

Weekly Maths Tasks

Please complete at least 3 per week

- Try these Fluent in Five activities. Can you make up your own questions like these to solve?

$$\begin{array}{ll} 3/5 \text{ of } 25 = & 3 \times 0 \times 7 = \\ 78 + 50 = & 294 \times 6 = \\ \underline{\quad} \div 8 = 462.25 & 80 - 48 = \\ 5 \times 6 \times 5 = & 5/6 \text{ of } 42 = \\ 600 - 299 = & \underline{\quad} - 7,876 = 7,997 \end{array}$$

- Try these: Remember $2^2 = 2 \times 2 = 4$ and $2^3 = 2 \times 2 \times 2 = 8$

22. Square & Cube Numbers Calculations

1) Work out:
a) 4^2 b) 7^2 c) $5^2 - 1$ d) $6^2 - 3^2$

2) Which two of these statements are true?
 $2^2 = 16$ $3^2 = 9$ $4^2 = 64$ $5^2 = 125$

3) Roopesh says, "eight squared is sixty four, so eighty squared must be six hundred and forty." Do you agree? Explain your answer.

4) How many numbers between 0 and 50 are:
a) square numbers? b) cube numbers?

CHALLENGE The sum of a square number and a cube number is 17. Which numbers were added? Is there more than one answer?

4. Negative Numbers Number & Place Value

1) Jared is counting up in steps of 2 from -8. What are the next 3 numbers he will say after -8?

2) The temperature in the alien city of Alotron is recorded at 6 am and 12 pm for three days in a row. The results are in this table.

Day	Temperature	
	6 am	12 pm
Monday	-1 °C	11 °C
Tuesday	-3 °C	6 °C
Wednesday	-6 °C	4 °C

a) How much did the temperature rise between 6 am and 12 pm on Monday?
b) On which day did the temperature rise by 10 °C?

CHALLENGE Tasha is on level -5 in a library. She goes up 8 levels in the lift, then down 6 levels using the stairs, then up 3 levels in the lift. What level is she now on?

We will again be setting activities on **Mathletics** and encourage you to use **TTRockstars** to help you become more confident with your times tables.

Weekly Reading Tasks

Please complete at least 3 per week

- Each day you should read for pleasure for at least 20 minutes (that maybe a chapter a day, depending on your book)
- Read the poem, **The Dragonfly**, which is attached below. Answer the questions attached in your books.
- Using the poem, "The Dragonfly", create an artistic poster, which beautifully illustrates what happens to 'the monster' in the poem and the change he went through to become a dragonfly.
- Using your current reading book, think about the changes that have occurred and make a note of them. Have characters changed or their circumstances? What changes affect the main plot of the story? Are there some smaller changes that don't affect the characters?
- Authors love receiving mail from their readers. You could write a letter to your favourite author. Visit their website first so that you can learn a little more about your chosen author. Why not send the letter and wait for a reply?

You can also access books through Oxford Owl.
<https://www.oxfordowl.co.uk/>

<h3>Weekly Spelling Tasks</h3> <p><i>Please complete at least 3 per week</i></p>	<h3>Weekly Writing Tasks</h3> <p><i>Please complete at least 3 per week</i></p>
<ul style="list-style-type: none"> Practise spelling the Year 5 Common Exception words as well as review any year 3/4 words you don't know - use different methods to see what works best for you. e.g Look, Cover, Write. Use spellingframe.com and focus on list 49. Complete the practice activities and then the test. At the end the week, ask an adult or a sibling to test you on the words. Correct any spellings you got wrong. More homophones! Look up the meaning of each set of homophones in your spelling list - what does each word mean? Now write each word in a sentence showing their meanings. Challenge yourself to use another homophone in your sentences as well! (e.g. Jack passed the quiz that was all about life in Britain in the past.) Continue to use spag.com throughout the week. <div data-bbox="587 383 770 931" style="border: 1px solid black; padding: 5px;"> <p>lead led morning mourning past passed precede proceed principal principle profit</p> </div>	<ul style="list-style-type: none"> Write a daily diary including feelings about how things have changed for you with regards to home learning. What is it like not going to school? Try to make it as detailed as you can - you may want to look back at your diary sometime in the future. Next year, you will be changing to be a Year 6 pupil - your last year at primary school! Wow! Write down a list of all the things about you that have changed since your have first started school. Write a letter to your Year 6 teacher, what would you like them to know about you? What things are you looking forward to? Are there things you are worried about, excited about or do you have any questions? (Please email this letter to your class teacher who can then pass it on to your Year 6 teacher - these are also great to look back at!) Re-write the ending to a well-known story but change it with a great plot twist! Don't forget to use elements of good Year 5 writing (description, show not tell, varying sentence starters- ispace - openers, speech...) We have come to the end of home learning. Write a set of humorous instructions on 'How to do Homeschooling'. Remember to structure your writing like a set of instructions; including top tips and warnings!

Learning Project (To be done over the week)

This week's project is based around the theme of *Changes*. You will look at how things have changed in the past and changes to expect in the future.

History

Throughout history, events have caused major changes for society. Chose a historical event, research the ways which it changed society. Some ideas are:

- WWI
- WWII
- The Battle of Hastings
- The Great Fire of London



Geography

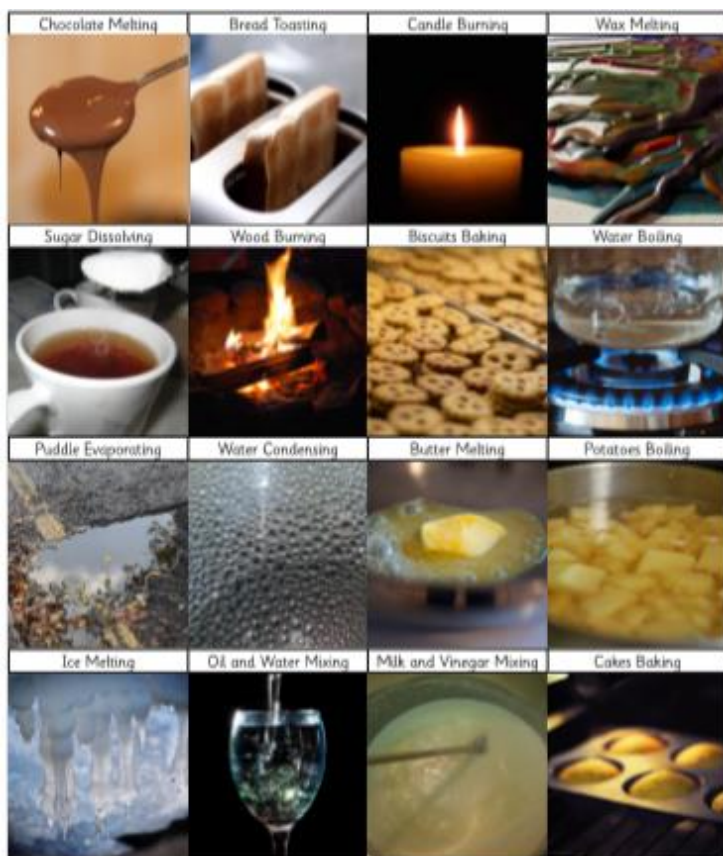
Think about the local area - how has the geography of the area changed over time? Are there new buildings? Have old buildings been knocked down? Has the purpose of buildings been changed? What other changes can you think about?

Art/DT/Music

Throughout the year, the seasons cause changes to the environment. Choose an environment (the ocean, a forest, a mountain, etc...) and draw a picture of it split into four - in each section draw that part of the picture in a different season (Winter, Spring, Summer, Autumn).

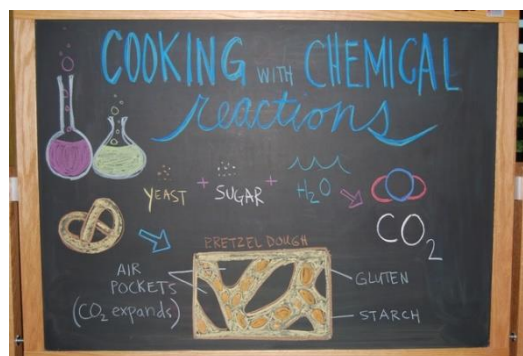


Science



Reversible vs Irreversible changes.

Using the attached pictures, separate the changes into reversible and irreversible. Remember reversible changes, like melting and dissolving can be reverse or change back (i.e. once melted, ice can be frozen again). Irreversible changes result in a chemical reaction and a new product is made. Cooking and baking are chemical reactions! Why not try some kitchen science and do a little cooking for baking this week as well?



Speaking and Listening

"The new normal." Speak to an adult about what you think this means with all that is going on now. What things have changed about our everyday lives and what changes will we have to get use to moving forward?

Remember to read every day and we would love to see some of your lovely work.



Learning Project - Week 12

Changes - Year 5

The Dragonfly

There was once a terrible monster
lived in a pond, deep under the water.

Brown as mud he was, in the mud he hid,
among murk of reed-roots, sodden twigs,
with his long hungry belly,
six legs for creeping,
eyes like headlights
awake or sleeping;
but he was not big.

A tiddler came to sneer and jeer
and flaunt his flashing tail -
*Ugly old stick-in-the-mud
couldn't catch a snail!*
I'm not scared -
when, like a shot,
two pincers nab him, and he's got!

For the monster's jaw hides a clawed
stalk
like the arm of a robot, a dinner fork,
that's tucked away cunningly till the last
minute -
shoots out - and back with a victim in it!

Days, weeks, months, two years and
beyond,
fear of the monster beset the pond;
he lurked, grabbed, grappled, gobbled and
grew,
ambushing always somewhere new -

*Who saw him last? Does anyone know?
Don't go near the mud! But I must go!
Keep well away from the rushes! But how?
Has anyone seen my brother? Not for a
week now -
he's been eaten
for certain!*

And then, one day, it was June, they all
saw him.

He was coming slowly up out of the mud,
they stopped swimming. No one dared
approach, attack. They kept back.

Up a tall reed they saw him climbing
higher and higher, until
he broke the surface, climbing still.

There he stopped, in the wind and the
setting sun.

*We're safe at last! they cried. He's gone!
What became of the monster, was he ill,
was he sad?
Was nobody sorry? Had he crept off to
die? Was he mad?*

Not one of them saw how, suddenly,
as if an invisible knife had touched his
back,
he has split, split completely -
his head split like a lid!
The cage is open. Slowly he comes
through,
an emperor, with great eyes burning blue.

He rests there, veils of silver a cloak for
him.
Night and the little stars travel the black
pond,
and now, first light of the day,
his shining cloak wide wings, a flash, a
whirr,
a jewelled helicopter,
he's away!

O fully he had served his time,
shunned and unlovely in the drab slime,
for freedom at the end - for the sky -
dazzling hunter, Dragonfly!



Learning Project - Week 12

Changes - Year 5

10. What is the poem about?

Tick one

- what insects eat
- how dragonflies move
- the life-cycle of a dragonfly
- the food chain in a pond

11. What is the monster in the poem?

Ring one

- an adult dragonfly
- a water snail
- a dragonfly nymph
- a tiddler

12. Why are some parts of the poem printed in a different font?

13. Match the opening lines to the descriptions of what happens in each verse.

One has been done for you.

- | | |
|--|--|
| <input type="checkbox"/> <i>Up a tall reed they saw him climbing</i> | <input type="checkbox"/> What the nymph looks like. |
| <input type="checkbox"/> <i>Brown as mud he was,
In the mud he hid,</i> | <input type="checkbox"/> How the nymph catches prey. |
| <input type="checkbox"/> <i>For the monster's jaw hides
a clawed stalk</i> | <input type="checkbox"/> The nymph leaves the pond. |
| <input type="checkbox"/> <i>Not one of them saw how, suddenly,</i> | <input type="checkbox"/> The nymph is transformed. |

14. Read the description of the monster in the second verse.
What is the effect of putting ... *but he was not big*
at the end of the verse?

15. Look at the third verse.

Why does the tiddler tease the monster?

Give **two** reasons.

1. _____
2. _____

21. Look at the tenth verse.

The cage is open.

What does this sentence tell you about the transformation of the nymph?
Explain as fully as you can.