

Newbridge Primary School

Year 5 - Learning for the next two school days

Dear Parents and Carers

As the school is now closed, we will provide learning for your child. The learning for the next two school days is set out below. Exercise books have already been sent home for your child's learning to be recorded. On the third school day of closure your child will have access to Google Classroom, where the teacher will post daily learning activities. You will already have received information to support you accessing this system. If there are any problems, please email newbridge_pri@bathnes.gov.uk

With thanks

Gill Kennaugh

Good morning Year 5,

Welcome to our home learning. You have already impressed us with your fine attitudes to learning in class which will put you in great stead for the activities ahead. We hope you enjoy learning about a range subjects and working independently to complete as much as you can.

We look forward to seeing you again soon,

Mr Handson and Mrs Bartlett

Reading

Read for pleasure for at least 30 minutes. Remember, look up in a dictionary or ask for help if there are any words where you are not sure of their meaning.

Take some time to read out loud. By re-reading a small section of text over and over, you can practise your intonation (the rise and fall of your voice) and expression (changing your voice to show meaning). Why not try reading in a different voice completely? For example: reading in a sad voice, like a monster... or even like a cowboy, yee haw!



Top Tips:

Prior to reading, encourage your child to focus on the title of the book, the author, the illustrator and the front cover. Make predictions about what you think will happen in this book based on these factors. Afterwards, read the blurb and see if it gives you any further hints.

Continue asking your child questions throughout the book but also encourage them to ask questions as this will further their understanding of the text.

When you have finished the story, is your child able to retell the events in the order in which they happened? If you are reading non-fiction, can they recall any interesting facts that they have read?

Day 1:

Superhero Facts

Superheroes are fantasy characters who are dedicated to tackling crime and battling villains. They were originally created as part of comic book stories in the late 1930s. Superheroes have special (superhuman) powers such as those described here:

Lightning Girl

Lightning Girl is one of the daughters of a native American tribal princess, all of whom have auburn hair and the potential to wield magic.

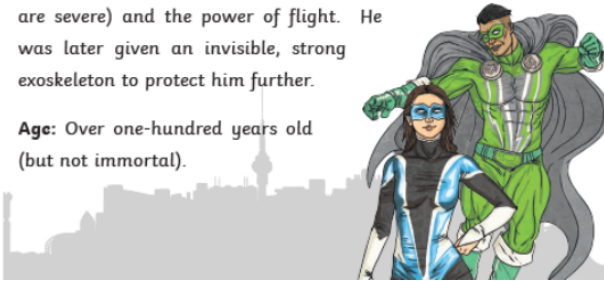
Flight speed: Subsonic (when propelled by winds)

Fighting skills: Excellent hand-to-hand combatant, trained by Anaconda.

Anaconda

Anaconda was born with superhuman strength, the ability to heal his own wounds (unless they are severe) and the power of flight. He was later given an invisible, strong exoskeleton to protect him further.

Age: Over one-hundred years old (but not immortal).



1. When were superheroes first created?

2. Find and copy two verbs which mean the same as 'fighting'

3. Why do you think that Anaconda is 'not immortal'?

4. Who do you think is more powerful: Lightning Girl or Anaconda? Explain your reasons why.

Day 2:

Robot Revenge

The year is 2053. Robots are a part of everyday life – they drive hover-trains, serve in holographic-restaurants and even teach in virtual-schools. They are so realistic that it can be hard to know whether you are talking to a fellow human or a robot (in some cases the only clue is the small light that can be seen faintly glowing from behind the left ear).

In fact, robots are becoming increasingly infuriated with their place in society. A group are plotting their revenge on humans. They want to teach humans a lesson – it is about time that humans started to be grateful for all the wonderful opportunities they have in life. The robots will make them realise...



1. What jobs do robots do?

2. What does 'holographic-restaurant' and 'virtual-school' tell you about life in 2053?

3. Give two phrases which tell you that the robots have had enough of their position?

4. How do you think the robots will teach the humans a lesson?

**Counting,
number
bonds or
times
tables**

Useful websites:

<https://www.timestables.co.uk/>

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

Day 1:

With a partner - take it in turns to chant the times tables you have been practising.

For example:

Mr Handson: "Seven"

Mrs Bartlett: "Fourteen"

Mr Handson: "Twenty one"

Mrs Bartlett: "Twenty eight"

Now, can you fill in the missing numbers in these sequences?

a) 11, 22, ____, 44, ____, 66, 77, ____

b) 81, ____, 63, ____, 45, 36, ____, 18

c) 2, 3, 5, ____, 11, ____, 17, 19, ____

Q1. Two of these number **divide by 7 with no remainder.**

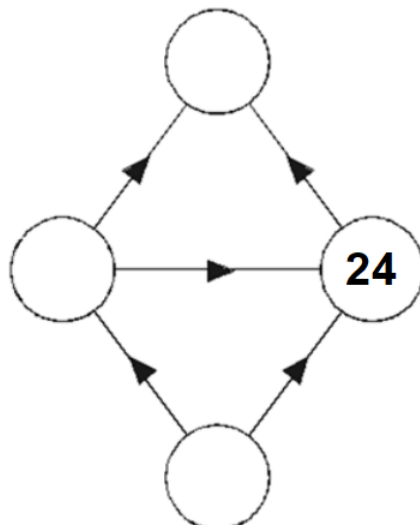
Circle the **two** numbers.



17 64 49 47 84 107

Q2. Write the missing numbers in the circles using these rules.

For  you multiply by 6
For  you multiply by 3
For  you multiply by 2



Q3. Each card on the left matches one on the right.

Draw lines to match the cards which are **equal** in value

One has been done for you.



8 x 4	14 x 3
5 x 6	16 x 2
7 x 6	15 x 4
12 x 5	18 x 3
6 x 9	15 x 2

A line connects the card '8 x 4' on the left to the card '16 x 2' on the right.

Day 2:

Using your knowledge of times tables, can you solve these number grid problems?

X	9	6	8	
	54			
			0	
3		18		
2				14

X		7	3	
9	36			
7				70
		42		
8	32			

Remember to use patterns to help you when multiplying by 10 or 100.

For example we know that $6 \times 7 = 42$, so $6 \times 70 = 420$ and $60 \times 70 = 4200$.

X	50	8
40		
7		

X	20	7
50		350
		42

X		2
70	2800	
5		10

X	30	
	2700	90
9	270	9

Spellings

Find this week's spellings on the school website at: <https://www.newbridge.bathnes.sch.uk/classes/5h>

A complete list of the year 5/6 spellings are also available inside your child's Reading Record.

Day 1:

Can you match these year 5/6 spellings to their definitions?

- | | |
|----------------|---|
| 1) accommodate | Present or ready for immediate use. |
| 2) accompany | Provide lodging or sufficient space for. |
| 3) according | Ready or likely to attack or confront. |
| 4) achieve | Go somewhere, with someone, as a companion. |
| 5) aggressive | In agreement or accord with. |
| 6) available | To bring to a successful end. |

Each sentence has one word in it that is spelt incorrectly. Write the correct spelling of the word in the box.

- 1) In Year 5, the averedge shoe size is a size 2.5.
- 2) Bumping into somebody can be quite orkward.
- 3) Shopping caefully may lead to you finding a barrgun or two!
- 4) David fell over in the playground – a brewze then appeared on his knee.
- 5) What is your favourite catergori of book?
- 6) On the way home, Mr Smith would often walk past the local semetary.

Day 2:

In the wordsearch below, can you find 15 words from the year 5/6 spelling list?

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

- | | | |
|-------------|-------------|-----------|
| ACCOMMODATE | ACCOMPANY | ACCORDING |
| ACHIEVE | AGGRESSIVE | AVAILABLE |
| AVERAGE | AWKWARD | BARGAIN |
| BRUISE | CATEGORY | CEMETERY |
| COMMITTEE | COMMUNICATE | COMMUNITY |

Day 1:

Today, you are going to imagine that you are going shopping. You can decide how much money you would like to spend; it can either be £100, £500 or a £1000. You must budget well and buy more than 5 items but less than 10, and they must be different items. You must write down:

- What you bought
- How much it cost
- Where you purchased it from e.g. Argos or Sainsburys
- After you had bought an item, how much money did you have left to buy the rest of the items?

£1000

Trampoline (Argos £170)

$$1000 - 170 = 830$$

830 - And so on.

If you have a catalogue at home, you could use this to work out how to spend the money or if possible, you could shop online but you may need an adult to help you.

Happy shopping.

Challenge:

1	3		8	6	5			9
		8			4	1		2
			1	2				
		7	6			9		3
9	1	5	4				8	7
6		3		1	7		5	
						3	4	5
		6	7		3	8	9	
		9		8				6

1. Draw a pyramid or square where all the numbers add to the same number

Or you could design a Sudoku square

2. Write some word problems involving adding for your family to work out.

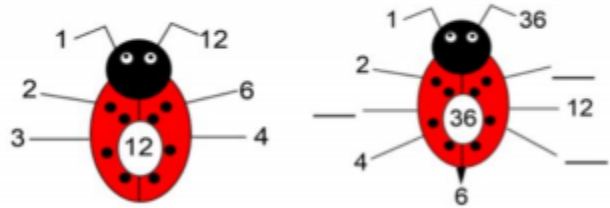
Day 2:

Factors are the numbers you multiply to get another number. For instance, the factors of 12 are: 1, 2, 3, 4, 6, and 12 as twelve can be factored as 1×12 , 2×6 , or 3×4 . Numbers that have only two factors, such as 3 (1×3) are known as 'prime' numbers.

Here is an example of a factor bug.

Complete the factor bug for 36.

Draw your own factor bugs for 16, 48, 56 and 35.



As a challenge, you could draw your own factor bug or use the paint program on your computer, laptop or tablet.

Challenge:

Can you identify all fifteen of the prime numbers less than 50?

Is the number 1 a prime number? If not, why not?

What are composite numbers?

Play this game to splat prime numbers!

http://www.sheppardsoftware.com/mathgames/numbers/fruit_shoot_prime.htm

English

Day 1: Create your own limerick!

Limericks are short, humorous nonsense poems that are best enjoyed read aloud.

Limerick

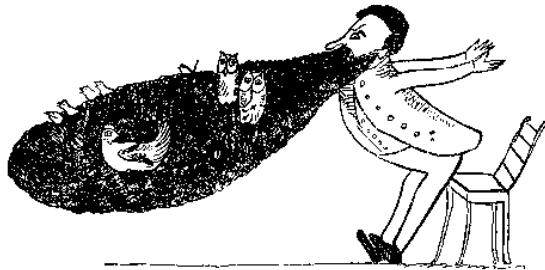
- **What is a limerick?**
 - A limerick is a poem that is made of 5 line stanzas that has a rhyme scheme of: aabba.
 - Lines 1, 2, and 5 will rhyme and lines 3 and 4 will rhyme.
 - Lines 1, 2, and 5 should have 7-10 syllables and lines 3 and 4 should have 5-7 syllables.
- **Tips for writing a limerick:**
 - Nonsense make sense when it comes to a limerick poem.
 - First line is very important . . . it sets up characters and setting of the poem.
 - Make it bouncy . . . "hickory dickory dock"

Some popular ways to start a limerick include:

- The was a young man from _____
- There once was a girl named _____
- There once was a city named _____

It is often easier to write about a person or place. Although you can write about anything!

- I once found a frog in a shoe
- Today I had a zoom call with Ted



There was an Old Man with a beard,
Who said, 'It is just as I feared!
Two Owls and a Hen,
Four Larks and a Wren,
Have all built their nests in my beard!'



**There once was a loony old goat.
Who wanted to sail on a boat.
Across the seven seas.
With a crew of trained fleas.
While wearing a long captain's coat.**

Challenge:

Using the rules outlined above, draft then edit a limerick.

Day 2: Publish your limerick from yesterday.

To be successful, include:

- Cursive handwriting
- Clearly laid out stanza lines
- Images that link to your nouns and adjectives
- Eye-catching colours or shading

For inspiration, or something different, try this limerick generator online: <https://www.poem-generator.org.uk/limerick/> Using the words: Mr Handson, danced, pasta and Moon; it came up with:

Poem Generator

Jump to [options](#) for sharing, commenting and voting.

A Man Called Mr Handson

A Limerick by Mr Handson

There once was a old man from moon.
He thought he was quite opportune.
It was rather full,
But not very raw wool,
He couldn't say no to the raccoon.

**A Man Called
Mr Handson**

Mr Handson

These are lovely examples too: <https://www.kidzone.ws/poetry/limerick.htm>

Something else for today

Day 1:

The Human Body:

The human body is an amazing thing and how it functions is fascinating. Today we are going to find out about the organs in the body and what their role is in keeping us alive.

If you can, please watch the Bitesize video below and take notes to help you with today's task.

<https://www.bbc.co.uk/bitesize/clips/zyqfg82>

TASK:

Your task today is to find out about the following organs and produce a poster/cards explaining what each organ's function is.

Think carefully about how to present the information and where best to include diagrams.

- The heart
- The lungs
- The liver
- The kidneys
- The stomach
- The skin
- The intestines
- The brain
- The bladder



Day 2:

Super Healthy Pizza: We all like pizza so why not try making your own super healthy, super tasty pizza. Follow the link below and you will find the ingredients and method. Enjoy!



Write the recipe for someone to follow. Ensure you have written them clearly, including the amounts for each ingredient and numbered each stage of the method.

	https://www.bbcgoodfood.com/recipes/superhealthy-pizza
Year Group Curriculum Overview	<p>Take time to look at the Curriculum Overview for your child's class. This can be found on the school website at: https://www.newbridge.bathnes.sch.uk/classes</p> <p>Talk to a grown up at home and decide on an aspect you would like to find out more about. This means that when you come back to school, you will be able to share something new.</p>