

**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 22.06.20
<p style="text-align: center;"><b>P.E.</b></p>	<p style="text-align: center;"><b>Creative (Music, Art, Drama)</b></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><b><u>LO: Develop an effective and consistent striking action for hitting the ball.</u></b> <b><u>Develop accuracy and placement for hitting.</u></b></p> <p>Please follow the link below for a short video on how to become a 'Super Striker'.</p> <p><a href="https://www.chancetoshine.org/staying-active-during-the-covid-19-outbreak?utm_source=Portal+Teachers&amp;utm_campaign=3c8f739600-EMAIL_CAMPAIGN_2020_04_24_03_37_COPY_01&amp;utm_medium=email&amp;utm_term=0_b4486fc5f7-3c8f739600-123742013#h_758837754281586267800723">https://www.chancetoshine.org/staying-active-during-the-covid-19-outbreak?utm_source=Portal+Teachers&amp;utm_campaign=3c8f739600-EMAIL_CAMPAIGN_2020_04_24_03_37_COPY_01&amp;utm_medium=email&amp;utm_term=0_b4486fc5f7-3c8f739600-123742013#h_758837754281586267800723</a></p> <p>Find instructions for the activity in the appendix below.</p>	<p><a href="http://www.thenational.academy">http://www.thenational.academy</a> have a number of lesson being offered weekly, looking at the foundation subjects including art, D&amp;T and music.</p> <p><b>This week we will be looking at Art and Music.</b></p> <p><b><u>ART</u></b></p> <p><b>Lesson 1: The Circle Challenge</b> LO: Use your imagination and creativity to beat this challenge. <a href="https://classroom.thenational.academy/lessons/the-circle-challenge/">https://classroom.thenational.academy/lessons/the-circle-challenge/</a></p> <p><b>Lesson 2: Juan Miro and Automatic Drawing</b> LO: Learn about automatic drawing and create your own abstract artwork.</p> <p><b><u>MUSIC</u></b></p> <p><b>Lesson 1: Singing in Harmony</b> LO: To learn about singing in harmony. <a href="https://classroom.thenational.academy/lessons/singing-in-harmony/">https://classroom.thenational.academy/lessons/singing-in-harmony/</a></p> <p><b>Lesson 2: Exploring emotions in music</b> LO: To discuss how different pieces of music can make us feel different emotions. <a href="https://classroom.thenational.academy/lessons/exploring-emotions-in-music/">https://classroom.thenational.academy/lessons/exploring-emotions-in-music/</a></p>

## Weekly Subject Focused Project:

### 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: What is life like inside a Buddhist monastery?

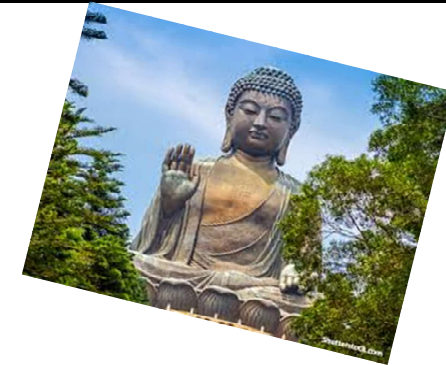
<https://classroom.thenational.academy/lessons/what-is-life-like-inside-a-buddhist-monastery/>

Lesson 2: Who is the Dalai Lama? <https://classroom.thenational.academy/lessons/who-is-the-dalai-lama/>

Lesson 3 & 4 To plan and write an essay about Buddhism?

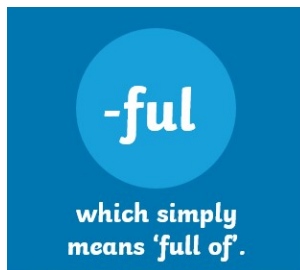
<https://classroom.thenational.academy/lessons/to-plan-and-write-an-essay-about-buddhism/>

<https://classroom.thenational.academy/lessons/to-plan-and-write-an-essay-about-buddhism-a30503/>



## Spelling and Grammar

This week, we are looking at the suffix *-ful*. A suffix is a group of letters that can be added to the end of a word to create a new word.



**boastful, faithful,  
doubtful, fearful,  
thankful, beautiful,  
pitiful, plentiful,  
fanciful, merciful**

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

### Relative Clauses

Our grammar focus this week is on relative clauses, which will help to add more detail to your writing. I just used a relative clause!!

Watch the video here:

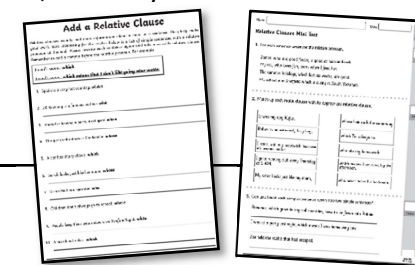
<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt> and take a look at the learning poster included further down this pack. You will learn that a relative clause can be added to the end of a main clause, or inserted into a main clause using a pair of commas.

**For example:-**

I enjoy cycling, which is a great form of exercise.

Cycling, which is a great form of exercise, is something I really enjoy.

When you are ready, have a go at the relative clause challenge and mini test I have provided in this pack. Then, include your own relative clauses in your story about Professor Plum!



\*Both of these sheets are included in this pack.

## 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](http://www.pobble365.com)

This week I have provided a two short reading comprehension challenges for you. I have put both on the same page further down this document.

Read the text carefully before providing your answers. If you would like to share them, we will be happy to respond to your work!



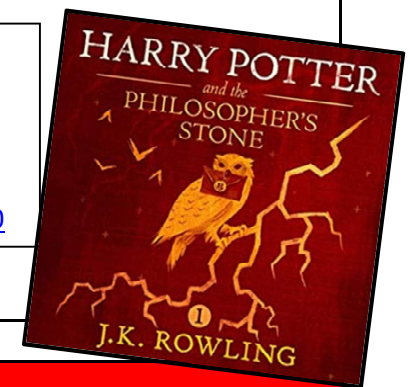
### Fancy listening to a book?

How about

***Harry Potter and the Philosopher's Stone***

You might have heard of it before....

[https://stories.audible.com/pdp/B017V54W6O?ref=adbl\\_ent\\_anon\\_ds\\_pdp\\_pc\\_pg-1-cntr-0-0](https://stories.audible.com/pdp/B017V54W6O?ref=adbl_ent_anon_ds_pdp_pc_pg-1-cntr-0-0)



## Writing

### PROFESSOR PLUM

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 story involving Professor Plum. Our grammar focus has been relative clauses so be sure to include some in your independent writing! Here's my starter:-

**A golden light streamed through the windows of the Professor's secret lab, hidden away in the depths of his great mansion. The potions, which had been mixing overnight, were almost ready to use. The professor studied the mixtures carefully and made some final checks. He was very pleased with the red potion, which he was planning to use as a truth serum on his enemy, Doctor Sanderson. The pair had met many years ago at university, where they formed a strong but soon-to-be deadly friendship.**



## 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 lessons 1 and 2 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/2020/06/Lesson-1-Subtracting-decimals-with-the-same-number-of-decimal-places.pdf>

Lesson 2: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-2-Subtracting-decimals-with-a-different-number-of-decimal-places.pdf>

Lesson 3: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-3-Multiplying-decimals-by-10-100-and-1000.pdf>

Lesson 4: <https://resources.whiterosemaths.com/wp-content/uploads/2020/06/Lesson-4-Dividing-decimals-by-10-100-and-1000.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 'Super Striker' Lesson**

**CHANCE TO SHINE WEEKLY SESSION:  
WEEK 3 - SUPER STRIKER**

INDIVIDUAL ACTIVITY



**LEARNING OUTCOMES:**

- Develop an effective and consistent striking action for hitting the ball.
- Develop accuracy and placement for hitting.

**EQUIPMENT:**

- A bat (or if you don't have one, try a broom or a frying pan, be creative)
- Tennis ball or rubber ball (of any size)
- Cones to make the planets (or any objects you have around your house)

**SPACE RACE CHALLENGE:**

- Mark out the planets by placing sets of cones on the floor
- Visit as many planets as you can by dribbling the ball with the bat (you can visit the planets in any order!)
- See how many planets you can visit in one minute

**STRETCH ACTIVITY:**

- Bounce the ball on your bat as you visit the planets






**COACHING POINTS:**

- Watch the ball really closely
- Watch where you are going



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

**CHANCE TO SHINE WEEKLY SESSION:  
WEEK 3 - SUPER STRIKER**

PARENT & CHILD ACTIVITY



**LEARNING OUTCOMES:**

- Develop an effective and consistent striking action for hitting a ball.
- Develop accuracy and placement for hitting.

**EQUIPMENT:**

- A bat (or if you don't have one, try a broom or a frying pan, be creative!)
- Tennis ball or rubber ball (of any size)
- Two chairs to act as fielders

**PAIRS CHALLENGE:**

- Place two chairs 3M in front of you
- Get your partner to feed you 6 balls
- Try to defend the ball using soft hands to avoid getting out
- Scoring = 1 point if the ball bounces before the chair, 5 points if the ball goes beneath the chair

**STRETCH ACTIVITY:**

- Create your own version of the game and make up your own rules

**COACHING POINTS**

- Let the ball hit the bat and tap it lightly
- Create a strong base by getting side on and bending your knees



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 9 w/c 22<sup>nd</sup> 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 9

Topic	Video	Premium Subscriber? Get the worksheet!
Read and interpret tables	<a href="https://vimeo.com/430336159">https://vimeo.com/430336159</a>	Autumn Block 3 Read and interpret tables
Two-way tables	<a href="https://vimeo.com/430336386">https://vimeo.com/430336386</a>	Autumn Block 3 Two-way tables
Align with BBC progression	Align with BBC progression	Align with BBC progression
Align with BBC progression	Align with BBC progression	Align with BBC progression

## Alternative Lesson 1

### 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.

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- 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.



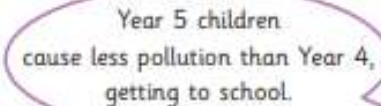
- 4 Teachers asked children how they travel to school.  
The tables show how the children in Year 4 and Year 5 travel to school.

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



There are 24 children in the class.

Dora

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 2

### Two-way tables



- 1 A film is shown twice a day at 3 pm and 7 pm.

The table shows the number of children and adults that see each show in one day.

	Adults	Children
3 pm showing	28	65
7 pm showing	58	12

- a) How many children watched the 7 pm showing?

- b) How many adults watched the film that day?

- c) There are 100 seats in the cinema.  
How many seats were empty at the 3pm showing?

- d) Did more children or more adults watch the film?  
Show your workings.

- e) Why do you think fewer children watched the 7pm showing?

- 2 The table shows information about the eye colour of 100 people.

	Brown	Blue	Green	Total
Boys	12	25		70
Girls			8	
Total	29			100

- a) Complete the table.

- b) How many boys have green eyes?

- c) How many girls have blue eyes?

- d) How many more girls have brown eyes than blue eyes?

- 3 The table below shows the distance in miles between some cities.

London				
3,459	New York			
5,938	6,736	Tokyo		
6,011	7,803	9,152	Cape Town	
10,553	9,929	7,819	6,845	Sydney

- a) What is the distance between Sydney and Tokyo?

- b) Which two cities are the furthest apart?

\_\_\_\_\_ and \_\_\_\_\_

- c) Choose a city to start in and then two more different places to visit.

How far would you have to travel?

- 4 Teams are awarded points for each event at a swimming gala. Some of the scores have accidentally been washed off!

	Breaststroke	Backstroke	Butterfly	Freestyle	Total
Yellow	405		210	395	1,970
Red	650	420		650	
Green	210		400		1,480
Blue		210	610	510	
Total	1,610		1,430	1,925	

Work out the missing scores and complete the table.

Write 3 questions for your partner to answer about the information on the table.

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- 5 The table shows information about some of the world's tallest buildings.

Building	Country	Height (m)	Number of floors	Year completed
Burj Khalifa	UAE	828	163	2010
Shanghai Tower	China	632	128	2015
Abraj Al-Bait Clock Tower	Saudi Arabia	601	120	2012
Ping An Finance Centre	China	599	115	2017
Goldin Finance 117	China	597	128	2019

- a) How tall is the tallest building?
- b) Which building is 601 m tall? \_\_\_\_\_
- c) Which two buildings have the same number of floors?  
\_\_\_\_\_
- d) Which building was completed most recently? \_\_\_\_\_
- e) How much taller is the Burj Khalifa than the Goldin Finance 117 building?
- f) Three-fifths of the buildings are in China.  
Is this statement correct? \_\_\_\_\_  
Explain how you know.  
\_\_\_\_\_  
\_\_\_\_\_

Extra Maths tasks



Master The Curriculum

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

Answer =
1 ten less
Half of it
Subtract ten tens
- 90
+ 736
+ 2,000
x 8
+ 15
- 14 tens
x 12
11

Answer =
- 1834
+ 3,425
x 11
two thirds
÷ 3
x 4
÷ 100
÷ 10
- 5 tens
4 hundred less
9,450

Answer =
+ 287
Add 899
x 7
÷ 5
Half of it
Add fifteen tens
x 3
÷ 10
+ 151
x 7
7

Answer =
+ 6,130
x 11
One quarter
Divide by 9
x 8
three tenths
x 5
÷ 3
Double it
x 15
6

Answer =
100 more
Subtract 48
x 9
÷ 4
900 less
÷ 2
one half of it
Subtract 270
Take 50 ones
Half it
8,000

Fireworks Maths Mat 2- Year 5

Firework night takes place on the 5<sup>th</sup> of November.  
It is 162 days away.  
How many weeks and days away is it?

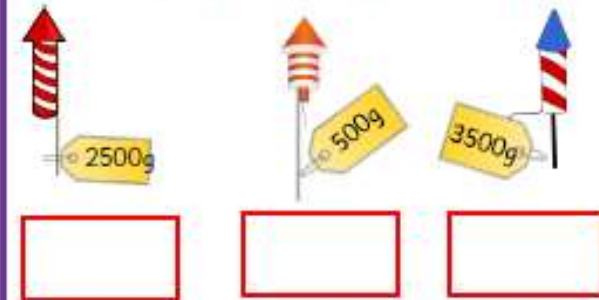
weeks days



I have ordered 8<sup>2</sup> of sparklers.  
How many sparklers have I ordered?



Convert the firework weights into kilograms.



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I buy a bulk order of gloves to sell at the fireworks display.  
I spend £225. How many pairs of gloves did I buy?



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Stella receives a delivery of fireworks.  
5 fireworks weigh 10kg.  
The fireworks in the box weigh 40,000g.  
How many fireworks are in the box?



I am saving up for the next fireworks display.  
If I save 50p a week for a year, how much would I have saved?



Tia uses her sparkler to make shapes in the air. Write the correct angle on its type.



obtuse

acute

reflex

right angle

straight

**Problem Solving**


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★ Esin weighs these fireworks.  
How much do they weigh in kilograms?



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★ Zach bought these fireworks.  
He can only lift 12 kg. Can he lift his items?



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mass





1/2 kg

3.5 kg

5000g

4kg

★ Leanna needs 24kg of .  
How many of these fireworks does she need to buy to reach 24kg?



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★ Zach bought these fireworks.  
How much do they weigh in kilograms?



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## ANSWERS

Set	Ladder 1	Ladder 2	Ladder 3	Ladder 4	Ladder 5
5.3	1,291	1,679	1,333	6,350	97


Fireworks Maths Mat 2- Year 5 **Answers**

Firework night takes place on the 5<sup>th</sup> of November.  
It is 162 days away.  
How many weeks and days away is it?




**23 weeks 1 day**

I have ordered 8<sup>2</sup> of sparklers.  
How many sparklers have I ordered?



**64**

Convert the firework weights into kilograms.



**2.5 kg    0.5 kg    3.5 kg**

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I buy a bulk order of gloves to sell at the fireworks display.  
I spend £225. How many pairs of gloves did I buy?



**100**



Stella receives a delivery of fireworks.  
5 fireworks weigh 10kg.  
The fireworks in the box weigh 40,000g.  
How many fireworks are in the box?



**20**


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I am saving up for the next fireworks display.  
If I save 50p a week for a year, how much would I have saved?

**£26.00**



Tia uses her sparkler to make shapes in the air. Write the correct angle on its type.



**d    c    a    b**

**obtuse    acute    reflex    right angle    straight**



# Problem Solving



★

Esin weighs these fireworks.  
How much do they weigh in kilograms?

14.5 kg

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★

Zach bought these fireworks.  
He can only lift 12 kg. Can he lift his items?

Total mass: 13kg

He cannot lift them up.

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*mass*

 ½ kg  
 3.5 kg  
 5000g  
 4kg

★

Leanna needs 24kg of .  
How many of these fireworks does she need to buy to reach 24kg?

$X 6 = 24\text{kg}$

She needs 6 fireworks.

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★

Zach bought these fireworks.  
How much do they weigh in kilograms?

25.5 kg

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### Reading Comprehension 1

What do you get if you add a netball team to a string quartet, a married couple, new-born triplets and a football team? Your first thought might be 'a strange party', but if you want a mathematical answer, you need to dig deeper. That's because they are all completely different from each other. In order to add them together, you should first find something they all have in common – the fact that they are groups of people. Once you know how many are in each group, you're away. The same is true when you add fractions – they all need to share the same common thing, their denominator.

#### **QUESTIONS:-**

1. Which two teams are mentioned?

a) \_\_\_\_\_

b) \_\_\_\_\_

2. Which words are used to describe the triplets?

\_\_\_\_\_

3. Why might the reader's first thought have been that it was 'a *strange party*'?

\_\_\_\_\_

### Reading Comprehension 2

What do you get if you add a netball team to a string quartet, a married couple, new-born triplets and a football team? Your first thought might be 'a strange party', but if you want a mathematical answer, you need to dig deeper. That's because they are all completely different from each other. In order to add them together, you should first find something they all have in common – the fact that they are groups of people. Once you know how many are in each group, you're away. The same is true when you add fractions – they all need to share the same common thing, their denominator.

#### **QUESTIONS:-**

1. ... *you need to dig deeper* ...

In this context, which words are closest in meaning to **dig deeper**? **Circle one.**

**count higher think harder use a spade use a calculator**

2. According to the text, what would be the **first** thing you would need to do to add them together?

\_\_\_\_\_

3. What do fractions need to have in common when you add them together?

\_\_\_\_\_

# Relative Pronouns

Relative clauses give extra information related to a previously mentioned noun or pronoun within a sentence. A relative clause always starts with a relative pronoun, such as:

that

whose

which

whom

who



Joe, who was dressed as a cowboy, was excited about his friend's fancy dress party.

'who' is the **relative pronoun** here used to begin the relative clause. As this is extra, non-essential (non-restrictive) information, we put the clause in commas. This is often called an embedded or sandwich clause.

The winning competitor held the trophy aloft, which made the crowd cheer loudly.

'which' is the **relative pronoun** so this time the relative clause is after the main clause. We still need a comma before the relative clause as this is also extra, non-essential (non-restrictive) information.



People that exercise daily are more likely to maintain a healthy weight.

'that' is a **relative pronoun** so this also shows a relative clause. This time the information in the extra clause is essential (restrictive) to the meaning of the sentence so therefore we don't need to use commas.



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Name:

Date:

12  
total marks

## Relative Clauses Mini Test

1. For each sentence underline the relative pronoun.

James, who is a good finder, is good at hide-and-seek.

My cat, who loves fish, purrs when I feed her.

The summer holidays, which last six weeks, are great.

My school is in Sheffield which is a city in South Yorkshire.

4 marks

2. Match up each **main clause** with its appropriate **relative clause**.

It was my dog Rufus,

whose hair curls the same way.

Robert is an extremely lazy boy,

which I'm allergic to.

I can't eat my sandwich because  
it's peanut butter,

who ate my homework.

I go to running club every Thursday  
at 6 AM,

which means I am tired by the  
afternoon.

My sister looks just like my mum,

who never tidies his bedroom.

5 marks

3. Can you break each complex sentence down into two simple sentences?

Bananas, which grow in tropical countries, have to be flown into Britain.

I was at a party last night, which meant I was home very late.

Joe held the rabbit that had escaped.

3 marks

total for  
this page

# Add a Relative Clause

Relative clauses usually add more information about a noun in a sentence. They help make your work more interesting for the reader. Below is a list of simple sentences with a relative pronoun at the end. Please rewrite each sentence again and add a sensible relative clause. Remember to add a comma before the relative pronoun. For example:

I can't swim. **which**

I can't swim, **which means that I don't like going near water.**

1. Spain is a very hot country. **where**

---

2. JK Rowling is a famous author. **who**

---

3. Hamid is having a party next year. **when**

---

4. The girl in the dress is Cinderella. **whose**

---

5. A cat has sharp claws. **which**

---

6. Sarah looks just like her mum. **whose**

---

7. Usain Bolt is a sprinter. **who**

---

8. Children don't always go to school. **where**

---

9. People keep their pets indoors on Bonfire Night. **when**

---

10. A bike has brakes. **which**

---

# Professor Plum

## Story starter!

Professor Plum had been locked away in his laboratory for days now, barely even stopping to eat or drink.

He rested his left arm on the dusty pile of books scattered across his desk, and with his right hand he gently flicked the conical flask in front of him. The red and orange liquid inside coughed and spluttered as heat from the Bunsen burner excited it from below.

Professor Plum wiped his weary eyes; only the excitement of finally finishing the potion kept him awake. Just a few more hours, then it would be ready...



## What do you think?

## Question time!

- Who is Professor Plum?
- What potion is he making?
- Has the Professor chosen to lock himself away?
- Why hasn't he had any sleep?
- What might the vessels and books on the table contain?
- If you could make any magic potion, what would you make?
- What do you think the Professor keeps in his pockets?

## Sentence challenge!

- What sounds might you hear in Professor Plum's laboratory?
- Can you use your senses to describe what it would be like to be in there?

## 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 conjunctions to join the clauses together.

- He flicked the flask. It had a red liquid inside. It bubbled.
- The potion changed colour. It was now green.
- A light came through the window. The man's face was clear.

## Perfect picture!

Imagine you have the power and ingredients to make a magic potion. Can you draw and describe your creation?

## Main Challenge

When you've finished these tasks, your challenge is to produce a longer piece of writing. I have created the start of a story about the mysterious Professor Plum in the pages above. Write your own version and include some **relative clauses!**

Year 5 spellings - Monday 22<sup>nd</sup> June 2020.

These words are all verbs with the suffix *-ful*.

This suffix can be added to nouns or verbs to create adjectives.

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

Look

Trace

Copy

boastful

boastful

faithful

faithful

doubtful

doubtful

fearful

fearful

thankful

thankful

beautiful

beautiful

pitiful

pitiful

plentiful

plentiful

fanciful

fanciful

merciful

merciful