biryani:** rice dish with chicken and vegetables, herbs and spices
- **roti:** a flat bread that filled with meat or vegetables. Rotis are also used with many dishes to scoop the sauces
- **jalebi:** deep-fried batter that is dipped in sweet sugary coating
- **lassi:** yoghurt-based drink, often spiced with cardamon or cumin and flavoured with fruit such as mango



YEAR 5 HOMEWORK



Additional learning:



With your family, discuss what you would rather have for your evening meal today: curry or fish and chips?



Have a go at making some chapattis



Delicious Chapattis

Ingredients

140g wholemeal flour
140g plain flour
1 tsp salt
180ml hot water
Olive oil

Equipment

Large bowl
Wooden spoon
Rolling pin
Frying pan

Method

1. Stir the wholemeal flour, plain flour and salt together in a large bowl.
2. Use a wooden spoon to stir in two tablespoons of olive oil.
3. Add some water a little at a time. You need enough so that the dough is combined and elastic but not sticky.
4. Knead the dough on a floured surface for 5 to 10 minutes until it is smooth.
5. Divide the dough into 10 equal pieces and roll each piece into a ball.
6. Flatten each ball with the palm of your hand. Then, use a rolling pin to roll each ball out until it is about as thin as a tortilla wrap.
7. Pre-heat and lightly grease a frying pan with olive oil.
8. Carefully, cook each chapatti for 1 to 2 minutes on each side.
9. Enjoy your chapattis warm on their own or with some chana masala or mattrar paneer!

**Makes approx.
10 chapattis.**

YEAR 5 HOMEWORK

Additional learning:

Curry

Can you find 16 different types of curry?



Q G Y K Z I R U J F Q K C D G L H Y D E
V H A F P Y J O R H D A Z N R F I P E Y
E E Z A U F F Y G G C C O L B D P M C Z
J J H B S L V P S A M H P U H P T O N E
D H Z F W V M D H A N S A K U F Q C Y U
C B Z G J F V F Z T G J O C U X A M C F
S A R D A M E V H O I O O B I R Y A N I
C U P X T U H I S D Z O Q S C W A G U U
O Z O D J R L H G R E S T S H K L X G X
F X A Q U G T M C E R D E R X R A W U E
X L X M H H J Y V P F P F E X B M P P N
U O Q L X M C A A M L S X L P L N I S Y
U M M J P A V I N D A L O O V T G T I G
V G E P Y S Y L E U J P W S Y K F M B M
M M K A R A H I L Q H T Y L D B A L T I
E I O N O L Y E C P P B A V I J E A M G
J X R X C A C H F A T H B F K Y O C O W
R E M X K P C H I R P B G G G N R F K L
K J A G D T Z G G V C C G T O X P F L G
E N N M W S X U P W Y A Y F C I F C D Q

balti

dhansak

korma

phal

bhuna

gosht

madras

rogan josh

biryani

jalfrezi

malaya

saag

ceylon

karahi

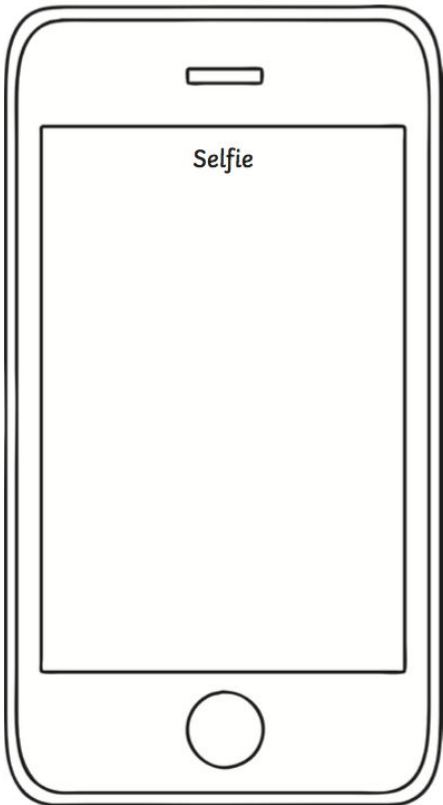
murgh masala

vindaloo

YEAR 5 HOMEWORK



Additional learning:



Three words that describe me:

1. _____
2. _____
3. _____

Name: _____

I am  years old.

Things I love: _____

Subject: _____

Food: _____

Colour: _____

Book: _____

Hobby: _____

It's time to start thinking about next year, complete these next 2 pages to share with your year 6 teacher soon

YEAR 5 HOMEWORK - Answers

Monday

1, The rain pounded the stone floor ferociously as I peered into the piercing moonlight outside. Then it happened... SNAP! The race was on.

Which one of the following is closest in meaning to **ferociously**?

Sensibly

Quietly

Tidily

Crazily



2, Look at the paragraph beginning: Imagine a place

How do you think they felt when they found the idol?

Use the text to support your answer.

I think he was very happy as he says he was feeling ecstatic.

3, Look at the paragraph beginning: Darting, I stumbled..

You are told that the beast is galloping nearer, but how else does the character know this?

The character knows the beast is galloping nearer as they can feel its breath on the back of their neck.

4, Still fearing the beast was following, I swam to the boat, clambered in, and started the engine.

What do the words 'clambered in' suggest about how they got onto the boat?

It suggests that it was quite difficult to get onto the boat / it wasn't easy.

YEAR 5 HOMEWORK - Answers

Monday

5, What did the character bolt across?

The character bolted across the crumbling ancient bridge.

6, Distraught and troubled, shattered and startled, I did not know how far my weary legs would carry me as I bolted across the **crumbling, ancient** bridge.

What do the words **crumbling, ancient** mean?

Crumbling means that it is falling apart and ancient means that it is really old.

Monday - Maths Additional

question	answer
1	15°C
2	-7
3	23
4	£11
5	-2

YEAR 5 HOMEWORK - Answers

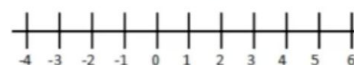
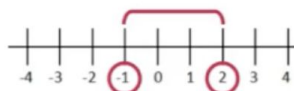
Monday

Answers - Task 1 of 2

Work out the missing values in the table and use the number lines to show what you did. The column 'For' is the number of goals that team scored. The column 'Against' is the number of goals that team had scored against them.

goals for subtract goals against = goal difference

Women's Olympic football group A			
Team	For	Against	Goal difference
Brazil	8	1	7
China PR	2	3	-1
Sweden	2	5	-3
South Africa	0	3	-3



16

Answers - Task 2 of 2

Work out the missing values in the table and use the number lines to show what you did. The column 'For' is the number of goals that team scored. The column 'Against' is the number of goals that team had scored against them.

goals for subtract goals against = goal difference

Women's Olympic football group C			
Team	For	Against	Goal difference
USA	5	2	3
France	7	1	6
New Zealand	1	5	-4
Colombia	2	7	-5



17

YEAR 5 HOMEWORK - Answers

Tuesday

1. **'Breathing a sigh of relief' how do you think the character is feeling?**

Pleased to have completed the task he was completing. ✓

or

Relieved to have finished the work he was doing in the book.

2. **Give the meaning of the word 'flailing' in this sentence... 'Flailing my arms frantically, I tried to grab onto something'?**

Swinging my arms. ✓

3. **Which of these words is a synonym for matted?**

Tangled ✓
Smooth
Neat
Silky

4. **Find and copy one word with the same meaning as 'followed'?**

Complied ✓

5. **Find and copy two phrases which show how the main character felt as he followed his new guide?**

1. With my heart beating hard in my chest. ✓
2. Splutter out the words.

YEAR 5 HOMEWORK - Answers

Tuesday

How could we represent the remainders?



What equation and answer could this image represent?



Answers

$$49 \div 2 = 24 \text{ r}1 \text{ or } 24 \frac{1}{2}$$

$$49 \div 3 = 16 \text{ r}1 \text{ } 16 \frac{1}{3}$$

$$49 \div 4 = 12 \text{ r}1 \text{ } 12 \frac{1}{4}$$

$$49 \div 5 = 9 \text{ r}4 \text{ } 9 \frac{4}{5}$$

$$49 \div 6 = 8 \text{ r}1 \text{ } 8 \frac{1}{6}$$

$$49 \div 7 = 7$$

Is there a pattern?

Can you try to describe what you can, or can not, see?

YEAR 5 HOMEWORK - Answers

Tuesday additional

Multiples and Factors

Identify Multiples of...

How do you know a number is a multiple of 5?

The last digit is 5 or 0.

How do you know a number is a multiple of 6?

The digital root is 3, 6 or 9 and the number is even.

Multiples and Factors

Identify Multiples of...

How do you know a number is a multiple of 9?

The digital root is 9.

How do you know a number is a multiple of 10?

The last digit is 0

Multiples and Factors

Common Factors

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

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

Both numbers are even, so 2 is a common factor.

The highest common factor is 2.

Multiples and Factors

Common Factors

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

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

Both numbers end in 5 or 0, so 5 is a common factor.

The highest common factor is 5.

Multiples and Factors

Common Factors

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

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

Both numbers end in 5 or 0, so 5 is a common factor.

The highest common factor is 5.

Multiples and Factors

Factor Pairs

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

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

Start with 1 and the number itself - 36. Write either end of the list.

1

36

Work through each number to see if it one of a pair. In this case 2×18 , 3×12 , 4×9 . 5 is not a factor. 6×6 . This is the last pair as the numbers from 1 and from 36 have met at 6.

YEAR 5 HOMEWORK - Answers

Wednesday

The Treacherous Temple

Setting Description

I had found the treasure, but I still had to find the exit. I was ecstatic: I couldn't wait to escape this labyrinth of a jungle! Without disturbing anything that lay in the darkness, I tried to leave the temple carefully and quietly. The rain pounded the stone floor ferociously as I peered into the piercing moonlight outside. Then it happened... SNAP! The race was on.

1st Person

Preposition

Terrified, I froze on the spot for what felt like an eternity until the disgusting beasts were almost upon me. Distraught and troubled, shattered and startled, I did not know how far my weary legs would carry me as I bolted across the crumbling ancient bridge.

Setting Description

Setting Description

After several minutes, my legs were shattered by the impact on the solid stone surface like a hammer through fragile glass. Diseased air, sheer drops, vicious creatures – which one would be the end of me in this unforgiving jungle? If I were to escape, I would be lucky to survive. The question is: will I escape?

Figurative Language

YEAR 5 HOMEWORK - Answers

Wednesday

1st Person

Darting, I stumbled to the edge of a cliff. Disaster! Fortunately, out of the corner of my eye, I spotted my escape: a perfectly positioned boat. Would this be ideal? Would the boat even start? Would I survive the perilous jump into the rapids? The beast was galloping nearer. I felt its breath burning on the back of my neck, yet there was still time to make a decision.

Setting Description

1st Person

I made the call. Head first, I threw my body into the water below. Splash! Still fearing the beast was following, I swam to the boat, clambered in, and started the engine. I was free. I was safe. I was alive.

Looking back at my adventure, I had never felt so... endangered.


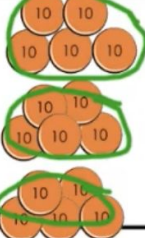


YEAR 5 HOMEWORK - Answers

Wednesday

$$661 \div 5 =$$

$$661 \div 5 =$$

	1	3	2	2
5	6	6	1	0

Hundreds	Tens	Ones	tenths
			

$$459 \div 6 = 76.5$$

$$987 \div 8 = 123.375$$

$$1383 \div 4 = 345.75$$

YEAR 5 HOMEWORK - Answers

Thursday

Questions

1, Which sentence contains a relative clause?

- a. **The boy who I met at the park is in my class.**
- b. The team is going to play a match tomorrow.
- c. Sue said that she wanted to learn to play the drums.
- d. Whenever they have time, they like to go cycling.

2, Which sentence is the most formal?

- a. **Your presence is requested at the wedding of our daughter.**
- b. You would like to come to our daughter's wedding, wouldn't you?
- c. We'd love you to join us for our daughter's wedding.
- d. Our daughter's getting married – please come!

3, Which sentence is punctuated correctly?

- a. Our parents always say "work hard and do your best."
- b. Our parents always say, "work hard and do your best."
- c. **Our parents always say, "Work hard and do your best."**
- d. Our parents always say "Work hard and do your best."

4, Write the modal verb in the sentence below.

Kate hoped that she **would** see goats and sheep at the farm.

5, Insert punctuation for parenthesis in the correct place:

George Washington - the first American President - was born in 1732.

I went to the cinema with Bethany (my oldest sister).

Winston Churchill, a British Prime Minister, was born in Blenheim Palace.

YEAR 5 HOMEWORK - Answers

Thursday

Answers

Sue pays £350 for four nights at a hotel. What is the cost per night?	£87.50
A school wants to raise enough money to take all of the pupils to see a show at the theatre. Each ticket costs £7. They have managed to raise £1922. How many tickets can they buy?	274 tickets
420 grams of flour is packed in eight bags of equal mass. How heavy is each bag?	52.5 grams
The rooms at a school residential trip each sleep ten people. There are 465 children on the trip. How many rooms are needed?	47 rooms
An Olympic gold medal is not completely made of gold. In fact each medal only has 6 grams of gold. How many medals can be made from 1840 grams of gold?	306 medals

question	answer
1	887
2	3876
3	760
4	749
5	576
6	963
7	612
8	1748
9	3425
10	466
11	1848
12	683
13	3952
14	279
15	2352
16	2828
17	3802
18	1692
19	7270
20	1143

YEAR 5 HOMEWORK - Answers

Friday

2) Billy is saving a part of his pocket money each week.

What is the mean amount he saved each week? **£2.25** ($£18 \div 8$)



Week	1	2	3	4	5	6	7	8
Amount saved	£2	£3	£1.50	£2.50	£0.50	£3.50	£2	£3

3) Below is listed the age of each person. What is the mean age for the group?

a) 8 years 6 years 9 years 10 years 7 years 8 years



$$48 \div 6 = 8$$

b) 8 years 6 years 7 years 27 years



$$48 \div 4 = 12$$

12

21	3000
22	7995
23	23265
24	11613
25	6935
26	4428
27	25506
28	1244
29	13972
30	46935

YEAR 5 HOMEWORK - Answers

Grammar and Punctuation Answers

12	<p>The Mona Lisa was painted by Leonardo da Vinci.</p> <p>The pencil was held by the teacher.</p> <p>The ball was balanced on the seal's nose.</p> <p>The tree was pushed over by the boys.</p>	
13	Pupil's own response	
14	<p>The robot has large, monster-like cylinders where his eyes should be.</p> <p>The Jones twins were football-mad.</p> <p>The gangster was a money-grabbing man!</p> <p>Meg was embarrassed and tongue-tied.</p>	
15	<p>The horseman rode along the cliff edge.</p> <p>The dog lay beside the warm fire.</p> <p>The woman talked during the film.</p> <p>We hid under the bridge.</p> <p>The badger scurried among the dead leaves.</p>	
16	<p>You'll get hurt if you don't stop doing that.</p> <p>They're going out tonight.</p> <p>What's that noise?</p> <p>We haven't got time to go there now.</p> <p>I can't go to the park because I'm going to my Nan's house.</p>	
17	As, whilst, until	
18	Pupil's own response	
19	<p>Dis - not</p> <p>con - together/with</p> <p>tele - far/distance</p> <p>Bilingual – speaks two languages</p> <p>Contract – bring together</p> <p>Semicircle – half circle</p>	<p>bi - two</p> <p>mono - one/singular</p> <p>semi - half</p> <p>Telegram – distant message</p> <p>Dislike – not like</p> <p>Monologue – single speech</p>
20	Pupil's own response and word investigation involving words ending with 'o'	

YEAR 5 HOMEWORK - Answers

Year 5 Maths Activity Mat: 3 Answers

Section 1

Continue the number sequence.

1099	2099	3099	4099	5099
92 773	91 773	90 773	89 773	
56 923	66 923	76 923	86 923	
718 902	708 902	698 902		

Section 3

Calculate:

$$5 \times 60 = 300$$

$$30 \times 7 = 210$$

$$40 \times 90 = 3600$$

$$80 \times 110 = 8800$$

Section 5

Round these numbers to the nearest whole number:

$$11.5 = 12$$

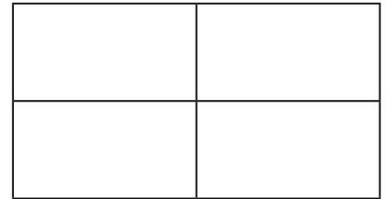
$$1.96 = 2$$

$$9.12 = 9$$

$$56.29 = 56$$

Section 7

How many rectangles are there in this drawing?



9

Section 2

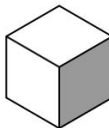
Write all the prime numbers from 21 to 50.

23, 29, 31, 37, 41, 43, 47

Section 4

Accept any reasonable answer.

For example:



$\frac{1}{3}$



$\frac{3}{9}$

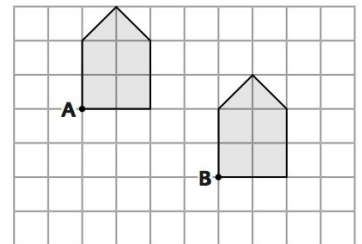
Section 6

Ben gets the 17:12 train.
The journey is due to last 1 hour 52 minutes.
At what time should the train arrive?

19:04

Section 8

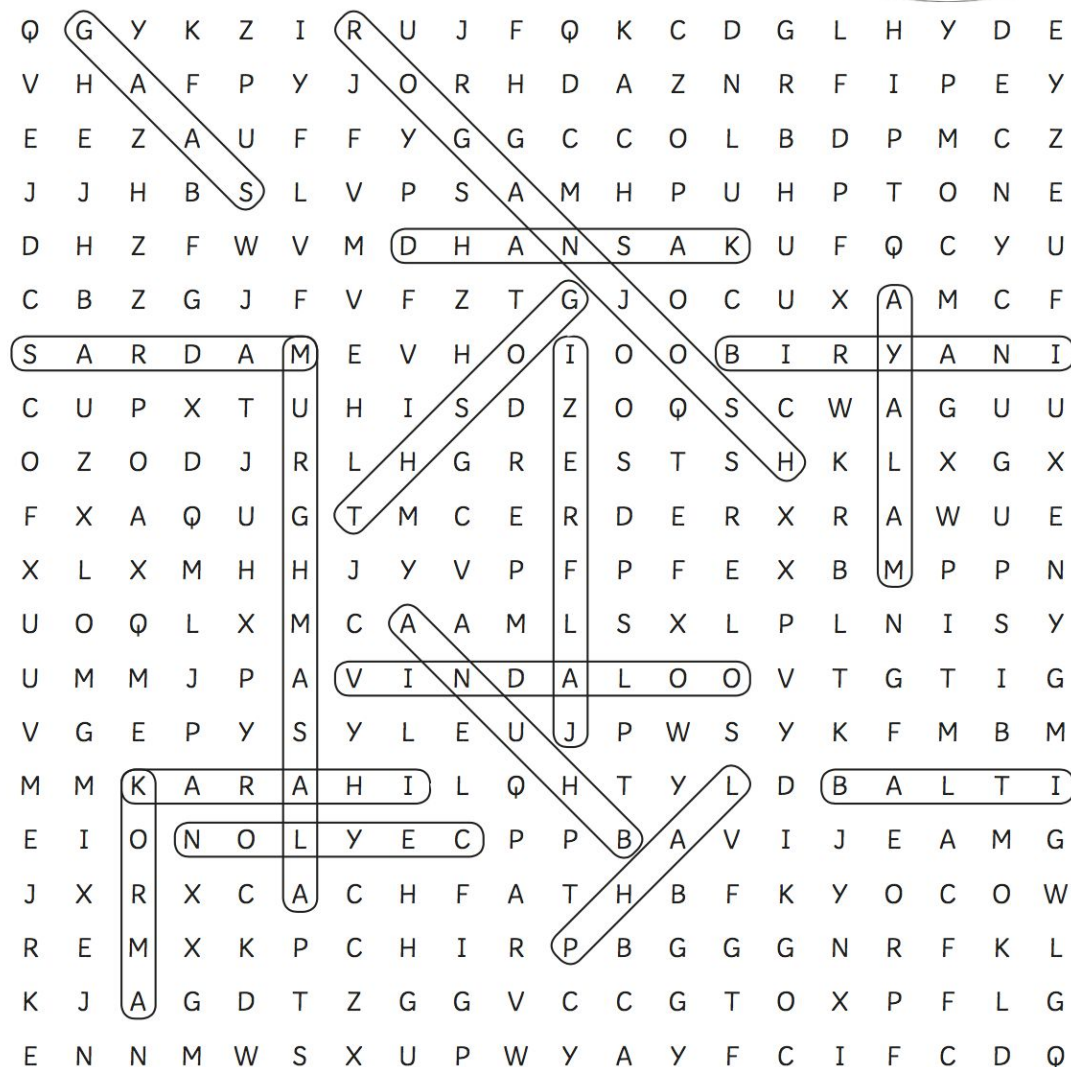
Translate this shape from point A to point B.



YEAR 5 HOMEWORK - Answers





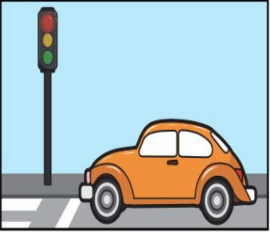
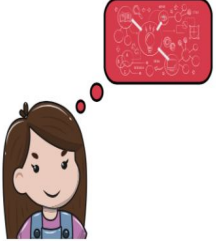




Curry Answers

Can you find 16 different types of curry?



balti	dhansak	korma	phal
bhuna	gosht	madras	rogan josh
biryani	jalfrezi	malaya	saag
ceylon	karahi	murgh masala	vindaloo

YEAR 5 HOMEWORK - Answers

			
advise	assent	stationery	compliment
	<p>Write the homophone beneath picture that best matches the word.</p> <p>homophones: device, devise, advice, advise, stationary, stationery, assent, ascent, compliment, complement</p>		
stationary			devise
			
device	ascent	advice	complement

YEAR 5 HOMEWORK - Answers

ANSWERS Homophones worksheet

Task 1: Identify the eight errors in this short paragraph and then write the correct words in the boxes below.

It was early in the **mourning** and my dad was down in the **seller** because the lights had gone off and he **kneaded** to find the fuse box. After he had fixed the lights, he returned upstairs but almost tripped over my **base** guitar. He badly stubbed his toe on the **stares** and **bald** like a baby! He **mustard** up all of his strength and staggered up the stairs, taking care to **sensor** the language he was using so that he didn't offend anyone!

morning	cellar	needed	bass
stairs	bawled	mustered	censor

Task 2: Write the homophone for each of these words.

Word	Homophone	Word	Homophone
heir	air	brewed	brood
urn	earn	broach	brooch
brews	bruise	waist	waste
bolder	boulder	compliment	complement

YEAR 5 END OF YEAR EXPECTATIONS

This page provides information for parents and carers about the end of year expectations for Year Five children in our school. These expectations have been identified as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

Reading

- Have a positive attitude towards reading
- Read a broad range of genres and texts
- Learn and recite a wide range of poetry off by heart, showing understanding through the changing of pitch, pace and tone of voice
- Summarise main points of an argument or discussion within their reading & make up their own mind about an issue
- Appreciate that people can be biased in persuasive writing
- Distinguish between statements of fact and opinion
- Appreciate how two people may have a different view on the same event
- Use more than one source of information when carrying out research
- Create set of notes to summarise what has been read
- Provide evidence from the text to support their point of view
- Draw inferences and justify with evidence from the text
- Vary voice for direct or indirect speech
- Predict what might happen next in the text
- Discuss and evaluate how authors use language and how it impacts the reader

Speaking and Listening

- Give well-structured explanations
- Consider and evaluate different viewpoints
- Listen to others responsively in discussion and link own ideas clearly to others views, even when these views are different

YEAR 5 END OF YEAR EXPECTATIONS

Writing

- Plan, draft and write for a range of purposes
- Use organisational and presentational features
- Develop character, setting and atmosphere in narrative
- Add phrases to make sentences more precise and detailed
- Use range of sentence openers - judging the impact or effect needed
- Begin to adapt sentence structure to text type
- Evaluate and edit by proposing changes to vocabulary, grammar and punctuation
- Ensure correct use of tenses
- Proofread for spelling and punctuation errors
- Use pronouns to avoid repetition
- Use brackets, dashes and commas
- Use commas to clarify meaning
- Link clauses in sentences using a range of subordinating and coordinating conjunctions
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)
- Legible and fluent handwriting style

YEAR 5 END OF YEAR EXPECTATIONS

Maths

- Count forwards & backward with positive & negative numbers through zero
- Count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000
- Count up/down in thousandths
- Read Roman numerals to 1000
- Identify all multiples and factors, including finding all factor pairs
- Use known tables to derive other number facts
- Recall the prime numbers up to 19
- Recognise Place Value of any number up to 1000000
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 or 100000
- Round decimals with 2dp to nearest whole number & 1dp
- Add & subtract: Numbers with more than 4-digits using efficient written method Numbers with up to 2dp
- Multiply 4-digits by 1-digit/ 2-digit
- Divide 4-digits by 1-digit
- Multiply & divide whole numbers & decimals by 10, 100 & 1000
- Add and subtract numbers mentally with increasingly large numbers
- Use all four operations to solve word problems
- Recognise mixed numbers & fractions & convert from one to another
- Add and subtract with the same denominator and multiples of the same number
- Read and write decimal numbers up to three decimal places
- Compare and order numbers with 3 decimal places
- Multiply proper fractions by whole numbers
- Recognise percent symbol and link with fraction and decimals of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those with a denominator of a multiple of 10 or 25
- Convert between different units of metric measure
- Measure and calculate perimeter and areas of simple shapes
- Estimate volume and capacity
- Identify and name 2-D and 3-D shapes.
- Know, draw and compare angles
- Identify, describe and represent the position of a shape following reflection or translation
- Complete, read and interpret information in tables and graphs