

Dear parents / carers of Hawthorn Class children,

Please find below a suggestion of learning tasks for the coming week. As a school, we want to reassure you that a high priority of ours is well-being, particularly the mental well-being of the children, yourselves and our staff at such a tough time. If you are concerned about the priority for the work below, we would suggest the following order:-

- 1 – Daily reading and consideration / discussion of text. 2 – Daily White Rose Maths lessons – guided lessons with videos and worksheets.
- 3 – English writing – creative story. 4 – Spelling and grammar practice.
- 5 – Maths challenges – to include written methods for the four operations.
- 6 – Other tasks.



Don't forget to check the school website and our class page for the next teacher challenge video!!

Please let either of us know if you have any queries.

<https://www.purplemash.com/sch/chestertonprimar>

Best wishes, from Mr Martin and Mr Douglas.

Check the 2Dos section to find set work or choose your own activities.

Year 5 Home Learning Menu	Week beginning 08.06.20
P.E.	Creative (Music, Art, Drama)
<p>Joe Wicks has become the UK's PE teacher. Go on you tube at 9.00am every day to follow along.</p> <p>If you do not have access to YouTube, can your child make up their own workout for you and the rest of the family to have a go at?</p> <p><u>LO: Explore different throwing and catching techniques with a variety of objects. Track the ball in flight.</u></p> <p>Please follow the link below for a short video on how to become a 'Cool Catcher'.</p> <p>https://www.chancetoshine.org/staying-active-during-the-covid-19-outbreak?utm_source=Portal+Teachers&utm_campaign=ff5e91a701-EMAIL_CAMPAIGN_2020_04_24_03_37_COPY_01&utm_medium=email&utm_term=0_b4486fc5f7-ff5e91a701-123742013#h_66039831311586267782474</p> <p>Find instructions for the activity in the appendix below.</p>	<p>http://www.thenational.academy have a number of lesson being offered weekly, looking at the foundation subjects including art, D&T and music.</p> <p><u>Design and Technology – Is Spanish food the best food in the world?</u> <u>L.O – To understand seasonality and know where ingredients are grown, reared, caught and processed.</u></p> <p>Look at the ingredients for a Spanish Omelette.</p> <ul style="list-style-type: none"> • 500g waxy potato, such as Charlotte • Knob of butter • 2 small onions, finely sliced • 1 red pepper, finely chopped • 8-9 eggs • 1 x 25g pack chives <p>Have a go at cooking one, taste it and see what you think. There are lots of other recipes that you can try online, just search for Spanish Food.</p> <p>Complete Task: Where does my food come from? Research and create a fact file about a Frittata or Spanish Omelette.</p>



Weekly Subject Focused Project: RE

Big Question: What do we know about Buddhism and how can it apply to our life

Revision – Understand what Buddhism is and how Buddhists celebrate.

Follow the links to the lessons below and think about how elements of Buddhism can be applied to our own lives.

Lesson 1: Who was Siddhartha Gautama? <https://www.thenational.academy/year-5/foundation/who-was-siddhartha-gautama-year-5-wk5-1>

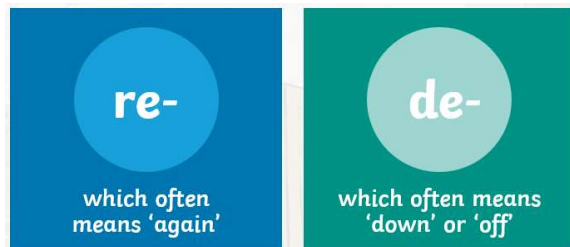
Lesson 2: What is the sacred text of Buddhism? <https://www.thenational.academy/year-5/foundation/what-is-the-sacred-text-of-buddhism-year-5-wk5-4>

Lesson 3: Why do Buddhists meditate? <https://www.thenational.academy/year-5/foundation/why-do-buddhists-meditate-year-5-wk6-1>

Lesson 4: Which festivals do Buddhists celebrate? <https://www.thenational.academy/year-5/foundation/which-festivals-do-buddhists-celebrate-year-5-wk6-4>

Spelling and Grammar

This week, we are looking at words with the prefix de- and re-.



These prefixes can be added to verbs to create the opposite meaning.

**deflate, deform, decode, decompose, defuse
recycle, rebuild, rewrite, replace, revisit**

Use the words to practise your handwriting skills.
A practice sheet for this has been included below.

Turn the words into images to show the meaning.



Try some rainbow writing to show sounds or parts of the word:

Watching or Watching

Writing dialogue

When you write your story this week, I would like to include some dialogue. Dialogue is a conversation that takes place between two more people. You will find many examples of dialogue in the stories you are reading at home.

Take your time to read the knowledge organiser before completing the worksheet. Then use these skills in your story!

*Both sheets have been included at the end of this document.

Reading

Read for at least 15 minutes a day. We hope you will be keen to read for longer. What a great way to pass the time!!

Each day there is a new stimulus, with **reading, writing and grammar challenges** to think about at www.pobble365.com

Something a little different for this week's reading, along with enjoying your independent work.

Read the passage of text and answer the questions that follow.

A good way to do this might be in conversation with someone at home, or perhaps with a friend or family member on the phone or via a video call.

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Reading extract and questions:

Five Children and It
(abridged)
By E Nesbit



Anthea suddenly screamed.
"Cyril! Come here! Oh, come quick—it's alive! It'll get away! Quick!"
They all hurried back.
"It's a rat, I shouldn't wonder," said Robert.
"Perhaps it is a snake," said Jane, shuddering.
"Let's look," said Cyril, jumping INTO the hole. "I'm not afraid of snakes. I like them. If it is a snake I'll tame it, and it will follow me everywhere, and I'll let it sleep round my neck at night."
"No, you won't!" said Robert firmly. He shared Cyril's bedroom. "But you may if it's a rat."
"Oh, don't be silly!" said Anthea, "it's not a rat, it's much bigger. And it's not a snake. It's got feet... I saw them! And fur! No—not the spade. You'll hurt it! Dig with your hands."
"And let it hurt me instead! That's so likely, isn't it?" said Cyril, seizing a spade.
"Oh, don't!" said Anthea. "It sounds silly, but it said something. It really and truly did."
"WHAT?"
"It said, 'You let me alone.'"
But Cyril merely observed that his sister must have gone off her head, and he and Robert dug with spades while Anthea sat on the edge of the hole, jumping up and down with hotness and anxiety.
Then Anthea fell on her knees and began to scratch like a dog does when he has suddenly remembered where it was that he buried his bone.
"Oh, I felt fur," she cried, half laughing and half crying. "I did indeed! I did!" Then suddenly a dry husky voice in the sand made them all jump back, and their hearts jumped nearly as fast as they did.
"Let me alone," it said. And now everyone heard the voice and looked at the others to see if they had heard it too.
"But we want to see you," said Robert bravely.
"I wish you'd come out," said Anthea, also taking courage.
"Oh, well—if that's your wish," the voice said, and the sand stirred and spun and scattered, and something brown and furry and fat came rolling out into the hole, and it sat there yawning and rubbing the ends of its eyes with its hands.
"I believe I must have dropped asleep," it said, stretching itself.
The children stood round the hole in a ring, looking at the creature they had found. It was worth looking at. Its eyes were on long horns like a snail's eyes, and it could move them in and out like telescopes; it had ears like a bat's ears, and its tubby body was shaped like a spider's and covered with thick soft fur; its legs and arms were furry too, and it had hands and feet like a monkey's.
"What on earth is it?" Jane said.
The thing turned its long eyes to look at her, and said—"Don't you know a sand fairy when you see one?"

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Questions for Five Children and It
Set A

Vocabulary
1. "Perhaps it is a snake," said Jane, shuddering.
What does the word *shuddering* suggest about how Jane feels about snakes?

2. Look at the beginning of the story. Find and copy one word that means the same as *maybe*.

3. Look at the sentence beginning, "And let it hurt me instead!..."
What does the word *seized* mean in this sentence?

Retrieval
4. Look at the section that begins "Let's look," said Cyril. What does Cyril say he would let a snake do after he tamed it?

5. How does Anthea know that the creature is not a rat?

6. What is the first thing that the creature says to the children?

Inference
7. "No, you won't," said Robert firmly. Why do you think Robert says this?

8. Look at the section beginning: "The children stood round the hole in a ring..."
Look at the description of the creature. Do you think it would be good at climbing? Circle one: yes no
Explain why you think this.

9. What was Anthea thinking when she fell on her knees and began to scratch like a dog?
Tick one thought.

I've lost my bone!

I want to find the snake!

I hope I don't find anything!

I really want to find this creature!

Summarise
10. Look at the whole text. Draw lines to show whether the statements below took place at the beginning, middle or end of the story.

The creature rolled out of the hole.	beginning
Anthea feels fur.	middle
Cyril jumps into the hole.	end

Meaning as a whole
11. Imagine you are writing a story review. Write two statements about the text in the table below.

A piece of information about the story	
Something exciting that happens in the story.	

Compare
12. How is the creature...

a. Different from a snail? _____

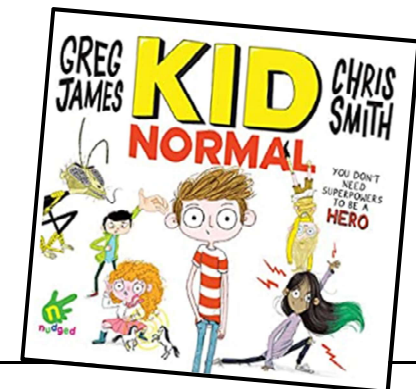
b. Similar to a snail? _____

These sheets are included at the bottom of this sheet.

Fancy listening to a book?

How about *Kid Normal* by Greg James and Chris Smith from Radio 1. We've got in the classroom!

https://stories.audible.com/search-stories?keywords=kid%20normal&ref=adbl_ent_anon_ds_sc_sb_tp-0-0



Writing

UP, UP AND AWAY

This week's story will be about an animal that flies, or about people flying in a hot air balloon, helicopter or aeroplane.

Think carefully about how you will start your story and the way you will link different sections together.

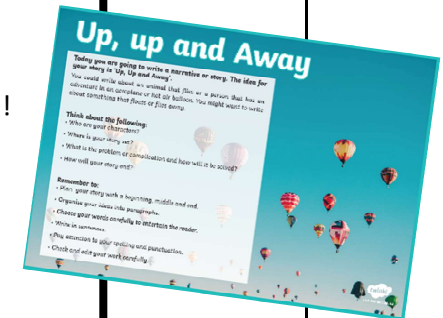
Make sure you think about who will get stuck, and how! I've had a go at a start - feel free to use parts of mine to help you!

"Meet me in the helicopter, Sheena," called Mark as he dashed into the terminal building for his bag

"Sure thing, boss," replied Sheena. "I'll start her up."

The climbers had been stuck on the mountain for twelve hours now. The land rescue team had found them but could not reach them on foot. Sheena had been in her classroom teaching her Year 5 class just an hour earlier. Now she was preparing for another dramatic rescue. This one would turn out to be more challenging than she could ever have imagined.

I hope you have noticed the dialogue I have included! ***Good luck! From Mr Martin.***



Maths

Number focused activities

Please look at your Purple Mash account for any 'To-Do's' that have been set.

There are an arithmetic, mixed objective and problem sheet available to complete in the appendix.

Nrich activities:-

<https://nrich.maths.org/consecutivenumbers>

<https://nrich.maths.org/1150>

<https://nrich.maths.org/10091>

<https://nrich.maths.org/6274>



Daily lessons – Summer 2 Week 2

You may have already done this weeks lessons as these were provided during the first 2 weeks of lockdown. For alternative lessons, please use the packs included at the end of this learning pack.

If you have access to a computer, use:

<https://whiterosemaths.com/homelearning/>

Here you will be able to access a lesson a day of maths.

There is a video lesson / tutorial for you to access with your children; please follow the web links to access the worksheets. The videos can be paused to allow time to discuss and embed understanding.

Lesson 1: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-1-Decimals-as-fractions-2-2019.pdf>

Lesson 2: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Understand-thousandths-2019.pdf>

Lesson 3: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Rounding-decimals-2019.pdf>

Lesson 4: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Order-and-compare-decimals-2019.pdf>

You will find lessons for all year groups here. If you feel your child needs to access work from a previous year group, please select the lessons as appropriate. We can also provide the worksheets – just let us know!

Additional Suggested Activities

<https://literacytrust.org.uk/family-zone/9-12/book-hopes/> - For a fantastic digital book to share at home.
<https://www.bbc.co.uk/bitesize/> - navigate to 'primary' or access the daily core subject (English and Maths) lessons available.
<https://timestable.pixl.org.uk/Timestables.html> - Children have their own login details. Please let us know if you need these to be supplied.
<https://www.topmarks.co.uk/maths-games/hit-the-button> - Times tables, number bonds and more. Great for daily practice.

PE 'Cool Catchers' Lesson

CHANCE TO SHINE WEEKLY CHALLENGE: WEEK 1 - COOL CATCHER

INDIVIDUAL ACTIVITY



LEARNING OUTCOMES:

Explore different throwing and catching techniques with a variety of objects. Track an object in flight.

EQUIPMENT:

- tennis ball (or if you don't have one, try a balled-up pair of socks or something else, be creative!)

HEADS, SHOULDERS, KNEES CATCH! CHALLENGE:

- Throw the ball in the air
 - Touch your head, shoulders, tummy and toes then take the catch!
 - Start with just your head & catch, then head, shoulders & catch etc



COACHING POINTS

- Watch the ball all the way into your hands
 - Keep a big surface area to catch (think about having your hands like an open book)

CHANCE TO SHINE WEEKLY CHALLENGE: WEEK 1 - COOL CATCHER

PARENT & CHILD ACTIVITY



LEARNING OUTCOMES:

Explore different throwing and catching techniques with a variety of objects. Track an object in flight.

EQUIPMENT:

- tennis ball (or if you don't have one, try a balled-up pair of socks or something else, be creative!)

PAIRS CHALLENGE:

- Stand 3M apart
 - Take as many catches between you as you can in 1 minute
 - Set your team best and then try and beat it!

STRETCH ACTIVITY:

- If you drop the ball you go back to zero



COACHING POINTS

- Watch the ball all the way into your hands
 - Get into a powerful 'ready' position, with your weight forward
 - Aim your throw where it can be caught easiest (belly button height)

Alternative Maths Lessons for this Week – Please use the attached math sheets.

Already covered this content? Year 5 Week 7 w/c 8th June

We're aware that some of you will have already covered this content earlier in the lockdown period. If this is the case, here are your alternative lessons for Summer Week 7

Topic	Video	Premium Subscriber? Get the worksheet!
Add whole numbers with more than 4 digits (column method)	https://vimeo.com/425568996	Autumn Block 2 Add whole numbers with more than 4 digits (column method)
Subtract whole numbers with more than 4 digits (column method)	https://vimeo.com/425569172	Autumn Block 2 Subtract whole numbers with more than 4 digits (column method)
Round to estimate and approximate	https://vimeo.com/425569901	Autumn Block 2 Round to estimate and approximate
Inverse operations (addition and subtraction)	https://vimeo.com/425575598	Autumn Block 2 Inverse operations (addition and subtraction)



Master The Curriculum

Mixed Arithmetic ladders! Can you climb your way up to the top?

Answer =	Answer =	Answer =	Answer =	Answer =
- 200 ones	-14 ones	10 more	200 less	+ 7,777
÷ 3	One tenth of it	x 4	+ 6,044	x 4
+ 3,684	÷ 5	1,000 less	100 more	Add 164
One third	Half of it	- 1,683	Triple it	÷ 5
Divide by 12	÷ 9	100 less	÷ 3	$\frac{1}{4}$ of it
x 2	Subtract seventy-two	+ 3,000	- 900	Divide by five
x 6	Add 2 hundreds	Multiplied by 7	Add 99	Take 905 ones
Subtract 1,001	+ 500	Add 10	x 6	700 less
+ 10	Two thousand more	- 15 ones	÷ 10	Subtract 2,395
Half of it	x 8	Subtract 3,767	Double it	Subtract 100 tens
2,000	9	3,780	1,500	10,000

Fireworks Maths Mat 1 – Year 5

The fireworks show starts in 240 minutes.
What time will it be?



:

Here is part of a bus timetable.

The Green	16:22	17:19	17:56	18:12
Hampstead Close	16:38	17:39	18:11	18:28
Lodge Walk	17:01	18:08	18:36	18:53
Acorn Lane	17:14	18:24	18:48	19:15

The firework show takes place on Acorn Lane.
Sarah wants to get there for half past 6.
What is the latest bus she can take from The green?

Sarah decides to meet her friend at Lodge Walk.
She takes the 17:56 bus.
How long is the duration of her journey until she meets her friend?

minutes

Look at the prices for the fireworks show.

	online	on the door
Adult 16 +	£14.59	£16.99
Junior 5- 15	£12.59	£14.99
Under 5	£3.99	£6.99
Family pass 1 (4 members, at least 2 under 16s)	£37.49	£45.00
Family pass 2 (6 members, at least 3 under 16s)	£48.00	£55.00

I buy a family pass 1 and an adult ticket online.

I meet my friend who has 2 under 5s and a 7 year old. They buy tickets at the door.

How much is the entire cost?



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Everybody's sparkler burnt a different amount.
Whose sparkler burnt the most?



$$\frac{6}{20}$$



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



$$\frac{5}{10}$$

I pay for my tickets on the door. I pay with 3 £20 notes. I receive £15.00 change.
What combination of tickets did I purchase?

Look at what the fireworks are worth. Use this to solve the calculations mentally.



25 893



45 666



15 700



13 100



+



=



-




=

Problem Solving

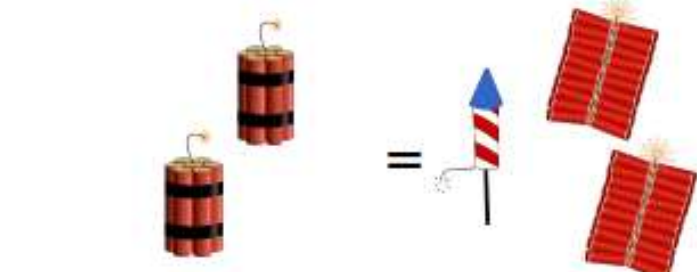
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★ If each firework represents a different four-digit number smaller than $\frac{1}{4}$ of 10000, what's the biggest number represented by all these fireworks?






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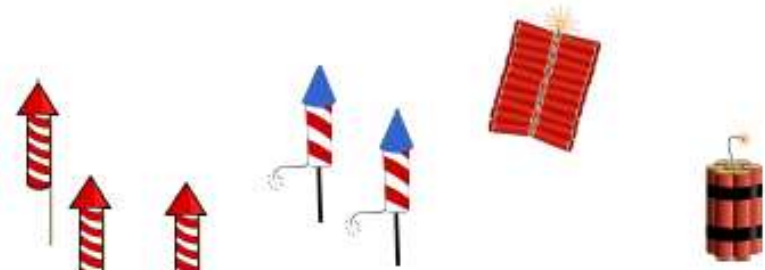
★ What four-digit numbers smaller than 2000 could these fireworks represent? Make this statement true.



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 =
 =
 = 2

★ If each firework represents a different four-digit number smaller than 2000, what's the biggest number represented by all these fireworks?







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★ What number could this firework represent? Explain your reasoning.



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 - 1200
  -
 - 1000
  - 5000

ANSWERS

Set	Ladder 1	Ladder 2	Ladder 3	Ladder 4	Ladder 5
5.1	1,029	- 11	1102	6,943	8,633

Fireworks Maths Mat 1 – Year 5 *Answers*

The fireworks show starts in 240 minutes.
What time will it be?



8 : 30 pm

Here is part of a bus timetable.

The Green.	16:22	17:19	17:56	18:12
Hampstead Close	16:38	17:39	18:11	18:28
Lodge Walk	17:01	18:08	18:36	18:53
Acorn Lane	17:14	18:24	18:48	19:15

The firework show takes place on Acorn Lane.
Sarah wants to get there for half past 6. What
is the latest bus she can take from The green?

17:19

Sarah decides to meet her friend at Lodge Walk.
She takes the 17:56 bus.
How long is the duration of her journey until she
meets her friend?

40 minutes

Look at the prices for the fireworks show.

	online	on the door
Adult 16 +	£14.59	£16.99
Junior 5- 15	£12.59	£14.99
Under 5	£3.99	£6.99
Family pass 1 (4 members, at least 2 under 16s)	£37.49	£45.00
Family pass 2 (6 members, at least 3 under 16s)	£48.00	£55.00

I buy a family pass 1 and an adult ticket
online.

I meet my friend who has 2 under 5s and a 7
year old. They buy tickets at the door.

How much is the entire cost?

£81.05

I pay for my tickets on the door. I pay with 3
£20 notes. I receive £15.00 change.
What combination of tickets did I purchase?

Family pass 1

Everybody's sparkler burnt a
different amount.
Whose sparkler burnt the most?

$\frac{6}{20}$

$\frac{2}{5}$

$\frac{5}{10}$

Look at what the fireworks are worth. Use this to
solve the calculations mentally.

25 893	45 666	15 700	13 100

+ = 58 766

- = 10 193



Problem Solving



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If each firework represents a different four-digit number smaller than $\frac{1}{4}$ of 10000, what's the biggest number represented by all these fireworks?

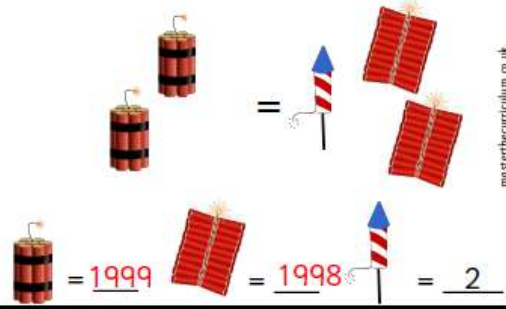


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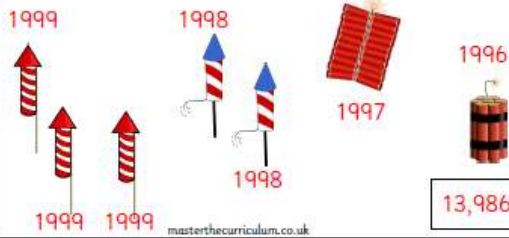
What four-digit numbers smaller than 2000 could these fireworks represent? Make this statement true.



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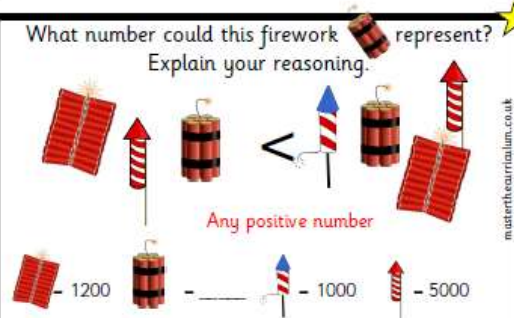
If each firework represents a different four-digit number smaller than 2000, what's the biggest number represented by all these fireworks?



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What number could this firework represent? Explain your reasoning.



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SPaG Knowledge Organiser: Writing Dialogue

Key Vocabulary

inverted commas:

Punctuation marks - " " - used to demarcate direct speech in a sentence.

direct speech: A sentence where the exact words spoken are represented and shown in inverted commas.

dialogue: A conversation or speech that is written down as part of a piece of narrative text.

Try to remember...

Break up your dialogue with extra information and description to keep your reader interested and wanting to read more.

Starting Out!

Recognising what is being said.

If Caleb told me that he wanted an ice cream, Caleb could say the words:

I want an ice cream.

Use It!

Now, write what is being said as direct speech. You will need to correctly punctuate the direct speech using **inverted commas**, a **capital letter** to introduce the speech, a piece of **punctuation** at the end of what is being said and a **reporting clause** to tell the reader who is speaking.

"I want an ice cream," Caleb told me.

Become an Expert!

To become an expert at writing dialogue, try using the reporting clause at the beginning of the sentence. You may also wish to add in extra information:

Whilst stamping his feet and waving his hands towards the cart, Caleb shouted, "I want an ice cream!"

"Well, you can't have one!" I snappily replied, tired of having the same conversation over and over.

"Can you please," I reiterated, "stop irritating me!"

Congratulations - you have reached expert status!

Extend It!

To create an extended piece of **dialogue**, you will now need to include a response to what the previous speaker has said.

Each time a new person speaks, use a new line.

"I want an ice cream," Caleb told me.

"Well, you can't have one!" I snappily replied.

"Why not?"

"Mum told you that you can't have a snack before your lunch," I explained.

In extended pieces of dialogue, it is not always necessary to use a reporting clause for every piece of direct speech, as long as it is obvious who would have said it.

Dialogue Writing

Read the sentences carefully. Then convert each telling sentence into dialogue.

Example: I asked my mum if we could go to the shop.

"Mum, can we go to the shop?" I asked _____

1. My mum wanted to know why I needed to go to the shop.

2. I told her that I needed to buy some flowers.

3. My mum said we could go, but she wondered whom the flowers were for.

4. I excitedly explained that they were for my teacher because her birthday is tomorrow.

5. My mum told me that this was a very nice idea.

6. I told her we should go now because I wanted to have time to pick out the best flowers.

7. My mum laughed and said she would race me to the car.





Five Children and It (abridged) By E Nesbit



Anthea suddenly screamed.

"Cyril! Come here! Oh, come quick—it's alive! It'll get away! Quick!"

They all hurried back.

"It's a rat, I shouldn't wonder," said Robert.

"Perhaps it is a snake," said Jane, shuddering.

"Let's look," said Cyril, jumping into the hole. "I'm not afraid of snakes. I like them. If it is a snake I'll tame it, and it will follow me everywhere, and I'll let it sleep round my neck at night."

"No, you won't," said Robert firmly. He shared Cyril's bedroom. "But you may if it's a rat."

"Oh, don't be silly!" said Anthea, "it's not a rat, it's much bigger. And it's not a snake. It's got feet... I saw them! And fur! No—not the spade. You'll hurt it! Dig with your hands."

"And let it hurt me instead! That's so likely, isn't it?" said Cyril, seizing a spade.

"Oh, don't!" said Anthea. "It sounds silly, but it said something. It really and truly did."

"What?"

"It said, *'You let me alone.'*"

But Cyril merely observed that his sister must have gone off her head, and he and Robert dug with spades while Anthea sat on the edge of the hole, jumping up and down with hotness and anxiety.

Then Anthea fell on her knees and began to scratch like a dog does when he has suddenly remembered where it was that he buried his bone.

"Oh, I felt fur," she cried, half laughing and half crying. "I did indeed! I did!" Then suddenly a dry husky voice in the sand made them all jump back, and their hearts jumped nearly as fast as they did.

"Let me alone," it said. And now everyone heard the voice and looked at the others to see if they had heard it too.

"But we want to see you," said Robert bravely.

"I wish you'd come out," said Anthea, also taking courage.

"Oh, well—if that's your wish," the voice said, and the sand stirred and spun and scattered, and something brown and furry and fat came rolling out into the hole, and the sand fell off it, and it sat there yawning and rubbing the ends of its eyes with its hands.

"I believe I must have dropped asleep," it said, stretching itself.

The children stood round the hole in a ring, looking at the creature they had found. It was worth looking at. Its eyes were on long horns like a snail's eyes, and it could move them in and out like telescopes; it had ears like a bat's ears, and its tubby body was shaped like a spider's and covered with thick soft fur; its legs and arms were furry too, and it had hands and feet like a monkey's.

"What on earth is it?" Jane said.

The thing turned its long eyes to look at her, and said — "Don't you know a sand fairy when you see one?"

Questions for *Five Children and It* Set A

Vocabulary

1. "Perhaps it is a snake," said Jane, shuddering.

What does the word *shuddering* suggest about how Jane feels about snakes?

2. Look at the beginning of the story. Find and copy one word that means the same as *maybe*.

3. Look at the sentence beginning: "And let it hurt me instead!..."

What does the word *seized* mean in this sentence?

Retrieval

4. Look at the section that begins "Let's look," said Cyril. What does Cyril say he would let a snake do after he tamed it?

5. How does Anthea know that the creature is not a rat?

6. What is the first thing that the creature says to the children?

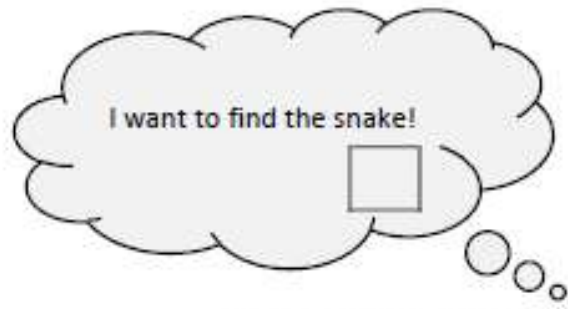
Inference

7. "No, you won't," said Robert firmly. Why do you think Robert says this?

8. Look at the section beginning: 'The children stood round the hole in a ring...'

Look at the description of the creature. Do you think it would be good at climbing? Circle one: yes no
Explain why you think this.

9. What was Anthea thinking when she *'fell on her knees and began to scratch like a dog'*? Tick one thought.



Summarise

10. Look at the whole text. Draw lines to show whether the statements below took place at the beginning, middle or end of the story.

- The creature rolled out of the hole.
- Anthea feels fur.
- Cyril jumps into the hole.

- beginning
- middle
- end

Meaning as a whole

11. Imagine you are writing a story review. Write two statements about the text in the table below.

A piece of information about the story.	<hr/> <hr/>
Something exciting that happens in the story.	<hr/> <hr/>

Compare

12. How is the creature...

- a. Different from a snail?

- b. Similar to a snail?

Up, up and Away

Today you are going to write a narrative or story. The idea for your story is 'Up, Up and Away'.

You could write about an animal that flies or a person that has an adventure in an aeroplane or hot air balloon. You might want to write about something that floats or flies away.

Think about the following:

- Who are your characters?
- Where is your story set?
- What is the problem or complication and how will it be solved?
- How will your story end?

Remember to:

- Plan your story with a beginning, middle and end.
- Organise your ideas into paragraphs.
- Choose your words carefully to entertain the reader.
- Write in sentences.
- Pay attention to your spelling and punctuation.
- Check and edit your work carefully.

Year 5 spellings - Monday 8th June 2020.

These words contain the prefixes *de* or *re*.

Practise the formation of the words, learn the spellings and discuss the meaning of any new words with your family members.

Look

Trace

Copy

deflate

deflate

deform

deform

decode

decode

decompose

decompose

defuse

defuse

recycle

recycle

rebuild

rebuild

rewrite

rewrite

replace

replace

revisit

revisit