

Year 5 Home Learning

Spring 1

Thank you for the wonderful home learning that was shared last half term. I had fun with the marble runs and found some of the cross words puzzling. I look forward to seeing your contributions this half term.

Each week complete a minimum of one task from different areas of the curriculum and record in your home learning book. How you research your findings is entirely up to you. You can use computers, books, observation, questioning or experimenting; draw, paint, write or build. The only requests are that the work be carefully and attractively presented and that you do not copy out screens from books or the internet.

You must also practise your spellings and multiplications, read (remember to record it in your book) and complete MyMaths.

There **may** also be a small amount of maths or literacy to complete. We will normally share homework each Friday.

1 Team Point

You have completed your home learning and made some effort. I would like to see more consideration over the content and /or presentation of your learning.

2 Team Points

This is good home learning; you've clearly put some thought into it and put a sensible amount of time into your learning.

3 Team Points

Very impressive learning! You must have put lots of thought and effort into this learning and it's clear that you enjoyed doing this.

Maths

LI: to be able to increase quantities by scaling.

Using the following recipe for 12 fairy cakes, adapt it to make 18 cakes.

Ingredients:

100 g (4 oz) softened butter.

100 g (4 oz) caster sugar.

2 large eggs.

100 g (4 oz) self-raising flour.

1 level tsp baking powder.

You may even decide to makethese!☺

LI: to be able to apply reasoning skills to writing mathematical problems.

Write 5 word **problems** (not just calculations) for multiplication and division. Think of real life situations using numbers appropriate for Year 5.

LI: to be able to apply known number facts.

Create a maths game to help you practise your times tables or a game involving prime numbers, factors, multiples, squared and cubed numbers. Write the rules in your homework book. Play it with someone at home.

English

LI: to be able to use expanded noun and adverbial phrases.

Use your senses to describe a favourite place. It could be somewhere you have travelled to or your room or place.☺

LI: to be able to consider the audience and apply the features of persuasive writing to writing of your own.

'English is the most important subject in school'. Do you agree? Do you disagree? Convince me by writing a persuasive argument.
OR
Think of a topical issue that you feel passionate about. Convince me of your opinion by writing a persuasive argument.

LI: to be able to use inverted commas and other punctuation for dialogue /speech.

Write a dialogue between you and your parent/carer from getting up in the morning to leaving for school. Remember to use inverted commas, punctuation and interesting verbs instead of 'said'. Use a new line for each new speaker.

History

Mayan

LI: to investigate the importance of Jade to the Mayan people.

Jade is a metamorphic rock consisting of the minerals jadeite or nephrite (although the jade in Mesoamerica only had jadeite, as nephrite is from China). Jade was very precious to the ancient Maya people who used it to create items of jewellery and mosaic masks among other things.

Your challenge is to investigate just how important jade was to the ancient Maya people and create a presentation to explain it back in class.

You may choose to create a poster, a quiz, write a speech, make a PowerPoint presentation or you can demonstrate your learning in any other way that you prefer.



LI: to investigate Mayan calendars.

The ancient Maya developed a sophisticated calendar system to track time and help them to keep order in the world. There were three different calendars called The Long Count, The Tzolk'in and The Haab, which were used simultaneously.

The Long Count was used to track longer periods of time. Each cycle of time lasted 2,880,000 days or 5125 years.

The Haab was a 363 day solar calendar which consisted of 18 months of 20 days and a short month of 5 days.

The Tzolk'in was a 260 day religious calendar. It had 20 days and 13 numbers that were combined to form the full 260 cycle.

Your challenge is to find out more about the Tzolk'in or Haab calendar and write an explanation about it. You should also create a diagram or model to illustrate how it works.

PSHE

Going for goals

LI: To know the skills and attributes of an effective learner.

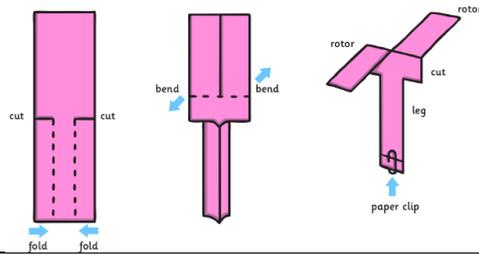
Think of someone famous who you admire. Use the following questions to share what you know or find out about the person you admire.

- ***What has the person achieved?**
- ***Why do you respect the person for this?**
- ***What obstacles were in his or her way?**
- **How did he or she overcome them?**
- **Who helped the person achieve their goal?**
- **What do you think the person said/did when they felt like giving up?**
- **Is there anything that the person has done in achieving their goals that you think they should not have done?**

Science

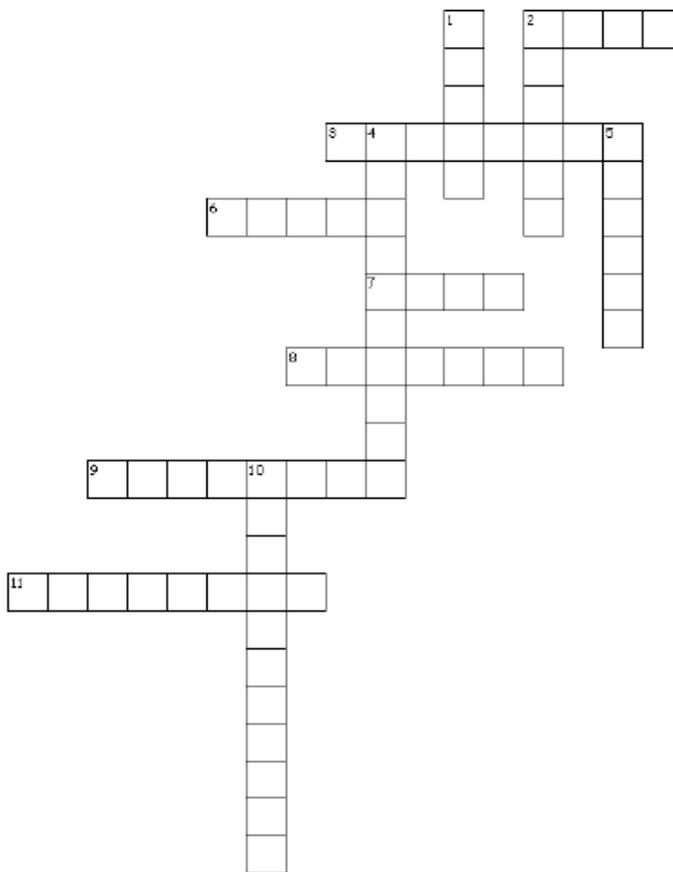
LI: to investigate air resistance and gravity.

Make a paper helicopter and investigate the effects of air resistance and gravity. A helicopter hovers in the air as its propellers rotate. Follow the instructions below to create a paper helicopter that spins as it slowly falls to the ground. Time how long your paper helicopter takes to fall to the ground. Can you make a new paper helicopter that falls more slowly? Think about the forces of gravity and air resistance, and how you can use them to make the helicopter fall slower. Draw a picture of your new helicopter and explain how you made it fall slower.



LI: to understand and apply scientific vocabulary.

Use your knowledge of forces to complete this crossword.



Across

- 2. Scientifically, _____ is measured in kilograms and weight is measured in newtons.
- 3. All surfaces create _____ on an object moving across them.
- 6. Friction _____ moving objects down.
- 7. Galileo Galilei conducted an experiment to prove that all objects fall at the _____ rate, no matter what their mass is.
- 8. _____ is a pulling force exerted by the Earth.
- 9. When two gears are connected, they always turn in _____ directions to one another.
- 11. When the forces acting on an object are _____ it will maintain its state of motion.

Down

- 1. A lever can be used to make a smaller _____ lift a larger load.
- 2. Air pushes against any object _____ through it.
- 4. Aeroplanes are streamlined so they do not experience much air _____.
- 5. Isaac _____ discovered more about gravity.
- 10. Objects that do not experience much air or water resistance are called _____.

As well as learning Y5 statutory spellings we will be learning the following Y5 spelling patterns:

<p>Week 1/2</p>	<p>Words with hyphens</p>	<table border="1"> <tr> <td>co</td> <td>operate</td> <td>exist</td> </tr> <tr> <td>re</td> <td>own</td> <td>invent</td> </tr> <tr> <td>-</td> <td>enter</td> <td>tell</td> </tr> <tr> <td></td> <td>emerge</td> <td>ignite</td> </tr> <tr> <td></td> <td>ordinate</td> <td></td> </tr> </table>	co	operate	exist	re	own	invent	-	enter	tell		emerge	ignite		ordinate							
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<p>Week 3</p>	<p>Apostrophe for possession</p>	<p>Apostrophes are used to tell us that something belongs to someone. For example, if you were talking about a football belonging to Ben, you would say 'Ben's football'.</p> <p> Ben's football <small>(the football that belongs to Ben)</small></p> <p>There is only one of Ben, so this is called singular possession.</p> <p>the girl's hat Simon's car</p> <p>In the example above ONE girl owns ONE hat and Simon owns ONE car.</p> <p>When a singular proper noun ends in s, the national curriculum states that the suffix to use to indicate possession is 's (though other style guides often use the apostrophe only). In other words, according to the national curriculum it's St. James's Park, not St. James' Park.</p> <p>James's coat the princess's toy</p> <p>If there are two or more people owning something, an apostrophe is needed to show plural possession.</p> <p>In this case the apostrophe goes after the plural owners, so if a group of girls each own a hat and you want to talk about all these hats, you would say 'the girls' hats'.</p> <p>the girls' hats the boys' car</p>																					
<p>Week 4</p>	<p>Rare GPCs</p>	<p>For example:</p> <p>bruise, guarantee, immediately, vehicle, yacht</p>																					
<p>Week 4</p>	<p>Words ending in '-ably' and '-ibly'</p>	<table border="1"> <tr> <td>horrible</td> <td>adorable</td> <td><i>Additional words</i></td> </tr> <tr> <td>terrible</td> <td>forgivable</td> <td>incredibly</td> </tr> <tr> <td>possible</td> <td>disposable</td> <td>sensibly</td> </tr> <tr> <td>edible</td> <td>enjoyable</td> <td>reliably</td> </tr> <tr> <td>reversible</td> <td>valuable</td> <td>respectably</td> </tr> <tr> <td>invincible</td> <td>breakable</td> <td>agreeably</td> </tr> <tr> <td>legible</td> <td>identifiable</td> <td>enviably</td> </tr> </table>	horrible	adorable	<i>Additional words</i>	terrible	forgivable	incredibly	possible	disposable	sensibly	edible	enjoyable	reliably	reversible	valuable	respectably	invincible	breakable	agreeably	legible	identifiable	enviably
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<p>Week 6</p>	<p>Homophones (led/lead, steel/steal, alter/altar)</p>	<table border="1"> <tr> <td>steel</td> <td>steal</td> </tr> <tr> <td>alter</td> <td>altar</td> </tr> <tr> <td>led</td> <td>lead</td> </tr> <tr> <td>assent</td> <td>ascent</td> </tr> <tr> <td>bridal</td> <td>bridle</td> </tr> </table>	steel	steal	alter	altar	led	lead	assent	ascent	bridal	bridle											
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