

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 writing. **4** – Spelling and grammar practice.
- 5** – Maths challenges – to include written methods for the four operations.

We are happy to be sent work from the children and to answer questions on the learning and activities we have set. We hope the children are able to access the work with some independence and that it allows them to recall and apply some of their in-school learning.

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.

Best wishes, from Mr Martin and Mr Douglas.



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

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

Year 5 Home Learning Menu	Week beginning 15.06.20
<p style="text-align: center;">P.E.</p>	<p style="text-align: center;">Creative (Music, Art, Drama)</p>
<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 techniques linked to bowling. Develop accuracy and learn where to 'pitch' the ball.</u></p> <p>Please follow the link below for a short video on how to become a 'Brilliant Bowler'.</p> <p>https://www.chancetoshine.org/staying-active-during-the-covid-19-outbreak?utm_source=Portal+Teachers&utm_campaign=3c8f739600</p> <p style="text-align: center;">=</p> <p>EMAIL CAMPAIGN 2020 04 24 03 37 COPY 01&utm_medium=email&utm_term=0_b4486fc5f7-3c8f739600-123742013#h_636358802151586267794478</p> <p>Find instructions for the activity in the appendix below.</p>	<p>There are some online classes being offered for example Emma Scott runs an art session online at 2pm every day.</p> <p>ART: Food art</p> <p>Either: Create an animal/plant out of different fruits and vegetables! Bonus points if you read the packaging to find out where they are come from!</p> <p>Or, arrange and complete a still life drawing of different fruits and vegetables.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>

Weekly Subject Focused Project: Geography

Big Question: Why do so many people choose to go to Spain for their holidays?

For this task, you should start by identifying where Spain is on an atlas. Investigate the factors that make it so popular with holidaymakers. You could look at weather and find out the average temperatures across the year; you could look at the physical geography of Spain (its natural features like the beautiful beaches). Then there are human-made things like restaurants, water parks, holiday camps and hotels. Is Spain also a country that is easy to travel to? You could present your work as spider diagram, a PowerPoint, a poster or a non-chronological report with sub-headings and detailed information.



Spelling and Grammar

This week, we are looking at words with the prefix over-.



We are particularly looking at how this prefix is added to verbs that mean 'too much' of a particular action.

overthrow, overturn, overslept, overcook, overreact, overestimate, overuse, overpaid, overlook, overbalance

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

Grammar skills

a Rewrite this text message using Standard English.
I done it! I passed the exam and I ain't jacking!

b Can you think of the prefix words to match these definitions?
A signature of a famous person: auto
An adjective to describe someone who hates waiting: im _____

c Can you tell me your symptoms, Mr Brown?
Can you write this as a line of accurately punctuated direct speech?

d Use the correct form of the verb 'to be' to complete these past and present tense sentences correctly.
This _____ your new classroom.
Yesterday, we _____ on a school trip.
Joe and Jack _____ twins.

e These words have prepos hiding within them. Can you find them? The first one is done!
softer → (t)off)ee →
hoverboard →
supply →

f Can you think of the -ious or -tious word to match this definition?
Very healthy to eat _____
Acting in a guilty way _____

a Can you please brackets (parenthesis) around additional detail in this sentence?
Saint George the patron saint of England famously defeated a dragon.

b Mr Whoops! has been with the letters from one spelling words. Can you it is?
y r o
r n
i d

c Are you ready to go hiking, Max?
Can you write Claire's words into a direct speech sentence that uses inverted commas?
We'll _____ to the shopping centre later.
I'm _____ shopping tomorrow.
Last Saturday, I _____ shopping.

d Choose TWO different adverbs of possibility that best fit in these sentences:
The sky had turned pitch black and it was _____ going to rain.
Because the game is so expensive, I _____ can't afford to buy it.

e Choose the correct form of the verb 'to go' to fit into these sentences.

f Mr Whoops! has been juggling with the letters from one of his 15 spelling words. Can you spot what it is?
d _____
e d l
c n z
f i t

There are two grammar mats at included further down this pack. The one with the mobile phone on is intended to be slightly less challenging.

If there are any sections you have become stuck or unsure on, I would love to be able to support you and can probably provide some more examples to support your learning. Grammar can be challenging, so be patient with yourself as you try to recall the different terms and rules.

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

Reading

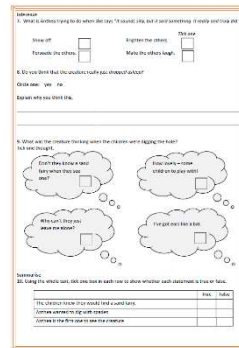
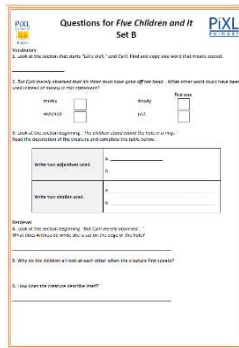
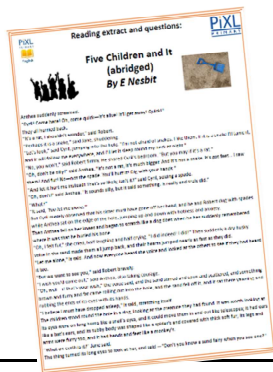
Read for at least 15 minutes a day. We hope you will be keen to read for longer. What a great way to pass the time!!

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

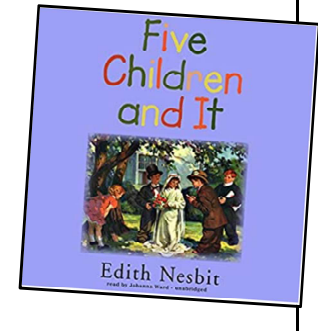
Something a little different for this week's reading, along with enjoying your independent work.

Read the passage of text and answer the questions that follow. It's the same text as last week, but with different questions!

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.



Fancy listening to a book?
How about listening to the whole of *Five Children and It* now that you have answered all of those questions!
https://stories.audible.com/pdp/B007BFXGB2?ref=adbl_ent_anon_ds_pdp_pc_pg-2-cntr-0-47



Writing

BRIAN'S MAGIC BISCUITS

I have included a page at the bottom of this document that is full of writing tasks for this week. There are sentences to fix and questions to answer, along with a picture and grammar activity.

I would like you to follow these tasks by writing a diary entry in role as Brian during this amazing day. Here's my starter:-

Finally. At last. Something amazing has happened to me. After all of these years buying things down at the market, today something glorious has arrived. I never imagined it could be as unbelievable as this. Let me take you back to the start, to when I bought the biscuits from the pet food stand. I was told they were magic biscuits so of course I had to buy them...



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/6290/note>
<https://nrich.maths.org/13211/note>
<https://nrich.maths.org/9965>
<https://nrich.maths.org/14683>



Daily lessons – Summer Week 8

You may have already done this weeks lessons as these were provided during the first few 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-Understand-percentages-2019.pdf>

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

Lesson 3: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-3-Adding-decimals-with-the-same-number-of-decimal-places-2020.pdf>

Lesson 4: <https://resources.whiterosemaths.com/wp-content/uploads/2020/05/Lesson-4-Adding-decimals-with-a-different-number-of-decimal-places-2020.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.

APPENDIX

PE 'Brilliant Bowler' Lesson

**CHANCE TO SHINE WEEKLY SESSION:
WEEK 2 - BRILLIANT BOWLER**

INDIVIDUAL ACTIVITY



LEARNING OUTCOMES:

- Explore different throwing techniques, linked to bowling.
- Develop accuracy and know where to 'pitch' the ball.

EQUIPMENT:

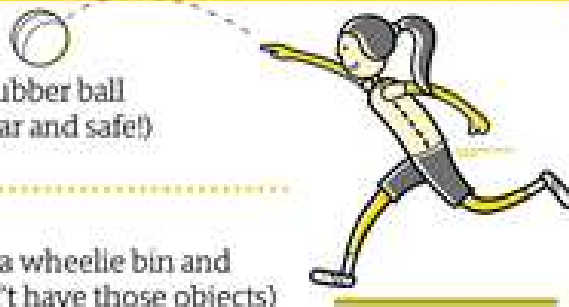
- Tennis ball, taped tennis ball or rubber ball
- Wheelie bin (or something similar and safe!)
- Tape/marker pen

HIT THE TARGET CHALLENGE:

- Mark out a set of wickets using a wheelie bin and some tape (be creative if you don't have those objects)
- Bowl the ball and try to hit the target!
- Scoring = 1 point for hitting the bin, 3 points for hitting the wickets

COACHING POINTS

- Create a star shape with your body ready to bowl
- Keep your bowling arm straight all the way through your delivery



**CHANCE TO SHINE WEEKLY SESSION:
WEEK 2 - BRILLIANT BOWLER**

PARENT & CHILD ACTIVITY



LEARNING OUTCOMES:

- Explore different throwing techniques, linked to bowling.
- Develop accuracy and know where to 'pitch' the ball.

EQUIPMENT:

- Tennis ball, taped tennis ball or rubber ball
- Wheelie bin (or something similar and safe!)
- Tape/marker pen

PAIRS CHALLENGE:

- Place a hoop or hoop shaped target on the floor, 3 steps away from the stumps
- Taking it in turns to bowl at the target, aim to score as many points in two minutes as possible
- Scoring = 5 points for the hoop, 3 points for the stumps, 1 point for the wheelie bin

COACHING POINTS

- Focus the eyes towards the target on the ground
- Follow through with the delivery to get more pace and direction



LET US KNOW HOW YOU GET ON! SHARE A VIDEO OF YOU COMPLETING THE SESSION ON OUR SOCIAL MEDIA CHANNELS!



@chance2shine



@chance_to_shine



/chancetoshinecricket



LET US KNOW HOW YOU GET ON! COMMENT BELOW WITH YOUR BEST SCORES AND WE'LL SEE IF YOU MAKE IT ON TO THE LEADERBOARD AT THE END OF THE WEEK!

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

Already covered this content? Year 5 Week 8 w/c 15th 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 8

Topic	Video	Premium Subscriber? Get the worksheet!
Multi-step addition and subtraction problems	https://vimeo.com/428001969	Autumn Block 2 Multi-step addition and subtraction problems
Read and interpret line graphs	https://vimeo.com/428002041	Autumn Block 3 Read and interpret line graphs
Draw line graphs	https://vimeo.com/428002106	Autumn Block 3 Draw line graphs
Use line graphs to solve problems	https://vimeo.com/428002182	Autumn Block 3 Use line graphs to solve problems

Alternative Lesson 1

Multi-step addition and subtraction problems



- 1 Eva is reading a book before bedtime.
On Monday she reads 38 pages.
On Tuesday she reads 6 pages more than she did on Monday.

a) How many pages does she read on Tuesday?

b) How many pages does she read altogether on Monday and Tuesday?

c) There are 123 pages in the book altogether.
How many pages does Eva have left to read?

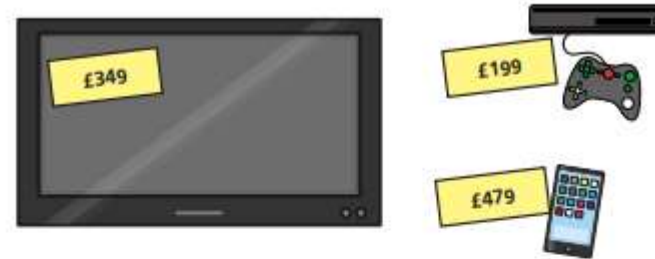
- 2 Here are two number cards.



The sum of the two cards is 2,900

What is the difference between the two cards?

- 3 Mo has £1,000 to spend. He buys a TV and a games console.



Does Mo have enough money left to buy the phone? _____

Explain your answer.

- 4 Two families each have £1,800

The table shows how much they need to spend.

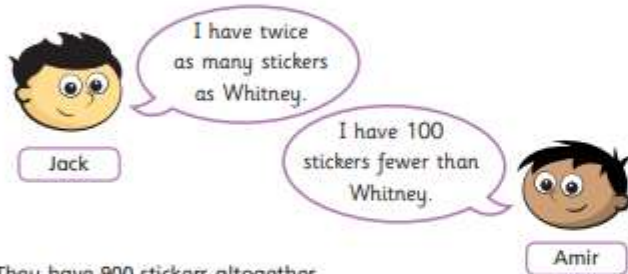
	The Websters	The Changs
Housing	£465	£550
Food	£420	£380
Bills	£120	£135

Which family has the most money left?

How much more money do they have?

- 5 There are 15,600 people at a concert.
 There are 9,050 adults.
 The rest are children.
 How many more adults than children are there?

- 6 Jack, Whitney and Amir are counting their sticker collections.



Jack

Amir

They have 900 stickers altogether.
 How many stickers do they each have?

Jack has stickers.

Amir has stickers.

Whitney has stickers.

- 7 Two numbers have a difference of 1,200 and a total of 6,484
 What are the two numbers?

 and

- 8 Three 4-digit numbers add together to make 10,000
 One of the numbers is 2,560
 Complete the sentences to describe the other numbers.

The total of the two numbers must be

The two numbers could be and

One of the numbers cannot be greater than

Write your own problem like this for a partner to solve.

Alternative Lesson 2

Read and interpret tables



- 1 The table shows the weight of five dogs, to the nearest kilogram.

Name of dog	Weight
Buster	12 kg
Misty	26 kg
Titch	14 kg
Henry	
Patch	

- a) What is the total weight of Buster and Titch?

- b) Henry is 10 kg heavier than Misty.

Write Henry's weight in the table.

- c) Patch is heavier than Titch but weighs less than Misty.

Write the dogs names in order of weight, starting with the lightest.



- 2 The table shows the number of children in each year at a primary school.

Year	1	2	3	4	5	6
Number of children	28	31	29	25	32	

There are 175 children in the school in total.

How many children are in Year 6?

Complete the table.

How did you work this out? Talk to a partner.

- 3 The table shows the average summer temperature for different cities.

City	London	Edinburgh	Paris	Madrid	Rome	Berlin
Temperature (°C)	21	15	25	31	30	22

- a) What is the average summer temperature in Paris?

- b) Which city has the warmest average temperature during the summer?

- c) What is the difference in average temperature between Berlin and Edinburgh?

- d) Which two cities have a difference of just one degree in average summer temperature?



- e) Eva and her parents live in London.
They want to have a summer holiday somewhere warmer.

Which city do you think they should go to? _____

Explain your answer.

- 4 Teachers asked children how they travel to school.


The tables show how the children in Year 4 and Year 5 travel to school.

Year 4					Year 5				
Method of travel	Walk	Bike	Car	Bus	Method of travel	Walk	Bike	Car	Bus
Number of children	18	1	10	0	Number of children	17	3	7	1

- a) What is the most common method of travel in both year groups?

- b) How many more children travel by car in Year 4 than in Year 5?

- c) Which year has the most children?


- d)  Year 5 children cause less pollution than Year 4, getting to school.

Is Tommy correct? _____

Explain your answer.

- 5 The table shows the number of ice creams sold in a shop last week.

Day	Mon	Tue	Wed	Thur	Fri	Sat	Sun
Ice creams sold	15	27	13	19	2	46	38

 The shop sold more ice creams in total on Saturday and Sunday than during the rest of the week.

Do you agree with Alex? _____

Explain your reasons.

- 6 Class 5B did a survey to find out the types of pets children had at home.

Dog	Cat	Hamster	Rabbit	Goldfish



Dora

There are 24 children in the class.

We do not know how many children are in the class.



Rosie

There are more than 24 children in the class.



Amir

Who is correct? _____

Explain your answer.

Alternative lesson 3

Draw line graphs

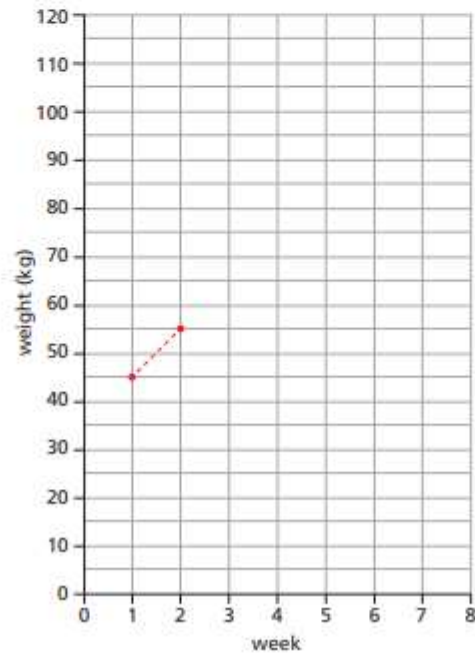


- 1 The table shows the weight of a horse at the end of each week for 8 weeks.

Week	1	2	3	4	5	6	7	8
Weight (kg)	45	55	70	80	95	100	100	120

Plot this information on the line graph

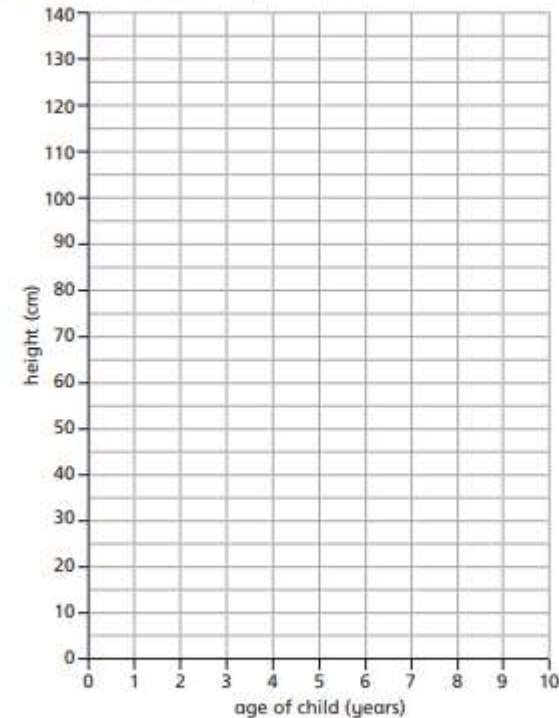
The first two points have been plotted for you.



- 2 The table shows the height of a child from 0 to 10 years of age.

Age of child	0	1	2	3	4	5	6	7	8	9	10
Height of child (cm)	50	76	86	95	102	110	115	122	128	133	138

- a) Draw a line graph to represent this data.



- b) Estimate the height of the child at 7-and-a-half years old.

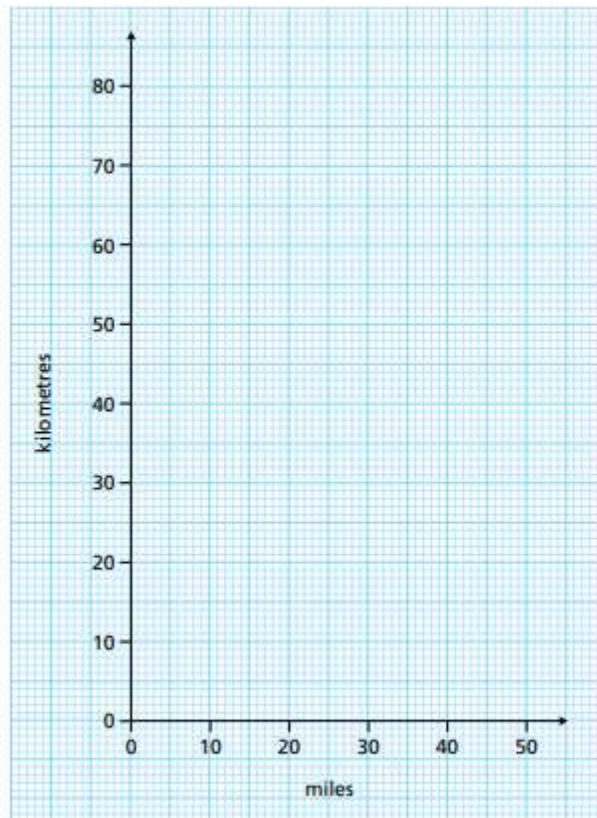
Explain your estimate.



3 This table shows the conversion between miles and kilometres.

Miles	0	5	10	20	50
Kilometres	0	8	16	32	80

a) Plot this data as a line graph.



b) How many kilometres is 15 miles?

c) How many miles is 60 km?

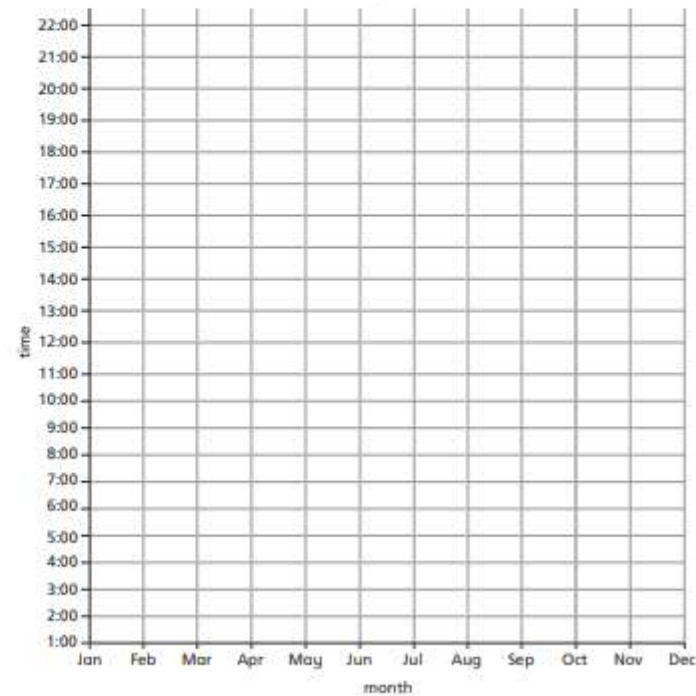


4 This table shows the time for sunrise and sunset in a town on the first day of each month.

	Jan	Feb	Mar	Apr	May	Jun
Sunrise	8:00	7:30	6:30	6:00	5:30	5:00
Sunset	16:00	16:30	17:30	19:30	20:30	21:00

	Jul	Aug	Sep	Oct	Nov	Dec
Sunrise	4:30	5:00	6:00	7:00	7:00	7:30
Sunset	21:30	20:30	19:30	18:30	16:30	16:00

Plot the information into one line graph with two lines.

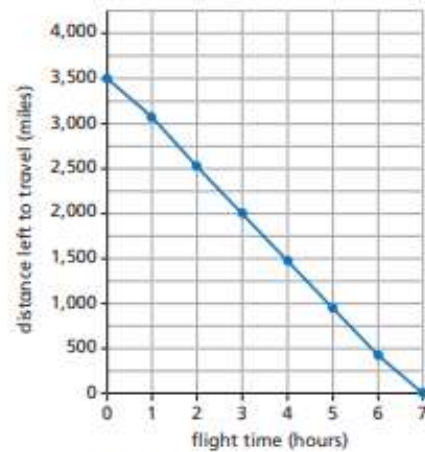


Alternative Lesson 4

Use line graphs to solve problems

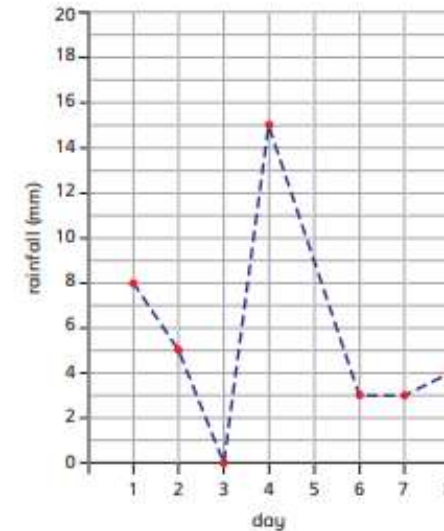


- 1 This graph shows how many miles an aeroplane has left to travel each hour on its journey from London to New York.



- a) How many hours is the flight?
- b) How many miles is the journey from London to New York?
- c) After 4 hours, how many more miles are left to travel?
- d) How long does it take to fly the final 1,000 miles?
- e) How many miles does the plane travel between 2 hours and 4 hours into the flight?
- f) Estimate how far the plane has travelled after 3 hours and 30 minutes.

- 2 The graph shows the rainfall in the first 8 days in October.



- a) How many millimetres of rain fell on the 7th October?
- b) It rained every day in the first 8 days in October.

Is this statement correct? _____

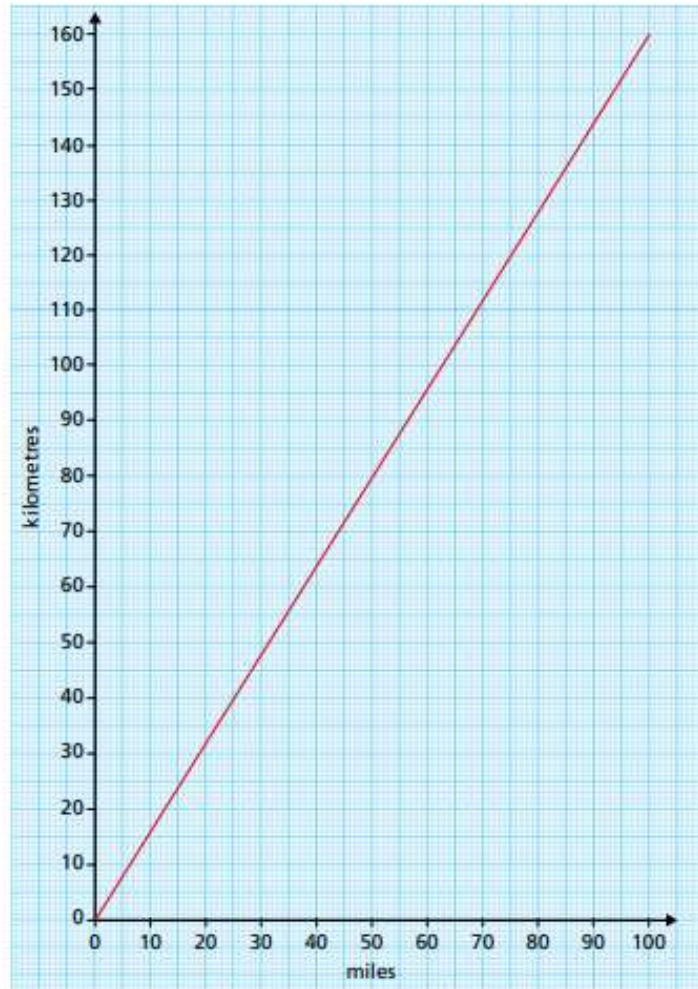
Explain your answer.

- c) The record amount of rainfall for October is 2.5 cm

Has a new record been set? _____

Explain your answer.

3 This graph shows the conversion between miles and kilometres.



a) How many kilometres are there in 50 miles?

b) How many miles are there in 130 km?

c) Explain to a partner how you worked out the answers to part a) and b).



d) Eva cycles 60 miles.

Dexter cycles 80 km.

Who cycles the furthest? _____

How much further does the person cycle?

e) Ron wants to convert 800 km into miles.



I can't do it
because my graph doesn't
go high enough.

Ron is incorrect. Explain why.

Complete the conversion.

Show your working.

800 km = miles

f) A high-speed train can travel up to 400 km in an hour.

How many miles can it travel in an hour?



Extra Maths tasks



Master The Curriculum

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

Answer =
+ 6,754
Subtract 3,657
Double it
- 15 tens
Half of it
+ 4,000
x 6
six seventh
Subtract 641
÷ 7
4,977

Answer =
Multiply by nine
+ 9
35 less
- 7 thousands
+ 5,783
Add 50 tens
110 more
x 8
Two thirds of it
÷ 3
360

Answer =
+ 170
three fifths
Five tenths
Subtract 6 tens and eight ones
x 7
x 6
Subtract 296
- 3 thousands
Divide by three
100 less
10,000

Answer =
x 12
- 1,173
Multiply by 5
6,000 less
600 less
Subtract 3 tens
Add 99 ones
+ 6,547
x 10
Two fifths
55

Answer =
x 10
- 39 ones
956 less
Doubled
Subtract 2 tens
x 4
- 987
Divide 2
Add 2,200
Three quarters
48

Fireworks Maths Mat 1 – Year 5

The fireworks show starts in 265 minutes.
What time will it be?



Here is part of a bus timetable.

The Green	16:22	–	17:56	18:12
Hampstead Close	16:38	17:39	18:11	18:28
Lodge Walk	17:01	18:08	18:36	18:53
Petersfield Crescent	17:14	18:24	–	19:15
Northgate Hampton	17:33	18:44	19:08	19:37
Acorn Lane	17:55	19:03	19:34	19:52

The firework show takes place on Acorn Lane. Sarah wants to spend the least amount of time on a bus. Which bus should she take from Hamstead Close?

Sarah decides to meet her friend at Petersfield Crescent. They need to be at Acorn Lane for 7:30pm. Which bus do they need to take? How long is the journey to Acorn Lane?

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

Two adults and 2 juniors pay the cheapest combination online for their tickets.

A 13 year old friend and his mum will meet them and pay at the door.

How much is the entire cost?



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I pay for my tickets on the door. I pay with 6 £20 notes. I receive £3.01 change.
What combination of tickets did I purchase?

The sparklers are 100cm long.
Each sparkler burnt a different amount.
Calculate how many cm each person burnt.



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



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



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

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



25 893



45 666



15 900



13 704



+



=



-









=


Problem Solving


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★ What's the possible value of each firework?
Find 4 different possibilities.
Each number has to have 2 digits or more.





 = 9,390

 = _____
  = _____
  = _____

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★ What's the possible value of each firework?
Find different possibilities.




 = 2,700

 = _____
  = _____

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★★ What's the possible value of each firework?
Find different possibilities.
Each number has to have 3 digits or more.






 = 7,008

 = _____
  = _____

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★★ What's the possible value of each firework?
Find different possibilities.



 = 6,500

 = _____
  = _____
  = _____
  = _____

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ANSWERS

Set	Ladder 1	Ladder 2	Ladder 3	Ladder 4	Ladder 5
5.2	7,157	63	200	84	130

Fireworks Maths Mat 1 – Year 5 **Answers**

The fireworks show starts in 265 minutes.
What time will it be?



8:55

Here is part of a bus timetable.

The Green	16:22	–	17:56	18:12
Hampstead Close	16:38	17:39	18:11	18:28
Lodge Walk	17:01	18:08	18:36	18:53
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Northgate Hampton	17:33	18:44	19:08	19:37
Acorn Lane	17:55	19:03	19:24	19:52

The firework show takes place on Acorn Lane. Sarah wants to spend the least amount of time on a bus. Which bus should she take from Hamstead Close?

17:56

Sarah decides to meet her friend at Petersfield Crescent. They need to be at Acorn Lane for 7:30pm. Which bus do they need to take? How long is the journey to Acorn Lane?

18:24 39 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

Two adults and 2 juniors pay the cheapest combination online for their tickets.

A 13 year old friend and his mum will meet them and pay at the door.

How much is the entire cost?

£69.47



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I pay for my tickets on the door. I pay with 6 £20 notes. I receive £3.01 change.
What combination of tickets did I purchase?

Family pass 2
Family pass 2
Under 5

The sparklers are 100cm long. Each sparkler burnt a different amount. Calculate how many cm each person burnt.



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

30cm



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

40cm



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

50cm

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

25 893	45 666	15 900	13 704
--------	--------	--------	--------

+ = 59 370

- = 9 993



Problem Solving



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What's the possible value of each firework?
Find 4 different possibilities.
Each number has to have 2 digits or more.

Example

$$= 9,390$$

= 9000
 = 300
 = 45

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What's the possible value of each firework?
Find different possibilities.

Example

$$= 2,700$$

= 400
 = 500

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What's the possible value of each firework?
Find different possibilities.
Each number has to have 3 digits or more.

Example

$$= 7,008$$

= 504
 = 2000

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What's the possible value of each firework?
Find different possibilities.

$$= 6,500$$

= 1200
 = 100
 = 500
 = 1000

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a

Re-write this text message using Standard English.




b

Can you think of the prefix words to match these definitions?

A signature of a famous person: auto _____

An adjective to describe someone who hates waiting: im _____

c



Can you tell me your symptoms, Mr Brown?

Can you write this as a line of accurately punctuated direct speech?

d

Use the correct form of the verb 'to be' to complete these past and present tense sentences correctly:

This _____ your new classroom.

Yesterday, we _____ on a school trip.

Joe and Jack _____ twins.

e

These words have prepositions hiding within them can you spot them? The first one is done for you!

toffee → t(off)ee → off

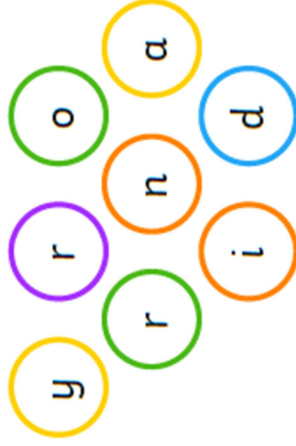
hoverboard → _____ → _____

supply → _____ → _____

f

Mr Whoops has been juggling with the letters from one of his Y4 spelling words. Can you spot what it is?

o _____



a Can you place brackets (parenthesis) around additional detail in this sentence?

Saint George the patron saint of England famously defeated a dragon.



Saint George the patron saint of England famously defeated a dragon.

b Can you think of the -cious or -tious word to match this definition?

Very healthy to eat Acting in a guilty way

n _____ s _____

c Are you ready to go hiking, Max?

Can you write Claire's words into a direct speech sentence that uses inverted commas?



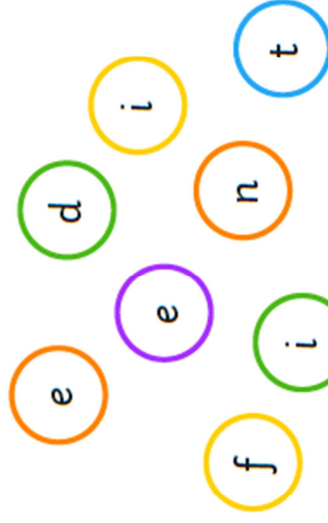
d Choose TWO different adverbs of possibility that best fit in these sentences:

The sky had turned pitch black and it was _____ going to rain.

Because the game is so expensive, I _____ can't afford to buy it.

f Mr Whoops has been juggling with the letters from one of his Y5 spelling words - can you spot what it is?

d _____



e Choose the correct form of the verb 'to go' to fit into these sentences.

We'll _____ to the shopping centre later.

I'm _____ shopping tomorrow.

Last Saturday, I _____ shopping.



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 B

Vocabulary

1. Look at the section that starts "Let's look," said Cyril. Find and copy one word that means *scared*.

2. But Cyril merely observed that his sister must have gone off her head... What other word could have been used instead of *merely* in this statement?

murky

slowly

Tick one

watched

just

3. Look at the section beginning: 'The children stood round the hole in a ring...'
Read the description of the creature and complete the table below.

Write two adjectives used.	a. _____ b. _____
Write two similes used.	a. _____ b. _____

Retrieval

4. Look at the section beginning: 'But Cyril merely observed ...'
What does Anthea do while she is sat on the edge of the hole?

5. Why do the children all look at each other when the creature first speaks?

6. How does the creature describe itself?

Inference

7. What is Anthea trying to do when she says "It sounds silly, but it said something. It really and truly did."

Show off.

Frighten the others.

Persuade the others.

Make the others laugh.

Tick one

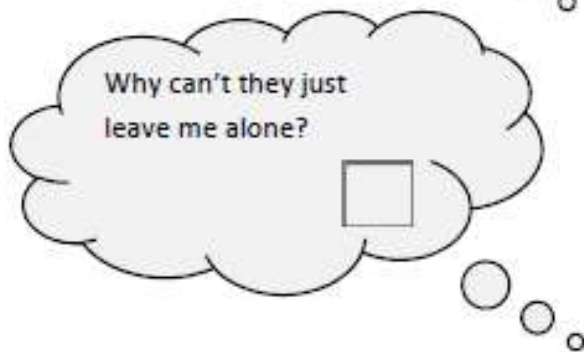
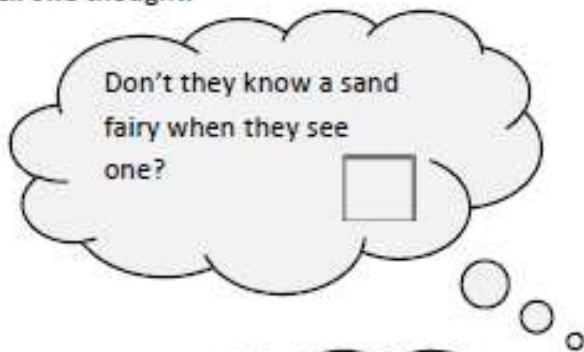
8. Do you think that the creature really just *dropped asleep*?

Circle one: yes no

Explain why you think this.

9. What was the creature thinking when the children were digging the hole?

Tick one thought.



Summarise

10. Using the whole text, tick one box in each row to show whether each statement is true or false.

	True	False
The children knew they would find a sand fairy.		
Anthea wanted to dig with spades.		
Anthea is the first one to see the creature.		

Brian's Magic Biscuits

Story starter!

Brian had often bought things from the market that had turned out to be the most outrageous, disappointing fakes.

He had presumed that the magic biscuits would have been exactly the same.

How wrong he had been...



What do you think?

Question time!

What had happened when Brian fed the biscuits to his dogs?

How quickly did they grow to this size do you think?

Did Brian give the biscuits to anything/anyone else?

Have the creatures stopped growing?

How will Brian keep them as pets?

What are the benefits/problems with having such enormous pets?

Sentence challenge!

Can you write use a colon to start a list?

Remember to use commas to separate the items in your list!

E.g. To feed his dogs every morning Brian needed: two enormous tractor tyres, a mountain of dog food, a gallon of water and a safe distance between himself and his overgrown chums.

Sick sentences!

These sentences are 'sick' and need your help to get better. Can you help?

Maybe you can add some adjectives, an adverbial phrase, a relative clause or some different verbs.

- The dogs ate the biscuits.
- They started to grow really fast.
- Now they are big.
- They need to eat a lot of food.

Perfect picture!

Imagine Brian gave the biscuits to a different animal. Can you draw what they would look like before and after?

Have fun working your way through these challenges. After you've finished, your challenge is to right a **diary entry in role as Brian** which gives more detail on this amazing day.

Year 5 spellings - Monday 15th June 2020.

These words are all verbs with the prefix -over. This prefix is often used to show too much of something is taking place.

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

Look

Trace

Copy

overthrow

overthrow

overturn

overturn

overslept

overslept

overcook

overcook

overreact

overreact

overestimate

overestimate

overuse

overuse

overpaid

overpaid

overlook

overlook

overbalance

overbalance